



Loris High School

STRATEGIC PLAN
2022-2027

January, 2022

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Our Vision:

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

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
Implement wellness plan according to the guidelines of the Healthy, Hunger Free Kids Act of 2010 that includes: <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
Establish protocols for each nurse in the District to provide students with allergies and their families Indicators-based practices of care <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

School Name:	Loris High
SIDN:	2601008
Plan Submission:	School utilizes Cognia
Grade Span:	9 To 12
District:	Horry
Address 1:	301 Loris Lions Road
Address 2:	
City:	Loris, SC
Zip Code:	29569
School Renewal Plan Contact Person:	Jimmy McCullough
School Plan Contact Phone:	843-390-6800
School Plan E-mail Address:	jmccullough@horrycountyschools.net

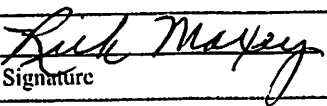
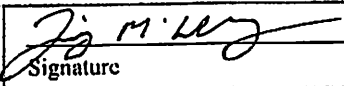
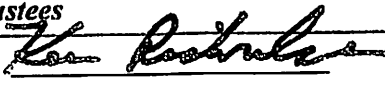
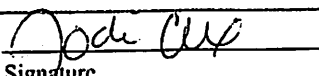
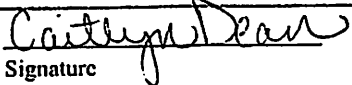
Required Signature Page

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>Dr. Rick Maxey</u> Printed Name	 Signature	<u>11/15/21</u> Date
Principal		
<u>Jimmy McCullough</u> Printed Name	 Signature	<u>9/15/21</u> Date
Chairperson, District Board of Trustees		
<u>Ken Richardson</u> Printed Name	 Signature	<u>11/15/21</u> Date
Chairperson, School Improvement Council		
<u>Jodi Cox</u> Printed Name	 Signature	<u>9-15-21</u> Date
School Read To Succeed Literacy Leadership Team Lead		
<u>Caitlyn Dean</u> Printed Name	 Signature	<u>9/15/21</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	Jimmy McCullough
2.	Teacher	Jan Vescovi
3.	Parent/Guardian	Jodi Cox
4.	Community Member	Shakedra Jenerette
5.	Paraprofessional	Stephanie Bellamy
6.	School Improvement Council Member	Brandy Graham
7.	Read to Succeed Reading Coach	Caitlyn Dean
8.	School Read To Succeed Literacy Leadership Team Lead	Caitlyn Dean
9.	School Read To Succeed Literacy Leadership Team Member	Caitlyn Dean
<p>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</p>		

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.se.gov/districts-schools/state-accountability/waiver-requests/>

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

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

Loris High School Master Data 2020-2021

[Link to LHS 20-21 School Report Card](#)



LHS Students Tested at Alternate Locations (Fall 2020)

Tested School	A		B		C		D		F		Total Count
	Count	%	Count	%	Count	%	Count	%	Count	%	
Academy For Arts/Science/Technology		0.0%		0.0%	1	100.0%		0.0%		0.0%	1
U.S. History and the Constitution		0.0%		0.0%	1	100.0%		0.0%		0.0%	1
Academy for Technology and Academics	1	11.1%		0.0%	1	11.1%	2	22.2%	5	55.6%	9
U.S. History and the Constitution	1	11.1%		0.0%	1	11.1%	2	22.2%	5	55.6%	9
Horry County Virtual (Full-Time)	6	8.0%	4	5.3%	9	12.0%	20	26.7%	36	48.0%	75
Algebra 1		0.0%		0.0%	1	7.7%	2	15.4%	10	76.9%	13
Biology 1	3	9.4%	1	3.1%	4	12.5%	8	25.0%	16	50.0%	32
English 2	3	23.1%	2	15.4%	4	30.8%	3	23.1%	1	7.7%	13
U.S. History and the Constitution		0.0%	1	5.9%		0.0%	7	41.2%	9	52.9%	17

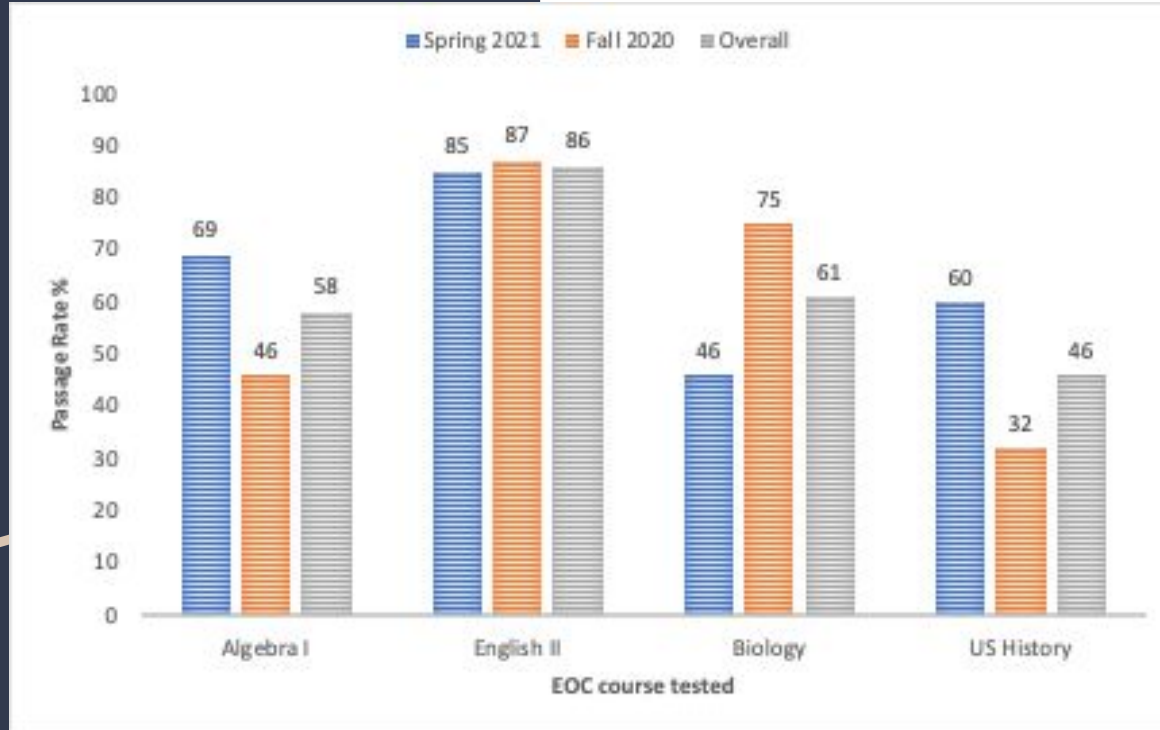
Students Tested at Loris High School (Fall 2020)

Loris High	19	12.3%	14	9.1%	27	17.5%	33	21.4%	61	39.6%	154
Algebra 1		0.0%		0.0%	1	5.6%	7	38.9%	10	55.6%	18
<i>S Haley</i>				0.0%	1	5.6%	7	38.9%	10	55.6%	18
Biology 1	13	17.3%	7	9.3%	15	20.0%	14	18.7%	26	34.7%	75
<i>C Fowler</i>	5		3	5.3%	10	17.5%	14	24.6%	25	43.9%	57
<i>H WrightWeeks</i>	8		4	22.2%	5	27.8%		0.0%	1	5.6%	18
English 2	5	16.7%	6	20.0%	8	26.7%	7	23.3%	4	13.3%	30
<i>C V Sendler</i>	5		2	16.7%	5	41.7%		0.0%		0.0%	12
<i>J McDonald-Piggott</i>			4	22.2%	3	16.7%	7	38.9%	4	22.2%	18
U.S. History and the Constitution	1	3.2%	1	3.2%	3	9.7%	5	16.1%	21	67.7%	31
<i>C B Hooks</i>	1			0.0%	2	11.1%	3	16.7%	12	66.7%	18
<i>T K Sarvis</i>			1	7.7%	1	7.7%	2	15.4%	9	69.2%	13

Total Students Tested at LHS 20-21

<u>Course</u>	<u>Total</u>
Algebra I	72
English II	117
Biology	112
US History	79
Total:	334

EOC Pass Rates – Fall 2020 compared to Spring 2021

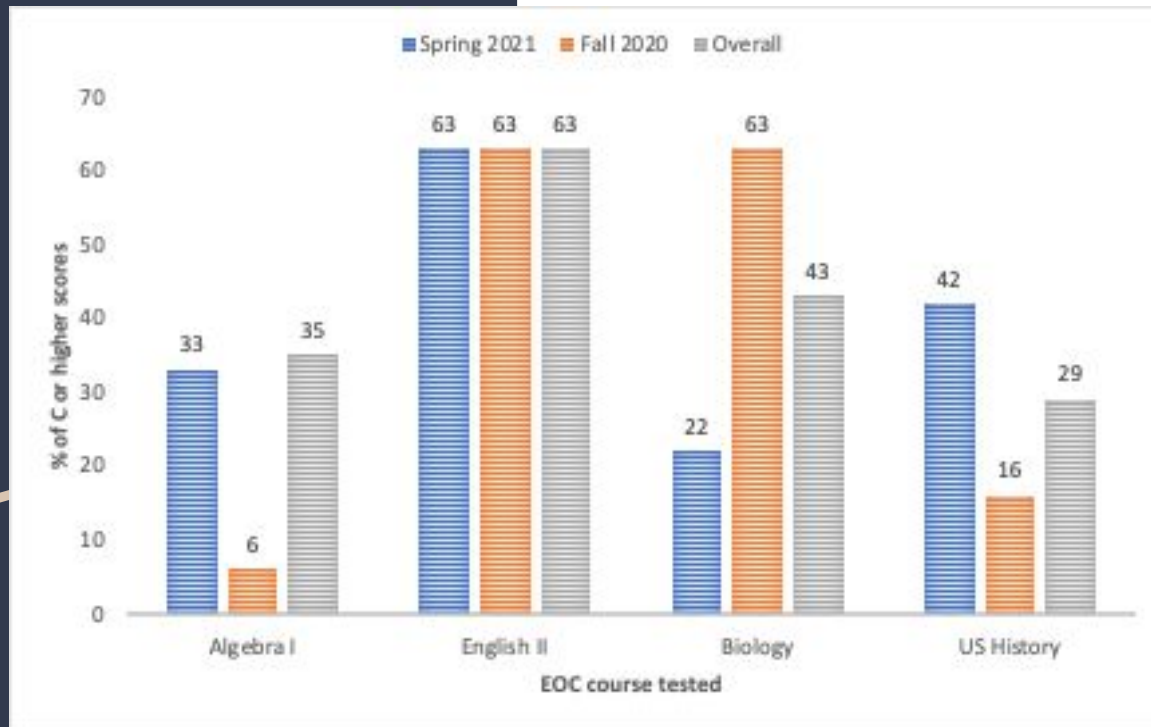


EOC Pass Rates Fall 2020 compared to Spring 2021



	Fall 2020	Spring 2021	Gains/Losses
Algebra	46%	69%	+23
English	87%	85%	-2
Biology	75%	46%	-29
US History	32%	60%	+28

EOC – C or Higher (%)

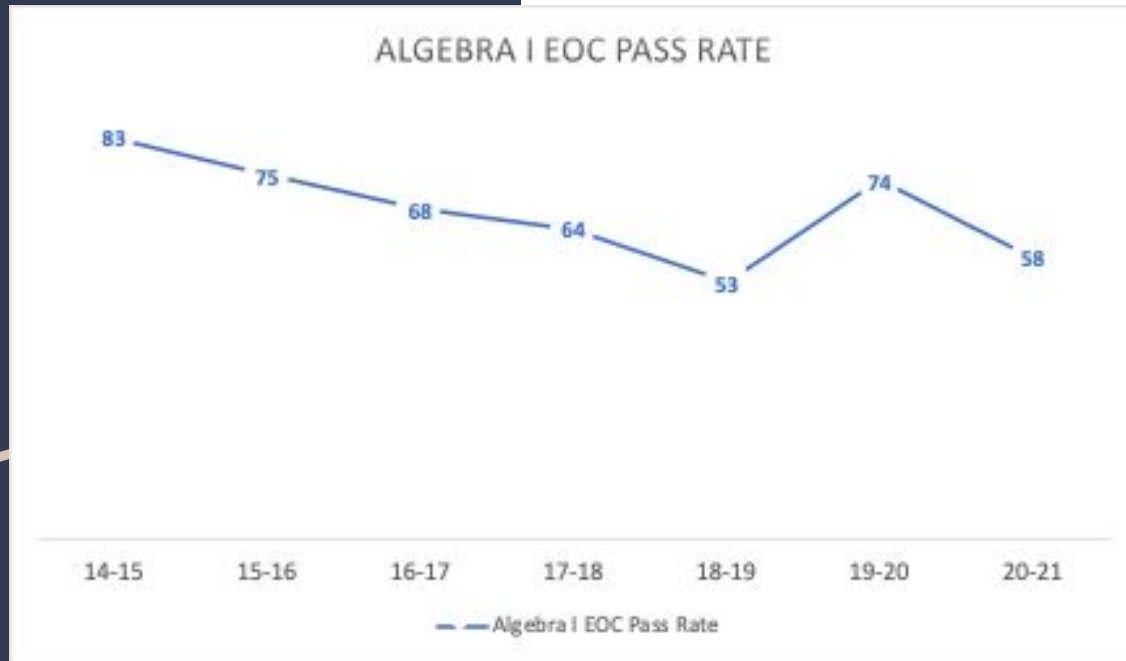


EOC – C or Higher Comparison



	Fall 2020	Spring 2021	Gain
Algebra	6%	20%	+14
English	63%	63%	0
Biology	63%	22%	-41
US History	16%	42%	+26

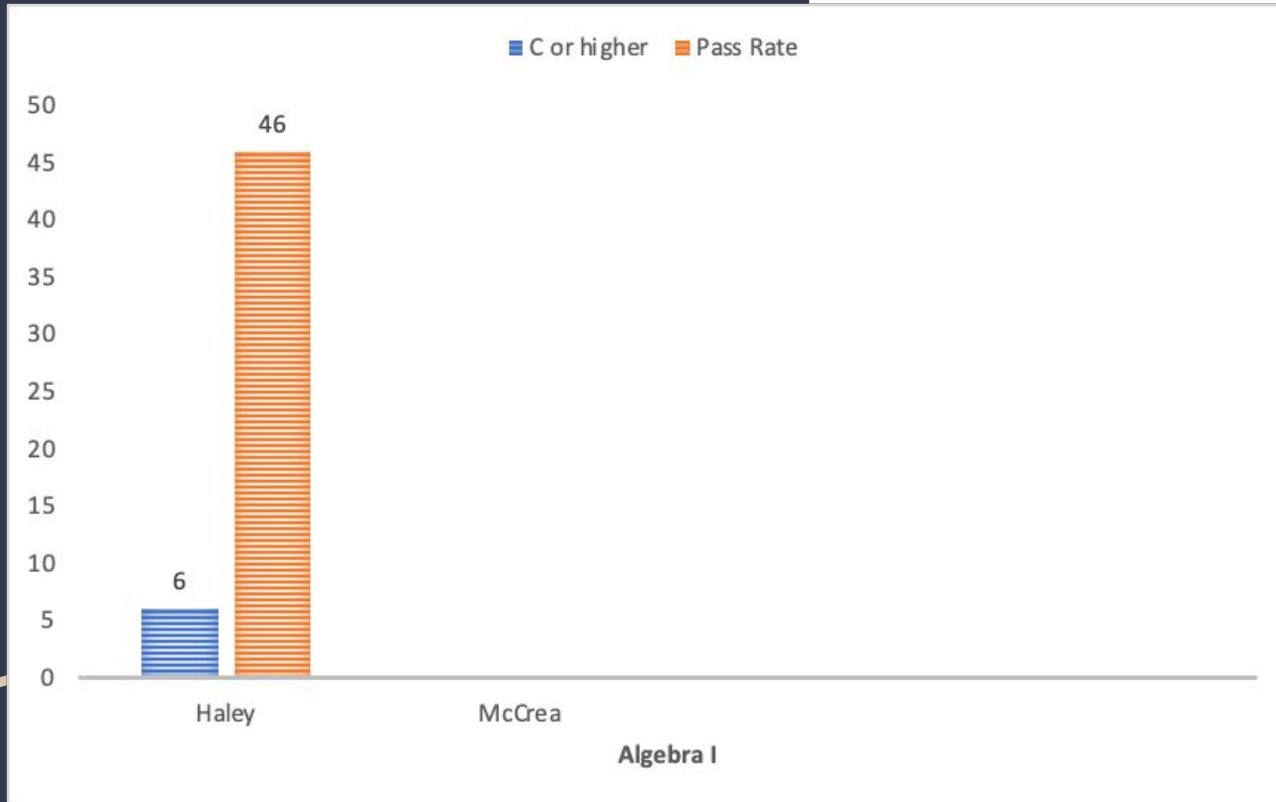
Trend Data: Algebra 1 Pass Rate (%)



Algebra 1 (%)

- C-or-better by Teacher
- Pass Rate by Teacher

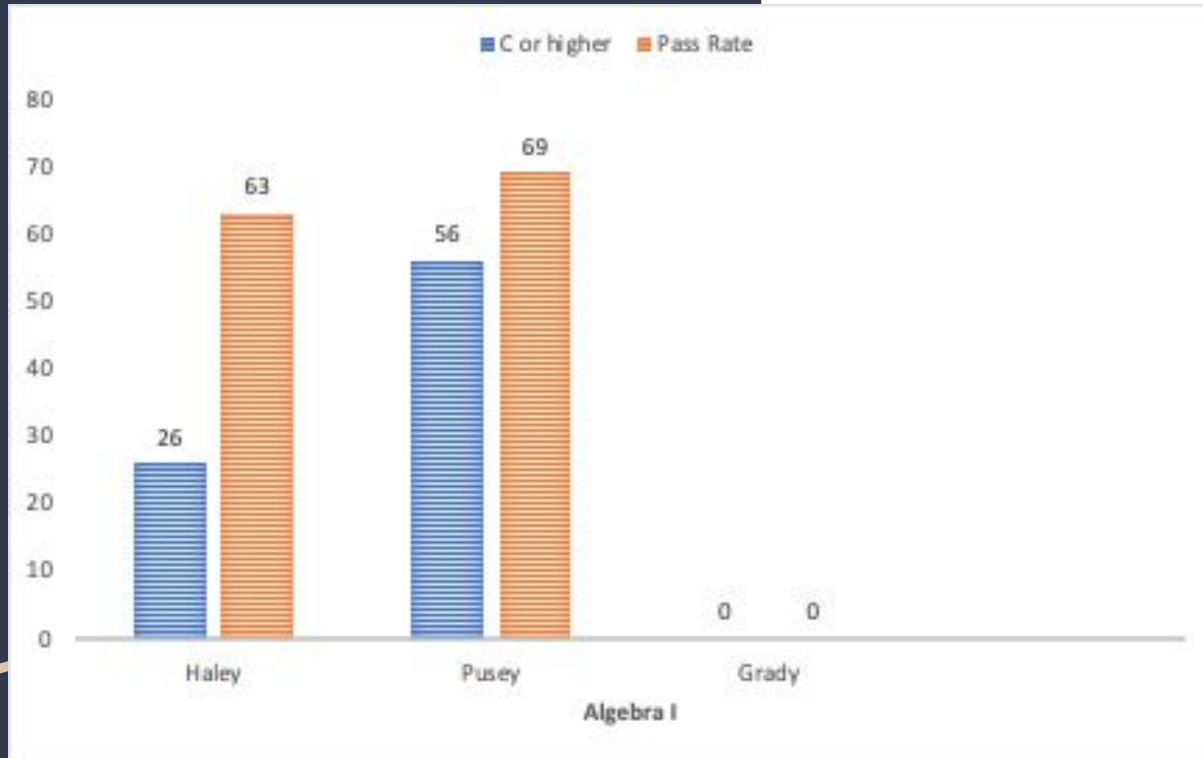
Fall 2020



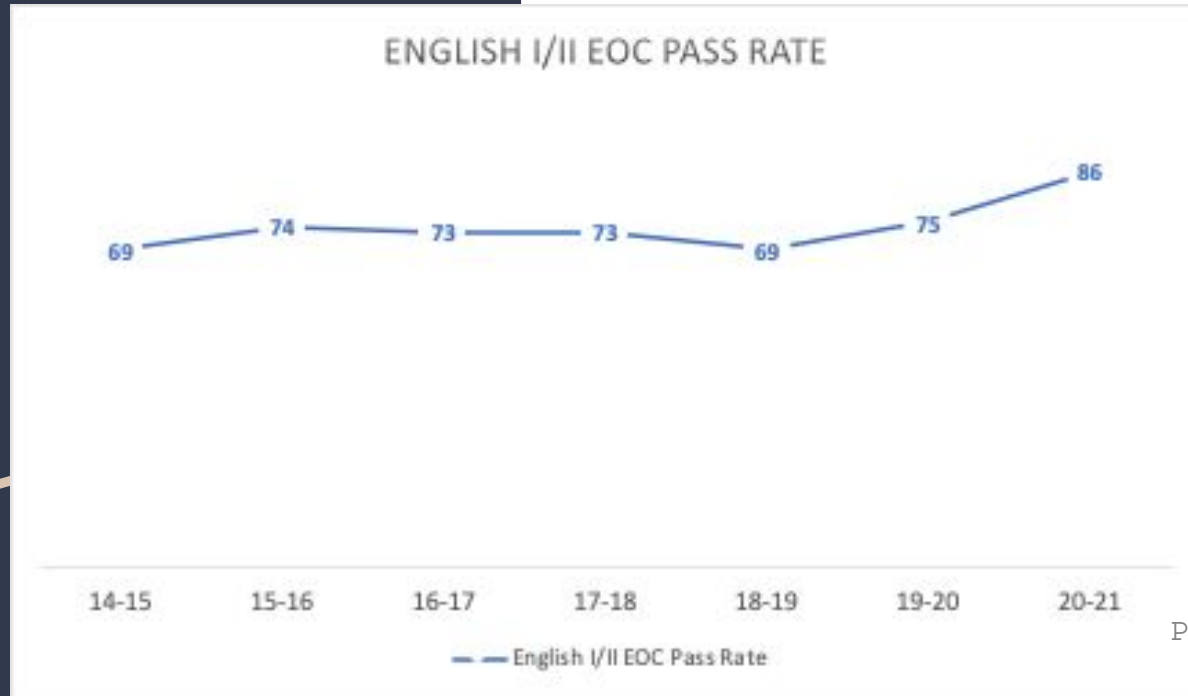
Algebra 1 (%)

- C-or-better by Teacher
- Pass Rate by Teacher

Spring 2021



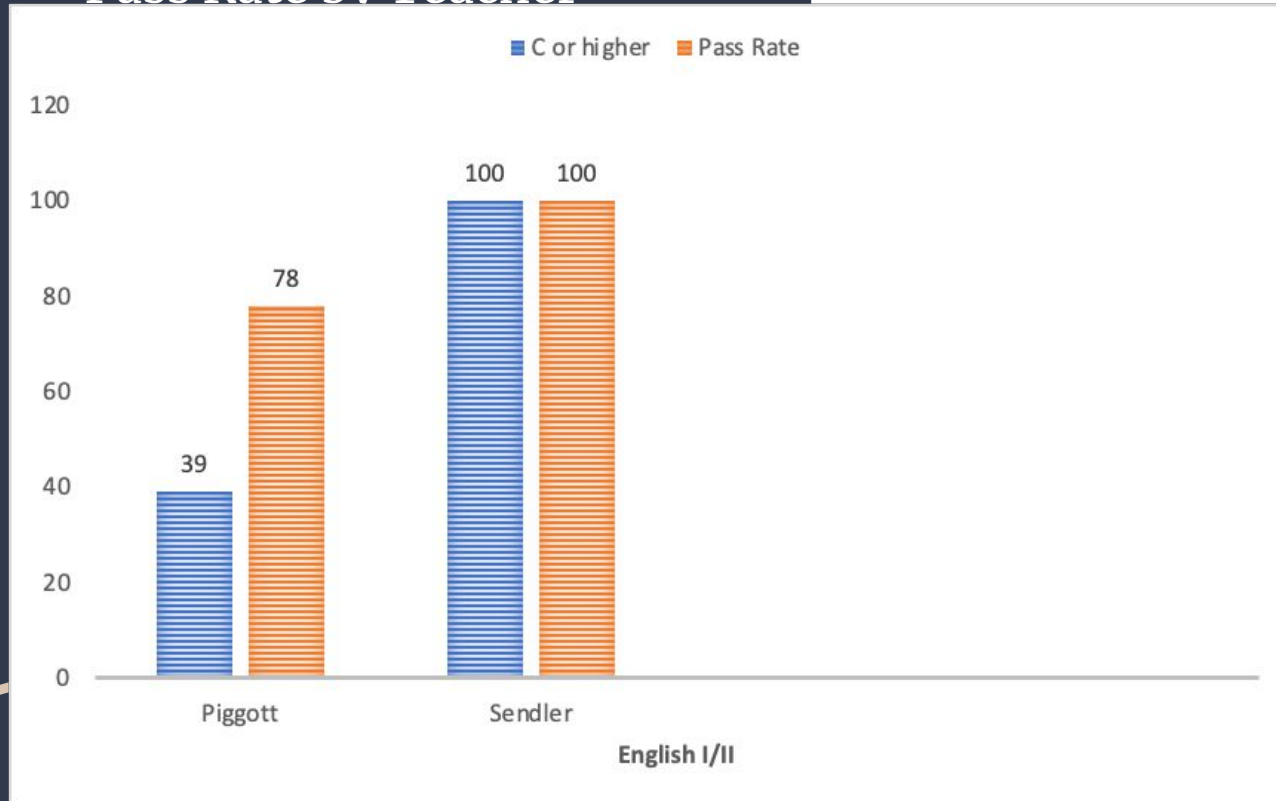
Trend Data: English I /II Pass Rate (%)



English I/II (%)

- C-or-better by Teacher
- Pass Rate by Teacher

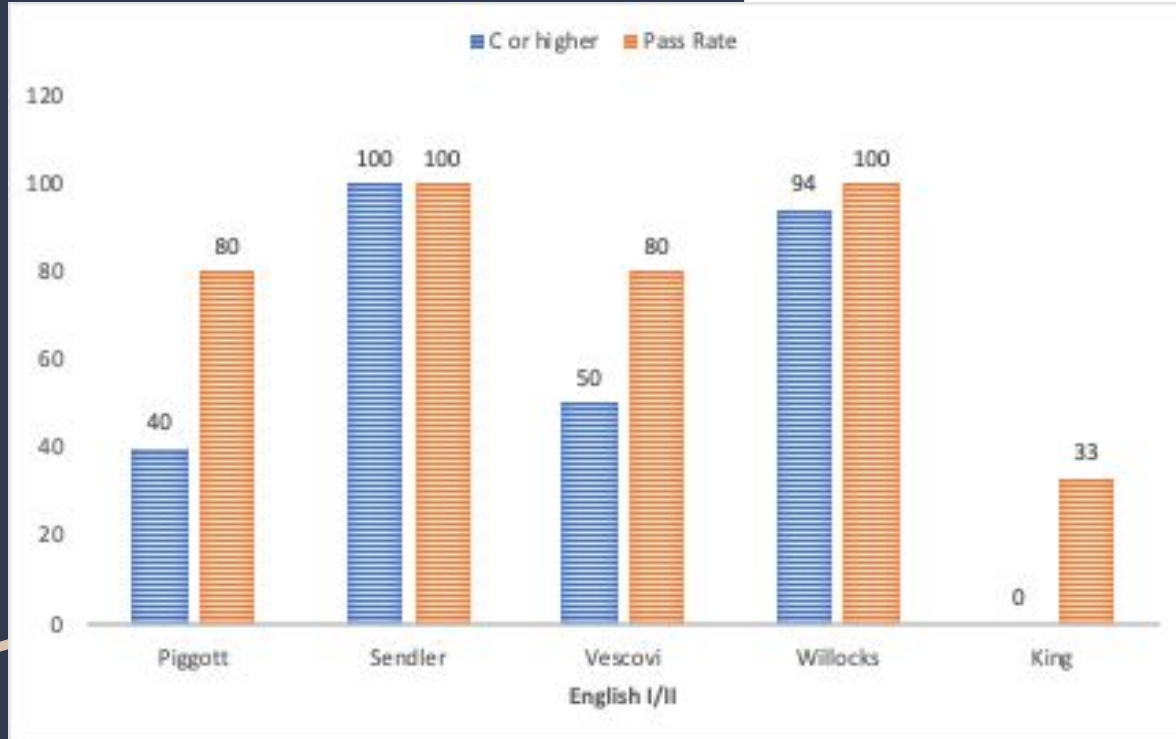
Fall 2020



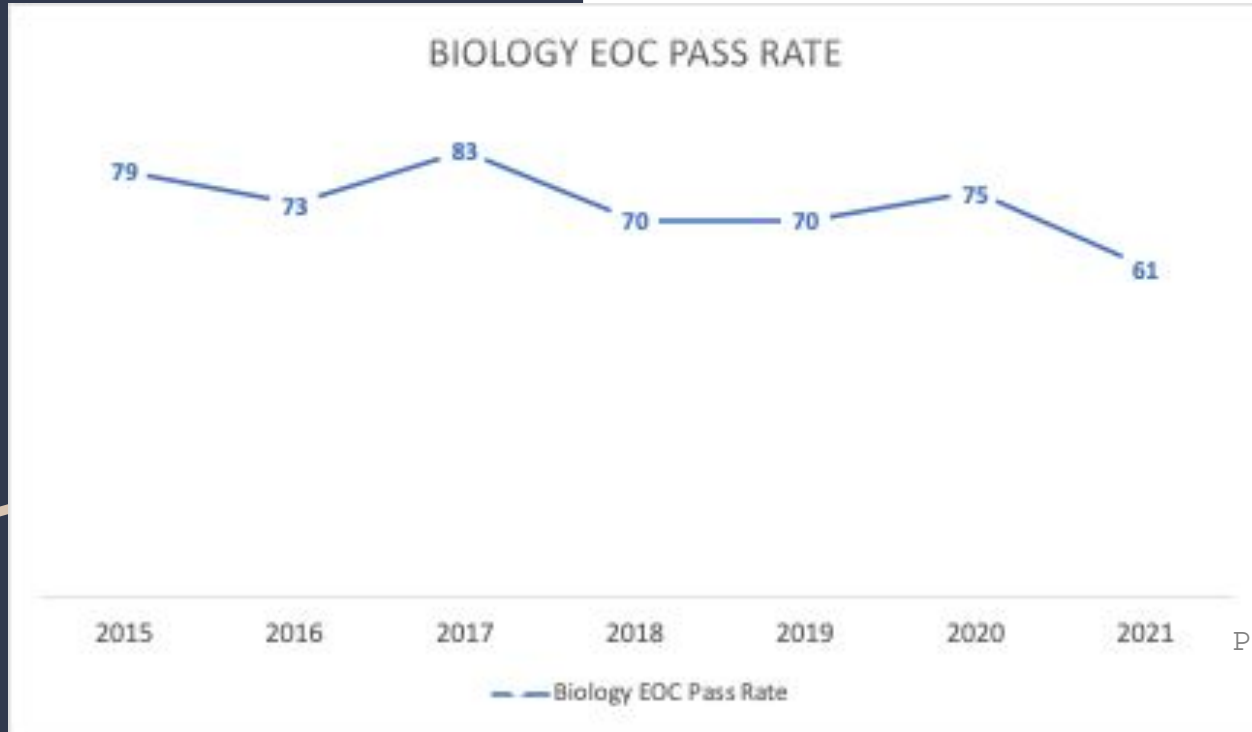
English I/II (%)

- C-or-better by Teacher
- Pass Rate by Teacher

Spring 2021



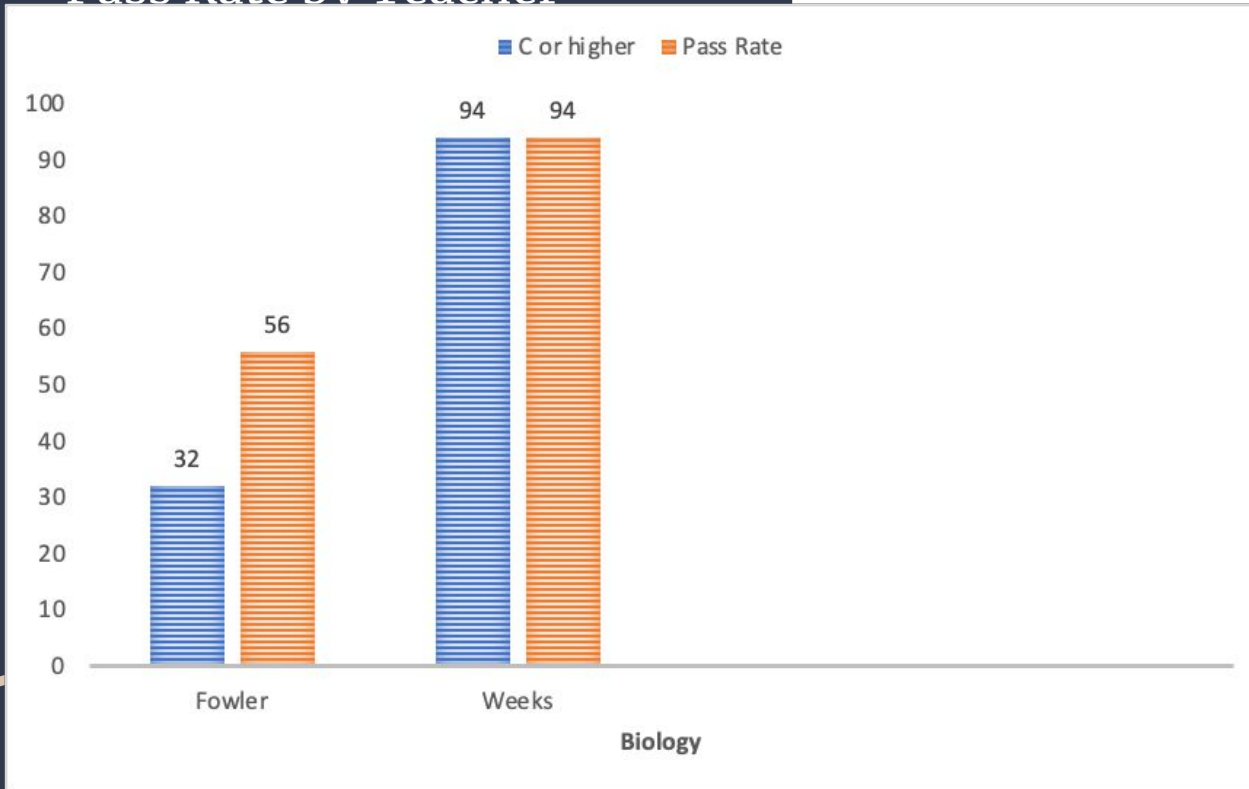
Trend Data: Biology Pass Rate (%)



Biology (%)

- C-or-better by Teacher
- Pass Rate by Teacher

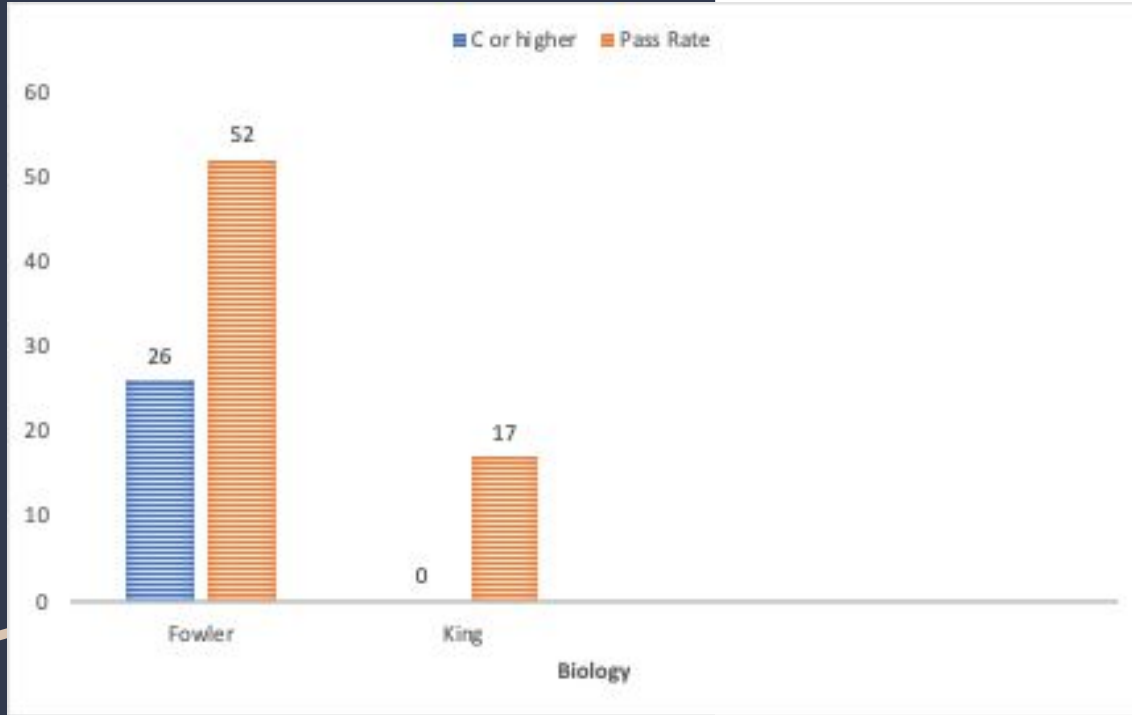
Fall 2020



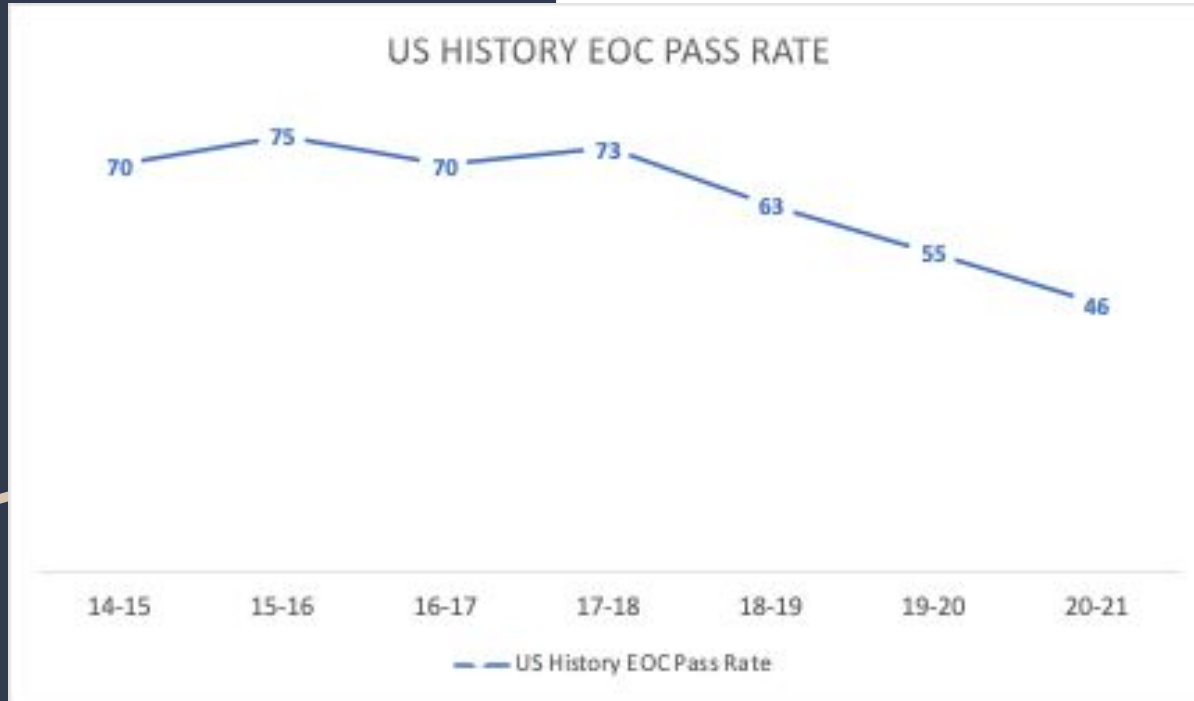
Biology (%)

- C-or-better by Teacher
- Pass Rate by Teacher

Spring 2021



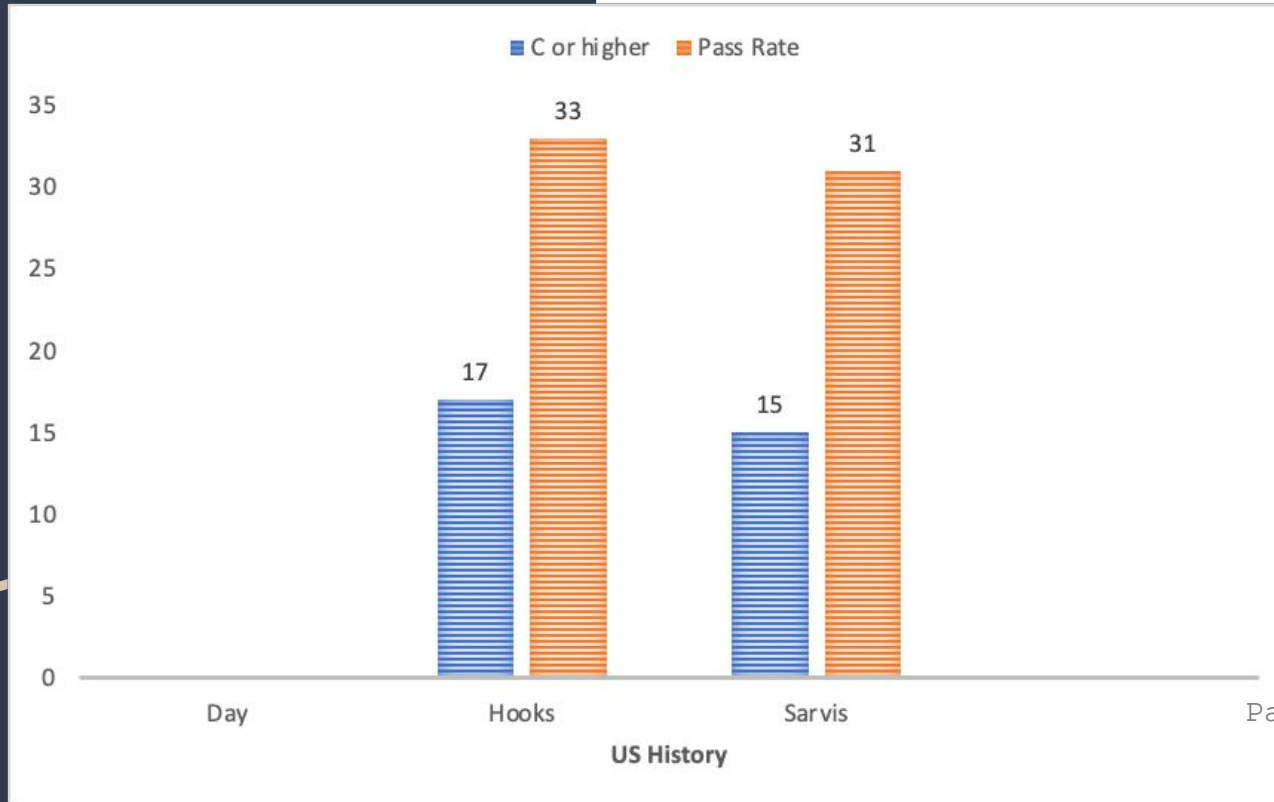
Trend Data: US History Pass Rate (%)



US History (%)

- C-or-better by Teacher
- Pass Rate by Teacher

Fall 2020



US History (%)

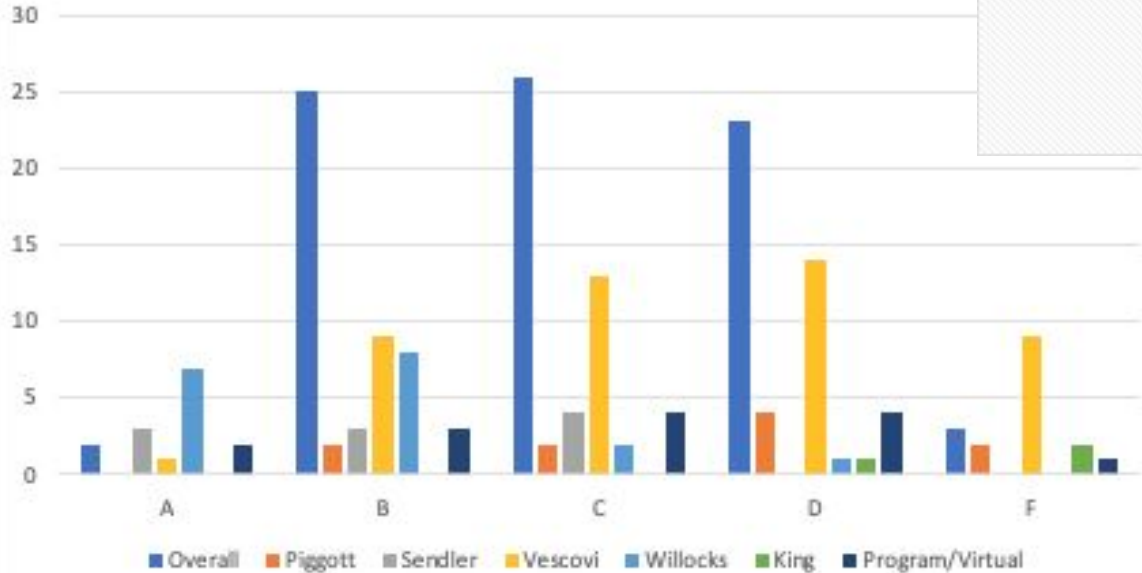
- C-or-better by Teacher
- Pass Rate by Teacher

Spring 2021

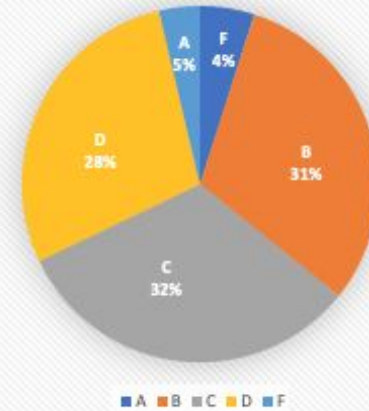


Spring 21 English II EOC Performance by Letter Grade

LHS 2021 Spring English II EOC

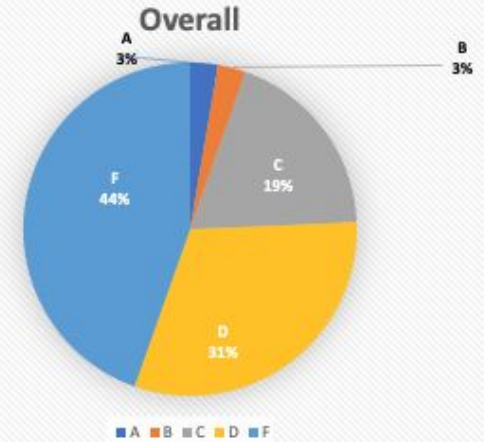
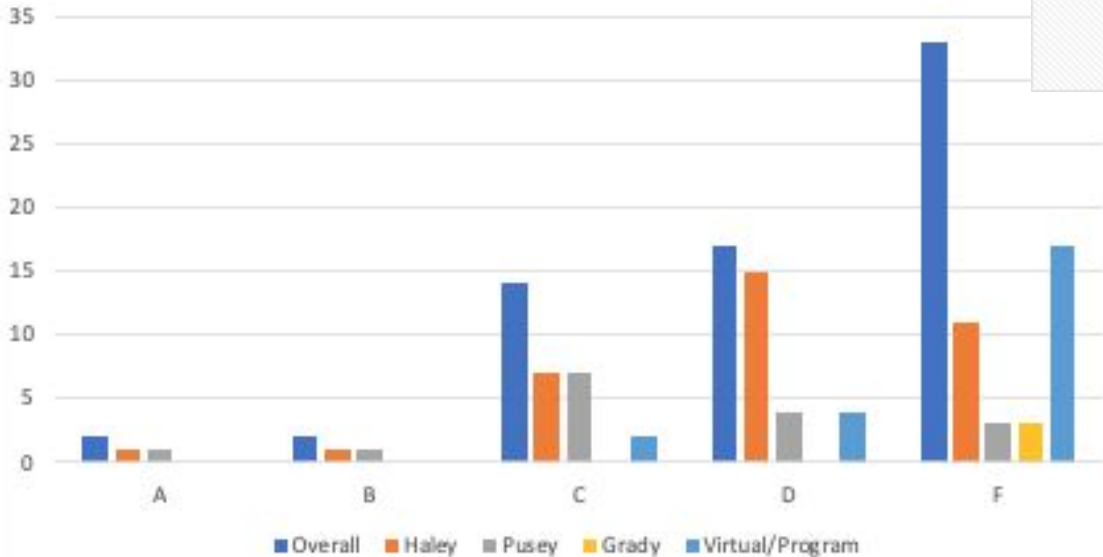


Overall



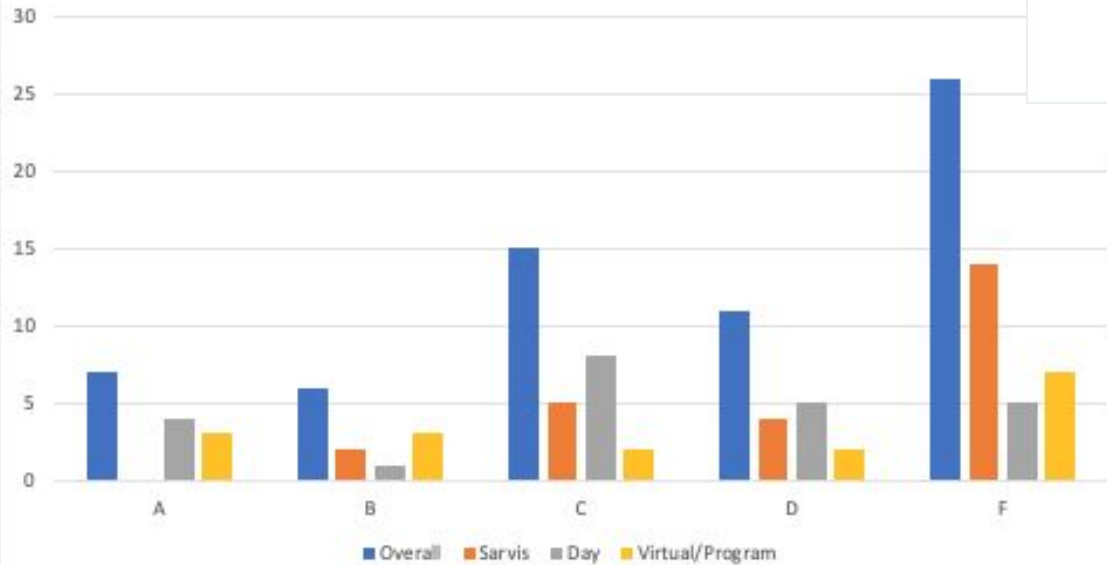
Spring 21 Algebra I EOC Performance by Letter Grade

LHS 2021 Spring Algebra 1 EOC

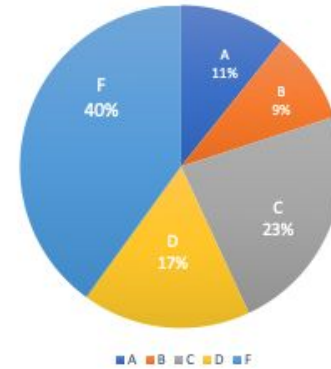


Spring 21 US History EOC Performance by Letter Grade

LHS SPRING 2021 US History EOC

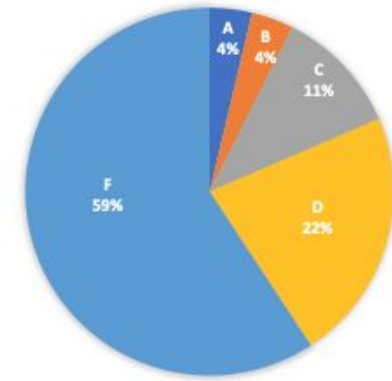


LHS SPRING 2021 US History EOC

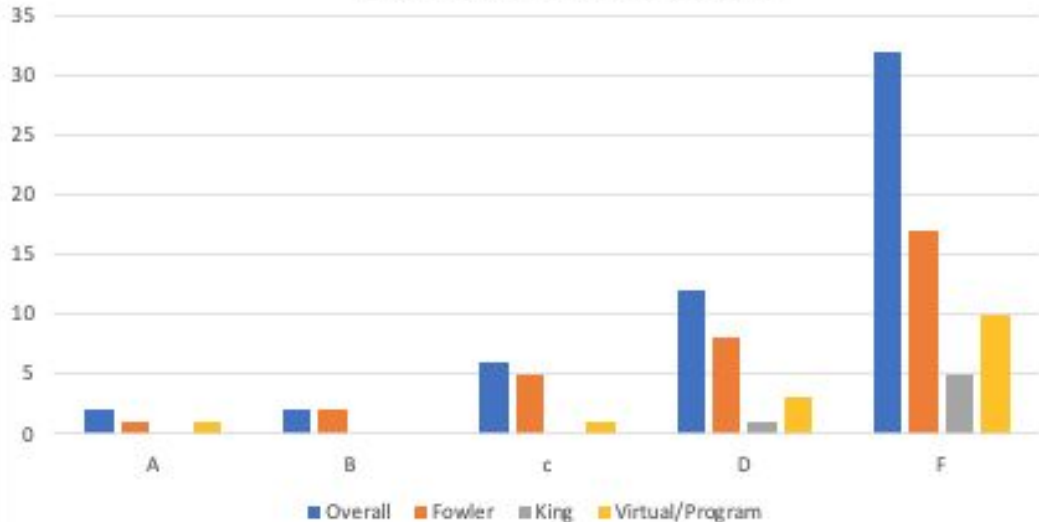


Spring 21 Biology EOC Performance by Letter Grade

LHS 2021 SPRING BIOLOGY EOC

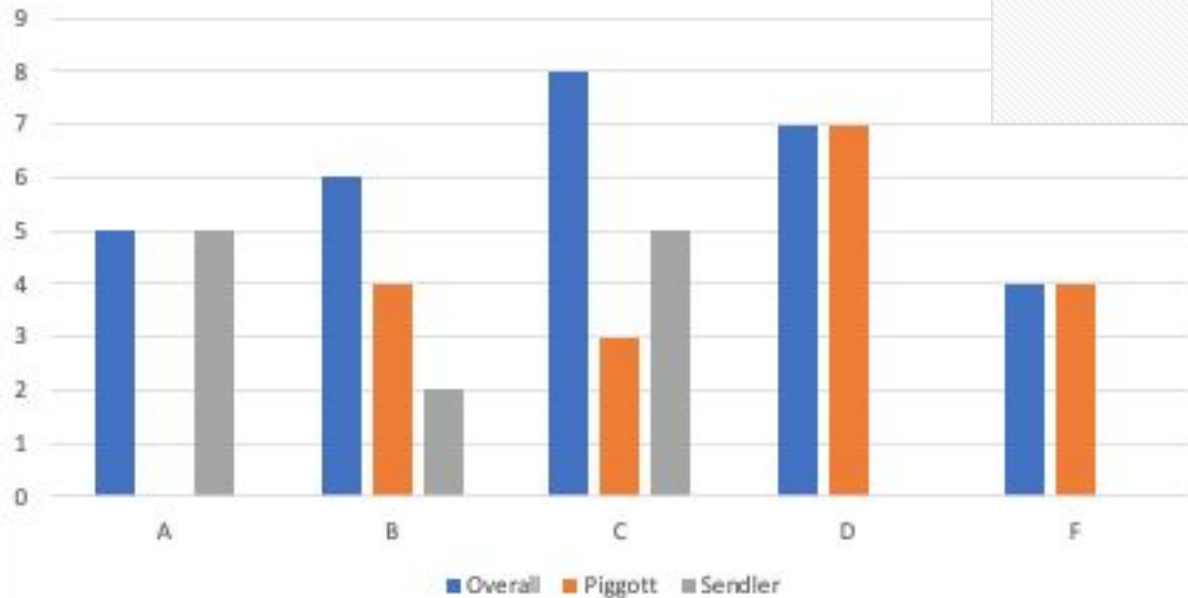


LHS 2021 Spring Biology EOC

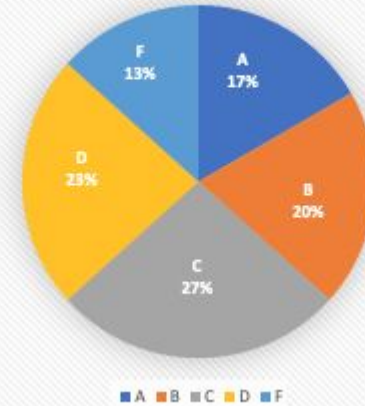


Fall 20 English II EOC Performance by Letter Grade

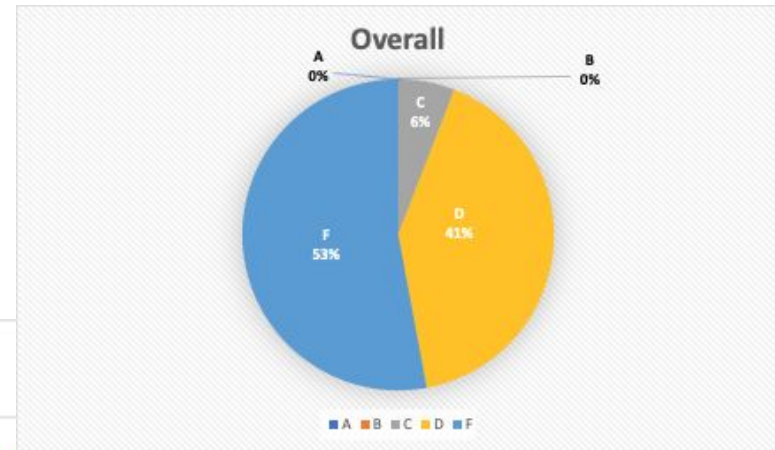
LHS 2020 Fall English II EOC



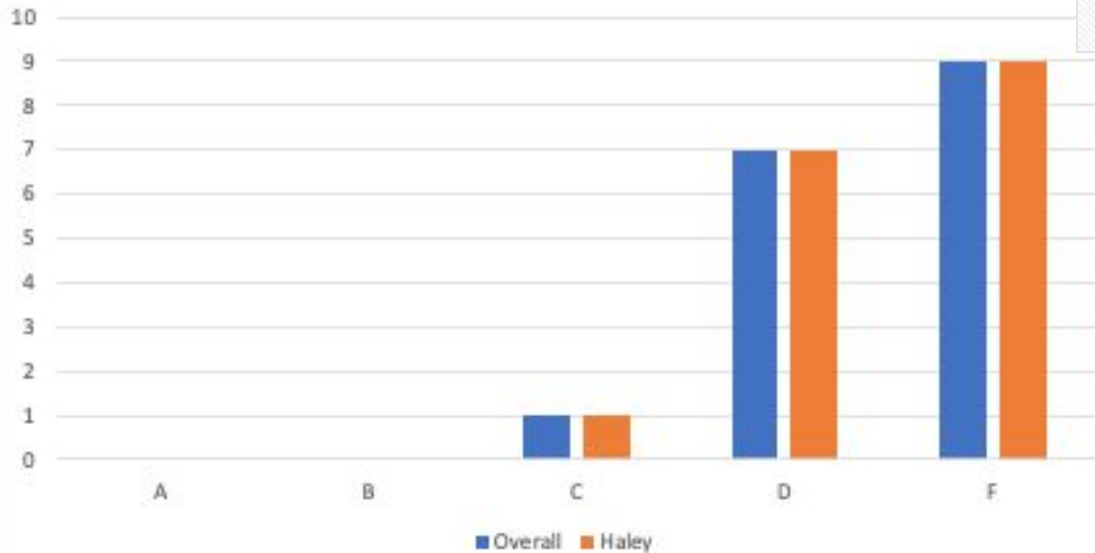
Overall



Fall 20 Algebra I EOC Performance by Letter Grade

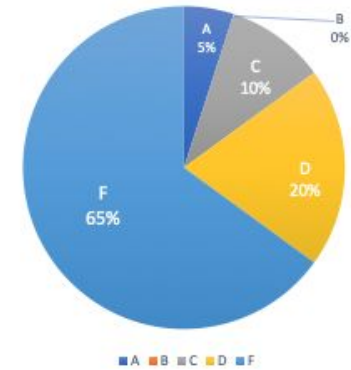


LHS 2020 Fall Algebra 1 EOC

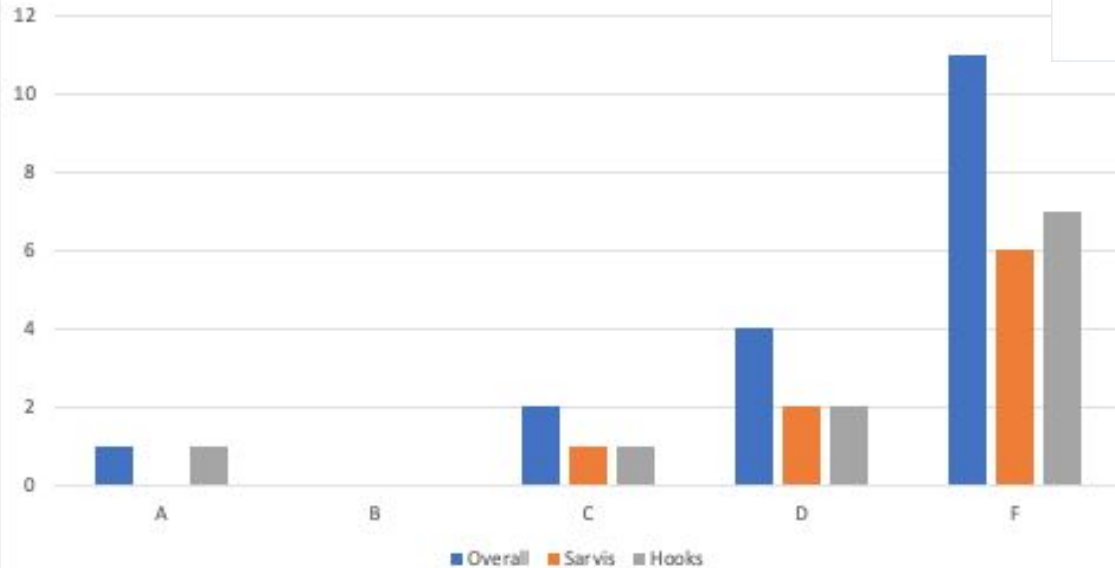


Fall 20 US History EOC Performance by Letter Grade

LHS 2020 US History EOC

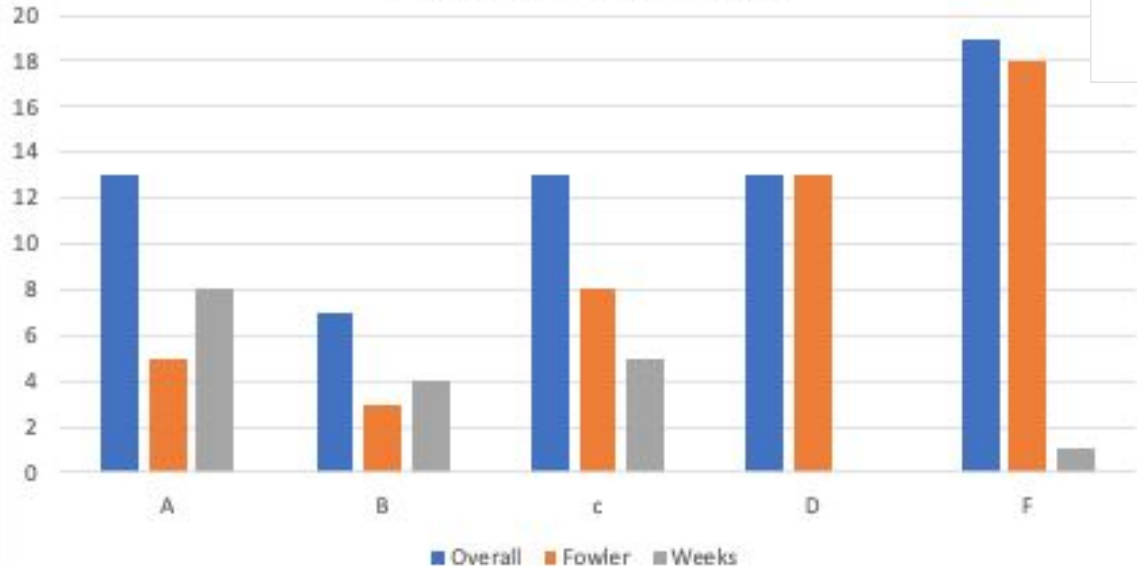


LHS 2020 US History EOC

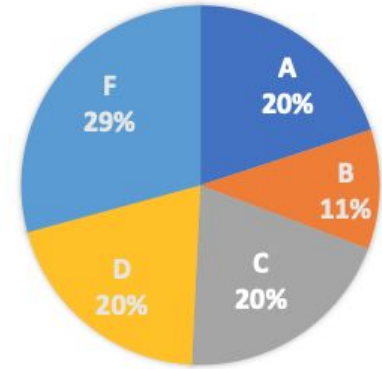


Fall 20 Biology EOC Performance by Letter Grade

LHS 2020 Fall Biology EOC



LHS 2020 FALL BIOLOGY EOC



Click to View:

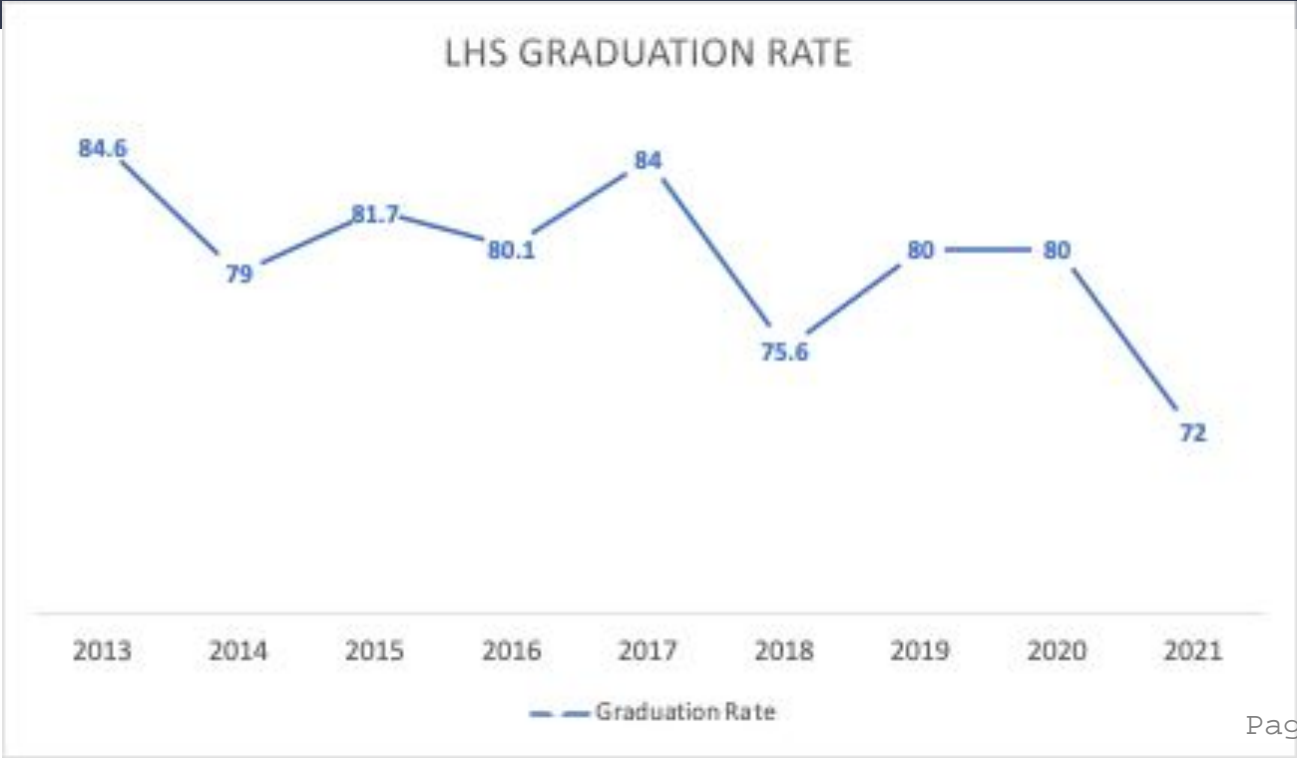
[20-21 EOC
Performance Data
Quick Comparison](#)



Graduation Rate



Graduation Rate (%)

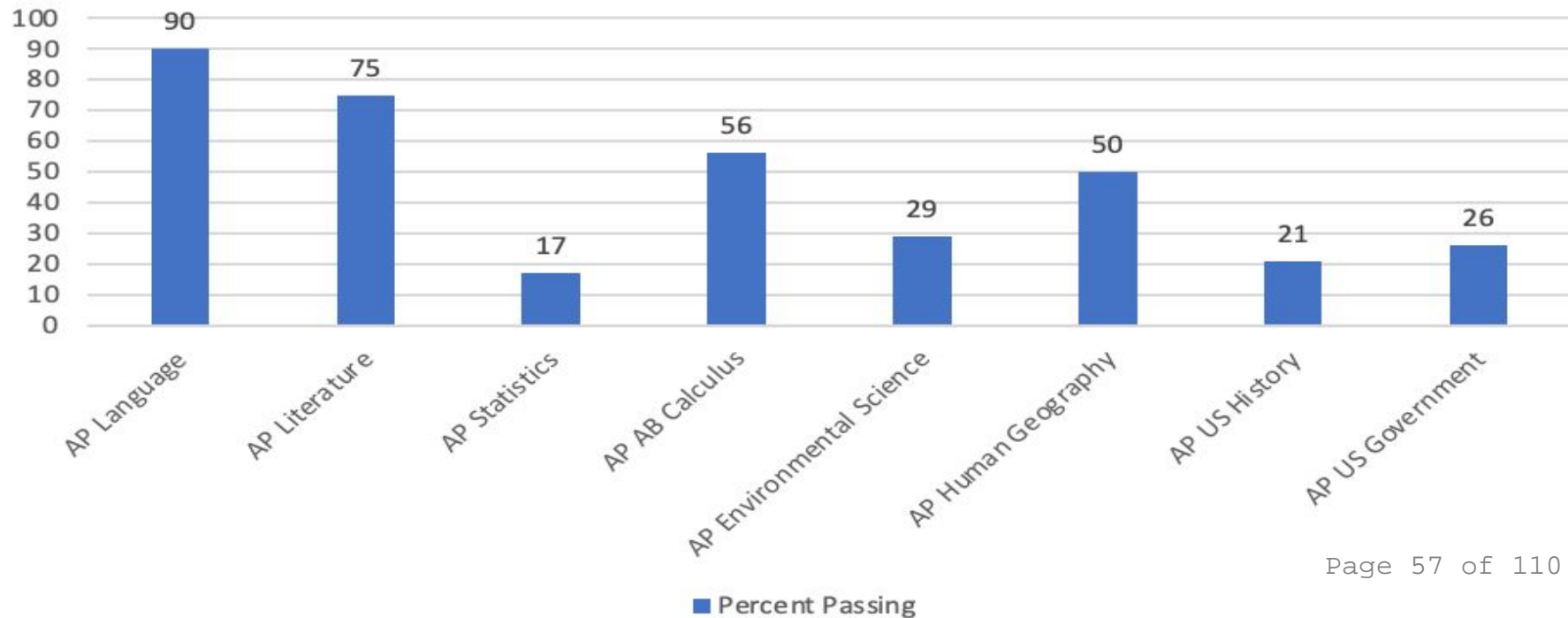


A decorative network diagram in the top-left corner, consisting of various sized circles (nodes) connected by thin lines (edges). Some nodes are solid grey, while others are hollow with a grey outline. The connections form a complex, interconnected web.

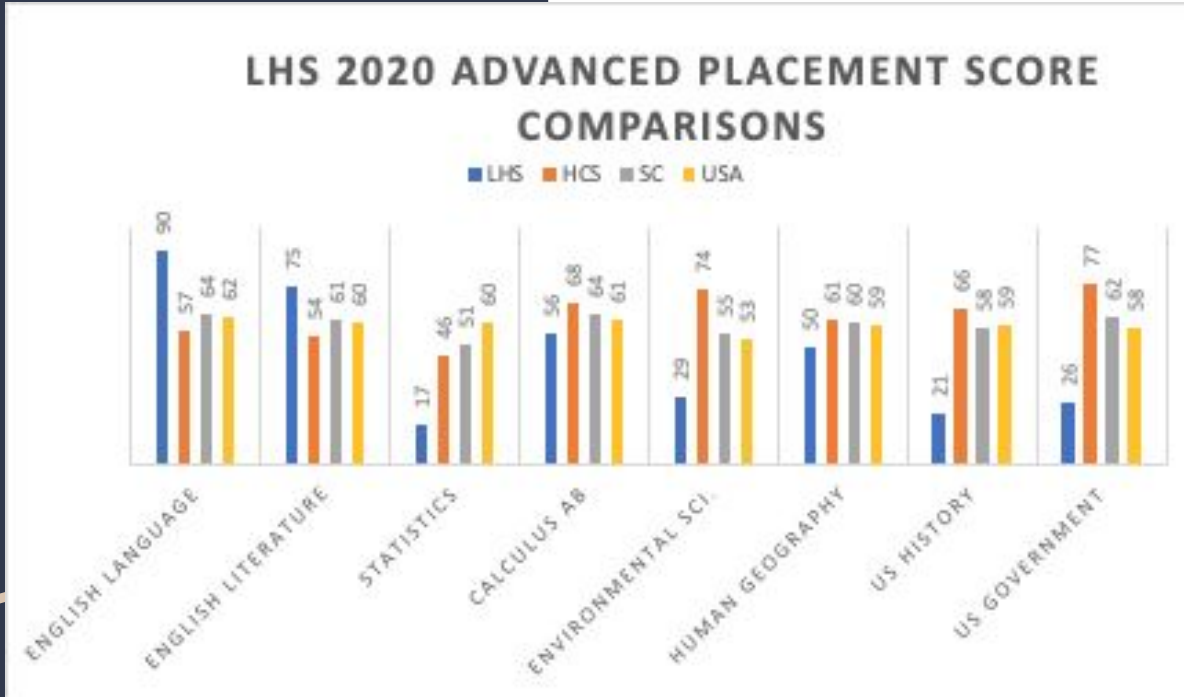
AP Scores

2019-2020 AP Scores (%)

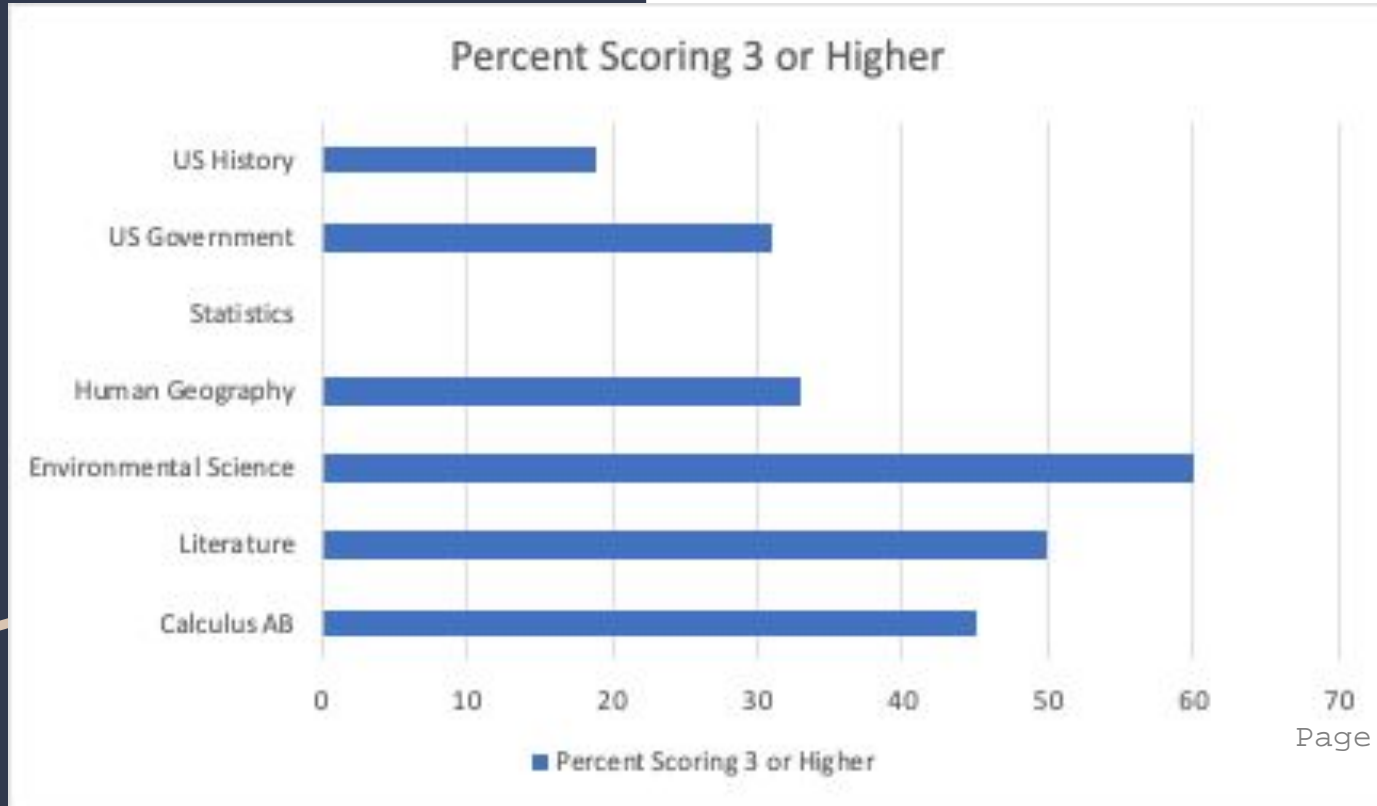
19-20 Advanced Placement Scores



2019-2020 AP Score Comparisons (%)



2020-2021 AP Scores (%)



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.	In our school renewal plan, we have addressed several areas pertaining to student achievement. These areas include: overall graduation rate, strategies to improve pass rate on End of Course exams, and strategies to improve the level of rigor in the classroom as evidenced by AP scores and C+ on EOC scores. English 2 is an area of strength for EOCs, but our students continue to score significantly lower on the USH EOC. Students fared better in Biology and Algebra 1, but many of the passing scores were Ds, with no As or Bs in Algebra 1. With the strategies we have and will implement, we expect to not only increase the pass rate for our EOCs but to increase the number of students scoring C or higher in all tested areas.
Teacher/Administrator Quality	
2.	We have three teachers on alternate certification track. Two of the teachers are PACE candidates and one is working on completing the requirements to have her certification valid in SC. We plan to continue to provide in-house staff development with a major focus on pacing, teaching the standards with fidelity, and reviewing the standards. Other topics included in staff development were student management skills, data analysis skills, ESOL & GT strategies, student engagement strategies, and effective implementation of special education students' IEPs.
School Climate	
3.	The use of our 2020-21 school climate survey has focused our priorities in several different areas. One of our major concerns is that our teachers work in an environment where they feel safe and morale is high. Throughout this year, we have implemented many staff appreciation events in an effort to accomplish this goal. Some of these events include: a staff team building retreat, a Community Pep Rally, a staff Christmas party, an Open House, Parent-Teacher Conference Night, a school wide pep rally for basketball, a football tailgating party for our staff and a football tailgating party for the community. We have also created a School Climate Committee, composed of teachers who plan activities and raise funds for staff outings and activities that will boost morale. We have found that data suggests teacher attendance is lower on Fridays than any other day of the week. We have addressed this concern in our PLCs. We also will hold four parent nights throughout the year with Title 1 funds.

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.					
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)	T: 79.5% S: 69.3% P: 51.5%	Projected Data: T: 80.5% S: 70.3% P: 52.5%	T: 81.5% S: 71.3% P: 53.5%	T: 82.5% S: 72.3% P: 54.5%	T: 83.5% S: 73.3% P: 55.5%	T: 84.5% S: 74.3% P: 56.5%
Spring State Opinion Survey results - Social and Physical Environment (based on annual SC Report Card)	T: 86.4% S: 78.2% P: 60.0%	Projected Data: T: 87.4% S: 79.2% P: 61%	T: 88.4% S: 80.2% P: 62%	T: 89.4% S: 81.2% P: 63%	T: 90.4% S: 82.2% P: 64%	T: 91.4% S: 83.3% P: 65%
Spring State Opinion Survey results - School-Home Relations (based on annual SC Report Card)	T: 79.5% S: 85.9% P: 42.8%	Projected Data: T: 80.5% S: 86.9% P: 43.8%	T: 81.5% S: 87.9% P: 44.8%	T: 82.5% S: 88.9% P: 45.8%	T: 83.5% S: 89.9% P: 46.8%	T: 84.5% S: 90.9% P: 47.8%

Action Plan

Strategy #1: Strategy #1: Improve the percentage of respondents who have a favorable opinion of the school on the annual survey of teachers, students and parents					
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. 1. Improve the percentage of respondents who have a favorable opinion of the school on the annual survey of teachers, students and parents. Identify school problem areas on the annual State survey of teachers, parents, and students. Work with teachers, parents, and students to develop strategies to improve the perception of stakeholders based on the analysis of survey data at each school. Ensure that the participation rate is kept at the expected level to allow for valid comparisons.</p>	2022-2027	Principal Assistant Principals Instructional Coaches Guidance	NA	NA	Improved survey results on Performance Goals
<p>2. 2. Designate a school leadership team member who is responsible for school safety, to include: Student management policies, regulations and procedures Completion and submission of monthly safety reports which identify any concerns with safety, security, hazardous materials, and playgrounds where applicable. Alternatives to ISS, OSS and homebound Effective and efficient investigations and preparation for hearings</p>	2022-2027	Principal Assistant principals Instructional coaches	NA	NA	Functioning team
<p>3. 3. Review and make needed alterations to our efforts and programs to address bullying, using the Safe Schools bullying model; Promote awareness of anti-bullying initiatives among employees, students, and parents.</p>	2022-2027	Principal Assistant Principals Instructional Coaches Teachers Guidance	NA	NA	Better understanding of bullying among employees; survey results show less instances of bullying

4. 4. Establish health care plans and emergency action plans at each school for children with identified health care needs	2022-2027	Principal Assistant Principal School Nurse	NA	NA	Health care plans and emergency action plans implemented
5. 5. 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	NA	NA	Annual review of well plan and nutritional guidelines
6. 6. Train staff on safety in the workplace	2022-2027	School Leadership Team	NA	NA	Compliance reports from SafeSchools
7. 7. Establish and practice emergency preparedness procedures and disaster recovery protocols (data and operations)	2022-2027	School Leadership Team Support Services Technology Specialist	NA	NA	Protocols established and practiced, safety logs
8. 8. Establish protocols for each nurse in the District to provide to students with allergies and their families Indicators-based practices of care Implement a written emergency action plan for each student with documented allergies. Develop a specific training protocol for all staff to recognize anaphylaxis	2022-2027	LHS Leadership Team School Nurse	NA	NA	d Individual Health Care Plan (IHP) for students identified with life-threatening allergies; staff training program
9. 9. Work with Horry County Police to provide an anonymous telephone Tip Line in conjunction with Horry County Police for students, staff and community to report bullying or crime reporting. Respond and take appropriate action in timely manner Monitor number of calls and follow-up needed	2022-2027	LHS Leadership Team SRO	NA	NA	Reports of actions taken
10. 10. Provide Rehabilitative Behavioral Health Services (RBHS) that are goals-oriented and family-supportive to students who have emotional or behavioral needs	2022-2027	LHS Leadership Team Guidance RBHS Counselors	NA	NA	Services in place and available at all schools
11. 11. Provide safety and health guidelines and training to school staff and students in: Personal health practices School bus safety PE and playground procedures Classroom and laboratory procedures Indoor air quality	2022-2027	LHS Leadership Team School Nurse Custodial Staff	NA	NA	Reduction in safety related issues; reports by SafeSchools

12. 12. Implement protocols to record and maintain student school bus ridership data in PowerSchool and to track student attendance on individual buses via electronic device	2022-2027	LHS Leadership Team Support Services Bus Office	NA	NA	PowerSchool data
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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.	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. 82% of students will score C or higher on the English 2 EOCEP.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
English II EOCEP results	60.3	Projected Data: 64.64	68.98	73.32	77.66	82

Action Plan

Strategy #1: English I EOC					
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. 3.1.a <ul style="list-style-type: none"> • Implement the South Carolina English II curriculum and use the HCS EOC curriculum maps • Offer after-school remediation • Provide tutorial sessions during the school day by pulling students from elective courses • Arrange collaborative sessions for English II teachers • Administer common assessments each academic quarter to track student growth • Incorporate consistent use of digital curriculum • Plan with and coach teachers who need additional support (Instructional coach/administrators) • Monitor READ 180/System 44 program to increase student proficiency • Improve communication with middle school personnel regarding incoming freshmen data • Administer MAP to 9th grade students 	2022-2027	Principal Assistant principals Instructional coaches ELA teachers Loris Cluster Principals Guidance counselors Interventionists	\$10,000	Title I/ATSI	Agendas and attendance sheets from meetings Newsletter Digital content reports Quarterly Loris Cluster Meetings MAP Scores
2. 3.1.b • Differentiate instruction <ul style="list-style-type: none"> • Continue Learning Strategies classes • Plan targeted sessions with ELA interventionists • Incorporate digital content • Provide professional development on differentiated instruction • Provide opportunities for teachers to attend professional development outside the school building • Plan collaborative ELA sessions to discuss student data and to monitor and/or adjust instruction and curriculum • Monitor IEPs 	2022-2027	Principal Assistant principals Instructional coaches ELA teachers Special Education teachers Interventionists	\$10,000	Title I/ATSI	<ul style="list-style-type: none"> - Agendas and attendance sheets from meetings - Newsletter - Digital content reports

<p>3. 3.1.c</p> <ul style="list-style-type: none"> • Conduct classroom walkthroughs • View and assess lesson plans • Monitor ILPs • Meet with ESOL coordinator in the building • Review ESOL student progress reports from teachers • Conduct a parent night for ESOL students and parents to meet with individual teachers • Interventionist tutors students regularly on English and Math assignments & content 	2022-2027	Principal Assistant principals Instructional coaches ELA teachers ESOL staff ELA Interventionist	\$50,000	Title I	Agendas and attendance sheets from meetings ILP's Lesson Plans Weekly schedule from interventionist
<p>4. 3.1.d</p> <ul style="list-style-type: none"> • Collect and review lesson plans • Conduct classroom observations • Monitor common assessment reports 	2022-2027	Principal Assistant principals Instructional coaches Teachers	N/A	N/A	Lesson plans Digital content reports
<p>5. 3.1.e</p> <ul style="list-style-type: none"> • Provide/Participate in professional development in the following areas: - Classroom management - Student engagement - Student ownership of work - Differentiated instruction - Project-based learning - Technology in the classroom 	2022-2027	Principal Assistant principals Instructional coaches	N/A	N/A	- Agendas and attendance sheets from meetings - Attendance Reports for Kagan Professional Development Trainings
<p>6. 3.1.f</p> <ul style="list-style-type: none"> • Engage families to improve student performance in the following meaningful ways: - Interactive parent meetings with math/ELA teachers - Newsletters - Call system - Open house/Parent-teacher conferences - Surveys - Technology training classes 	2022-2027	Principal Assistant principals Instructional coaches Guidance Teachers	\$2,000	Title I Parenting Budget	- Agendas and attendance sheets from meetings - Newsletter
<p>7. 3.1.g</p> <ul style="list-style-type: none"> • Lesson plans will include SC College and Career-Ready Standards • Integrate digital content such as but not limited to USA TestPrep, CommonLit, and NoRedInk • Provide professional development including but not limited to the following: - Lessons that promote analytical thinking and 	2022-2027	Principal Assistant principals Instructional coach Teachers	N/A	N/A	Lesson plans Digital content reports

questioning skills - Project-based assignments which enable students to demonstrate ownership of their work					
8. 3.1.h <ul style="list-style-type: none"> • Implement engagement strategies • Conduct collaborative planning sessions to discuss expectations, pacing, and teaching standards with fidelity • Conduct data meetings with principal • Provide a lesson plan template for teachers who need additional support • Conduct classroom walkthroughs • Use surveys 	2022-2027	Principal Assistant principals Instructional coach Teachers	N/A	N/A	Agendas and attendance sheets from meetings Newsletter Lesson plans
9. 3.1.i <ul style="list-style-type: none"> • Conduct data meetings with teachers • Continue interventions during the school day based upon specific needs as identified by data • Ensure teachers differentiate instruction based on data • Maintain logs of parent contacts and parent/teacher conferences • Teach/Review test-taking skills • Teach organizational skills/note-taking skills • Conduct data meetings with principal, instructional coaches, and teacher to evaluate subgroup performance 	2022-2027	Principal Assistant principals Instructional coaches Teachers Interventionists	N/A	N/A	Agendas and attendance sheets from meetings Lesson plans

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 benchmark: Annual benchmarks will be met. By 2027, 40% of students will score a “C” or higher on the Algebra I EOCEP.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Algebra I EOCEP Results	19.8	Projected Data: 24	28	32	36	40

Action Plan

Strategy #1: Algebra I EOC					
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. 3.2.a <ul style="list-style-type: none"> • Implement the South Carolina Algebra I curriculum and use the HCS EOC curriculum maps • Offer after-school remediation • Provide tutorial sessions during the school day by pulling students from elective courses • Arrange collaborative sessions for Algebra I teachers • Administer common assessments each academic quarter to track student growth • Incorporate consistent use of digital curriculum • Plan with and coach teachers who need additional support (Instructional coach/administrators) • Improve communication with middle school personnel regarding incoming freshmen data • Administer MAP to 9th grade students to evaluate progress and to re-group 	2022-2027	Principal Assistant principals Instructional coaches Teachers Loris Cluster Principals	N/A	District funding	Agendas and attendance sheets from meetings Newsletter Benchmark data Lesson plans Quarterly Meetings with Loris Cluster Principals
2. 3.2.b <ul style="list-style-type: none"> • Differentiate instruction • Continue Literacy/Numeracy classes • Plan targeted sessions with math interventionists • Incorporate digital content • Provide professional development on differentiated instruction • Provide opportunities for teachers to attend professional development outside the school building • Plan collaborative math sessions to discuss student data and to monitor and/or adjust instruction and curriculum • Monitor IEPs 	2022-2027	Principal Assistant principals Instructional coaches Teachers	\$10,000	PDSA	Agendas and attendance sheets from meetings Lesson plans

<p>3. 3.2.c</p> <ul style="list-style-type: none"> • Conduct classroom walkthroughs • View and assess lesson plans • Monitor ILPs • Meet with ESOL coordinator in the building • Review ESOL student progress reports from teachers • Conduct a parent night for ESOL students and parents to meet with individual teachers • Interventionist tutors students regularly on math assignments & content 	2022-2027	Principal Assistant principals Instructional coach ESOL teacher Math Interventionist Math Teachers	\$50,000	Title I	Agendas and attendance sheets from meetings Lesson plans ESOL data reports Weekly schedule from interventionist
<p>4. 3.2.d</p> <ul style="list-style-type: none"> • Collect and review lesson plans • Conduct classroom observations 	2022-2027	Principal Assistant Principals Instructional coaches	N/A	District funding	Agendas and attendance sheets from meetings Newsletter Lesson plans Digital content reports
<p>5. 3.2.e</p> <ul style="list-style-type: none"> • Provide professional development in the following areas: - Classroom management - Student engagement - Student ownership of work - Differentiated instruction - Project-based learning - Technology in the classroom 	2022-2027	Principal Assistant principals Instructional coaches	N/A	District funding	Agendas and attendance sheets from meetings Newsletter
<p>6. 3.2.f</p> <ul style="list-style-type: none"> • Engage families to improve student performance in the following meaningful ways: - Monthly interactive parent meetings with math/ELA teachers - Newsletters - Call system - Open house/Parent-teacher conferences - Surveys - Technology training classes 	2022-2027	Principal Assistant principals Instructional coaches Guidance counselors	\$2,000	Title I Parent Budget	Agendas and attendance sheets from meetings Newsletter Survey data Call system logs
<p>7. 3.2.g</p> <ul style="list-style-type: none"> • Lesson plans will include SC College and Career-Ready Standards • Integrate digital content such as, but not limited to, Khan Academy and USA Test Prep • Provide professional development including but not limited to the following: - Lessons that promote analytical thinking and questioning skills 	2022-2027	Principal Assistant principals Instructional coaches Teachers	N/A	District funding	Agendas and attendance sheets from meetings Digital content reports Lesson plans

- Project-based assignments which enable students to demonstrate ownership of their work					
8. 3.2.h <ul style="list-style-type: none"> • Implement engagement strategies • Conduct collaborative planning sessions to discuss expectations, pacing, and teaching standards with fidelity • Conduct data meetings with principal • Provide a lesson plan template for teachers who need additional support • Conduct classroom walkthroughs 	2022-2027	Principal Assistant principals Instructional coaches Teachers	N/A	District funding	Agendas and attendance sheets from meetings Classroom data reports CWT data
9. 3.2.i <ul style="list-style-type: none"> • Conduct data meetings with teachers • Continue interventions during the school day based upon specific needs as identified by data • Ensure teachers differentiate instruction based on data • Maintain logs of parent contacts and parent/teacher conferences • Teach/Review test-taking skills • Teach organizational skills/note-taking skills • Conduct data meetings with principal, instructional coach, and teacher to evaluate subgroup performance 	2022-2027	Principal Assistant principals Instructional coaches Teachers	N/A	District funding	Agendas and attendance sheets from meetings Newsletter Parent/Teacher conference logs Classroom data reports

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 science knowledge and skills in order to excel at the next level and be college- and/or career-ready as measured by standardized assessments. 55% of students will score a “C” or higher on the Biology EOCEP.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Biology I EOCEP Results	33.1	Projected Data: 37.5	42	46.5	51	55

Action Plan

Strategy #1: Biology I EOC					
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. 3.3.a <ul style="list-style-type: none"> • Implement the South Carolina Biology curriculum and use the HCS EOC curriculum maps • Offer after-school remediation • Provide tutorial sessions during the school day by pulling students from elective courses • Arrange quarterly collaborative sessions for biology teachers • Administer benchmarks each academic quarter to track student growth • Plan with and coach teachers who need additional support (Instructional coach/administrators) 	2022-27	Principal Assistant principals Instructional coaches Teachers	\$15,000	District funding	Agendas and attendance sheets from meetings Newsletter Curriculum maps Benchmark data Lesson plans
2. 3.3.b <ul style="list-style-type: none"> • Differentiate instruction • Continue Literacy/Numeracy classes • Plan targeted sessions with math interventionists • Provide professional development on differentiated instruction • Provide opportunities for teachers to attend professional development outside the school building • Plan collaborative biology sessions to discuss student data and to monitor and/or adjust instruction and curriculum • Monitor implementation of IEPs 	2022-27	Principal Assistant principals Instructional coaches	N/A	District funding	Agendas and attendance from meetings Newsletter Lesson plans
3. 3.3.c <ul style="list-style-type: none"> • Conduct classroom walkthroughs • View and assess lesson plans • Monitor ILPs • Meet with ESOL coordinator in the building • Review ESOL student progress reports from teachers 	2022-27	Principal Assistant principals Instructional coaches ESOL teacher Science Teachers	\$2,000	Title 1 Parent Budget	Agendas and attendance sheets from meetings ILP's Common assessment data

<ul style="list-style-type: none"> • Conduct a parent night for ESOL students and parents to meet with individual teachers • Special Education teacher assists students in the classroom with biology assignments & content 					
<p>4. 3.3.d</p> <ul style="list-style-type: none"> • Collect and review lesson plans • Conduct classroom observations 	2022-27	Principal Assistant principals Instructional Coaches	N/A	District funding	Agendas and attendance sheets from meetings Newsletter Lesson plans
<p>5. 3.3.e</p> <ul style="list-style-type: none"> • Provide professional development in the following areas: -Classroom management -Student engagement -Student ownership of work -Differentiated instruction -Project-based learning -Technology in the classroom 	2022-27	Principal Assistant principals Instructional coaches	N/A	District funding	Agendas and attendance sheets from meetings Newsletter
<p>6. 3.3.f</p> <ul style="list-style-type: none"> • Engage families to improve student performance in the following meaningful ways: -Interactive parent meetings with biology teachers -Newsletters -Call system -Open house/Parent-teacher conferences -Technology training classes 	2022-27	Principal Assistant principals Instructional coaches Guidance counselors	N/A	District funding	Agendas and attendance sheets from meetings Newsletter Parent/Teacher conference logs Call System logs
<p>7. 3.3.g</p> <ul style="list-style-type: none"> • Lesson plans will include SC College and Career-Ready Standards • Integrate digital content such as but not limited to USATestPrep • Provide professional development including but not limited to the following: -Lessons that promote analytical thinking and questioning skills -Project-based assignments 	2022-27	Principal Assistant principals Instructional coaches Teachers	N/A	District funding	Agendas and attendance sheets from meetings Newsletter Lesson plans
<p>8. 3.3.h</p> <ul style="list-style-type: none"> • Implement engagement strategies • Conduct collaborative planning sessions to discuss expectations, pacing, and teaching standards with fidelity • Conduct data meetings with instructional coaches • Provide a lesson plan template for teachers who need additional support 	2022-27	Principal Assistant principals Instructional coaches Teachers	N/A	District funding	Agendas and attendance sheets from meetings Newsletter Lesson plans

<ul style="list-style-type: none"> • Conduct classroom walkthroughs 					
<p>9. 8. 3.3.i</p> <ul style="list-style-type: none"> • Conduct data meetings with teachers • Continue interventions during the school day based upon specific needs as identified by data • Ensure teachers differentiate instruction based on data • Maintain logs of parent contacts and parent/teacher conferences • Teach/Review test-taking skills • Teach organizational skills/note-taking skills • Conduct data meetings with principal, instructional coach, and teacher to evaluate subgroup performance 	2022-27	Principal Assistant principals Instructional coaches Teachers	N/A	District funding	Agendas and attendance sheets from meetings Newsletter Common assessment data reports

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. 50% of students will score a “C” or higher on the US History & Constitution EOCEP.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
US History EOCEP Results	28.1	Projected Data: 34	38	42	46	50

Action Plan

Strategy #1: US History EOC					
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. 3.4.a • Implement the South Carolina United States curriculum and use the HCS EOC curriculum maps • Offer after-school remediation • Provide tutorial sessions during the school day by pulling students from elective courses • Arrange collaborative sessions for United States history teachers • Administer common assessments each academic quarter to track student growth • Incorporate consistent use of digital curriculum • Plan with and coach teachers who need additional support (Instructional coach/administrators)	2022-2027	Principal Assistant principals Instructional coaches Teachers	\$15,000	District Funding	Agendas and attendance sheets from meetings Newsletter Consensus maps Common Assessment data
2. 3.4.b • Differentiate instruction • Continue Literacy/Numeracy classes • Incorporate digital content • Provide professional development on differentiated instruction • Provide opportunities for teachers to attend professional development outside the school building • Plan collaborative US History sessions to discuss student data and to monitor and/or adjust instruction and curriculum • Monitor IEPs	2022-2027	Principal Assistant principals Instructional coaches Teachers	N/A	N/A	Agendas and attendance sheets from meetings Newsletter Digital Content reports Lesson plans

<p>3. 3.4.c</p> <ul style="list-style-type: none"> • Conduct classroom walkthroughs • View and assess lesson plans • Monitor ILPs • Meet with ESOL coordinator in the building • Review ESOL student progress reports from teachers • Conduct a parent night for ESOL students and parents to meet with individual teachers 	2022-2027	Principal Assistant principals Instructional coach ESOL teacher USH Teachers	\$2,000	Title I Parent Budget	Agendas and attendance sheets from meetings Newsletter ILP's
<p>4. 3.4.d</p> <ul style="list-style-type: none"> • Collect and review lesson plans • Conduct classroom observations • Monitor digital content reports 	2022-2027	Principal Assistant principals Instructional coaches	N/A	N/A	Agendas and attendance sheets from meetings Newsletter Digital Content reports Lesson plans
<p>5. 3.4.e</p> <ul style="list-style-type: none"> • Provide professional development in the following areas: - Classroom management - Student engagement - Student ownership of work - Differentiated instruction - Project-based learning - Technology in the classroom 	2022-2027	Principal Assistant principals Instructional coaches	N/A	N/A	Agendas and attendance sheets from meetings Newsletter
<p>6. 3.4.f</p> <ul style="list-style-type: none"> • Engage families to improve student performance in the following meaningful ways: -Parent Phone Calls - Parent emails - Newsletters - Call system - Open house/Parent-teacher conferences 	2022-2027	Principal Assistant principals Instructional coaches	N/A	N/A	Agendas and attendance sheets from meetings Newsletter Parent Teacher Conference logs Call System log
<p>7. 3.4.g</p> <ul style="list-style-type: none"> • Lesson plans will include SC College and Career-Ready Standards • Integrate digital content such as but not limited to USA Test Prep • Provide professional development including but not limited to the following: - Lessons that promote analytical thinking and questioning skills - Project-based assignments 	2022-2027	Principal Assistant principals Instructional coaches Teacher	N/A	N/A	Agendas and attendance sheets from meetings Newsletter Lesson plans

<p>8. 3.4.h</p> <ul style="list-style-type: none"> • Implement engagement strategies • Conduct collaborative planning sessions to discuss expectations • Conduct data meetings with instructional coach • Provide a lesson plan template required for teachers who need additional support • Conduct classroom walkthroughs 	2022-2027	Principal Assistant principals Instructional coaches Teachers	N/A	N/A	Agendas and attendance sheets from meetings Newsletter Classroom data
<p>9. 3.4.i</p> <ul style="list-style-type: none"> • Conduct data meetings with teachers • Continue interventions during the school day based upon specific needs as identified by data • Ensure teachers differentiate instruction based on data • Maintain logs of parent contacts and parent/teacher conferences • Teach/Review test-taking skills • Teach organizational skills/note-taking skills • Conduct data meetings with principal, instructional coach, and teacher to evaluate subgroup performance 	2022-2027	Principal Assistant principals Instructional coaches Teachers	N/A	N/A	Agendas and attendance sheets from meetings Newsletter Classroom data reports Parent/Teacher Conference logs Lesson plans

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 90% 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: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
SC School Report Card	77	Projected Data: 79.6	82.2	84.8	87.4	90

Action Plan

Strategy #1: Graduation Rate (4-Year): We will have curriculum, instructional design, and assessment practices that guide and ensure teacher effectiveness and students learning across all grades and courses.					
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. 3.6: <ul style="list-style-type: none"> • Provide daily SEL lessons in classes • Complete Erin’s Law modules 	2022-27	Principal Assistant principals Instructional coaches	N/A	-	Agendas and attendance sheets from meetings Newsletter SEL Lessons
2. 3.7: <ul style="list-style-type: none"> • Ensure IGPs are completed accurately and on time • Provide additional professional development • Make guidance counselors available and accessible in the cafeteria during both lunches • Provide necessary information for parents via multiple means of communication • Visit classrooms to disseminate information • Use graduation and job coach to track progress towards graduation and to assist students with post secondary plans 	2022-27	Principal Assistant principals Instructional coaches Guidance Counselors Graduation Coach Job Coach	N/A	-	Agendas and attendance sheets from meetings Newsletter IGP completion reports
3. 3.8: <ul style="list-style-type: none"> • Attend IEP meetings at the middle school • Improve communication with middle school personnel regarding incoming freshmen data • Offer orientation program for middle school students • Provide opportunities for students to visit various colleges • Increase enrollment in Upward Bound 	2022-27	Principal Assistant principals Instructional coaches Special Education teachers	N/A	-	Agendas and attendance sheets from meetings Newsletter
4. 3.9: Develop, implement, and update annually a comprehensive research-based reading plan that includes tiered interventions provided to students and identifies resources to ensure sustainability (Section 59-155-110, South Carolina Read to Succeed Act)	2022-27	Principal Assistant principals Instructional coaches	N/A	-	Agendas and attendance sheets from meetings Newsletter Read to Succeed Plan

5. 3.10 <ul style="list-style-type: none"> • Provide EdGenuity credit recovery options • Provide opportunities to make up attendance • Emphasize accurate record keeping • Conduct interest inventories to assist students in future planning 	2022-27	Principal Assistant principals Instructional coaches	N/A	-	Agendas and attendance sheets from meetings Newsletter Recovery programs data reports
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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% of 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 18 on ACT; earn a composite score of 1018 on SAT; 75% will achieve an Overall Certificate level of Silver or higher on State Career Readiness Assessment; 55% will score a 3 or higher on an Advanced Placement exam; Maintain 100% of students earning a C or higher with 6 hours in an approved SCDE Dual Enrollment courses; at least 46 students will complete a SCDE approved CTE program with State/National Industry Credential; at least 28 students will complete an SCDE approved Work-Based Learning experience; and/or at least 14 students will 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 or career readiness status.	50.2	Projected Data: 57.6	64.9	72.3	79.6	87
Average ACT composite score for graduating seniors.	15.6	Projected Data: 16	16.5	17	17.5	18
Average SAT composite score of graduating seniors.	993	Projected Data: 998	1003	1008	1013	1018
Percent of graduating seniors earning a certificate level of Silver or higher on the Ready 2 Work assessment.	54.5	Projected Data: 57	61	65	70	75
Percent of students scoring a 3 or higher on an Advanced Placement exam.	34	Projected Data: 40	43	47	50	55
Percent of 11th and 12th grade students scoring a "C" or higher in a Dual-Enrollment course.	100	Projected Data: 100	100	100	100	100
Number of CTE completers w/industry	41	Projected Data:	43	44	45	46

42						
Number of graduating seniors completing an approved SCDE WBL experience.	18	Projected Data: 20	22	24	26	28
Number of graduating seniors earning a score of 31 or higher on ASVAB	2	Projected Data: 6	8	10	12	14

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
1. 1. Utilize data from district, state and national assessments including ACT and MAP for providing professional development and targeted assistance for schools	2022-2027	LHS Leadership Team Support Services Team Guidance	NA	General Funds	District curriculum maps, ACT data, professional development offerings in TrueNorthLogic, District Professional Development Plan, digital content data, IGP conference documentation
2. 2. Continue to embed common assessments and guaranteed learning experiences, such as ACT writing prompts, into curriculum maps	2022-2027	LHS Leadership Team HCS Learning Specialists Teachers	NA	General Funds	District curriculum maps, ACT data, professional development offerings in TrueNorthLogic, District Professional Development Plan, digital content data, IGP conference documentation
3. 3. Provide resources for schools, including college and career readiness coaches, test preparation funds, and digital content for preparing students for ACT	2022-2027	LHS Leadership Team HCS Learning Specialists Teachers	NA	General Funds	District curriculum maps, ACT data, professional development offerings in TrueNorthLogic, District Professional Development Plan, digital content data, IGP conference documentation

4. 4. Provide professional development and resources for implementation of ACT aligned writing tasks	2022-2027	HCS Learning Specialists LHS Leadership Team	NA	General Funds	District curriculum maps, ACT data, professional development offerings in TrueNorthLogic, District Professional Development Plan, digital content data, IGP conference documentation
5. 5. Conduct College and Career Readiness Assessment awareness informational sessions with stakeholders	2022-2027	LHS Leadership Team LHS Support Services Team Teachers	NA	General Funds	District curriculum maps, ACT data, professional development offerings in TrueNorthLogic, District Professional Development Plan, digital content data, IGP conference documentation
6. 6. Include college and career awareness, ACT assessment, and information related to strategies for test preparation and success in Individual Graduation Plan (IGP) meetings	2022-2027	LHS Leadership Team Guidance	NA	General Funds	District curriculum maps, ACT data, professional development offerings in TrueNorthLogic, District Professional Development Plan, digital content data, IGP conference documentation
7. 7. Utilize data from district, state and national assessments including PSAT/NMSQT and SAT	2022-2027	LHS Leadership Team Guidance	NA	General Funds	District curriculum maps, PSAT and SAT data, professional development offerings in TrueNorthLogic, District Professional Development Plan, digital content data, IGP conference documentation, scholarship information
8. 8. Provide PSAT/NMSQT assessment opportunities for students in middle and high schools and follow up with awareness of opportunities for improvement on	2022-2027	LHS Leadership Team Guidance	NA	General Funds	District curriculum maps, PSAT and SAT data, professional development offerings in TrueNorthLogic.

future assessments (district guidelines for sharing PSAT/NMSQT results and resources)					District Professional Development Plan, digital content data, IGP conference documentation, scholarship information
9. 9. Provide professional development for instructional leaders in utilizing PSAT/NMSQT data to make instructional decisions and help prepare students for future PSAT/NMSQT and SAT assessment opportunities	2022-2027	LHS Leadership Team Guidance Teachers	NA	General Funds	District curriculum maps, PSAT and SAT data, professional development offerings in TrueNorthLogic, District Professional Development Plan, digital content data, IGP conference documentation, scholarship information
10. 10. Provide resources including college and career readiness coaches, test preparation materials, and digital content for preparing students for PSAT/NMSQT and SAT	2022-2027	LHS Leadership Team Support Services Team	NA	General Funds	District curriculum maps, PSAT and SAT data, professional development offerings in TrueNorthLogic, District Professional Development Plan, digital content data, IGP conference documentation, scholarship information
11. 11. Provide professional development and resources for implementation of SAT aligned writing tasks	2022-2027	LHS Leadership Team HCS Learning Specialists	NA	General Funds	District curriculum maps, PSAT and SAT data, professional development offerings in TrueNorthLogic, District Professional Development Plan, digital content data, IGP conference documentation, scholarship information

12. 12. Conduct college and career readiness assessment awareness informational sessions with stakeholders	2022-2027	LHS Leadership Team Support Services Team Guidance	NA	General Funds	District curriculum maps, PSAT and SAT data, professional development offerings in TrueNorthLogic, District Professional Development Plan, digital content data, IGP conference documentation, scholarship information
13. 13. Include college and career awareness and readiness and PSAT/NMSQT and SAT assessment information in Individual Graduation Plan (IGP) meetings	2022-2027	LHS Leadership Team Guidance	NA	General Funds	District curriculum maps, PSAT and SAT data, professional development offerings in TrueNorthLogic, District Professional Development Plan, digital content data, IGP conference documentation, scholarship information
14. 14. Provide resources including college and career readiness coaches, and digital content to prepare for the career readiness assessment	2022-2027	LHS Leadership Team	NA	General Funds	Curriculum implementation; student achievement data; digital content data
15. 15. Conduct college and career readiness Assessment awareness informational sessions with stakeholders	2022-2027	LHS Leadership Team Support Services Team Guidance Teachers	NA	NA	Curriculum implementation; student achievement data; digital content data
16. 16. Include career awareness and readiness and assessment information in Individual Graduation Plan (IGP) meetings	2022-2027	LHS Leadership Team Guidance	NA	NA	Curriculum implementation; student achievement data; digital content data
17. 18. Provide resources to meet alternate assessment requirements	2022-2027	LHS Leadership Team	NA	NA	Curriculum implementation; student achievement data; digital content data

18. 19. Provide program advertisement, application process, and admittance process to provide equitable opportunities for participation for all students	2022-2027	LHS Leadership Team CTE Teachers	NA	NA	Scholarship opportunities, post-secondary opportunities, student achievement data
19. 20. Provide opportunities for all staff members to participate in a continuous program of professional learning (AP summer institutes, conferences, teacher collaboration opportunities for AP and IB, AP Readers)	2022-2027	LHS Leadership Team HCS Learning Specialists	NA	NA	Scholarship opportunities, post-secondary opportunities, student achievement data
20. 21. Analyze student achievement results to determine teacher and program effectiveness	2022-2027	LHS Leadership Team Guidance	NA	NA	Scholarship opportunities, post-secondary opportunities, student achievement data
21. 22. Increase AP course offerings and pass rates	2022-2027	LHS Leadership Team	\$5,000	Special Funds	Scholarship opportunities, post-secondary opportunities, student achievement data
22. Provide digital content and resources to support AP and IB	2022-2027	LHS Leadership Team Teachers	NA	District Funds	Scholarship opportunities, post-secondary opportunities, student achievement data
23. Use classroom observation data to monitor implementation of best practices for AP instruction	2022-2027	LHS Leadership Team	NA	NA	Scholarship opportunities, post-secondary opportunities, student achievement data
24. 29. Utilize student achievement data, course-taking patterns, teacher input, and other data sources (such as opportunity-gap data) in the AP enrollment recruitment process	2022-2027	LHS Leadership Team Guidance	NA	NA	Scholarship opportunities, post-secondary opportunities, student achievement data
25. Include information about AP course offerings and expectations to interested and eligible students and parents during annual AP conferences	2022-2027	LHS Leadership Team Guidance	NA	NA	Scholarship opportunities, post-secondary opportunities, student achievement data

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	ADVANCED DEGREES: By 2027, the percentage of teachers with an advanced degree will increase to 70%. Interim Performance Goal: The annual benchmark 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
Percentage of teachers with an advanced degree	63%	Projected Data: 64.4%	65.8%	67.2%	68.6%	70%

Action Plan

Strategy #1: Teacher/Administrator Quality – Advance Degrees					
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. 4.1: • Work collaboratively with local universities to promote advanced degrees	2022-2027	Principal Assistant principals Instructional coaches	n/a	n/a	Agendas and attendance sheets from meetings Newsletter

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 91%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Percent of teachers with a continuing contract	88	Projected Data: 88.5	89	90	90.5	91

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. Continue web-based applicant tracking program to broadly recruit qualified employees. Increase communications with applicants throughout all steps of the process. Continue building the system to better utilize its screening and advertise capabilities.	2022-2027	Administration, Human Resources	n/a	District funded	AppliTrack software program monitoring
2. Utilize a comprehensive training manual for all hiring managers, and provide training to all district hiring managers.	2022-2027	Administration, Human Resources	n/a	district funded	Training manual and procedures refined and implemented throughout district
3. Refine and implement a plan for employee recruitment and retention of high-quality work force. Develop strategies to recruit and retain a diverse staff. Conduct annual job fair for internal applicants as well as external applicants.	2022-2027	Administration, Human Resources	n/a	district funded	High caliber recruitment with diverse representation in all areas
4. Implement the SC Mentors program by reviewing mentor/mentee logs, assessments, and professional development.	2022-2027	Administration, Human Resources	n/a	district funded	Mentor program implemented across district
5. Use student achievement data to design and evaluate the effectiveness of professional development programs and to allocate resources.	2022-2027	Administration, Human Resources	n/a	district funded	Program effectiveness model in place
6. Align the District professional development plan with the system'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	2022-2027	Administration, Human Resources	n/a	district funded	Professional Development Plan evaluations and feedback forms; management system fully functional

of professional development in improving instruction, student learning, and the conditions that support learning.



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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 Assessment
- Summative Assessment
 - SC Ready, End of Course Assessments
 - Formative Assessment
 - Fountas and Pinnell, DRA, Dominic
 - Star Reading
 - MAP
 - IReady
 - Team Focused Decision Making
 - Problem Identification; Problem Analysis; Intervention Design/Action Planning; Evaluation of the Plan
 - Documentation of Data

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
A1. Teachers use a formative assessment system to individualize and intensify instruction for students.	<input type="checkbox"/>	X	<input type="checkbox"/>	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
A2. Assessments include screening, diagnostic, and progress monitoring to identify students' instructional needs.	<input type="checkbox"/>	X	<input type="checkbox"/>	
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).	X	<input type="checkbox"/>	<input type="checkbox"/>	
A4. Teachers collect and analyze data to determine targeted, effective in-class intervention.	X	<input type="checkbox"/>	<input type="checkbox"/>	



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B. 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.

- Research-Based Instructional Practices:
- Read Aloud, Mini-lesson, Time to Practice Reading with Conferring, Share Time (Reading Workshop), Repeated Choral Reading for Close Reading, Small Group Instruction
 - Shared/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 Time
 - Integration of Disciplinary Literacy
 - Use a System to Collect Student Data
 - Use the Profile of the South Carolina Graduate to Plan Instruction
 - Use the South Carolina College and Career Ready Standards to Plan Instruction

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
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.	<input type="checkbox"/>	X	<input type="checkbox"/>	Teacher Observations, Schedules, Lesson Plans
B2. Teachers monitor student engagement in reading and writing to increase reading and writing stamina and volume.	<input type="checkbox"/>	<input type="checkbox"/>	X	
B3. Teachers use Repeated Choral Reading (literary texts and informational texts) and Shared Writing to scaffold student success in fluency, comprehension, and text analysis.	X	<input type="checkbox"/>	<input type="checkbox"/>	
B4. Teachers use reading and writing to construct knowledge of other disciplines.	<input type="checkbox"/>	<input type="checkbox"/>	X	
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.	<input type="checkbox"/>	X	<input type="checkbox"/>	
B6. Teachers facilitate interactions so that students are actively and productively engaged in constructing	<input type="checkbox"/>	X	<input type="checkbox"/>	



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meaning by reading, writing, listening, speaking, and inquiring.				
	Rarely	Sometimes	Routinely	
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)	<input type="checkbox"/>	X	<input type="checkbox"/>	
B8. Teachers use the South Carolina College and Career Ready Standards and the Profile of the South Carolina Graduate when planning instruction.	<input type="checkbox"/>	<input type="checkbox"/>	X	



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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) Instruction				
<ul style="list-style-type: none"> • Reading 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 				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
C1. Teachers notice, teach, and prompt for use of strategic reading behaviors.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Anecdotal Notes from small group instruction and individual conferences, schedules, goals with look-fors and action plans, lesson plans focused on teaching strategic reading behaviors
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
C3. Teachers provide targeted, effective in-class intervention which -must provide individual and small-group instruction; and -should be 30 minutes in addition to 90 minutes of daily reading and writing instruction.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	



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D. This school embeds practices reflective of an exemplary literacy-rich environment.				
Inquiry-based Learning: <ul style="list-style-type: none"> • Immersion, Investigation, Coalescing, Going Public • Read Aloud/Repeated Choral Reading • Independent reading, writing, researching • South Carolina College and Career Ready Standards for Inquiry • Profile of the South Carolina Graduate 				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
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.	<input type="checkbox"/>	<input type="checkbox"/>	X	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
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.	<input type="checkbox"/>	<input type="checkbox"/>	X	
D3. Teachers provide large blocks of time for instruction & practice for students to sustain work on reading, writing, and researching.	<input type="checkbox"/>	X	<input type="checkbox"/>	
D4. Teachers ensure texts and materials are organized and easily accessible by students.	<input type="checkbox"/>	<input type="checkbox"/>	X	
D5. Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	X	
D6. Teachers prominently display artifacts reflective of student learning.	<input type="checkbox"/>	X	<input type="checkbox"/>	
D7. Teachers immerse students in print-rich environments.	<input type="checkbox"/>	<input type="checkbox"/>	X	



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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.

Reading Engagement:

- Student Choice
- Large blocks of time to read, write, and research
- Access to numerous books and other nontraditional forms of texts (audio books, eBooks, etc.) in the classroom that reflect a variety of genre

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



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F. This school provides teacher and administrator training in reading and writing instruction.				
Professional Development				
<ul style="list-style-type: none"> ● Literacy Competencies for Middle and Secondary Teachers ● Literacy Competencies for Administrators ● South Carolina College and Career Ready Standards ● Standards for Professional Learning 				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
F1. Teachers participate in ongoing, job-embedded professional learning opportunities based on data through: <ul style="list-style-type: none"> ○ Study groups ○ Collaboration with school coach ○ Book clubs ○ Teacher action research ○ Collaborative planning ○ Peer coaching 	<input type="checkbox"/>	<input type="checkbox"/>	X	Agendas, Sign-in Sheets, Professional Reading Logs, Written Reflections of Practice and New Learning, Coaches' Schedules, Action Research Notes, Lesson Plans
F2. Administrators participate in professional learning opportunities within and outside the school based on personal needs and/or school-wide data: <ul style="list-style-type: none"> ○ Study groups ○ Collaboration with school coach ○ Book Clubs 	<input type="checkbox"/>	<input type="checkbox"/>	X	



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G. This school develops strategically planned partnerships with county libraries, state and local arts organizations, volunteers, social service organizations, community partners and school media specialists to promote reading and writing.				
Literacy Partnerships				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
G1. Teachers and/or schools participate in strategically planned and developed partnerships in order to promote reading and writing. <ul style="list-style-type: none"> ● 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 	<input type="checkbox"/>	X	<input type="checkbox"/>	Sign-in Logs, Plans for the Partnerships, Acknowledgement of the Partnerships, Documentation of Actions, Record of Programs Libraries Offer
G2. Specific actions are taken to foster partnerships.	<input type="checkbox"/>	X	<input type="checkbox"/>	



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H. This school utilizes a system for helping parents understand how they can support the student as a reader at home.				
Family Support of Literacy Development				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
H1. Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters.	<input type="checkbox"/>	X	<input type="checkbox"/>	Agendas from parent workshops, Sign-in Sheets from parent meetings, Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences and phone calls



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Section I: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> - Differentiation of support and professional development to address various levels of teacher experience. - Increasing the level of rigor in learning and teaching of ELA standards. - Provide additional intervention support for students with reading deficiencies. 	<ul style="list-style-type: none"> - 36.8% of students scored D or F on the English II EOCEP in 2020-2021. - 71.8% of tested students scored D or F on the US History EOCEP in 2020-2021.

Section J: Previous 2020-21 SMART Goals and Progress Toward Those Goals

Please provide your school's previous goals from the 2020-21 reading plan and the progress your school has made towards these goals. Utilize the most appropriate and relevant quantitative and qualitative data to determine progress toward the goal (s).

<p>Goal #1: By June 2021, 100% of core area teachers will participate in 1 or more collaborative planning sessions per month to collect and analyze data, establish goals, and create action plans for students based on event sign in sheets and parent/teacher conference documentation.</p>	<p>Progress: This goal was met. Instructional coaches (ICs) met weekly/bi-weekly with core teachers for collaborative planning sessions; ICs led monthly PLCs; and consultant David Holden was paid to provide multiple monthly PD sessions with core teachers, focusing on universal design. During collaborative planning sessions, ICs and teachers worked to analyze student data, including district-created common assessments in Performance Matters and used this data to determine student grouping, small-group instruction, and/or to plan</p>
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	remediation. Teachers also created goals for their classes during collaborative planning sessions.
Goal #2:	Progress:
Goal #3:	Progress:



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Section K: 2021–22 SMART Goals and Action Steps Based on Analysis of Data

All schools serving students in third grade **MUST** respond to the third grade reading proficiency goal. Schools that do not serve third grade students may choose a different goal. Schools may continue to use the same SMART goals from previous years or choose new goals. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the 2021-22 school year.

Goal #1:

Reduce the percentage of Tier II and Tier III failures on SCEOC exams from 78% to 50% during the 21-22 school year.

Action Steps:

- **New administration has set more rigorous expectations of teachers, including: All standards will be taught with fidelity, teachers will stay on pace according to district-created pacing guides, and teachers will allow time for continuous review throughout the semester.**
- **Instructional coaches will meet bi-weekly with teachers to discuss progress, offer engagement strategies, analyze student data, and collaborate on lesson planning.**
- **Teachers will complete bi-weekly reflection forms to self-reflect and self-assess the lessons they have taught and students' progress during said lessons.**
- **Administration will offer teachers the opportunity to attend professional development training that focuses on various successful strategies, including: sheltered instruction for MLs, universal design, co-teaching, and Kagan cooperative learning.**
- **Co-teaching courses will be offered in English I, Foundations in Algebra, and Biology I.**

Goal #2:

Reduce the percentage of 11th grade African-American males scoring Ds and Fs on the US History EOC exam from 77% to 50% during the 21-22 school year.

Action Steps:

- **New administration has set more rigorous expectations of teachers, including: All standards will be taught with fidelity, teachers will stay on pace according to district-created pacing**



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	<p>guides, and teachers will allow time for continuous review throughout the semester.</p> <ul style="list-style-type: none">- Instructional coaches will meet bi-weekly with teachers to discuss progress, offer engagement strategies, analyze student data, and collaborate on lesson planning.- Teachers will complete bi-weekly reflection forms to self-reflect and self-assess the lessons they have taught and students' progress during said lessons.- Administration will offer teachers the opportunity to attend professional development training that focuses on various successful strategies, including: universal design, co-teaching, and Kagan cooperative learning.- Administration will offer professional development opportunities for teachers to become more aware of culture, including guest speakers such as Cam Awesome and/or Jimmy Casas.
<p>Goal #3:</p> <p>Increase the passing percentage on the English II EOC from 87% to 90%.</p>	<p>Action Steps:</p> <ul style="list-style-type: none">- New administration has set more rigorous expectations of teachers, including: All standards will be taught with fidelity, teachers will stay on pace according to district-created pacing guides, and teachers will allow time for continuous review throughout the semester.- Instructional coaches will meet bi-weekly with teachers to discuss progress, offer engagement strategies, analyze student data, and collaborate on lesson planning.- Teachers will complete bi-weekly reflection forms to self-reflect and self-assess the lessons they have taught and students' progress during said lessons.- Administration will offer teachers the opportunity to attend professional development training that focuses on various successful strategies, including: universal design, co-teaching, and Kagan cooperative learning.



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