Scholars Academy

STRATEGIC PLAN

2022-2027

January, 2022

School Renewal Plan
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Our Vision:

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

Our Beliefs:

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

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

We also believe that …

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

In order to accomplish this, we believe that …

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

- **We put service to students above all else.**
- **We take responsibility for the success of all students.**
- **We care passionately about our work with students.**
- **We build strong positive relationships with students, staff, parents, and community.**
- **We model and promote civility and integrity.**

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

We believe …

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

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

- **Our graduates will possess world-class skills reflecting creativity and innovation, critical thinking and problem solving, collaboration and teamwork, communication, information, media and technology, and knowing how to learn.**
- **Our students will demonstrate critical life and career characteristics to include integrity, self-direction, global perspective, perseverance, work ethic, and interpersonal skills well beyond graduation.**

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

STRATEGIES / PERFORMANCE GOALS / ACTION PLANS
QUALITY INDICATORS

STRATEGIES / PERFORMANCE GOALS / ACTION PLANS
QUALITY INDICATORS

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

LEADERSHIP CAPACITY

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

Quality Indicators
- **The system commits to a purpose statement that defines beliefs about teaching and learning, including expectations for learners.**
- **Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learning.**
- **The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.**
- **The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.**
- **The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.**
- **Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.**
- **Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.**
- **Leaders engage stakeholders to support the achievement of the system's purpose and direction.**
- **The system provides experiences that cultivate and improve leadership effectiveness.**
- **Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.**
- **Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency.**

ACTION STEPS	Timeline	Responsibility	Estimated Cost	Funding Source	Indicators of Implementation
Engage in an ongoing process to develop and implement a district strategic plan and aligned school-level plans that includes a stated purpose and direction, core values, key work process, and performance goals. ● Five-year district strategic plan in accordance with state requirements, updated annually. The five-year plan will be finalized in 2022 to run through 2027. ● Five-year school-level plans aligned with the district's strategic plan and meeting state requirements for school renewal. ● Involvement of stakeholders at all levels of the planning process. ● Ensure the continuous improvement of the entire system through annual reviews of the performance, with adjustments as necessary to the plan as part of an annual review. ● Schools will engage in a continuous improvement process and develop target goals aligned with the district and school-level strategic plan.	2022-2027	Accountability	$0.00	N/A	Approved district strategic plan and school-level renewal plans
Align Board of Education's annual goals through their Board Governance monitoring process with the performance goals identified in the district's strategic plan.	2022-2027	Accountability, Superintendent, Board of Education	$0.00	N/A	Board Governance monitoring reports
Conduct periodic communications needs analyses with stakeholders by using website survey tools, written surveys and feedback from various strategic groups to ensure that the most effective tools and methods are being used.	2022-2027	Communications	$2500.00	General Funds	Completion of needs analysis and follow-up action taken as needed
Enhance communication with internal and external stakeholders to improve understanding of the district's purpose, direction, and performance with strategies, including: ● Periodic e-newsletters or other electronic methods to employees and external audiences ● Ongoing and expanded use of Parent Link (calling system) to communicate timely information to parents and employee groups ● Awareness of the mobile app for Horry County Schools	2022-2027	Communications	$250,000.00	General Funds	Effective communications utilized; mobile app; Board meeting online and televised; social media reports; ParentLink reports

- 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 ● Provide bullying prevention and resources information on the HCS Student Affairs web pages ● Provide a student app for reporting bullying or other school safety concerns	2022-2027	Student Services: Student Affairs			Hotline functional and effective
Designate a school leadership team member in every school whose is responsible for the maintenance of the facility, to include:	2022-2027	Support Services: Facilities			Functioning team in each school with central facilities support
Maintain a higher utilization plan for each high schools and middle school to effectively maximize the number of students served in existing capacity	2022-2027	District Staff and School Teams			Building capacity ratings maximized
Install wireless overlays in all schools and buildings to provide fast and reliable connectivity to wireless internet access throughout the district	2022-2027	Technology		Capital Funds	Completion of project
Ensure that all facilities are accessible with secure keyless entry according to ADA guidelines	2022-2027	Support Services: Facilities		Capital Funds	Completion of project
Ensure that all facilities meet all applicable safety and security standards, as defined in the planning and construction parameters	2022-2027	Support Services: Safety and Security			All safety and security standards in compliance
Ensure that all schools engage in a structured armed intruder drill within the first three weeks of each new semester.	2022-2027	Support Services: Safety and Security			School reports of drill completions
Ensure all facilities are safe, clean, and properly maintained.	2022-2027	Support Services: Facilities			Establish expectations and maintain
Update annually the District's Technology Plan to ensure the most effective hardware, software and infrastructure solutions are in place to maximize the use of technology in the classroom to improve student learning: ● Maintain personalized digital learning (PDL) program with laptop/device for all students in grades K-12	2022-2027	Technology; Learning Services		General Fund, Erate funds, District Capital Funds	Updated plan implemented; refreshed inventory; survey results and appropriate data on technology

utilizing the most effective devices to meet the educational needs of students in the classroom. ● Develop and and maintain a model to reduce the breakage and damage costs for repairs to student devices, including an annual technology fee ● Maintain 1:1 device to student model in grades K-12. ● Conduct annual reviews of devices at the appropriate grade level using representative stakeholders as part of the refresh cycle for grades 9-12, 6-8 and K-5. ● Continue the laptop computer initiative for classroom teachers, guidance counselors, and administrators to encourage interactive technology in daily teaching and learning ● Establish a refresh cycle for all technology hardware and equipment to include: servers, security cameras, wireless access points, computers, projectors, and network infrastructure ● Identify the hardware and software to provide that best instruction; ● Develop a relevant instructional technology training program for all teachers who deliver that content area/standard ● Develop and provide teachers with technical applications to share lesson plans, resources and methodologies ● Establish criteria/procedure for all software purchases and implementation that must be followed for all schools/departments. ● Ensure that wireless overlays in all schools are sufficient to allow for a robust personalized learning program for students ● Explore new technology solutions for interactive projectors/boards in classrooms for the most effective quality learning experiences ● Provide media collections and information resources for students in order to integrate information literacy and technology within the curriculum					
Designate a school leadership team member in every school whose is responsible for school safety, to include: ● Student management policies, regulations and procedures	2022-2027	Principals			Functioning team in all schools

• 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					
• Review and make needed alterations to each school's efforts and programs to address bullying, using the Safe Schools bullying model; Promote awareness of anti-bullying initiatives among employees, students, and parents. • Require each school to develop an anti-bullying plan.	2022-2027	Student Services: Student Affairs; Human Resources			Better understanding of bullying among employees; survey result show less instances of bullying
Establish health care plans and emergency action plans at each school for children with identified health care needs	2022-2027	Student Services: Health and Safety		Medicaid funds, IDEA	Health care plans and emergency action plans implemented
Implement wellness plan according to the guidelines of the Healthy, Hunger Free Kids Act of 2010 that includes: • Regular nutritional analyses for all school cafeteria meals • Goals for nutrition education, physical activity, and other school-based activities • Nutrition guidelines established for all foods sold to students during the course of the school day.	2022-2027	Support Services: Food Services; JROTC		General Funds	Plan implemented in all schools; annual review of well plan and nutritional guidelines
Train staff on safety in the workplace	2022-2027	Human Resources		General Funds	Compliance reports
Establish and practice emergency preparedness procedures and disaster recovery protocols (data and operations)	2022-2027	Support Services: Safety and Security			Protocols established and practiced
Establish protocols for each nurse in the District to provide students with allergies and their families Indicators-based practices of care • Implement a written emergency action plan for each student with documented allergies • Develop a specific training protocol for all staff to recognize anaphylaxis	2022-2027	Student Services; Director of Health and Safety Services		General Funds	Individual Health Care Plan (IHP) for students identified with life-threatening allergies; staff training program

Work with Horry County Police to provide an anonymous telephone Tip Line in conjunction with Horry County Police for students, staff and community to report bullying or crime reporting. ● Respond and take appropriate action in timely manner ● Monitor number of calls and follow-up needed	2022-2027	Support Services: Safety and Security			Reports of actions taken
Provide Rehabilitative Behavioral Health Services (RBHS) that are goals-oriented and family-supportive to students who have emotional or behavioral needs	2022-2027	Student Services		Medicaid and General Fund	Services in place
Provide safety and health guidelines and training to school staff and students in: ● Personal health practices ● School bus safety ● PE and playground procedures ● Classroom and laboratory procedures ● Indoor air quality	2022-2027	Support Services, Student Services: Health and Safety Services, Student Affairs		General Funds	Reduction in safety issues; Reports by Safe Schools
Implement protocols to record and maintain student school bus ridership data in PowerSchool and to provide parents the capability to track school buses on their smartphone, computer or other electronic device	2022-2027	Support Services: Transportation		General Funds	PowerSchool Data; GPS system operational
Develop and maintain a Continuity Of Operations Plan (COOP) for district operations that are housed at various facilities.	2022-2027	Support Services: Safety and Security			Protocols established and practiced.

STRATEGIC DOMAIN:

LEARNING CAPACITY

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

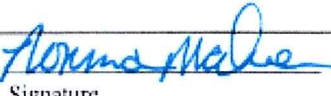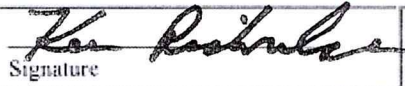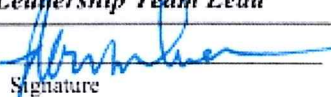|	
School Name:	HCS Scholars Academy
SIDN:	2601075
Plan Submission:	School utilizes Cognia
Grade Span:	9 To 12
District:	Horry
Address 1:	104 Chanticleer Drive East
Address 2:	
City:	Conway, SC
Zip Code:	29526
School Renewal Plan Contact Person:	Norman McQueen
School Plan Contact Phone:	843-349-4117
School Plan E-mail Address:	NMcQueen@HorryCountySchools.net
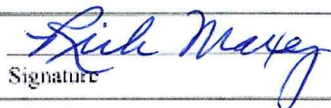
Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 et seq. (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 et seq. (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

Required Printed Names and Signatures

Superintendent		
Dr. Rick Maxey Printed Name	*(signature)*	11/15/21 Date
Principal		
NORMAN McQUEEN Printed Name	*(signature)*	8/9/21 Date
Chairperson, District Board of Trustees		
Ken Richardson Printed Name	*(signature)*	11/15/21 Date
Chairperson, School Improvement Council		
Amanda Bellah Printed Name	*(signature)*	8/12/21 Date
School Read To Succeed Literacy Leadership Team Lead		
NORMAN McQUEEN Printed Name	*(signature)*	8/9/21 Date

Assurances for School Renewal Plan

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))	
N/A	**Academic Assistance, PreK–3** The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
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	**Developmental Screening** The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
N/A	**Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
N/A	**Developmentally Appropriate Curriculum for PreK–3** The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
Yes	**Parenting and Family Literacy** The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
Yes	**Recruitment** The district makes special and intensive efforts to **recruit** and **give priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
Yes	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Stakeholder Involvement for School Renewal Plan

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

	Position	Name
1.	**Principal**	Norman McQueen
2.	**Teacher**	Whitney Stancil
3.	**Parent/Guardian**	Julie Martin
4.	**Community Member**	Sara Hottinger
5.	**Paraprofessional**	N/A
6.	**School Improvement Council Member**	Mandy Bellah
7.	**Read to Succeed Reading Coach**	Norman McQueen
8.	**School Read To Succeed Literacy Leadership Team Lead**	Norman McQueen
9.	**School Read To Succeed Literacy Leadership Team Member**	Erik Gunnells
	OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the School Literacy Leadership Team for Read to Succeed	

District Requested Strategic/Renewal Plan Waiver

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

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

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

District Wavier Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
1. Extension for initial District Strategic and School Renewal Plans (*SBE Regulation 43-261*)	
2. Teachers teaching more than 1500 minutes (*SBE Regulation 43-205*)	
3. Teachers teaching more than 4 preps (*SBE Regulation 43-205*)	
4. High School Principal over two schools or grades more than 9-12 (*SBE Regulation 43-205*)	
5. Other (*Include the SBE Regulation number to be waived*)	
6. Other (*Include the SBE Regulation number to be waived*)	43-205 (II) (B) (1)(c) Class sizes - Grades K-3 and Grades 4-5, ELA and math - Exemption from 43-205 (II) (B)(1)(c) will also allow the program to adjust for unanticipated enrollment growth, teacher vacancies, and schedulingissues while considering the unique needs of students. 43-205 (II) (B) (2) a. Schools having any combination ofgrades kindergarten through five must employ the full-time equivalent (FTE) of a school counselor and specialistsin art, music, and PE in prescribed ratios for each. Since students will remain enrolled in their base school and willcontinue to be supported by their base school counselor, school counselors for the virtual program would like to bestaffed at a ratio of 1000:1 which will require an exemption from 43-205 (II) (B) (2) a. Art, Music and PE will bestaffed 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 exploratorysubjects) No class shall exceed 35 students in membership. - In regard to class size, the virtual environmentprovides opportunities for synchronous sessions each week with small groups of students to support the primarilyasynchronous course instruction. Individual classes may exceed the stated 35 student maximum, however, basedupon 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 400students must employ a library media specialist who must devote not less than 200 minutes to library mediaservices. - Since students will not be physically present at school, students will have digital access to the district'slibrary resources via SORA, Overdrive etc. Support with digital media and other multimedia resources will beprovided by content certified district specialists, and the Library Media Coordinator. 43-205(IV)(B)(3)(a). No classmay exceed 35 students in enrollment. - Exemptions from class size and teaching load regulations provideproblem-solving measures for unanticipated enrollment growth, teacher vacancy, fiscal matters, or masterscheduling at the local level while considering the unique needs of children. State virtual program regulations forteacher caseloads will be followed. 43-205(IV)(B)(3)(b). "A teacher must not be permitted to teach more than1,500 minutes per week." - Exemptions from class size and teaching load regulations provide problem-solvingmeasures for unanticipated enrollment growth, teacher vacancy, fiscal matters, or master scheduling at the locallevel while considering the unique needs of children. State virtual program regulations for teacher caseloads willbe followed. 43-205(IV)(B)(3)(c). "A teacher must not be assigned classes requiring more than four preparationsper day." - Exemptions from class size and teaching load regulations provide problem-solving measures forunanticipated enrollment growth, teacher vacancy, fiscal matters, or master scheduling at the local level whileconsidering 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 or30 hours per week including lunch, or the equivalent time on a yearly basis." - Students in an online setting willengage in a number of learning activities, including authentic learning experiences, synchronous instruction, andasynchronous coursework that may be completed in an instructional timeline personalized to the students' progressand 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 pursueeducational and academic interests without the barrier of time while still allowing the pupil to be counted forattendance, and participate in the school community and its related activities. 43-231 (IV)(A-C) Maximum ClassSizes in Grades K-5 A. The average pupil-teacher ratio in any school shall not exceed 28 to 1 based on averagedaily membership. The total number of teachers shall include all regular, special area, and resource teachers whosepupils are counted in the regular membership. B. Each district shall attain an average pupil-teacher ratio based onaverage daily membership in the basic skills of reading and mathematics in Grades 1-3 as 21 to 1. - Exemptionsfrom class size regulations provide problem-solving measures for

unanticipated enrollment growth, teachervacancy, 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.

Scholars Academy High School

2020-2021

School year

2021 Parent/Student/Teacher Surveys

- [Parent Results](#)

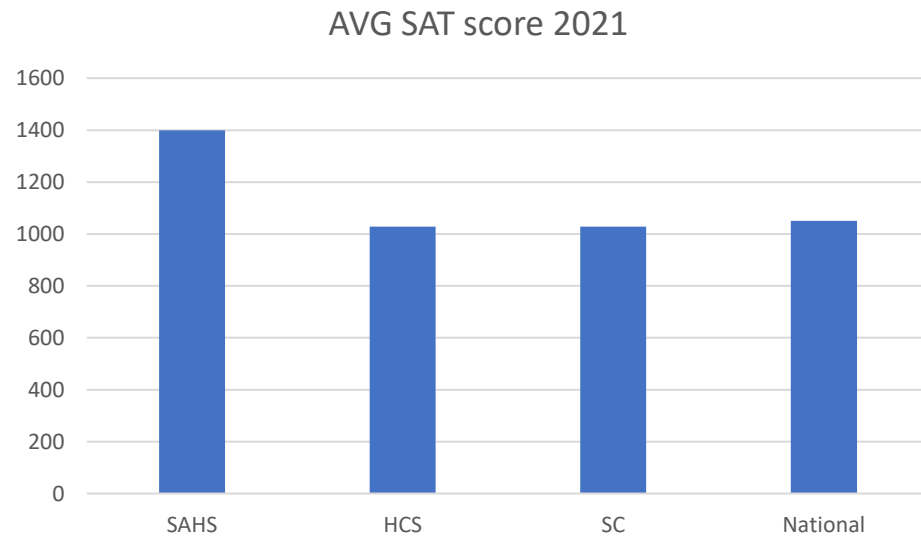- [Teacher Results](#)

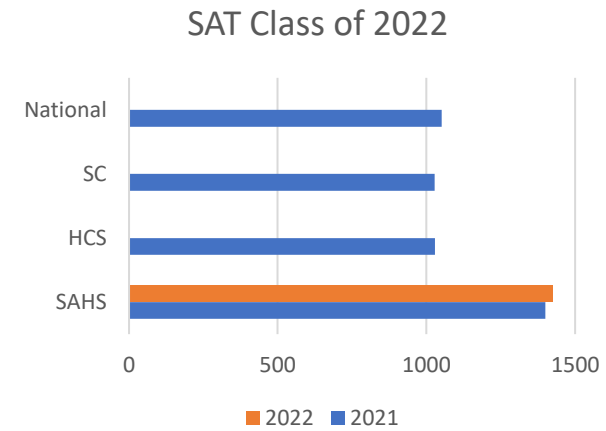- [Student Results](#)

MAP SCORES

- Fall/Winter Testing 2020

- Fall/Winter Testing 2021

SAT Scores

- ## Class of 2021

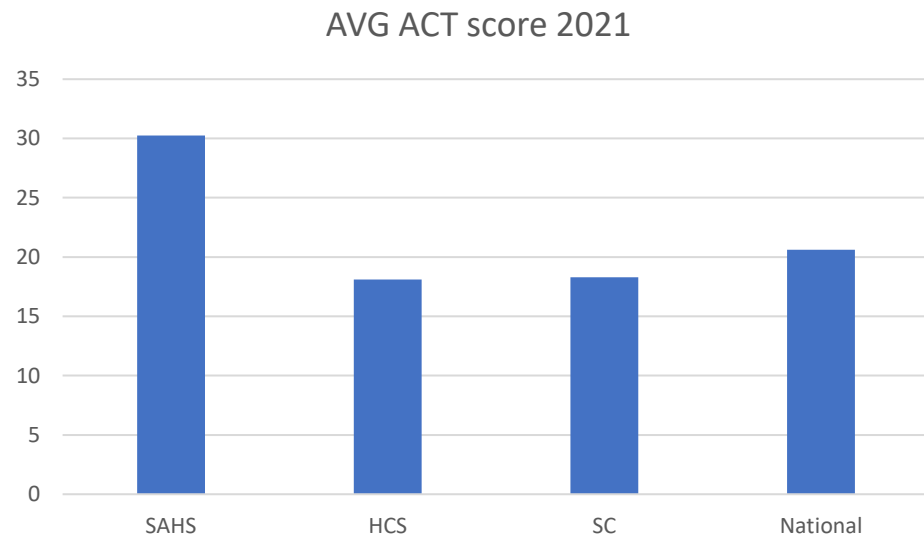AVG SAT score 2021

- ## Class of 2022

SAT Class of 2022

Current SAT data as of Nov. 2021

ACT Scores

- Class of 2021

- Class 2022

AVG ACT score 2021
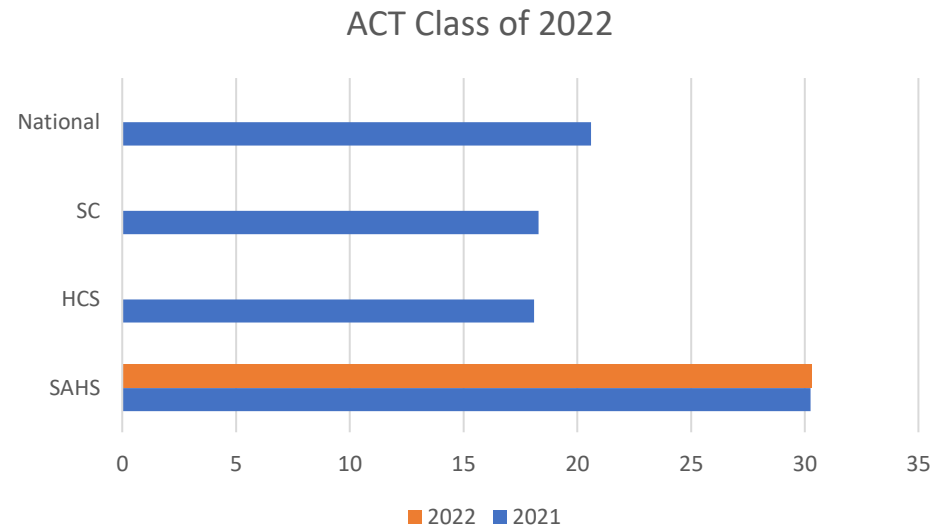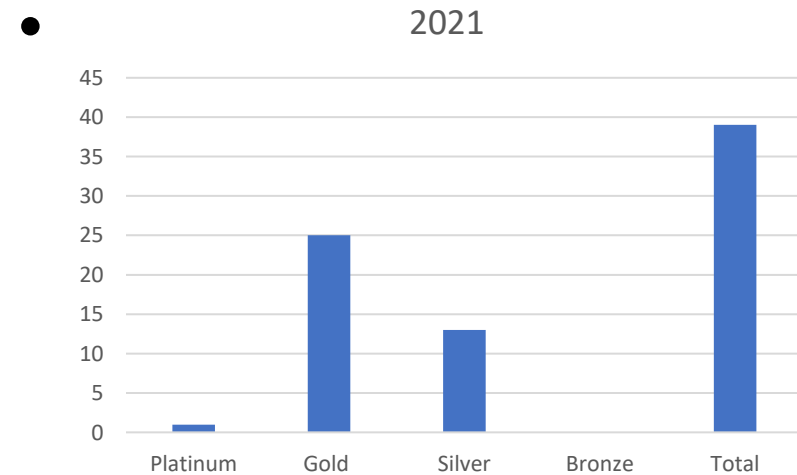

ACT Class of 2022

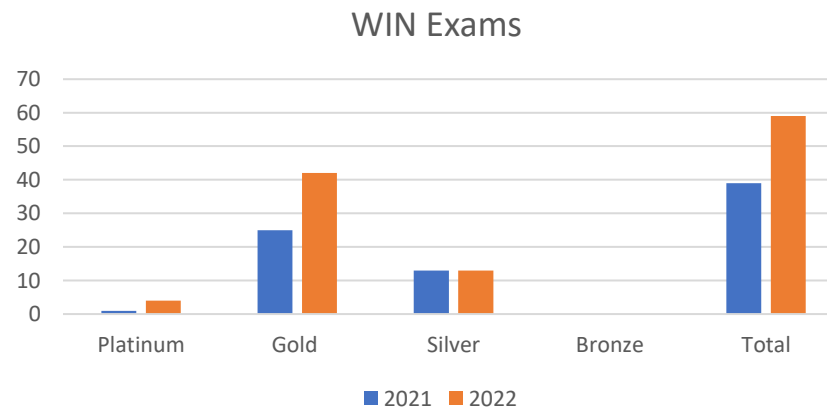Current SAT data as of Nov. 2021

WIN Exam

- Class of 2021

- Scores

-

- Class of 2022

- Scores

Dual Enrollment

- Fall 2019

- [All Grades/All Classes](#)

- Spring 2020

- [All Grades/All Classes](#)

EOC

- Algebra 1
- EOC Scores
  - (Taken in the 7th or 8th grade)

- [Class of 2024](#)
- [Class of 2025](#)
  - (EOC This year was waived due to COVID)

- English 2
- [EOC Scores](#)

EOC continued

- Biology

- EOC Scores

- US History

- EOC Scores

GT Identification

- Class of 2020

- [Identified](#)

- Class of 2021

- [Identified](#)

Graduation Rate

- Class of 2020

- College Acceptance

- Class of 2021

- College Acceptance

Grad Rate/College Acceptance

■ Number in Class   ■ Accepted into College
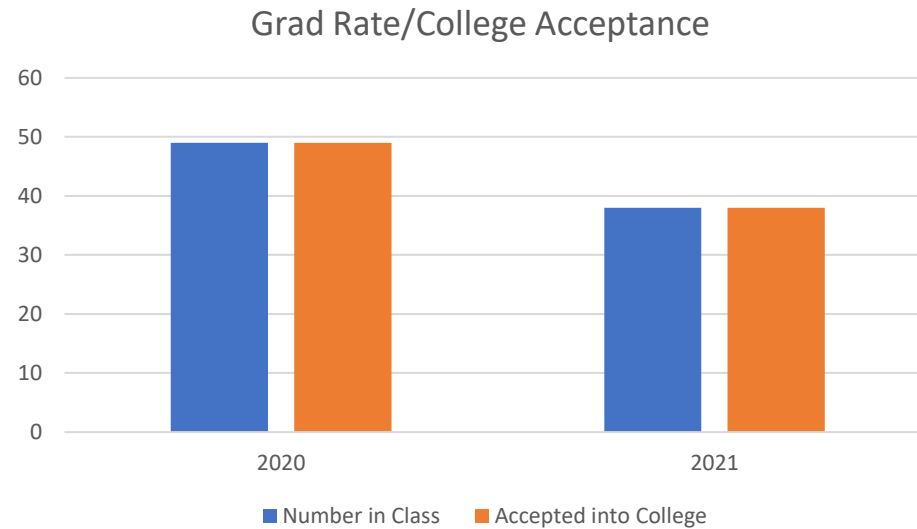
Attendance

- Class of 2021

- Attached report is from the 135th day of the 2020-21 school year and only includes 9th grade students. All other student's attendance was reported through their base high school.

- Teacher

- Attendance Rate

Teacher Retention

- [2020](#)

- [Faculty Listing](#)

- 2021

- [Faculty Listing](#)

Read to Succeed Plan

https://docs.google.com/spreadsheets/d/1N2wJ-e_s44HQjGygtMoRnDIxTJNLHn_M/edit?usp=sharing&ouid=106729668997386941772&rtpof=true&sd=true

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. Scholars Academy was a program school within Horry County Schools established in 2003 to serve highly gifted students at a rate appropriate for their needs. Beginning with the Class of 2024, HCS Scholars Academy High School will be a stand alone high school and our first graduation cohort is now in the 10th grade. Students from across Horry County Schools may apply to enter HCS SAHS in the 9th grade and will complete an advanced course of studies which includes Honors, Advanced Placement (AP), and Dual Enrollment courses. HCS Scholars Academy High School has been established as a non-ranking high school so students will have to obtain Palmetto Fellows status with GPA and SAT/ACT test scores. The specific emphasis for HCS Scholars Academy High School is to prepare students for Post Secondary Education.
Teacher/Administrator Quality
2. HCS Scholars Academy High School is made up of 12.5 full time faculty members who are all certified to teach Gifted and Talented students. Six members of the staff have been at HCS SAHS for over ten years and the other six have been teaching for an average of 15 years before coming to HCS SAHS. As in any situation, recruitment for replacements is an issue especially in the Math and Science departments. Since 11 of 12.5 teachers teach one or more Advanced Placement (AP) courses, the staff is highly trained and specialized to meet the needs of our specific population. HCS SAHS Principal has been in place for nine years and serves as the only school administrator for the school population of 200. A full time certified Guidance Counselor also serves the school with an extended contract to assist with transcripts and other needs of students and families.
School Climate
3. Beginning with the Class of 2024, HCS SAHS will be a new Horry County School base high school. Students attend from all 9 HCS attendance areas and must travel to our school located on the campus of Coastal Carolina University. Since the population is considered highly gifted, teachers and staff are trained to deal with their specific needs and build a climate of collaboration and support as students progress through their education.

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 85% of parents, students, and teachers will be satisfied with the Learning Environment as measured by the Parent, Student, Teacher opinion survey given annually.					

Interim Performance Goal: Meet annual targets below.

Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
SC School Survey	80	**Projected Data:** 81	82	83	84	85

Action Plan

Strategy #1: School will administer the State Questionaire to students, parents, and teachers.					
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. 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 administrative team to develop strategies to improve the perception of stakeholders based on the analysis of survey data. Ensure that the participation rate is kept at the expected level to allow for valid comparisons	2022-2027	Accountability Principal	n/a	n/a	Improved survey results on Performance Goals
2. Designate a school leadership team member whose is responsible for school safety, to include: Student management policies, regulations and procedures Completion and submission of monthly safety reports which identify any concerns with safety, security, hazardous materials, and playgrounds where applicable.	2022-2027	Principal Department Chairs	n/a	n/a	Functioning team in all schools
3. Review and make needed alterations to 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	2022-2027	Student Services, Student Affairs, Human Resources	n/a	n/a	Better understanding of bullying among employees; survey results show less instances of bullying
4. 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	$250,000	Medicade Funds IDEA	Health care plans and emergency action plans implemented
5. Train staff on safety in the workplace	2022-2027	Human Resources	$250,000.00	General Funds	Compliance reports from SafeSchools

6. Establish and practice emergency preparedness procedures and disaster recovery protocols (data and operations)	2022-2027	Student Services; Support Services; Technology	n/a	n/a	Protocols established and practiced, safety logs

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. 100 percent of all 9th grade students will score a "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 2 EOCEP data from SC Report Card	100	**Projected Data:** 100	100	100	100	100

Action Plan

Strategy #1: Implement SC College and Career-Ready Standards in order to improve student achievement in English language arts.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Develop writing and text-dependent analysis (TDA) exemplars to guide, inform, and assess students	2022-2027	Administration, Teachers, Learning Services	15,000.00	General Funds, Special Revenue	District Curriculum Maps SC Ready ELA Data English 2- EOC Data English 2- HCS Common Assessment data MAP Data Classroom Observation Data Digital Content data Student Achievement Data on Performance Goals Digital Content Usage Reports and Data District/School Based Data Team Meetings District Placement Criteria SC Credential Curriculum Documents HCS Diploma Pathways Document
2. Utilize research-based print and digital content materials/programs to provide data driven intensive instruction in the areas of phonemic awareness, alphabetic	2022-2027	Administration, Teachers	$10,000.00	General Fund, Special Revenue	District Curriculum Maps SC Ready ELA Data English 2- EOC Data English 2- HCS Common Assessment data MAP Data

principle, fluency, vocabulary and comprehension.					Classroom Observation Data Digital Content data Student Achievement Data on Performance Goals Digital Content Usage Reports and Data District/School Based Data Team Meetings District Placement Criteria SC Credential Curriculum Documents HCS Diploma Pathways Document
3. Provide professional development, coaching, and support on teaching practices, standards-based instruction, differentiated small group instruction, core-replacement programs, and effective use of digital content as needed at the school or district level	2022-2027	Administration, Instructional Coach, Learning Services	n/a	district funded	Professional Development Offerings in TrueNorthLogic District Professional Development Plan

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... 100 percent of students in grade 9 will score at or above the 90th percentile nationally in mathematics knowledge and skills as measured by the MAP Winter assessment.				
Interim Performance Goal: Meet annual targets below.					
Data Source(s)'	**Average Baseline**	**2022/23**	**2023/24**	**2024/25**	**2025/26**	**2026/27**
Percent of 9th grade students scoring at or above the 90th percentile on Winter NWEA MAP assessment	98	**Projected Data:** 98	100	100	100	100

Action Plan

Strategy #1: Continue to monitor and promote effective and consistent grading practices in the mathematics classroom.					
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. Follow established data analysis protocols for the purpose of monitoring student data and making data-driven instructional decisions through the multi-tiered support system (MTSS) process.	2022-2027	Administration, Instructional Coach, Teachers, Learning Services	n/a	district funded	District curriculum maps, SC Ready Math data, MAP data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data
2. Provide tutoring opportunities with a certified teacher for students who need additional support, based on data, (before/after school tutoring).	2022-2027	Administration, Instructional Coach, Teachers, Learning Services	n/a	district funded	District curriculum maps, SC Ready Math data, MAP data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data, intervention data

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. Interim Performance Goal: The annual benchmark percentages will be met. 100% 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
EOC Exam scores from SC State Report Card	100	**Projected Data:** 100	100	100	100	100

Action Plan

Strategy #1: Implement SC College and Career-Ready Standards in order to improve student achievement in science					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Administer and monitor results of benchmark assessments for Biology I in order to adjust instruction based on student data	2022-2027	Administration, Instructional Coach, Teachers, Learning Services	n/a	district funded	*District Curriculum Maps *SC PASS Science Data *Classroom Observation Data *Professional Development Offerings in TrueNorthLogic *District Professional Development Plan *Protocols and Documentation for Data Analysis *Student Achievement Data on Performance Goals *District Curriculum Documents *PD Session Agendas *Common Assessment Data *Classroom Observation Data and School Visit Documentation *Data Team Meetings *PD Session Documentation *Credential Student

2. Use data from state and district assessments for Biology I to adjust curriculum, instruction, and assessment	2022-2027	Administration, Instructional Coach, Teachers, Learning Services	n/a	district funded	*District Curriculum Maps *SC PASS Science Data *Classroom Observation Data *Professional Development Offerings in TrueNorthLogic *District Professional Development Plan *Protocols and Documentation for Data Analysis *Student Achievement Data on Performance Goals *District Curriculum Documents *PD Session Agendas *Common Assessment Data *Classroom Observation Data and School Visit Documentation *Data Team Meetings *PD Session Documentation *Credential Student

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. Interim Performance Goal: The annual benchmark percentages will be met. 100% of students will score a C or higher on the US History and Constitution EOCEP

Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2022/23**	**2023/24**	**2024/25**	**2025/26**	**2026/27**
EOC Exam as reported on State Report Card	100	**Projected Data:** 100	100	100	100	100

Action Plan

Strategy #1: Implement SC College and Career-Ready Standards in order to improve student achievement in social studies					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Implement instructional models for social studies, including document-based questioning (DBQ) process to enhance student collaboration, critical thinking, and student self-reflection	2022-2027	Administration, Instructional Coach, Teachers, Learning Services	n/a	district funded	*District curriculum maps *Classroom Observation Data, CWT Data *US History common assessment data-progress monitoring data *SC US History EOCEP data and Professional development offerings in TrueNorthLogic *District curriculum maps and District professional development plan *Meeting Agendas *Grading Audits *School Visit Notes and PD Sessions *High School Data Team Meetings *District Professional Development Plan

Performance Goal

Performance Goal Area:	Student Achievement *
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	COLLEGE OR CAREER READINESS: By 2027... 100% 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 32 on ACT Earn a composite score of 1400 on SAT Achieve an Overall Certificate level of Silver or higher on Ready-To-Work Career Assessment Score a 3 or higher on an Advanced Placement exam Earn a C or higher with 6 hours in an approved SCDE Dual Enrollment courses.

Interim Performance Goal: Meet annual targets below.

Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Percent of students in Graduation Cohort scoring 32 or higher on ACT.	85	**Projected Data:** 85	90	95	100	100
Percent of students in Graduation Cohort scoring 1400 or higher on SAT.	85	**Projected Data:** 85	90	95	100	100
Percent of students scoring Silver or higher on state Career Ready Assessment.	100	**Projected Data:** 100	100	100	100	100

Action Plan

Strategy #1: Improve student achievement in order to meet annual performance goals on ACT/SAT 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. Provide funding for PSAT/ACT/SAT tutoring and workshops for students	2022-2027	Administration, Instructional Coach, Teachers, Learning Services	$2000.00	district funded	District curriculum maps, ACT data, professional development offerings in TrueNorthLogic, District Professional Development Plan, digital content data, IGP conference documentation
2. Provide skill review for WIN exam through target classses (Math/English/Science/Social Studies) for all third year students.	2022-2027	Administration, Instructional Coach, Teachers, Learning Services	n/a	n/a	District curriculum maps, ACT data, professional development offerings in TrueNorthLogic, District Professional Development Plan, digital content data, IGP conference documentation
3. Utilize data from district, state and national assessments including PSAT/NMSQT and SAT	2022-2027	Learning Services Principal Instructional Coach Faculty	$10,000	General Funds, Special Revenue	District curriculum maps, PSAT and SAT data, professional development offerings in TrueNorthLogic, District Professional Development Plan

					digital content data, IGP conference documentation, scholarship information
4. Provide PSAT/NMSQT assessment opportunities for students in middle and high schools and follow up with awareness of opportunities for improvement on future assessments (district guidelines for sharing PSAT/NMSQT results and resources	2022-2027	Learning Services Instsructional Coach Guidance Counselor Faculty	$10,000	General Fund, Special Revenue	District curriculum maps, PSAT and SAT data, professional development offerings in TrueNorthLogic, District Professional Development Plan, digital content data, IGP conference documentation, scholarship information
5. Include college and career awareness and readiness and PSAT/NMSQT and SAT assessment information in Individual Graduation Plan (IGP) meetings	2022-2027	Guidance Counselor	n/a	n/a	IGP conference documentation, scholarship information
6. 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	Principal Instructional Coach Faculty	$10,000	General Funds, Special Revenue	Scholarship opportunities, post-secondary opportunities, student achievement data
7. Analyze student achievement results to determine teacher and program effectiveness	2022-2027	Principal Instructional Coach	n/a	n/a	Scholarship opportunities, post-secondary opportunities, student achievement data

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) 100% of high school students will earn standard high school diplomas within four years or less after entering the ninth grade (i.e., on time) by 2027. Interim Performance Goal: The annual benchmark percentage will be met.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2022/23**	**2023/24**	**2024/25**	**2025/26**	**2026/27**
SC State Report Card	100	**Projected Data:** 100	100	100	100	100

Action Plan

Strategy #1: Monitor student course progression through IGP process.					
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. All students will attend with parents and Individualized Graduation Plan (IGP) meeting each year.	2022-2027	Guidance Counselor	n/a	n/a	Completed/Signed IGPs

Performance Goal

Performance Goal Area:	Student Achievement *
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	GIFTED AND TALENTED PARTICIPATION IN ADVANCED COURSES At least 100% of gifted and talented identified students will be served in advanced courses, including honors, Advanced Placement, and Dual Enrollment 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 State Report Card	100	Projected Data: 100	100	100	100	100

Action Plan

Strategy #1: All students will be enrolled in one or more AP/Honors courses each semester.						
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. Students will work with the Guidance Department through the IGP conference to establish a course of studies for each year to include a minimum of one Honors/AP course and one dual enrollment course.	2022-2027	Principal Guidance Counselor DQC	n/a	n/a	Schedules, transcripts

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 percentage will be met.

Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2022/23**	**2023/24**	**2024/25**	**2025/26**	**2026/27**
SC State Report Card	70	**Projected Data:** 75	75	75	80	80

Action Plan

Strategy #1: All teachers will be required to obtain GT certification within the first year of employment at Scholars Academy.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Teachers will be proviced access to GT certification through HCS.	2022-2027	Learning Services Principal	$5,000	General Revenue, Special Funds	GT Certification

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 be 85%.				
Interim Performance Goal: Meet annual targets below.					
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
SC State Report Card	85	Projected Data: 85	85	85	85	85

Action Plan

Strategy #1: Align professional development plans with the district goals, objectives, and direction. Collect and utilize data to determine the professional development needs of professionals and support staff. Collect and utilize data to evaluate the effectiveness of professional development in improving instruction, student learning, and the conditions that support learning.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Provide staff development in conjunction with district goals and documented through faculty/departmental meetings	2022-2027	Principal Instructional Coach	n/a	n/a	Faculty Meeting notes Departmental Meeting notes Presentations from meetings

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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
    - o SC Ready, End of Course Assessments
- Formative Assessment
    - o Fountas and Pinnell, DRA, Dominie
    - o Star Reading
    - o MAP
    - o IReady
- Team Focused Decision Making
    - o 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.	☐	☐	X	Miscue Analysis (Oral Record of Reading,
A2. Assessments include screening, diagnostic, and progress monitoring to identify students' instructional needs.	☐	☐	X	Reading/Writing/Researching Engagement Inventories, Reading Logs, Reading, Writing, Researching Notebooks, Anecdotal Notes, Sample Writings, Writing about Reading, Note-taking Samples, Transcribed Conversations
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	☐	
A4. Teachers collect and analyze data to determine targeted, effective in-class intervention.	☐	☐	X	

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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.	☐	☐	X	Teacher Observations, Schedules, Lesson Plans
B2. Teachers monitor student engagement in reading and writing to increase reading and writing stamina and volume.	☐	☐	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	☐	
B4. Teachers use reading and writing to construct knowledge of other disciplines.	☐	☐	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.	☐	☐	X	
B6. Teachers facilitate interactions so that students are actively and productively engaged in constructing	☐	☐	X	

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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)	☐	☐	X	
B8. Teachers use the South Carolina College and Career Ready Standards and the Profile of the South Carolina Graduate when planning instruction.	☐	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 • 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.	☐	X	☐	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.	☐	☐	X	
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.	☐	☐	X	

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D. This school embeds practices reflective of an exemplary literacy-rich environment.				
Inquiry-based Learning: ● 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.	☐	☐	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.	☐	☐	X	
D3. Teachers provide large blocks of time for instruction & practice for students to sustain work on reading, writing, and researching.	☐	X	☐	
D4. Teachers ensure texts and materials are organized and easily accessible by students.	☐	☐	X	
D5. Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms.	☐	☐	X	
D6. Teachers prominently display artifacts reflective of student learning.	☐	X	☐	
D7. Teachers immerse students in print-rich environments.	☐	☐	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.	☐	X	☐	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.	☐	☐	X	
E3. Teachers reflect on and eliminate activities that interfere with text reading and writing.	☐	X	☐	
E4. Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time.	☐	☐	X	
E5. Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms.	☐	☐	X	

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F. This school provides teacher and administrator training in reading and writing instruction.				
Professional Development ● Literacy Competencies for Middle and Secondary Teachers ● Literacy Competencies for Administrators ● South Carolina College and Career Ready Standards ● Standards for Professional Learning				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
F1. Teachers participate in ongoing, job-embedded professional learning opportunities based on data through: o Study groups o Collaboration with school coach o Book clubs o Teacher action research o Collaborative planning o Peer coaching	☐	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: o Study groups o Collaboration with school coach o Book Clubs	☐	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. • 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	☐	X	☐	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.	☐	☐	X	

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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.	☐	X	☐	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
SAHS teachers effectively teach routines and procedures for students to analyze various types of texts, to produce various forms of writing, and to think critically based on given sets of data. SAHS teachers and administrators provide and participate in professional learning to ensure students receive excellent instruction that is engaging, rigorous, and content centered.	SAHS teachers use formative assessment to measure student understanding. This could be improved by the systematic incorporation of more frequent, formalized writing assessments, at all levels, with detailed feedback in all courses.

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).

Goal #1: **During the 2020-2021 school year, at least once per quarter, SAHS teachers will use formalized writing assessments, and will provide detailed feedback to students.**	**Progress:** **Teachers were provided with professional development on instructional technology tools that can be used to facilitate writing assessments and feedback.** **School Administration monitored teacher use of writing assessments and feedback at the end of interims and quarters.** **Faculty discussed results, successes, and challenges in faculty meetings as appropriate (after each quarter ended).**
Goal #2:	**Progress:**

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Goal #3:	**Progress:**

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:	**Action Steps:**
During the 2021-2022 school year, at least once per quarter, SAHS teachers will use formalized writing assessments, and will provide detailed feedback to students.	**Provide teachers with professional development on instructional technology tools that can be used to facilitate writing assessments and feedback including AP Classroom and Kahn Academy platforms. Monitor teacher use of writing assessments and feedback at the end of interims and quarters.** **Discuss results, successes, and challenges in faculty meetings are appropriate (after each quarter has ended).**
Goal #2:	**Action Steps:**

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Goal #3:	**Action Steps:**