



Aynor High School

STRATEGIC PLAN

2022-2027

School Renewal Plan Table of Contents

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Our Vision:

Aynor High School, 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.

STRATEGIES / PERFORMANCE GOALS / ACTION PLANS

QUALITY INDICATORS

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.

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
<p>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.</p> <ul style="list-style-type: none"> • 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	\$2500.00	General Funds	Completion of needs analysis and follow-up action taken as needed
<p>Enhance communication with internal and external stakeholders to improve understanding of the district's purpose, direction, and performance with strategies, including:</p> <ul style="list-style-type: none"> • 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 	2022-2027	Communications	\$250,000.00	General Funds	Effective communications utilized; mobile app; Board meeting online and televised; social media reports; ParentLink reports

<ul style="list-style-type: none"> • 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)	2022-2027	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

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

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

ACTION STEPS	Timeline	Responsibility	Estimated Cost	Funding Source	Indicators of Implementation
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 <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Maintain personalized digital learning (PDL) program with laptop/device for all students in grades K-12 	2022-2027	Technology; Learning Services		General Fund, Erate funds, District Capital Funds	Updated plan implemented; refreshed inventory; survey results and appropriate data on technology

<p>utilizing the most effective devices to meet the educational needs of students in the classroom.</p> <ul style="list-style-type: none"> • 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 					
<p>Designate a school leadership team member in every school whose is responsible for school safety, to include:</p> <ul style="list-style-type: none"> • Student management policies, regulations and procedures 	2022-2027	Principals			Functioning team in all schools

<ul style="list-style-type: none"> • 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 					
<ul style="list-style-type: none"> • 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
<p>Implement wellness plan according to the guidelines of the Healthy, Hunger Free Kids Act of 2010 that includes:</p> <ul style="list-style-type: none"> • 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
<p>Establish protocols for each nurse in the District to provide students with allergies and their families Indicators-based practices of care</p> <ul style="list-style-type: none"> • 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

<p>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.</p> <ul style="list-style-type: none"> • 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
<p>Provide Rehabilitative Behavioral Health Services (RBHS) that are goals-oriented and family-supportive to students who have emotional or behavioral needs</p>	2022-2027	Student Services		Medicaid and General Fund	Services in place
<p>Provide safety and health guidelines and training to school staff and students in:</p> <ul style="list-style-type: none"> • 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
<p>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</p>	2022-2027	Support Services: Transportation		General Funds	PowerSchool Data; GPS system operational
<p>Develop and maintain a Continuity Of Operations Plan (COOP) for district operations that are housed at various facilities.</p>	2022-2027	Support Services: Safety and Security			Protocols established and practiced.

LEARNING CAPACITY

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.

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.

School Renewal Plan Cover Page

Renewal Plan for 5 Year Cycle: 2022/23 to 2026/27
Upcoming School Year: 2023/24

School Name:	Aynor High
SIDN:	2601001
Plan Submission:	School utilizes Cognia
Grade Span:	9 To 12
District:	Horry
Address 1:	201 Jordanville Road
Address 2:	
City:	Aynor, SC
Zip Code:	29511
School Renewal Plan Contact Person:	Kim Mendez
School Plan Contact Phone:	843-488-7100
School Plan E-mail Address:	kmendez@horrycountyschools.net


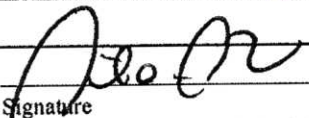
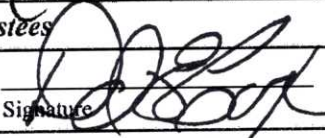

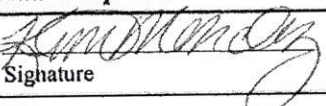
Required Signature Page

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		
<u>Rick Maxey</u> Printed Name	 Signature	<u>2/23/23</u> Date
Principal		
<u>Michael O. McCracken</u> Printed Name	 Signature	<u>1/30/23</u> Date
Chairperson, District Board of Trustees		
<u>David Cox</u> Printed Name	 Signature	<u>2/23/23</u> Date
Chairperson, School Improvement Council		
<u>Ryan Graham</u> Printed Name	 Signature	<u>2/13/23</u> Date
School Read To Succeed Literacy Leadership Team Lead		
<u>Kim Mendez</u> Printed Name	 Signature	<u>1-30-23</u> 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 <i>et seq.</i> (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).
Yes	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	<p>Developmental Screening</p> <p>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.</p>
N/A	<p>Half-Day Child Development</p> <p>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.</p>
N/A	<p>Developmentally Appropriate Curriculum for PreK–3</p> <p>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.</p>
Yes	<p>Parenting and Family Literacy</p> <p>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.</p>
Yes	<p>Recruitment</p> <p>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.</p>
Yes	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>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.</p>

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	Michael O. McCracken
2.	Teacher	Kimberly Myers
3.	Parent/Guardian	Stephanie Carroll
4.	Community Member	Jennifer Rabon
5.	Paraprofessional	Debbie Black
6.	School Improvement Council Member	Ryan Graham
7.	Read to Succeed Reading Coach	Melanie McClure
8.	School Read To Succeed Literacy Leadership Team Lead	Kim Mendez
9.	School Read To Succeed Literacy Leadership Team Member	Renee' Atkinson
	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	
	Administrator	Geneva Winterbottom

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.

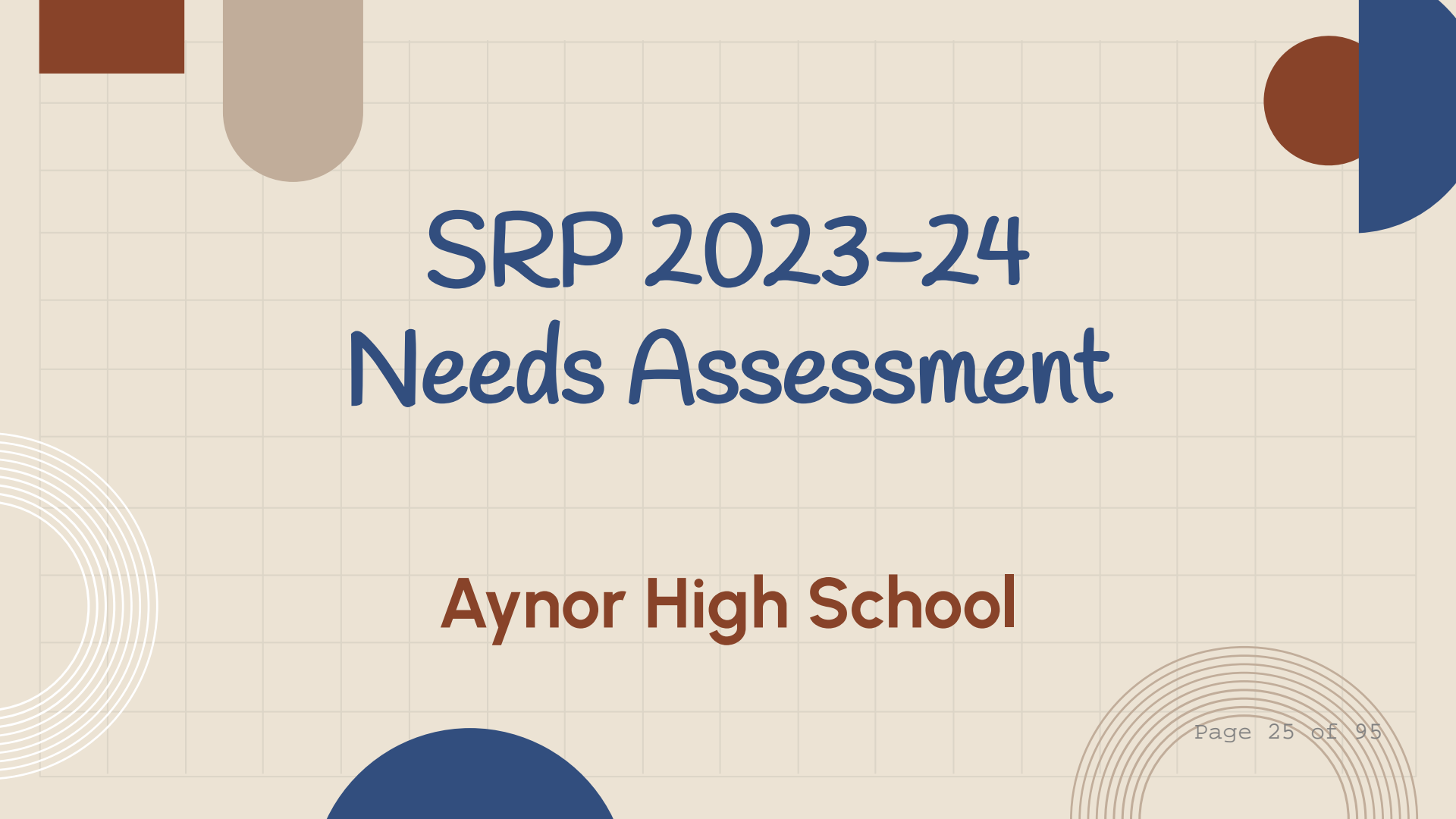
All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process:

<http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/>



Not Applicable

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 (<i>SBE Regulation 43-261</i>)	
2. Teachers teaching more than 1500 minutes (<i>SBE Regulation 43-205</i>)	
3. Teachers teaching more than 4 preps (<i>SBE Regulation 43-205</i>)	
4. High School Principal over two schools or grades more than 9-12 (<i>SBE Regulation 43-205</i>)	
5. Other (<i>Include the SBE Regulation number to be waived</i>)	
6. Other (<i>Include the SBE Regulation number to be waived</i>)	



SRP 2023-24 Needs Assessment

Aynor High School

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21-22 School Report Card Link & Ratings

Grad Rate	Academic Achievement	Preparing for Success	College & Career Ready Point	English Language Learners	Student Engagement	Total Points / Overall Rating
19.91	13.23	2.44	20.35	7.6	7.22	70.75
Good	Average	Average	Excellent	Good	Good	Excellent

Grad Rate

Change
from
previous
year

89.8%

2022

1.9%

87.9%

2021

-2.0%

89.9%

2020

4.9%

85.0%

2019

-4.5%

89.5%

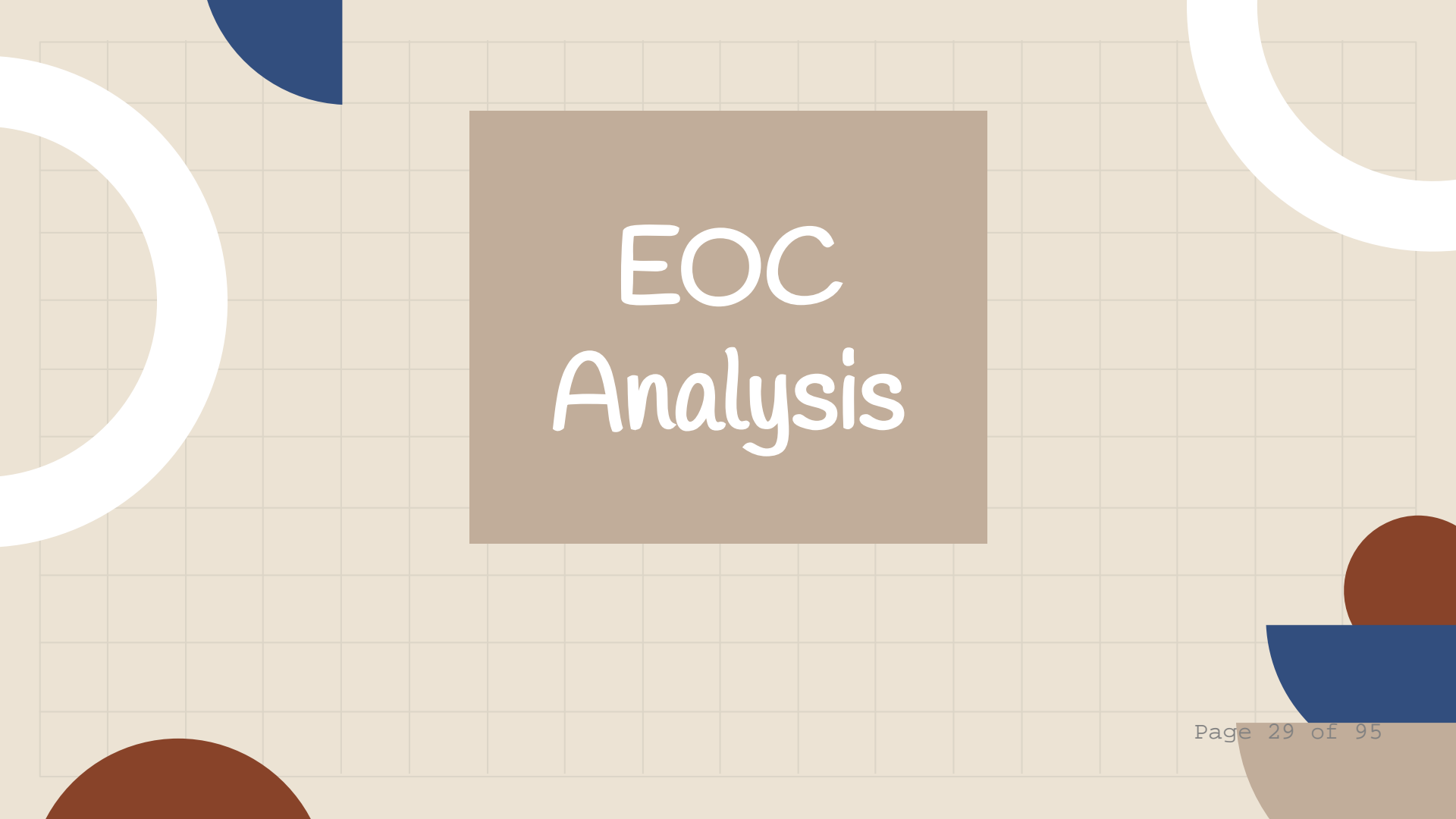
2018

6.7%

82.8%

2017

-1.3%



EOC Analysis

EOC Report Card Results

(Scoring C or Higher)

English II

71.8%

Algebra I

58.3%

Biology

58.7%

US History

58.4%

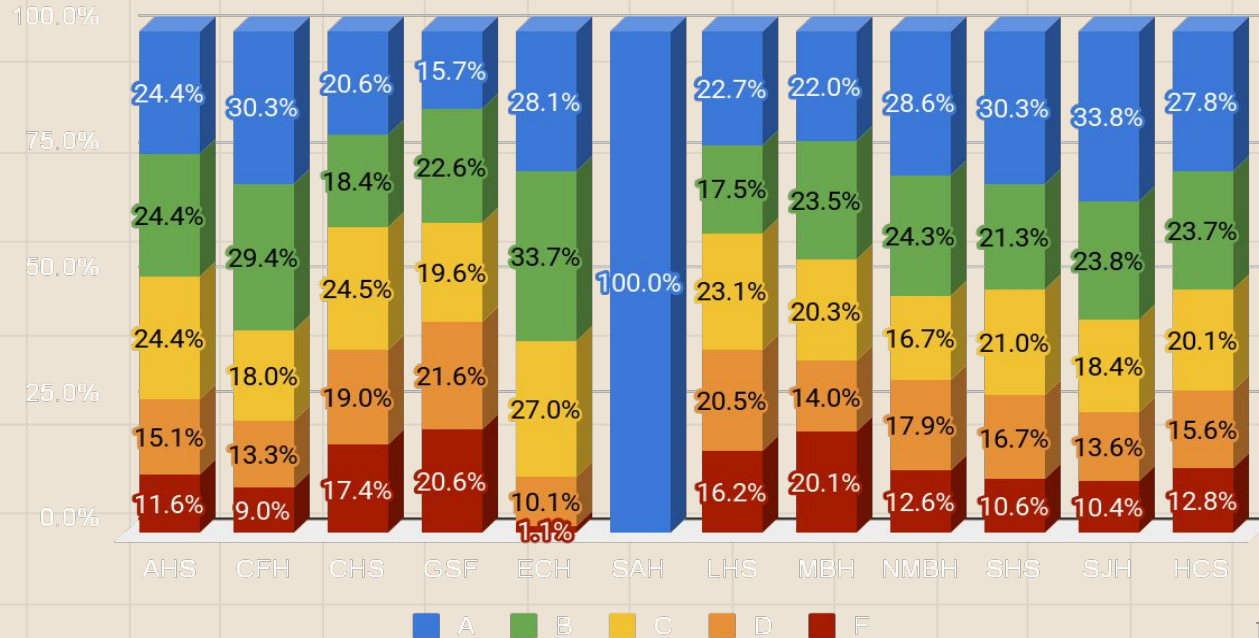
2021-2022 English II EOC

All Students Tested - Includes Program Schools

	A	B	C	D	F	# Tested
Semester 1	13	15	22	21	13	84
Semester 2	42	40	33	13	13	142
Total:	55	55	55	34	26	226

2021-22 English 2 EOCEP

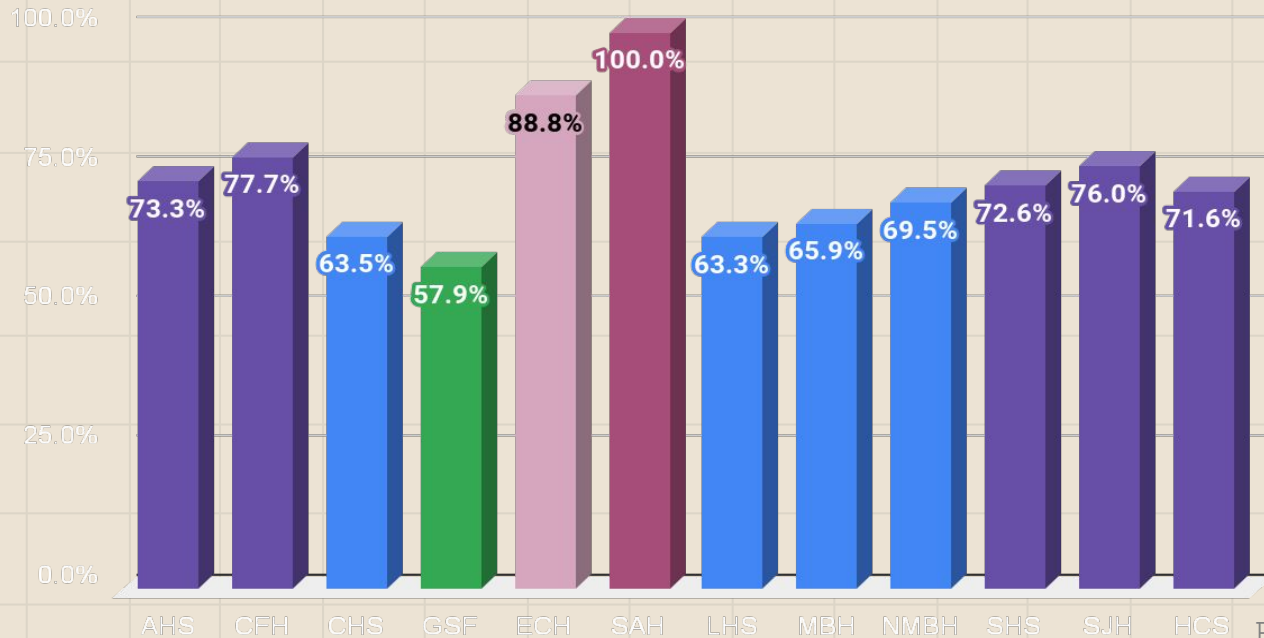
English 2 (21-22)



2021-22 English 2 EOCEP

"C" or Higher

Percent "C" or Higher - English 2



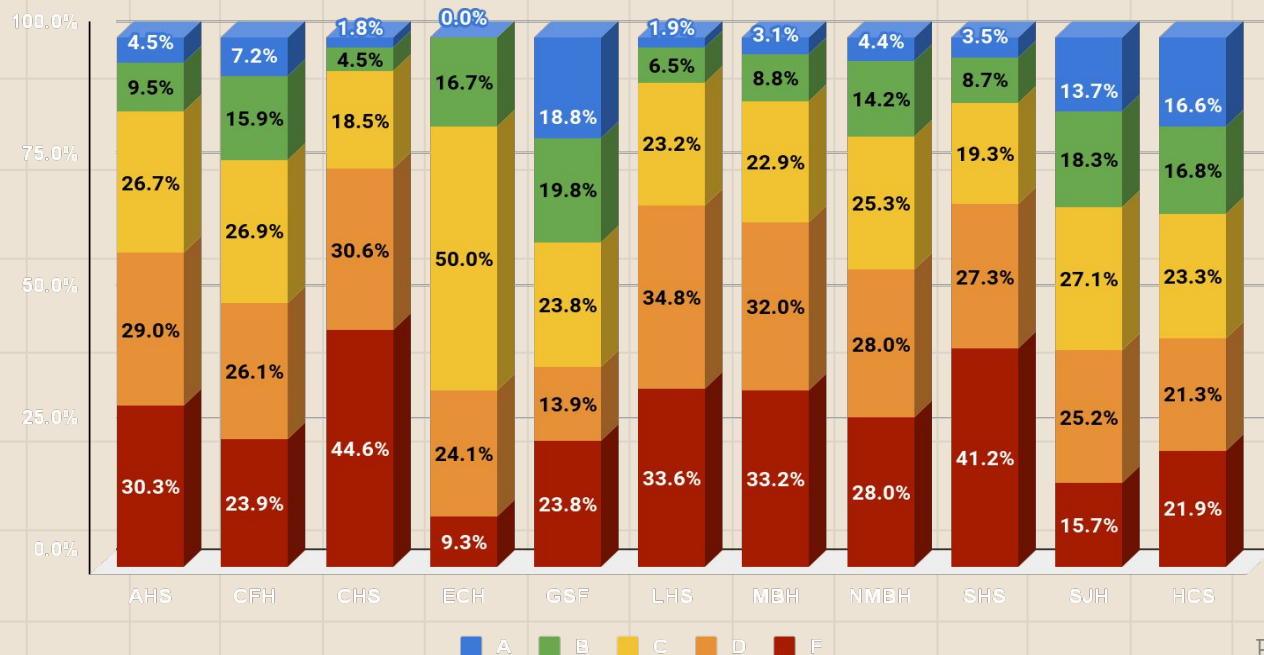
2021-2022 Algebra I EOC

All Students Tested - Includes Program Schools

#	A	B	C	D	F	# Tested
Semester 1	0	0	5	22	27	54
Semester 2	10	21	54	42	40	167
Total:	10	21	59	64	67	221

2021-22 Algebra 1 EOCEP

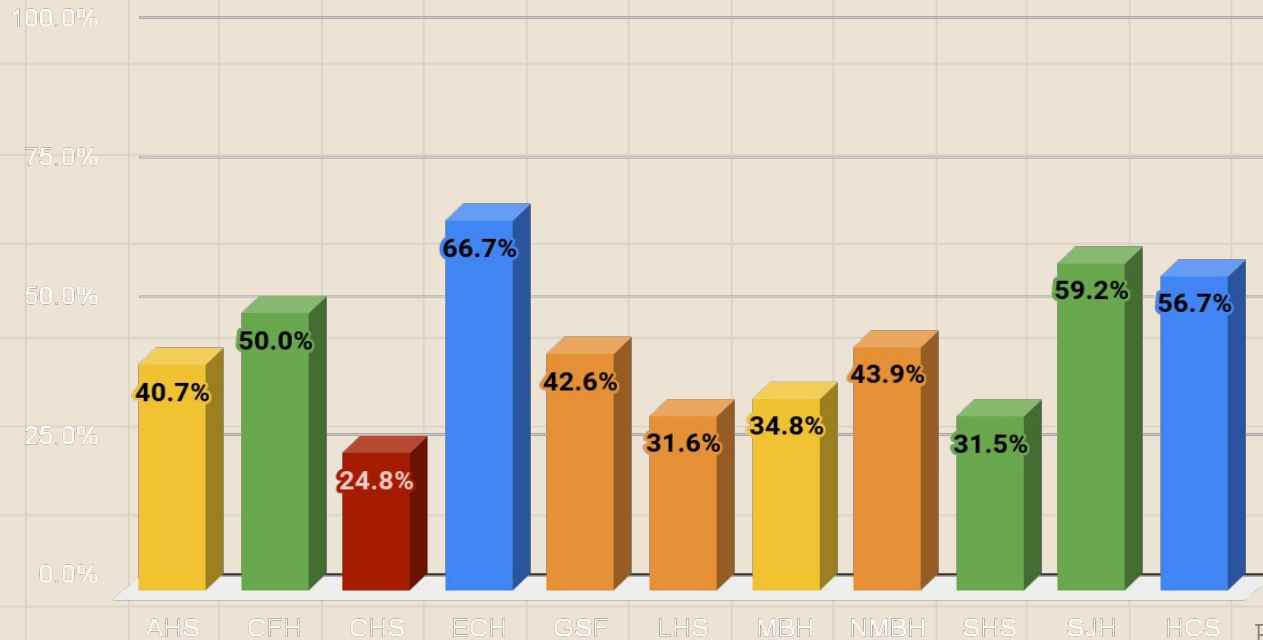
HS Algebra (21-22)



2021-22 Algebra 1 EOCEP

"C" or Higher

Percent "C" or Higher - HS Algebra



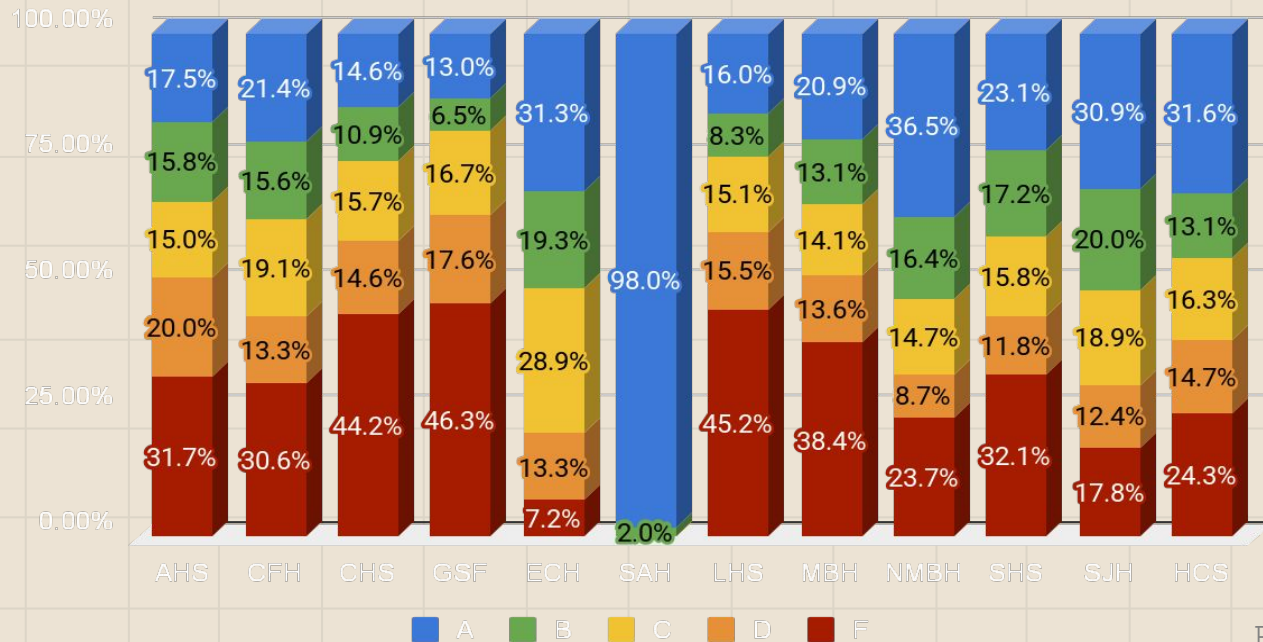
2021-2022 Biology EOC

All Students Tested - Includes Program Schools

#	A	B	C	D	F	# Tested
Semester 1	11	17	12	24	22	86
Semester 2	31	21	24	24	54	154
Total:	42	38	36	48	76	240

2021-22 Biology EOCEP

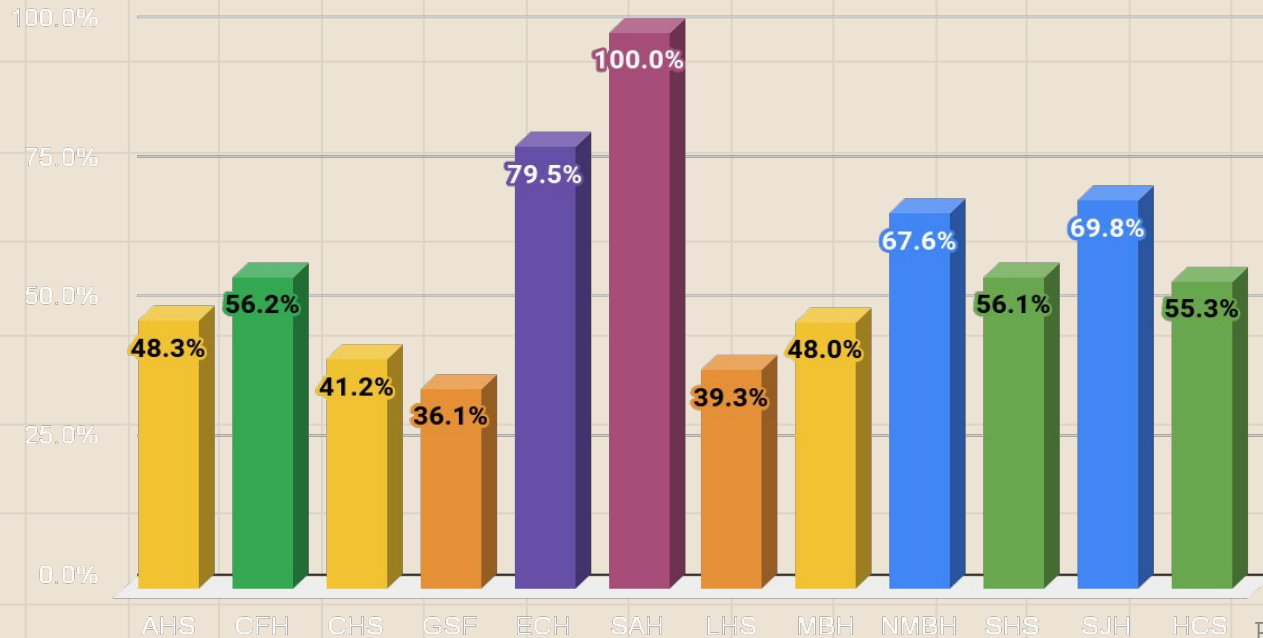
Biology (21-22)



2021-22 Biology EOCEP

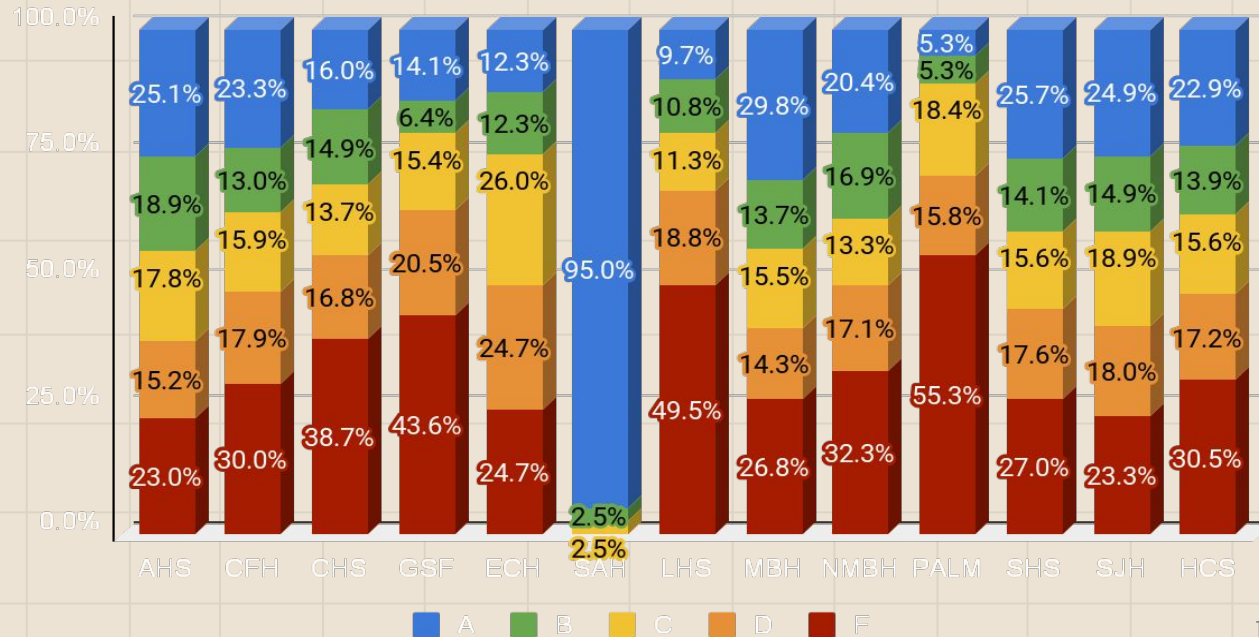
"C" or Higher

Percent "C" or Higher - Biology



2021-22 USHC EOCEP

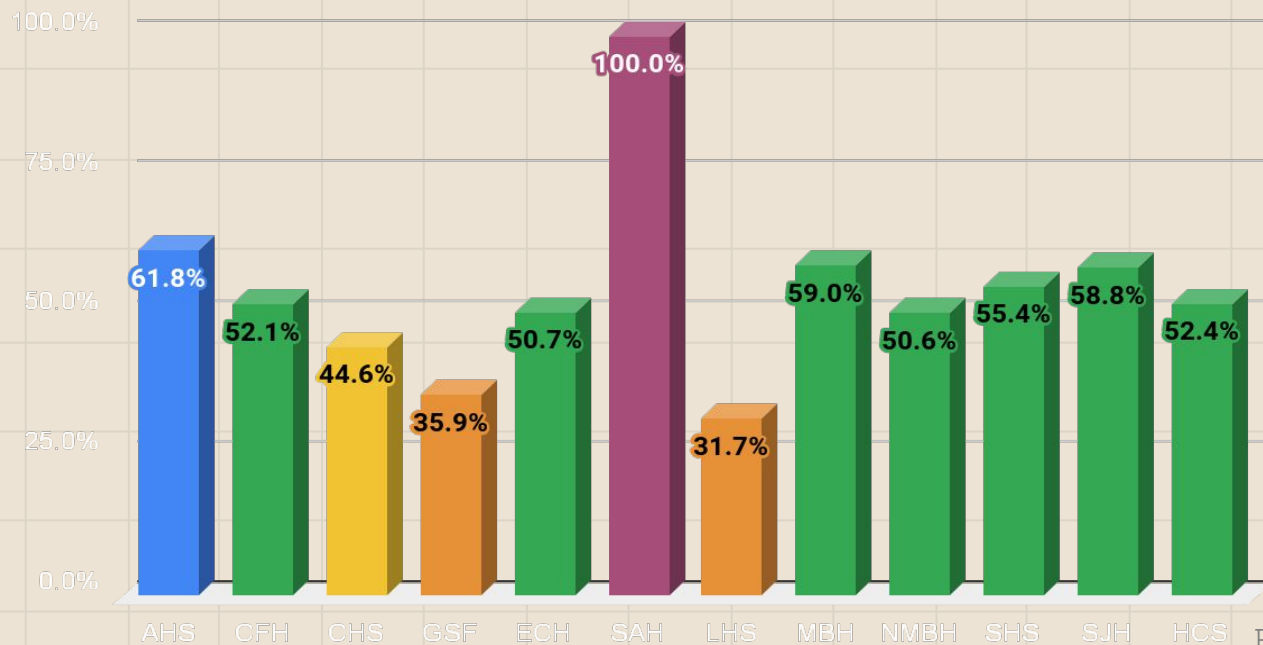
USHC (21-22)



2021-22 USHC EOCEP

"C" or Higher

Percent "C" or Higher - USHC





Subgroup Information

Special Education Students

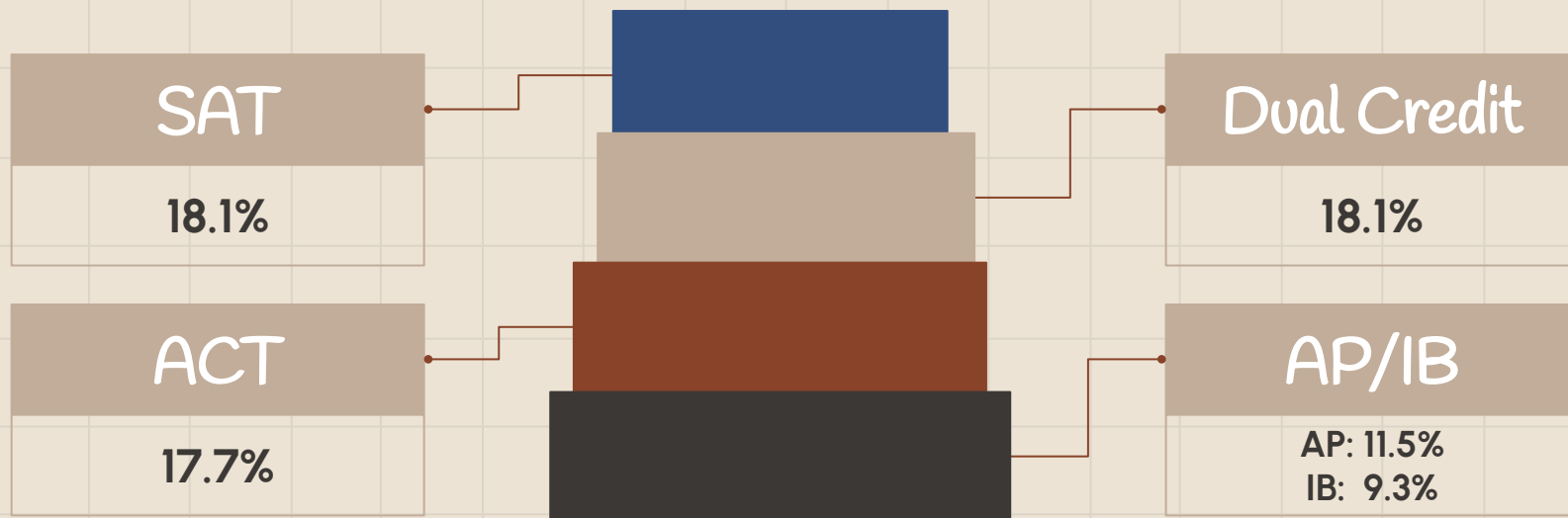
	A	B	C	D	F
English II	S1: 0 S2: 1 TOTAL :1	S1: 1 S2: 3 TOTAL :4	S1: 2 S2: 1 TOTAL :3	S1: 7 S2: 3 TOTAL :10	S1: 4 S2: 8 TOTAL :12
Algebra I	S1: 0 S2: 1 TOTAL :1	S1: 0 S2: 3 TOTAL :3	S1: 0 S2: 11 TOTAL :11	S1: 7 S2: 8 TOTAL :15	S1: 9 S2: 18 TOTAL :27
Biology	S1: 2 S2: 0 TOTAL :2	S1: 0 S2: 1 TOTAL :1	S1: 0 S2: 1 TOTAL :1	S1: 3 S2: 4 TOTAL :7	S1: 3 S2: 17 TOTAL :20

College & Career Readiness

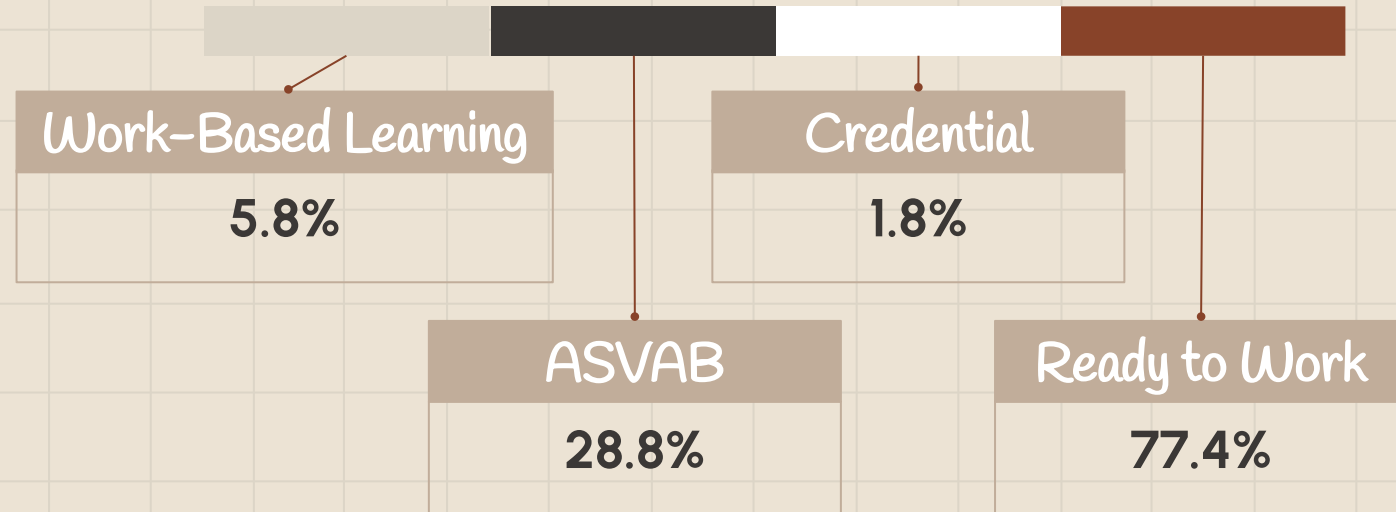
College OR Career - 81.4%
College AND Career- 35.4%

CTE Completers - 105

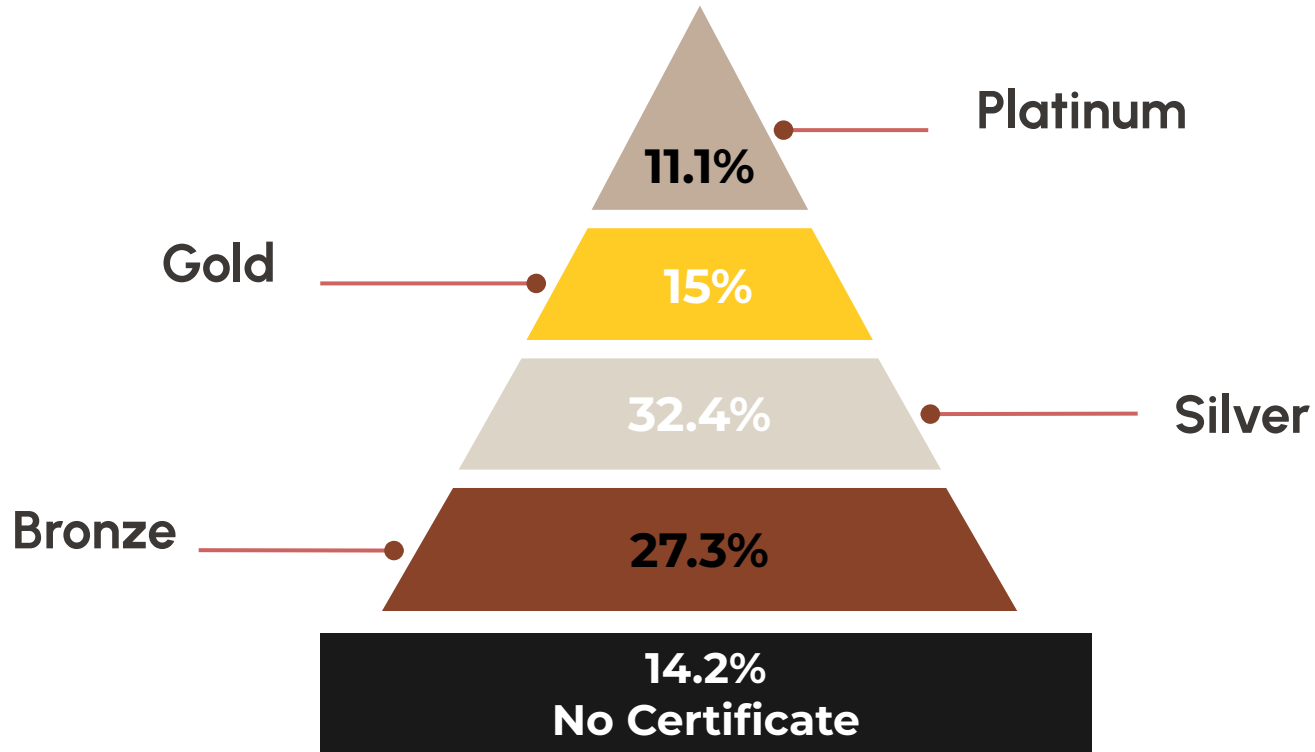
College Ready - 35.4%




Career Ready - 81.4%



Ready to Work Assessment





Teacher Quality

Teacher Quality

Teachers with
Advanced
Degree

75.8%

Teachers
Returning

78.7%

Returning
Teachers 3
Year Average

86.4%

Teacher
Attendance
Rate

94.9%

Teachers on a
continuing
contract

100.0%

Instruction

Prime Instructional
Time

88.0%

Student v/s Teacher
Ratio

35.2 to 1

Notes

-

School Climate

	Teachers	Students	Parents
Learning Environment	100%	82.7%	80.6%
School/Physical Environment	96.5%	79.1%	76.7%
Home/School Relations	Not Reported	91.2%	82.8%

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.	<p>Aynor High School has an instructional framework (focus) that includes: high expectations for all students in all classes, authentic student engagement, literacy instruction across the curriculum, and differentiated, small-group instruction. Through this framework, we aspire to achieve rigorous instruction to help our students achieve high levels of learning to become college and career ready. One set of data points we review to determine our students' preparedness is the EOC scores from the core content areas: English Language Arts, Mathematics, Biology, and US History. Based on recent data and trends, we recognize the need to address deficiencies and gaps in student learning as determined by the results of these state, end-of-course examinations. Our students are struggling to meet the high expectations as gauged by these high-stakes assessments. While, as a school, we scored higher than the district and state averages on the English Language Arts EOC (71.8% scoring a C or higher), we continue to focus on improvement and strive for excellence. Our Algebra EOC scores indicate an area of growth as we outperformed the state average but scored slightly less than our district average (58.8%, scoring C or higher). US History and Constitution EOCs (58.4%) is another area where our percentage of students scoring C or higher on the EOC was greater than the state's average and above our district's average yet, have room for improvement. The Biology EOC scores (58.7%) were right in line with the district's average and, overall, higher than the state's average. For the 2021-2022 school year, 81.4% of students in the graduating cohort were determined to be either college or career ready, which is well above both the state and our district averages. While the data shows that 81.4% of students in the graduation cohort of Aynor High School are career ready, we also made gains and improved passed the district average (32.7%) of being both college and career ready to 35.4%. Overall, 77.4% of our students who took the Career Readiness Assessment received certificate status (scoring Silver or higher). This percentage is less than our previous year. Action steps for improving these scores include strategic planning to ensure a complete track as well as targeted instruction to support career readiness skills during the school year. Students achieving a composite score of 20 or higher on the ACT for the graduating cohort is 17.7%, and the percentage of students who score 1020 or higher on the SAT in the graduating cohort is 18.1%. The scores for the ACT dropped from the previous year; however, the SAT scores increased by 5%. Action steps to improve these scores for the graduating cohort include but are not limited to ACT/SAT prep sessions and targeted daily practice across content areas. It is our goal to increase these percentages by 15% over the next five years. The same expectation of growth applies to the other assessment data that supports the college and or career readiness, including AP scores of 3 or higher for the graduating cohort (11.5%), IB exam scores of 4 or higher for the graduating cohort (9.3%), Dual credit enrollment of 11th and 12th graders (18.1%), and graduating seniors who score a 31 or higher on the ASVAB (28.8%). To address the college and career readiness expectations for the students of Aynor High School, additional instructional resources have been provided to improve Career Readiness Assessment performance. CTE classes have been added and streamlined to ensure pathway completion. Also, ACT/SAT coaches have participated in collaboration opportunities with district-level support personnel. Teachers of AP classes have attended professional development workshops with district-level support personnel as well as participated in professional learning walks and collaboration sessions to improve their teaching practices. School-wide expectations have been established and communicated to support student success in both college and career readiness. Ultimately, graduation is the goal for all students at Aynor High School. We have worked diligently to support students' academic and career success. Our graduation rate of 89.8% outperformed both our district and state ratings. It continues to be our goal to increase the graduation rate of Aynor High School. We also recognize that the unusual circumstances of the global pandemic, hybrid instruction, online learning, and limited access to face-to-face learning presented and that have impacted our students' and teachers' learning and instructional</p>

momentum. Our recent data points indicate students are lacking many foundational skills they need to be successful as they prepare to exit high school and enter the world of work, the military, technical school, or university. Aynor High School is committed to continuing to provide rigorous instruction that will ensure our students are college and career ready. We are also focused on providing data-driven professional development opportunities to support best practices in the classrooms and to support teachers in addressing the learning deficiencies as indicated by our data. We also continue to provide digital content resources that help identify learning weaknesses in student achievement as well as support student engagement. By identifying learning gaps and weaknesses, having a focused and targeted approach to teaching, and engaging students in conversations and reflections on their own learning, we intend to close learning and achievement gaps. Continued progress toward our goals will be monitored using both formative and summative assessments to ensure instructional practices are effective. Best practices include blended learning and collaborative learning models. Professional development sessions will support teachers' understanding and implementation of such models to support student engagement, communication, and overall achievement in the content areas. To ensure Aynor High School meets the unique needs of our special populations of students, including ESOL and Special Education, AHS will continue to participate in professional development opportunities that provide instructional strategies to support all learners. Teacher collaboration days will be provided for professional staff in order to plan for content and plan for student engagement, and best instructional practices. We provide after-school tutoring programs to support our students who are struggling or who may have learning difficulties. Our guidance department, along with our administrative team, is strategic in organizing our master schedule to support students who may need year-long courses, additional courses, and/or intervention courses to be successful. We have established a credit recovery and support program by committing a core content area teacher to assist, support, and tutor students who are struggling to earn credits or pass content area courses. Professional learning communities involving professional staff (including teachers, guidance staff, and administrators) look at data and progress monitoring to ensure fidelity of implementation regarding our instructional strategies. Data dives will include a review of previous years' test scores with an emphasis on standards and continued implementation of common assessments to gauge students' understanding of content and standards that have been taught during specific units throughout the semester and/or year-long classes. Classroom walk-throughs will be conducted on a regular basis. During the walk-throughs, the administrative team will have "looks-fors" including instructional presentations, student groupings, depth of knowledge questions, and curriculum pacing. Support from our district learning teams along with focused, professional conversations (centered around teaching and learning plus best practices), occur throughout the year to gauge our progress and implementation of instructional focus areas. Leveraging our instructional framework based on sound, research-based instructional strategies, as well as continued professional conversations centered around effective teaching and learning, will be the key to meeting our goals and improving the academic performance of all students at Aynor High School.

Teacher/Administrator Quality

2. Areas of need in regard to Teacher and or Administrator quality include teacher quality, retention, and the number of teachers with advanced degrees. Each of these areas is intertwined and supports the other. The focus on increasing the number of teachers with advanced degrees will support the goal of recruiting and retaining quality teachers. Providing opportunities to attend professional development sessions that support content and instruction is another way of meeting the expectations of having quality teachers. Designing and implementing intentional Professional Learning Communities (PLCs) that allow for teacher collaboration further supports the goal of retaining quality teachers as well as meeting the instructional expectations set by Aynor High School. The percentage of teachers on continuing contracts for the 2021-2022 school year, was 100%. Giving ownership and professional recognition and respect supports teachers in being innovative and motivated to improve their craft. Aynor High School is committed to supporting teachers in their efforts to improve the quality of teaching and learning, encourage teacher leadership roles, and motivate teachers to advance their knowledge of effective instructional practices through their pursuit of advanced degrees and learning opportunities. One particular area of focus to help improve teacher and/or administrator quality will center around our school culture. A strong school culture is vital in creating and sustaining growth in all areas, including teacher and/or administrator quality. We will work to provide teachers opportunities to provide input and suggestions, and take ownership of the culture in our school through highly organized, focused, and purposeful professional development centered around school culture and climate.

School Climate

3. Aynor High School's aim is to be the best high school in South Carolina to learn and work. AHS averages 200 students per grade level each year. The parent survey results for home-school relations indicated that 82.8% of the surveyed parents were "satisfied" with home-school relations. Aynor High School recognizes the importance of establishing and maintaining strong relationships with our students and their families. Student achievement is not solely the responsibility of the teachers. We recognize and value the collaboration and support of our student's families to ensure the success of our students in high school and in preparation for their future after high school. Simply put, effective communication with families is important to student success. Aynor High School is committed to strengthening home-school relationships. Our teachers will work to make phone calls home for both positive feedback

as well as concerns. In a digital world, the connection through a phone call or face-to-face conversation is still an important and necessary action. The school will also provide a variety of communications to parents in addition to teacher conversations, such as call-outs from the principal and guidance staff, emails with school information and events, hard-copy fliers to communicate school information, website updates, face-to-face meetings, and billboard messaging. Aynor High School will also provide in-person opportunities for families to engage in conversations with teachers and school officials, including Parent Conferences, Open House events, Freshman Orientation, Parent Nights, and Orientation Nights for information about our school programs. Our goal is to host events and provide opportunities for parents and community members to come inside our building to participate and communicate with our school staff. From community guest speakers to volunteer opportunities at school events, we want to invite our community to be active participants in our school events. During the 2021-2022 school year, we were able to increase in-person events after being limited during the 2020-2021 school year due to COVID protocols and concerns; the protocols created a personal disconnect between the school and families, and we aim to be proactive and engaged as we move into a more “normal” environment in a post-pandemic setting. We have taken action steps to improve the percent satisfaction among parents that, include involving our School Improvement Council and the Advisory Board Council to provide input and ideas to incorporate our families and communities in our school activities and events. We will continue to incorporate home visits to maximize the impact and communication with our students and their families.

Recognizing the importance of home-school relationships, we also value the relationships with our students and teachers. Approximately 80% of students, teachers, and parents were satisfied with the learning environment (Students=82.7%, Parents=80.6%, Teachers=100%) as well as the social and physical environment at Aynor High School (Students=79.1%, Parents= 76.7%, Teachers=96.5%). As mentioned, the home-school relations rating for Parent satisfaction was less than our expectations. The rating among students for home-school relations was higher (Students=91.2%) than that of the parents. We aim to improve the satisfaction rate to at least 95% across students, parents, and teachers. Action steps to meet this goal include instructional coaching to provide innovative teaching strategies, access to Rehabilitative Behavioral Health Services, classroom observations, and opportunities for parents, students, and teachers to provide ongoing feedback regarding current practices and growth areas.

Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2027 the satisfaction level among parents, students, and teachers about the Learning Environment, Social and physical Environment, and School-Home Relations will increase each year with an overall increase of 15% in 5 years.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Spring State Opinion Survey results-Learning Environment (based on annual SC Report Card) Student	81%	Projected Data: 84%	86.0%	89.4%	92.7%	96%
		Actual Data: 82.7				
Spring State Opinion Survey results-Learning Environment (based on annual SC Report Card) Parent	79.4%	Projected Data: 83%	84.2%	87.8%	91.4%	95%
		Actual Data: 80.6%				
Spring State Opinion Survey results-Learning Environment (based on annual SC Report Card) Teacher	82.1%	Projected Data: 85%	100%	100%	100%	100%
		Actual Data: 100				
Spring State Opinion Survey results-Social and Physical Environment (based on annual SC Report Card) Student	81%	Projected Data: 85%	83.6%	88.1%	92.5%	97%
		Actual Data: 79.1%				
Page						

Spring State Opinion Survey results-Social and Physical Environment (based on annual SC Report Card) Parent	84.6%	Projected Data: 87%	81.8%	86.9%	91.9%	97%
		Actual Data: 76.7%				
Spring State Opinion Survey results-Social and Physical Environment (based on annual SC Report Card) Teacher	87.5%	Projected Data: 90%	97.4%	98.3%	99.1%	100%
		Actual Data: 96.5%				
Spring State Opinion Survey results-Home-School Relations (based on annual SC Report Card) Student	82.7%	Projected Data: 85%	92.7%	94.1%	95.6%	97%
		Actual Data: 91.2%				
Spring State Opinion Survey results-Home-School Relations (based on annual SC Report Card) Parent	68%	Projected Data: 72%	85.6%	88.4%	91.2%	94%
		Actual Data: 82.8%				
Spring State Opinion Survey results-Home-School Relations (based on annual SC Report Card) Teacher	87.8%	Projected Data: 90%	92%	94%	96%	97%
		Actual Data: na				

Action Plan

Strategy #1: : Improve the communication among school and families.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Administration, teachers, and staff members will keep open lines of communication between AHS and students' families. Administration, teachers, and staff will engage in two-way communication as often as possible. Teachers will invite parents to join google classrooms for student work, notes, and upcoming events. Administration, teachers, and staff members will log parent contacts in PowerSchool. Administration, teachers, and staff will update the school website regularly to include calendared events and resources. The administration will attend advisory board and SIC meetings to provide principal and school updates. The administration will send out parent and student surveys and monitor the feedback for areas of improvement and areas of strength. The administration will meet with the student council regularly to ensure open lines of communication among students and the school. The school will hold parent-teacher conferences at least twice per year (1 per semester), along with an open house/orientation each year for freshmen and new students and IB informational open house event.	2022-2027	Administrators, Instructional Coach, Teachers, Parents, Students, SIC members, Advisory Board Members, Student Council Members and sponsors	\$500	General fund	Survey Results, Parent Contact Logs, Advisory Board meeting Agenda and minutes, SIC meeting agenda and minutes, Sign-in logs

<p>2. Guidance will meet with parents for IGP meetings to determine educational and career goals. Counselors will work with parents and students to create appropriate course schedules to meet these goals.</p> <p>Where necessary, guidance will refer students to RBHS to provide more specialized counseling. Guidance will develop a career day each year to provide students with opportunities to meet with professionals from various backgrounds. Students will be provided the opportunity to participate in job shadowing where available. Students will receive summer job opportunities. Guidance will publicize these opportunities via a monthly guidance newsletter emailed to students and on the guidance website that is linked to the school's main website.</p> <p>Students will be notified of college application days. Students will be given the opportunity to participate in EdOp days.</p> <p>Guidance will publicize scholarship opportunities available to students.</p>	2022-2027	Administrators, Guidance Counselors, RBHS Counselors, Teachers, Students	0	NA	IGP Meetings, Career Day, Job Shadowing, EdOp Day, College Application Day, Guidance website, Guidance Newsletters
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Strategy #2: Ensuring the Safety of Students and Staff

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
<p>1. The school will continue to use a Visitor screening policy</p> <p>An SRO and Security Guard are on duty.</p> <p>Emergency plans and drills conducted</p> <p>Visible administrators</p> <p>Classroom and school door are kept locked</p> <p>Security cameras</p> <p>Crisis Management plan updated/revised each year</p> <p>Our School Safety committee collaborates to maintain the facilities and identify deficiencies</p> <p>Duties are assigned for all staff to supervise transitions to include lunch, assemblies, and class changes.</p> <p>Metal detector policy and procedures are instituted daily for during school and after school events.</p>	2022-2027	Security guards Administrators Teachers Support Staff members Crisis Management Team Members	0	NA	Emergency Management Plan Book, Drill calendar, Visitor Logs, Crisis Management Plan, duty rosters

2. Administrators will provide support for teachers to maintain safe classroom environments Teachers will create emotionally safe classroom environments where students can learn Guidance will provide support services and counseling when appropriate. Students who qualify for Rehabilitative Behavior and Health Services will be referred. Provide students social skills training- assisting students while supervising/guiding them as they interact with each other Provide academic support- encouraging the student teacher relationship and building confidence in the student to engage with his/her teacher	2022-2027	Teachers Administrators RBHS Counselors Guidance Counselors	\$50 per hour for academic support (total depends on number of students and number of hours tutoring provided)	District, State, and Federal Funds	Classroom observation notes, RBHS services, tutoring logs
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Strategy #3: Professional Development

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide appropriate staff development opportunities for support staff prior to the start of school. Offer staff development opportunities for instructional support staff during the school year when applicable. Provide opportunities to visit other schools and businesses to maintain high standard of support staff professionalism and behavior. Encourage support staff members to engage in on-going professional growth and development to include, AP training, GT training, content specific professional development, leadership professional development, and curriculum development work.	2022-2027	Teachers Instructional Support Staff members District Learning Services Team members Administrators	\$10,000	PDSA funds, Federal, State, and district funds	Staff development agendas/slide decks, True North Logic logs, Conference notes/agendas, Learning Walk forms

Performance Goal

Performance Goal Area:	Student Achievement *					
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 with at least 85% of students scoring a “C” or higher on the English 2 EOCEP. Interim Performance Goal: The annual benchmark percentages will be met.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
English 2 EOCEP data from SC Report Card	73.27%	Projected Data: 74%	75.1%	78.4%	81.7%	85%
		Actual Data: 71.8%				

Action Plan

Strategy #1: : Implement SC College and Career-Ready Standards in order to improve student achievement in English language arts					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Teachers will use district consensus maps, curriculum design, and EOC blueprints to format course instruction. Teachers will administer district benchmarks and common assessments. After each benchmark, teachers will analyze data from the assessment and submit it to the administration EOC teachers will participate in EOC Collaboration Days to analyze data and plan for instruction to remediate and teach based on student needs.	2022-2027	Administrators, Instructional Coach, Teachers	\$5,427 * (funds will cover Alg, US History, Biology and Eng.2)	Federal, State, and District Fund	Benchmark scores EOC scores Google Form responses Classroom Observations EOC Collaboration Day Agendas
2. Provide professional development for staff in identified programs. Monitor implementation and provide support. Collect data for program evaluation. Schedule year-long English courses as needed based on the identified students during 9th and 10th grade. Schedule semester and year-long Read 180 and System 44 for identified students. Aynor high school will implement district-identified intervention programs for all Tiers for ELA and Math 9-12 (READ180 & System 44)	2022-2027	Administrators, Instructional Coach, Teachers, Guidance Counselors	\$2,810* (funds will support all core content and elective course teachers participation)	Federal, State, and District Funds	Master Schedule MAP scores Common Assessment Scores Digital Resources benchmark scores (Common lit and NRI) Teacher Recommendations Classroom Observations

<p>3. Implement district-developed comprehensive 9-12 ESOL model.</p> <p>Provide opportunities for ESOL teachers to provide content area teachers with ongoing staff development. Core content teachers will implement accommodations provided in students' ILP. Support teachers with the implementation of accommodations for ESOL students. Monitor effective instructional strategies for ESOL students.</p>	2022-2027	Administrators, ESOL Instructor, Instructional Coach, content-area Teachers	\$1566 * (funds cover core content teachers and special education teachers)	Federal, State, and District Funds	ILPs Faculty Meeting Agendas Classroom Observations ACCESS Data
<p>4. The school will provide ongoing staff development related to blended learning and effective planning.</p> <p>Teachers will implement blended learning 2-3 times/week where instructionally appropriate, personalizing learning for students as often as possible.</p> <p>Teachers will utilize sample blended-learning lesson plans available in curriculum documents</p> <p>The school will continue to implement school-wide learning walks to encourage continued learning and best practices in blended learning and engagement strategies.</p> <p>The school will provide opportunities for planning and collaboration centered on blended learning and best practices</p>	2022-2027	Administrators, Instructional Coach, Digital Integration Specialist, Teachers	\$1566	PDSA, Federal, State, and district level funds	PLC Agendas Teacher Lesson Plans Classroom Observations/Pictures Walk-Through Form

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	MATHEMATICS: By 2027, Students will demonstrate the necessary mathematics 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. 75% of students will score a “C” or higher on the Algebra 1 EOCEP					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Algebra 1 EOCEP data from SC Report Card	60.7%	Projected Data: 63%	62.5%	66.7%	70.8%	75%
		Actual Data: 58.3%				

Action Plan

Strategy #1: Implement SC College and Career-Ready Standards in order to improve student achievement in mathematics					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Teachers will use district consensus maps, curriculum design, and EOC blueprints to format course instruction. Teachers will administer district benchmarks and common assessments. After each common assessment, teachers will analyze data from the assessment and submit to the administration EOC teachers will participate in EOC Collaboration Days to analyze data and plan for instruction to remediate and teach based on student needs.	2022-2027	Administrators, Instructional Coach, Teachers	0	NA	Common Assessment scores EOC scores Google Form responses Classroom Observations EOC Collaboration Day Agendas
2. Provide professional development for staff in identified programs. Monitor implementation and provide support. Collect data for program evaluation. Schedule year-long Foundations in Algebra, Intermediate Algebra, and Algebra I for identified students during 9th and 10th grade.	2022-2027	Administrators, ESOL Instructor, Instructional Coach, Content-area Teachers	\$5,427 * (funds will cover Alg, US History, Biology and Eng.2)	Federal, State, and District Funds	ILPs Faculty Meeting Agendas Classroom Observations ACCESS Data
3. The school will provide on-going staff development related to blended learning and effective planning. Teachers will implement blended learning 2-3 times/week where instructionally appropriate, personalizing learning for students as often as possible. Teachers will utilize sample blended-learning lesson plans available in curriculum documents. The school will continue to implement school-wide learning walks and/or pineapple chart	2022-2027	Administrators, Instructional Coach, Digital Integration Specialist, Teachers	0	NA	PLC Agendas Teacher Lesson Plans Classroom Observations/Pictures Walk-Through Form

to encourage continued learning and best practices in blended learning and engagement strategies. School will provide opportunities for planning and collaboration centered on blended learning and best practices.					
<p>4. Continued emphasis on blended learning, utilizing technology to personalize learning as well as implementing opportunities for creation, collaboration, and student reflection with technology.</p> <p>Continued emphasis on meaningful, data-driven planning</p> <p>Continued emphasis on student engagement and implementation of engagement strategies.</p> <p>Local, state, and national conferences for teacher leaders focused on performance goals.</p> <p>Staff development provided by teacher leaders for colleagues related to best practices and data-driven planning.</p> <p>EOC Collaboration Days</p> <p>Learning Walks</p>	2022-2027	Administrators, Instructional Coach, Digital Integration Specialist, Teachers	\$5,427 * (funds will cover Alg, US History, Biology and Eng.2)	Federal, State, and District Funds, PDSA funds	<p>PLC Agendas</p> <p>Conference Attendance</p> <p>Staff Development Agendas</p> <p>Collaboration Day Agenda</p> <p>Classroom Observations/Pictures/Walk-Through Forms</p>
<p>5. Content area teachers will attend district-provided staff development in August, October, and February.</p> <p>AHS teachers will participate in district summer curriculum development when possible.</p> <p>Lead-teachers will meet with departments each month to provide teachers with state mandates and district updates.</p> <p>School-based collaboration and staff development related to standards-based instruction provided as necessary.</p> <p>Monitor teacher and student progress with consensus maps and curriculum guides.</p>	2022-2027	Administrators, Instructional Coach, District Learning Specialists, Teachers	\$1,490	Federal, state, district funds	<p>True North Logic Attendance</p> <p>Department Meeting Agendas</p> <p>Lesson Plans</p> <p>Collaboration Day Agendas</p> <p>Classroom Observations</p>
<p>6. AHS will continue to communicate a vision for high expectations and student engagement in all classes and content areas.</p> <p>School-based staff development on planning and student engagement will be provided throughout the year.</p> <p>Student engagement will be monitored through classroom observations.</p> <p>Select teachers will attend Kagan training</p>	2022-2027	Administrators, Instructional Coach, District Learning Specialists, Teachers	\$1,490	Federal, State, and District Funds, PDSA funds	<p>PLC Agendas</p> <p>Staff-Development Agenda</p> <p>Classroom Observations/Pictures/Walk- Throughs</p> <p>True North Logic Attendance</p>

provided by the district each summer. Teacher-leaders may attend Kagan conferences where available.					
7. Analyze data at the end of each EOC cycle. Disaggregate data to determine low performing subgroups. Keep data spreadsheets to watch trends over time. Identify at-risk subgroups of students based on data. Use data team to analyze data and determine possible strategies and interventions for low-performing subgroups. Monitor strategies implemented to determine best practices for at-risk subgroups.	2022-2027	Administrators, Instructional Coach, Data Team	0	NA	Data Charts Data Team Agendas

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	SCIENCE: By 2027... Students will demonstrate the necessary scientific knowledge and skills in order to excel at the next level and be college- and/or career-ready as measured by standardized assessments with at least 85% of students scoring a "C" or higher on the Biology EOC.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Students scoring a C or higher on Biology EOCEP SC Report Card	68.3%	Projected Data: 65%	65.3%	71.9%	78.4%	85%
		Actual Data: 58.7%				

Action Plan

Strategy #1: Implement SC College and Career-Ready Standards in order to improve student achievement in science					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Teachers will use district consensus maps, curriculum design, and EOC blueprints to format course instruction. Teachers will administer district benchmarks and common assessments. After each common assessment, teachers will analyze data from assessment and submit to administration EOC teachers will participate in EOC Collaboration Days to analyze data and plan for instruction to remediate and teach based on student need	2022-2027	Administrators, Instructional Coach, Teachers	\$5,427 * (funds will cover Alg, US History, Biology and Eng.2)	Federal, State, and District Funds	Common Assessment scores EOC scores Google Form responses Classroom Observations EOC Collaboration Day Agendas
2. Provide professional development for staff in identified programs. Monitor implementation and provide support. Collect data for program evaluation. Schedule at-risk students for smaller sections of Biology I. Schedule semester and year-long Read 180 and System 44 for identified students.	2022-2027	Administrators, Instructional Coach, Teachers, Guidance Counselors	\$2,810* (funds will support all core content and elective course teachers participation)	Federal, State, and District Funds	Master Schedule MAP scores Teacher Recommendations Classroom Observations
3. Aynor high school will Implement district developed comprehensive 9-12 ESOL model. Provide opportunities for the ESOL teacher to provide content area teachers with on-going staff development. Core content teachers will implement accommodations provided in student's ILP. Support teachers with implementation of accommodations for ESOL students. Monitor effective instructional strategies for	2022-2027	Administrators, ESOL Instructor, Instructional Coach, Content-area Teachers	\$1566 * (funds cover core content teachers and special education teachers)- IDRA coaching	Federal, State, and District Funds	ILPs Faculty Meeting Agendas Classroom Observations ACCESS Data

ESOL students.					
<p>4. Aynor High School will provide on-going staff development related to blended learning and effective planning.</p> <p>Teachers will implement blended learning 2-3 times/week where instructionally appropriate, personalizing learning for students as often as possible.</p> <p>Teachers will utilize sample blended-learning lesson plans available in curriculum documents.</p> <p>School will continue to implement school-wide learning walks to encourage continued learning and best practices in blended learning and engagement strategies.</p> <p>School will provide opportunities for planning and collaboration centered on blended learning and best practices.</p>	2022-2027	Administrators, Instructional Coach, Digital Integration Specialist, Teachers	\$5,427 * (funds will cover Alg, US History, Biology and Eng.2)	Federal, State, and District Funds, PDSA funds	<p>PLC Agendas</p> <p>Teacher Lesson Plans</p> <p>Classroom Observations/Pictures</p> <p>Walk-Through Form</p>
<p>5. Continued emphasis on blended learning, utilizing technology to personalize learning as well as implementing opportunities for creation, collaboration, and student reflection with technology.</p> <p>Continued emphasis on meaningful, data-driven planning</p> <p>Continued emphasis on student engagement and implementation of engagement strategies.</p> <p>Local, state, and national conferences for teacher leaders focused on performance goals.</p> <p>Staff development provided by teacher leaders for colleagues related to best practices and data-driven planning.</p> <p>EOC Collaboration Days</p> <p>Learning Walks</p>	2022-2027	Administrators, Instructional Coach, Digital Integration Specialist, Teachers	\$5,427 * (funds will cover Alg, US History, Biology and Eng.2)	Federal, State, and District Funds, PDSA funds	<p>PLC Agendas</p> <p>Conference Attendance</p> <p>Staff Development Agendas</p> <p>Collaboration Day Agendas</p> <p>Classroom Observations/Pictures/Walk-Through Forms</p>
<p>6. Open Houses</p> <p>Family/parent-teacher nights</p> <p>Regular communication via Facebook, Twitter, our school website, via our call-out system</p> <p>Parent surveys</p> <p>SIC, Advisory Board meetings</p> <p>Home-visits</p> <p>Back-to-school Freshmen Orientations</p> <p>24-7 access to grades, attendance, and discipline information via the Parent-Portal</p>	2022-2027	Administrators, Instructional Coach, SIC Members, Advisory Board Members	\$200	Federal, State, and District Funds,	<p>Social Media Blasts</p> <p>SIC Meeting Minutes</p> <p>Advisory Board Meeting Minutes</p>

<p>Letters sent home via mail with important information and changes to policy, etc.</p> <p>Faculty and staff phone calls and e-mails home.</p> <p>Required meetings with guidance counselors annually for IGP conferences</p> <p>Athletic parent meetings: focus on “student” athlete and coaches keep track of student academic progress and report to parents.</p> <p>After school program and weekly phone calls home by administration to assign students to this program.</p> <p>Allow parents to visit classes with their child</p> <p>Job Fairs/Career Day and inviting community/families in the school</p>					
<p>7. Content area teachers will attend district-provided staff development in August, October, and February.</p> <p>AHS teachers will participate in district summer curriculum development when possible.</p> <p>Lead-teachers will meet with departments each month to provide teachers with state mandates and district updates.</p> <p>School-based collaboration and staff development related to standards-based instruction provided as necessary.</p> <p>Monitor teacher and student progress with consensus maps and curriculum guides.</p>	2022-2027	Administrators, Instructional Coach, District Learning Specialists, Teachers	0	NA	<p>True North Logic Attendance</p> <p>Department Meeting Agendas</p> <p>Lesson Plans</p> <p>Collaboration Day Agendas</p> <p>Classroom Observations</p>
<p>8. Aynor High School will continue to communicate a vision for high expectations and student engagement in all classes and content areas.</p> <p>School-based staff development on planning and student engagement will be provided throughout the year.</p> <p>Student engagement will be monitored through classroom observations.</p> <p>Select teachers will attend Kagan training provided by the district each summer.</p> <p>Teacher-leaders may attend Kagan conferences where available.</p>	2022-2027	Administrators, Instructional Coach, District Learning Specialists, Teachers	<p>\$1,490</p> <p>*District funds for Kagan training</p>	Federal, State, and District Funds, PDSA funds	<p>PLC Agendas</p> <p>Staff-Development Agendas</p> <p>Classroom</p> <p>Observations/Pictures/Walk Throughs</p> <p>True North Logic Attendance</p>

<p>9. Analyze data at the end of each EOC cycle. Disaggregate data to determine low performing subgroups. Keep data spreadsheets to watch trends over time. Identify at-risk subgroups of students based on data. Use data team to analyze data and determine possible strategies and interventions for low-performing subgroups. Monitor strategies implemented to determine best practices for at-risk subgroups.</p>	2022-2027	Administrators, Instructional Coach, Data Team	0	NA	Data Charts Data Team Agendas
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Performance Goal

Performance Goal Area:	Student Achievement *					
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 with 76% of students scoring a "C" or higher on the US History and Constitution EOC.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Students scoring a C or higher on US History & Constitution EOCEP -SC Report Card Data	50.7%	Projected Data: 58%	62.8%	67.2%	71.6%	76%
		Actual Data: 58.4%				

Action Plan

Strategy #1: Implement SC College and Career-Ready Standards in order to improve student achievement in social studies					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Teachers will use district consensus maps, curriculum design, and EOC blueprints to format course instruction. Teachers will administer district benchmarks and common assessments. After each common assessment, teachers will analyze data from assessment and submit to administration EOC teachers will participate in EOC Collaboration Days to analyze data and plan for instruction to remediate and teach based on student need.	2022-2027	Administrators, Instructional Coach, Teachers	\$5,427 * (funds will cover Alg, US History, Biology and Eng.2)	Federal, State, and District Funds, PDSA funds	PLC Agendas Conference Attendance Staff Development Agendas Collaboration Day Agendas Classroom Observations/Pictures/Walk-Through Forms
2. Provide professional development for staff in identified programs. Monitor implementation and provide support. Collect data for program evaluation. Schedule at-risk students in smaller course sections of US History. Schedule semester and year-long Read 180 and System 44 for identified students.	2022-2027	Administrators, Instructional Coach, Teachers, Guidance Counselors	0	NA	Master Schedule, MAP scores, Teacher Recommendations, Classroom Observations
3. Aynor High School will Implement district developed comprehensive 9-12 ESOL model. Provide opportunities for the ESOL teacher to provide content area teachers with on-going staff development. Core content teachers will implement accommodations provided in student's ILP. Support teachers with implementation of accommodations for ESOL students. Monitor effective instructional strategies for	2022-2027	Administrators, Instructional Coach, ESOL provider, Digital Integration Specialist, Teachers	\$1566 * (funds cover core content teachers and special education teachers)- IDRA coaching	Federal, State, and District Funds	ILPs, Faculty Meeting Agendas, Classroom Observations, ELDA Data

ESOL students.					
<p>4. Aynor High School will provide on-going staff development related to blended learning and effective planning.</p> <p>Teachers will implement blended learning 2-3 times/week where instructionally appropriate, personalizing learning for students as often as possible.</p> <p>Teachers will utilize sample blended-learning lesson plans available in curriculum documents.</p> <p>School will continue to implement school-wide learning walks and/or pineapple chart to encourage continued learning and best practices in blended learning and engagement strategies.</p> <p>School will provide opportunities for planning and collaboration centered on blended learning and best practices.</p>	2022-2027	Administrators, Instructional Coach, Digital Integration Specialist, Teachers	0	NA	PLC Agendas, Teacher Lesson Plans, Classroom Observations/Pictures, Walk-Through Form, AHS Pineapple Chart
<p>5. Continued emphasis on blended learning, utilizing technology to personalize learning as well as implementing opportunities for creation, collaboration, and student reflection with technology.</p> <p>Continued emphasis on meaningful, data-driven planning</p> <p>Continued emphasis on student engagement and implementation of engagement strategies.</p> <p>Local, state, and national conferences for teacher leaders focused on performance goals.</p> <p>Staff development provided by teacher leaders for colleagues related to best practices and data-driven planning.</p> <p>EOC Collaboration Days</p> <p>Learning Walks</p>	2022-2027	Administrators, Instructional Coach, Digital Integration Specialist, Teachers	0	NA	PLC Agendas, Conference Attendance, Staff Development Agendas, Collaboration Day Agendas, Classroom Observations/Pictures/Walk-Through Forms
<p>6. Open Houses</p> <p>Family/parent-teacher nights</p> <p>Regular communication via Facebook, Twitter, our school website, via our call-out system</p> <p>Parent surveys</p> <p>SIC, Advisory Board meetings</p> <p>Home-visits</p>	2022-2027	Administrators, Instructional Coach, SIC Members, Advisory Board Members	\$200	Federal, State, and District Funds	Social Media Blasts, SIC Meeting Minutes, Advisory Board Meeting Minutes

<p>Back-to-school Freshmen Orientations 24-7 access to grades, attendance, and discipline information via the Parent-Portal Letters sent home via mail with important information and changes to policy, etc. Faculty and staff phone calls and e-mails home. Required meetings with guidance counselors annually for IGP conferences Athletic parent meetings: focus on “student” athletes and coaches keep track of student academic progress and report to parents. After school program and weekly phone calls home by administration to assign students to this program. Allow parents to visit classes with their child Job Fairs/Career Day and inviting community/families in the school</p>					
<p>7. development in August, October, and February. AHS teachers will participate in district summer curriculum development when possible. Lead-teachers will meet with departments each month to provide teachers with state mandates and district updates. School-based collaboration and staff development related to standards-based instruction provided as necessary. Monitor teacher and student progress with consensus maps and curriculum guides.</p>	2022-2027	Administrators, Instructional Coach, District Learning Specialists, Teachers	\$1,490	Federal, state, local funding sources	True North Logic Attendance, Department Meeting Agendas, Lesson Plans, Collaboration Day Agendas, Classroom Observations
<p>8. Aynor High School will continue to communicate a vision for high expectations and student engagement in all classes and content areas. School-based staff development on planning and student engagement will be provided throughout the year. Student engagement will be monitored through classroom observations. Select teachers will attend Kagan training provided by the district each summer. Teacher-leaders may attend Kagan conferences where available.</p>	2022-2027	Administrators, Instructional Coach, District Learning Specialists, Teachers	\$1,490	Federal, State, and District Funds, PDSA funds	PLC Agendas, Staff-Development Agendas, Classroom Observations/Pictures/WalkThroughs, True North Logic Attendance

<p>9. Analyze data at the end of each EOC cycle. Disaggregate data to determine low performing subgroups. Keep data spreadsheets to watch trends over time. Identify at-risk subgroups of students based on data. Use data team to analyze data and determine possible strategies and interventions for low-performing subgroups. Monitor strategies implemented to determine best practices for at-risk subgroups.</p>	2022-2027	Administrators, Instructional Coach, Data Team	0	NA	Data Charts, Data Team Agendas
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Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	COLLEGE AND CAREER READINESS: By 2027, 87% 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 Ready-To-Work Career Assessment, Score a 3 or higher on an Advanced Placement exam Score a 4 or higher on an International Baccalaureate 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, Earn a score of 31 or higher on ASVAB					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Percent of graduating seniors attaining college and/or career readiness status -SC report card	76.7%	Projected Data: 79%	82.8%	84.2%	85.6%	87%
		Actual Data: 81.4%				
Percent of students in graduation cohort who achieve an ACT composite score of 20 or higher -SC report card	22.9%	Projected Data: 24%	21.3%	24.9%	28.4%	32%
		Actual Data: 17.7%				
Percent of students in graduation cohort who achieved an SAT score of 1020 or higher-SC report card	13%	Projected Data: 17%	19.8%	21.6%	23.3%	25%
		Actual Data: 18.1%				
Percent of graduating seniors earning a certificate level of Silver or higher on the Ready-to-Work Assessment - SC report card	66.4%	Projected Data: 75%	79.8%	82.2%	84.6%	87%
		Actual Data: 77.4%				
Page						

Percent of students in graduation cohort scoring a 3 or higher on an AP Exam -SC report card	7.6%	Projected Data: 12%	14.1%	16.8%	19.4%	22%
		Actual Data: 11.5%				
Percent of students in graduation cohort scoring a 4 or higher on an IB Exam -SC report card	8.5%	Projected Data: 12%	13.2%	17.2%	21.1%	25%
		Actual Data: 9.3%				
Percent of 11th and 12th grade students scoring a C or higher in a Dual Enrollment course. -SC report card	17%	Projected Data: 20%	23.6%	29.1%	34.5%	40%
		Actual Data: 18.1%				
Number of graduating seniors who are completers within a SCDE approved CTE program w/ SCDE approved Industry Credential -SC report card	32	Projected Data: 55	31.4%	43.3%	55.1%	67%
		Actual Data: 19.5%				
Graduating seniors earning a score of 31 or higher on ASVAB -SC report card	42%	Projected Data: 50%	36.1%	43.4%	50.7%	58%
		Actual Data: 28.8%				

Action Plan

Strategy #1: Improve student achievement in order to meet annual performance goals on the ACT for third-year students and high school seniors.

Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
<p>1. Aynor High School will provide staff development opportunities for teachers related to ACT.</p> <p>The school will provide ACT workshops for select students presented by outside consultants.</p> <p>Teachers will use ACT practice problems for bell ringers and warm-ups, particularly in predominantly junior classes.</p> <p>Teachers will utilize Progress Learning online practice materials in all applicable content areas.</p> <p>ACT coaches will attend departmental meetings and provide support, explanations, and strategies for all content area teachers.</p> <p>ACT coaches will present a jam session for all juniors with test prep practice, tips, and tricks for success.</p> <p>Learning Strategies teachers will utilize test prep materials, strategies, and practice for struggling students.</p> <p>Students will participate in mock ACT to gather data.</p>	2022-2027	Administrators, Instructional Coach, ACT/SAT Coaches, Teachers	\$3,500	Federal, State, District Funds PDSA Funds	ACT / SAT Scores, Progress Learning Usage Reports, Common Assessment Reports, MAP Scores, SC Report Card data

Strategy #2: Improve student achievement in order to meet annual performance goals of IB and AP course enrollments and exam performance.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
<p>1. AHS will participate in all 8th grade parent information sessions.</p> <p>AHS will host an IB Open House for interested students and parents.</p> <p>AHS IB Coordinator and Counselor will encourage potential students OUTSIDE the Aynor attendance area to complete the online application.</p> <p>AHS IB Coordinator and Counselor will encourage potential students INSIDE the Aynor attendance area to complete the application.</p> <p>IB Counselor will meet with potential IB students routinely to examine their progress and commitment to the AHS Academy of Advanced Studies.</p> <p>AHS will provide an IB Lounge for all IB Diploma Candidates.</p> <p>Students accepted to the AHS Academy of Advanced Studies will fill out a commitment form prior to entering the program.</p> <p>Students who participate in the AHS Academy of Advanced Studies will be eligible to participate in the IB Celebration at the end of each year.</p> <p>IB/AP teachers will attend initial training for courses as well as follow up training to remain current with best practices.</p> <p>Pre-AP/IB teachers will also attend training to ensure students are prepared to meet the demands of rigorous coursework.</p>	2022-2027	Administrators, IB Coordinator, IB Counselor, AP Coordinator, AP/IB Teachers, Pre-AP/IB Teachers	\$7,500	Federal, State, District Funds PDSA Funds	Updates to Academic Opportunities Handout, Participation in 8th grade Parent Information Sessions, IB Application, Acceptance Letters, IB Commitment Forms, IGP meetings, IB Celebration Programs, AP/IB Teacher Training Certificates, IB Faculty Meetings
Strategy #3: Improve student achievement in order to meet annual performance goals for SAT.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation

1. Guidance will use a college-readiness profile during IGP meetings with parents to recommend students to take the SAT or ACT. Recommended students will meet regularly with SAT coaches for tutoring and preparation. Information will be provided to students in junior and senior meetings about test recommendations. Meetings will be held at the beginning of the year to inform students about testing and which tests their students need to take. Implementation of literacy programs will increase student lexile and help improve critical reading. Staff Development will be provided for teachers.	2022-2027	Administrators, Instructional Coach, Teachers	0	NA	ACT Scores, Progress Learning Usage Reports, Common Assessment Reports, MAP Scores
Strategy #4: Improve student achievement in order to meet annual performance goals for graduating seniors earning a certificate level of Silver or higher on the Ready-to-Work Assessment .					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Aynor High School will provide staff development opportunities for teachers related to WIN Teachers will use WIN practice problems for bell ringers and warm-ups, particularly in predominantly junior classes. Teachers will utilize progress Learning online practice materials in all applicable content areas. ACT/SAT coaches will attend departmental meetings and provide support, explanations, and strategies for all content area teachers. Learning Strategies teachers will utilize test prep materials, strategies, and practice for struggling students. CTE students will be provided remediation and support using online resources.	2022-2027	Administrators, Instructional Coach, Job Coach, Graduation/Academic Coach, Teachers	0	NA	ACT Scores, Progress Learning Usage Reports, WIN scores, MAP Scores, CCR online resources

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	GRADUATION RATE (Adjusted 4-Year) At least 94% of high school students will earn standard high school diplomas within four years or less after entering the ninth grade (i.e., on time) by 2027. Interim Performance Goal: The annual benchmark percentage will be met.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Graduation rate- SC Report Card	87.9%	Projected Data: 89%	90.9%	91.9%	93%	94%
		Actual Data: 89.8%				

Action Plan

Strategy #1: Provide support to students to ensure on-time graduation.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Analyze and monitor student achievement, attendance, and discipline to determine and deliver appropriate intervention strategies Student intervention data (achievement, attendance and discipline), credit-recovery program data, subgroup performance data, survey data, program school information and data, alternative school data, IGP and career awareness data Monitor and refine the schools' credit-recovery program to include proficiency-based online learning opportunities Conduct Individual Graduation Plan (IGP) conferences with all students (Grades 9-12) Develop programs to increase academic achievement of 9th graders, including a transition plan from middle to high school	2022-2027	Administrators, Guidance Counselors, Instructional Coach, Teachers, Graduation Coach, Parents, Students	0	NA	Student intervention data (achievement, attendance and discipline), credit-recovery program data, subgroup performance data, survey data, program school information and data, alternative school data, IGP and career awareness data
2. Provide ongoing professional development to instructional coaches, mainstream teachers, and ESOL teachers to ensure appropriate ESOL services for students	2022-2027	Instructional Coach, District Learning Specialists, Administrators, ESOL providers	\$1566 * (funds cover core content teachers and special education teachers)- IDRA	Federal, State, and District Funds	Student intervention data (achievement, attendance and discipline), credit-recovery program data, subgroup performance data, survey data, program school information and data, alternative school data, IGP and career awareness data

3. Ensure effective teaching strategies are utilized in classrooms serving ESOL students	2022-2027	Administrators, Guidance Counselors, Instructional Coach, Teachers, ESOL provider	0	NA	Student intervention data (achievement, attendance and discipline), credit-recovery program data, subgroup performance data, survey data, program school information and data, alternative school data, IGP and career awareness data
4. AHS will track students' 9GR progress Guidance will provide mentoring conversations with at-risk students, students who fail one or more courses during a school year Principal will meet with parents of at-risk students to increase the on-time graduation rate Mentor teachers will be provided to at-risk seniors to build relationships with students throughout the year and provide tutoring when necessary Mandatory after-school tutoring for students who are failing courses Implementation of school-wide literacy program Use small group targeted instruction to meet the varied needs of students SLO alignment with achievement goals	2022-2027	Administrators, Guidance Counselors, Instructional Coach, Teachers, Parents	\$50 per hour for tutoring- \$5,000	Federal, State, and District Funds	9GR reports, Principal Meeting Agendas, After-School Tutoring Attendance

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	TEACHER RETENTION: By 2027, the percentage of teachers on a continuing contract will increase to 97% moving from a baseline of 87. 2% as measured by the annual SC Report Card.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Percentage of teachers on a continuing contract, as reported on the annual SC Report Card	87.2%	Projected Data: 89%	100%	100%	100%	100%
		Actual Data: 100				

Action Plan

Strategy #1: Continue to recruit and retain the highest quality certified teaching staff.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide opportunities for teacher-leaders to attend conferences. Provide meals and giveaways to encourage teachers to attend and participate in PD sessions. Provide incentives like free jean days. Work to create a family atmosphere so teachers feel like they are valued and appreciated. Encourage them to want to come to work. Treat our teachers as professionals and constantly encourage them. Provide opportunities for teachers to be innovative (attend professional development sessions of choice/interest) Provide mentorship/support for new and struggling teachers. Create professional learning communities to build capacity and motivation among teachers.	2022-2027	Administration, Instructional Coach, Teachers	\$10,000	PDSA funds where applicable, General fund and Special Revenue Funds	Calendar of events, Professional development logs/ TNL transcripts, Collaboration logs
2. Align with the district's goals, objectives, and direction. Collect and utilize data to determine the professional development needs of professionals and support staff. Collect and utilize data to evaluate the effectiveness of professional development in improving instruction, student learning, and the conditions that support learning.	2022-2027	Instructional Coach, Administration, District Learning Services, Teachers	0	NA	Professional Development Plan evaluations and feedback forms; management system fully functional

2022-23 Middle and Secondary School Literacy Reflection Tool

District Name	Horry
School Name	Aynor High School
Principal Name	Michael McCracken
Email	mmccracken@horrycountyschools.net

Section A: Use of Data

Description Area	A. This school documents and monitors the reading and writing assessment and instruction planned for all sixth through twelfth grade students and the interventions provided to all struggling readers who are not able to comprehend grade-level texts.A Comprehensive System of AssessmentSummative AssessmentSC Ready, End of Course AssessmentsFormative AssessmentFountas and Pinnell, DRA, DominieMAPStar ReadingiReadyTeam Focused Data Based Decision MakingIdentify Problem/ Explore Why It Is Occurring/ Develop Action Plan/ Monitor and Evaluate the PlanDocumentation of Data
Description Area	Possible Sources of Evidence:Miscue Analysis (Oral Record of Reading, Reading/Writing/Researching Engagement Inventories, Reading Logs, Reading, Writing, Researching Notebooks, Anecdotal Notes, Sample Writings, Writing about Reading, Note-taking Samples, Transcribed Conversations, Assessment Data (ex. MAP, iReady, STAR), Tiered Intervention Logs, Intervention Program Data (ex. USA TestPrep, Study Island)
Matrix	A1. Teachers use a formative assessment system to individualize and intensify instruction for students. = Routinely A2. Assessments include screening, diagnostic, and progress monitoring to identify students' instructional needs. = Routinely A3. Teachers work together in teams to collect and analyze data to make instructional decisions for groups of students and individual students. They create action plans, and plans to monitor how the work is going (fidelity checks and student outcome data). = Sometimes A4. Teachers collect and analyze data to determine targeted, effective in-class intervention. = Routinely

Section B: Core Instruction

Description Area	<p>B. &nbsp;This school provides for the reading and writing achievement (Tier 1) and growth at the classroom, school, and district levels with decisions about intervention based on all available data.&nbsp;Research-Based and Evidence-Based &nbsp;Instructional Practices:Read Aloud, Mini-lesson, Time to Practice Reading with Conferring, Share Time (Reading Workshop), Repeated Choral Reading for Close Reading, Small Group InstructionShared/Interactive Writing, Mini-lesson, Time to Write with Conferring, Share Time, Small Group Writing Instruction (Writing Workshop)Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/Conferring, Share TimeIntegration of Disciplinary LiteracyUse a System to Collect Student DataUse the Profile of the South Carolina Graduate to Plan Instruction&nbsp;Use the South Carolina College and Career Ready Standards to Plan Instruction</p>
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Description Area	Possible Sources of Evidence:Teacher Observations, Schedules, Lesson Plans, Curriculum, Instructional Activities
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Matrix	<p>B1. Teachers ensure that instruction is explicit so that students practice new behaviors and processes by reading and writing authentic texts for the majority of the instructional time. = Routinely</p> <p>B2. Teachers monitor student engagement in reading and writing to increase reading and writing stamina and volume. = Routinely</p> <p>B3. Teachers use Repeated Choral Reading (literary texts and informational texts) and Shared Writing to scaffold student success in fluency, comprehension, and text analysis. = Routinely</p> <p>B4. Teachers use reading and writing to construct knowledge of other disciplines. = Routinely</p> <p>B5. Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using grade-level challenging texts. = Routinely</p> <p>B6. Teachers facilitate interactions so that students are actively and productively engaged in constructing meaning by reading, writing, listening, speaking, and inquiring. = Routinely</p> <p>B7. Teachers provide opportunities for students to develop deep conceptual knowledge in a discipline by using the habits of reading, writing, talking, and thinking, which that discipline values and uses. (McConachie et.al, 2006) = Sometimes</p> <p>B8. Teachers use the South Carolina College and Career Ready Standards and the Profile of the South Carolina Graduate when planning instruction. = Routinely</p>
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Section C: Tiered Interventions and Supplemental Instruction

Description Area	C. This school provides Tier 2 and Tier 3 supplemental instruction by teachers who have a literacy teacher add-on endorsement and is offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both.Tier 2 and Tier 3 (Supplemental) InstructionReading Process (Reading is a highly cognitive process that requires students to use their background knowledge and the print on the page to construct knowledge by thinking within the text, beyond the text, and about the text.)Small Group and Individual to Target and Intensify Instruction
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Description Area	Possible Sources of Evidence:Anecdotal Notes from small group instruction and individual conference, schedules, goals with look-fors and action plans, lesson plans focused on teaching strategic reading behaviors.
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Matrix	<p>C1. Teachers notice, teach, and prompt for use of strategic reading behaviors. = Routinely</p> <p>C2. Teachers and students collaborate to set measurable short-term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished. = Sometimes</p> <p>C3. Teachers provide targeted, effective in-class intervention which 1) must provide targeted and intensified individual and small-group instruction; and 2) must be 30 minutes in addition to 90 minutes of daily reading and writing instruction. = Routinely</p>
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Section D: Literacy-Rich Environment

Description Area	D. This school embeds practices reflective of exemplary literacy-rich environments.Inquiry-based Learning:Immersion, Investigation, Coalescing, Going PublicRead Aloud/Repeated Choral ReadingIndependent reading, writing, researchingSouth Carolina College and Career Ready Standards for InquiryProfile of the South Carolina Graduate
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Description Area	Possible Sources of Evidence:Schedules reflecting students reading 40 to 45 minutes for each hour of reading instruction, Schedules reflecting students writing 40 to 45 minutes for each hour of writing instruction, Lesson Plans Referencing the Inquiry Standards, Examples of Student Research Projects, Student artifacts from research
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Matrix

D1. Teachers use predictable structures (Immersion, Investigation, Coalescing, and Going Public) so that students construct knowledge by reading and writing authentic texts to learn content for most of the instructional time. = Sometimes

D2. Teachers integrate content-specific reading, writing, & researching in order to provide the authentic experiences necessary to become more proficient researchers, readers, writers, and thinkers. = Routinely

D3. Teachers provide large blocks of time for instruction & practice for students to sustain work on reading, writing, and researching. = Routinely

D4. Teachers ensure texts and materials are organized and easily accessible by students. = Routinely

D5. Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms. = Routinely

D6. Teachers prominently display artifacts reflective of student learning. = Sometimes

D7. Teachers immerse students in print-rich environments. = Routinely

Section E: Text Engagement

Description Area	Evidence
	<p>E. This school ensures that students are provided with wide selections of texts over a wide range of genres and written on a wide range of reading levels to match and challenge the reading levels of students.</p> <p>Reading Engagement: Student Choice</p> <p>Blocks of time to read, write, and research</p> <p>Access to numerous books and other nontraditional forms of texts (audio books, eBooks, etc.) in the classroom that reflect cultural diversity and a variety of genre</p>

Description Area	Possible Sources of Evidence: Student Engagement Inventories, Schedules, Book Inventories, Photographs of Classroom Libraries
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Matrix	<p>E1. Teachers provide students choice (from a wide selection, range of genres and reading levels) in what they read, write, and research. = Routinely</p> <p>E2. Teachers monitor reading and writing engagement and use that data to conference with students to increase reading and writing volume. = Sometimes</p> <p>E3. Teachers reflect on and eliminate activities that interfere with text reading and writing. = Sometimes</p> <p>E4. Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time. = Routinely</p> <p>E5. Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms. = Routinely</p>
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Section F: Professional Learning

Description Area	F. This school provides teacher and administrator training in reading and writing instruction. Professional Development Literacy Competencies for Middle and Secondary Teachers Literacy Competencies for Administrators South Carolina College and Career Ready Standards Standards for Professional Learning
Description Area	Possible Sources of Evidence: Agendas, Sign-in Sheets, Professional Reading Logs, Written Reflections of Practice and New Learning, Coaches' Schedules, Action Research Notes, Lesson Plans
Matrix	<p>F1. Teachers participate in ongoing, job-embedded professional learning opportunities based on school data through study groups, collaboration with school coach, book clubs, teacher action research, collaborative planning, and/or peer coaching. = Routinely</p> <p>F2. Administrators participate in professional learning opportunities within and outside the school based on personal needs and/or school-wide data via study groups, collaboration with the school coach, and/or book clubs. = Routinely</p>

Section G: Partnerships

Description Area	G. This school strategically partners with county libraries, state and local arts organizations, volunteers, social service organizations, community partners and school media specialists to promote reading and writing.
Description Area	Possible Sources of Evidence: Sign-in Logs, Plans for the Partnerships, Acknowledgement of the Partnerships, Documentation of Actions, Record of Programs Libraries Offer
Matrix	<p>G1. Teachers and/or schools participate in strategically planned and developed partnerships in order to promote reading and writing. • County libraries are used to increase the volume of reading in the community over the summer • State and local arts organizations • Volunteers • Social service organizations • School media specialists = Routinely</p> <p>G2. Specific actions are taken to foster partnerships. = Routinely</p>

Section H: Parent Opportunities

Description Area	H. This school utilizes a system for helping parents understand how they can support the student as a reader at home.
Description Area	Possible Sources of Evidence: Agendas from parent workshops, Sign-in Sheets from parent meetings, Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences and phone calls

Matrix	H1. Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters. = Sometimes
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Section I: Analysis of Data

Strengths	<p>Student choice in reading with Blue Jackets Read.</p> <p>Community partnerships through AHS Book Club</p> <p>Interventions provided through yearlong courses for at-risk students</p> <p>Placement in yearlong courses determined through district protocols</p> <p>Strategic placement of at-risk students in Co-teaching models for instructional support</p> <p>After-school program for academic and attendance support for at-risk students</p> <p>Standards-based teaching and consistency through the use of district consensus maps, course sequence guides, next steps guides</p> <p>Media Center that has frequent conversations with students and faculty to keep materials and books current and high interest</p> <p>Student interest surveys</p> <p>Collaboration sessions with teachers based on data and planning</p> <p>Faculty mindset which encourages the importance of SSR through Blue Jackets Read</p> <p>School-wide focus on developing content literacy strategies (Instructional Framework)</p> <p>Professional Development sessions for Literacy across contents</p> <p>Provide Kagan training for a greater number of teachers to ensure reading, writing, and speaking in all academic areas</p> <p>Provide opportunities for Kagan Coaching throughout the school year</p>
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Possibilities for Growth	<p>Provide opportunities for literacy initiative involving parents</p> <p>School-wide focus on developing content literacy strategies to include strategies for ML learners</p> <p>Continued improvement to the Blue Jackets Read program</p> <p>Coordinate Common Planning for collaboration of student academic performance including EOC courses, PSAT/SAT/ACT, Common Assessment Reflections, and At-Risk students</p> <p>Continued improvement in student conferences and establishing short term and long term reading goals.</p> <p>Provide ongoing support/coaching for learning accommodations (Special Education and 504)</p> <p>Provide more content-based literature sources and reading opportunities for students to develop deep contextual knowledge of the content</p>
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Section J: 2021-22 School SMART Goals and Progress Toward those Goals

Goal #1	By June 2022, AHS students will meet increased targets for state EOCTs in English, Algebra 1, US History, and Biology with at least 75% earning a C or better.
Goal #1 Progress	21-22 SY EOC performance data: Eng. 2=72.86% C or higher, 88.1% pass rate Alg. 1=43.8% C or higher; 73.4% pass rate US Hist-score not reported Bio.=49.55% C or higher, 69.2% pass rate
Goal #2	By June 2022, 90% of AHS students will earn standard high school diplomas within four years or less after entering the ninth grade (i.e., on time).
Goal #2 Progress	21-22 SY graduation rate= 89.8%
Goal #3	By June 2022, 90% of AHS students in the graduation cohort of 21-22 will be either college or career ready, an increase from 76.7% of students in 20-21.
Goal #3 Progress	21-22 SY= 76.5%

Section K: 2022-23 School SMART Goals and Action Steps Based on Analysis of Data

Description Area	For any schools serving third grade students, goal #1 MUST read "Reduce the percentage of third graders scoring Does Not Meet in the spring of 2022 as determined by SC READY from _____ % to _____ % in the spring of 2023.
Goal #1	By June 2023, AHS students will meet increased targets for state EOCTs in Algebra 1, US History, and Biology, with at least 60% scoring a C or better and 80% in English scoring a C or better based on the Academic Achievement indicator on the SC School Report Card as it aligns with our school's instructional framework focusing on literacy across all content areas.

Goal #1 Action Steps

Administrative Team, R2S Coach, teachers and/or interventionists will monitor and or implement:

Collaboration PLC's with EOC teachers, Special Education teachers, and ESOL teacher using Common Assessment data, Normative data, Summative Data, and Formative Data

Small group / differentiated instruction provided to support literacy-based learning and strategies

(school-wide)

Blue Jackets Read SSR program

Identification of at-risk students to implement appropriate protocols and supports for academic success

Literacy-based staff development for all content area teachers and paraprofessionals

Kagan training to increase the number of teachers who implement engagement strategies for all students

Collaboration meetings with an individual teacher, administrators, and instructional coaches to provide support for high expectations, literacy, differentiated instruction, and student engagement (Instructional Framework)

Collaboration sessions with subject department members, instructional coach, and district learning specialist to provide support on EOC content, curriculum pacing, and EOCT preparation

Daily strategic EOCT practice problems across content classes

Professional development for differentiating instruction to meet the diverse learning needs of students.

Goal #2

By June 2023, 90% of AHS students will earn standard high school diplomas within four years or less after entering the ninth grade (i.e., on time) based on the Graduation Rate indicator on the SC School Report Card.

Goal #2 Action Steps

Administrative Team, R2S Coach, teachers and/or interventionists will monitor and or implement:

Identification of at-risk students to implement appropriate protocols and supports for academic success including conferences with a career/job coach

Strategic planning and use of graduation coach and job coach supporting at-risk students who are struggling to stay on track for graduation

Weekly conferences with at-risk students

Required attendance to the after-school program for supporting at-risk students who are in jeopardy of failing due to attendance and/or academic progress

Required principal conferences with new student enrollees and their parents to discuss graduation progress and plans

Professional development on content literacy strategies school-wide

Provide Kagan training to support engagement strategies in the classroom

Goal #3

By June 2023, 85% of AHS students in the graduation cohort of 21-22 will be either college or career ready, an increase from 76.7% of students in 20-21 based on the College and Career Readiness indicator on the SC School Report Card.

Goal #3 Action Steps

Administrative Team, R2S Coach, teachers and/or interventionists will monitor and or implement:

- Identification of at-risk students to implement appropriate protocols and supports for academic success including conferences with a graduation coach and job coach
- PSAT/ACT/SAT preparation sessions
- Lesson planning to include ACT/SAT/PSAT questions (daily practice)
- Collaboration meetings to plan and support work-based learning opportunities
- Collaboration with content-specific departments to plan and implement literacy and math strategies to support student achievement in those content areas
- Collaboration and strategic planning to support ML learners
- Strategic planning and scheduling to support students becoming CTE completers
- Parent information sessions (IGP meetings) explaining the various SC diploma pathways and course/schedule alignment
- Weekly conferences with at-risk students
- Required attendance to the after-school program for supporting at-risk students who are in jeopardy of failing due to attendance and/or academic progress
- Required principal conferences with new student enrollees and their parents to discuss graduation progress and plans
- Strategically targeting students for remediation and support through use of CCR digital content to help at-risk senior meet the CCR standard
