Green Sea Floyds High School

STRATEGIC PLAN

2022-2027

January, 2022

School Renewal Plan
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Our Vision:

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

Our Beliefs:

*Our vision is guided by a set of **Beliefs** that serve as the foundation for all our efforts. Foremost, we believe that …*
Our purpose is to develop the potential within each student and ensure that all graduates reflect the knowledge, skills, and life and career characteristics embedded in the *Profile of the South Carolina Graduate* in order that they become productive members of their community, able to adapt to a diverse, ever-changing world.

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

In order to accomplish this, we believe that …
Our students deserve exceptional and passionate staff who share our CORE VALUES. Our core values are stated as expectations for staff members:
- **We put service to students above all else.**
- **We take responsibility for the success of all students.**
- **We care passionately about our work with students.**
- **We build strong positive relationships with students, staff, parents, and community.**
- **We model and promote civility and integrity.**

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

We believe …
Our students' learning opportunities are enhanced when multiple approaches for learning are provided and positive relationships are formed.
And…
- **All students should have access to world-class knowledge based upon rigorous standards in language arts and math for career and college readiness, multiple languages, science, technology, engineering, mathematics (STEM), the arts and social sciences.**

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

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

STRATEGIES / PERFORMANCE GOALS / ACTION PLANS
QUALITY INDICATORS

STRATEGIES / PERFORMANCE GOALS / ACTION PLANS
QUALITY INDICATORS

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

LEADERSHIP CAPACITY

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

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

ACTION STEPS	Timeline	Responsibility	Estimated Cost	Funding Source	Indicators of Implementation
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

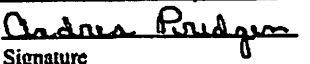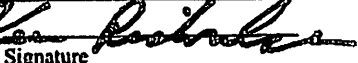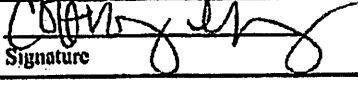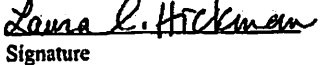|	
School Name:	Green Sea Floyds High
SIDN:	2601006
Plan Submission:	School utilizes Cognia
Grade Span:	6 To 12
District:	Horry
Address 1:	4990 Tulip Grove Road
Address 2:	Green Sea Floyds High School
City:	Green Sea, SC
Zip Code:	29545
School Renewal Plan Contact Person:	Andrea Pridgen
School Plan Contact Phone:	8433923131
School Plan E-mail Address:	apridgen@horrycountyschools.net
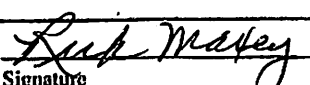
Required Signature Page

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		
Dr. Andrea Pridgen Printed Name	*[signature]*	10/20/21 Date
Chairperson, District Board of Trustees		
Ken Richardson Printed Name	*[signature]*	11/15/21 Date
Chairperson, School Improvement Council		
Cortney Mincey Printed Name	*[signature]*	10/20/21 Date
School Read To Succeed Literacy Leadership Team Lead		
Laura Hickman Printed Name	*[signature]*	10/20/21 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).

Yes	**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**	Dr. Andrea Pridgen
2.	**Teacher**	Christian Huggins
3.	**Parent/Guardian**	Leslie Hewett
4.	**Community Member**	Jason Morgan
5.	**Paraprofessional**	Amanda Curtis
6.	**School Improvement Council Member**	Cortney Mincey
7.	**Read to Succeed Reading Coach**	Laura Hickman
8.	**School Read To Succeed Literacy Leadership Team Lead**	Laura Hickman
9.	**School Read To Succeed Literacy Leadership Team Member**	Leslie Martin
	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*)	Provide opportunities for highly mathematically-gifted sixth grade students to enroll in Algebra I (for high school credit) and abide by conditions of approved State waiver for SBE R. 43-232.
6. Other (*Include the SBE Regulation number to be waived*)	43-205 (II) (B) (1)(c) Class sizes - Grades K-3 and Grades 4-5, ELA and math - Exemption from 43-205 (II) (B) (1)(c) will also allow the program to adjust for unanticipated enrollment growth, teacher vacancies, and scheduling issues while considering the unique needs of students. 43-205 (II) (B) (2) a. Schools having any combination of grades kindergarten through five must employ the full-time equivalent (FTE) of a school counselor and specialists in art, music, and PE in prescribed ratios for each. Since students will remain enrolled in their base school and will continue to be supported by their base school counselor, school counselors for the virtual program would like to be staffed at a ratio of 1000:1 which will require an exemption from 43-205 (II) (B) (2) a. Art, Music and PE will be staffed as outlined in the regulation. 43-205 (III) (B) (3)(a) Maximum class size shall not exceed the following: Grade 6 30:1 English/language arts and math) 35:1 (other subjects) Grades 7–8 35:1 (all academic and exploratory subjects) No class shall exceed 35 students in membership. - In regard to class size, the virtual environment provides opportunities for synchronous sessions each week with small groups of students to support the primarily asynchronous course instruction. Individual classes may exceed the stated 35 student maximum, however, based upon state virtual program regulations, teacher caseloads will not exceed 150 students. 43-205 (IV)(B)(2) (b) Professional Personnel Workload: Library Media Specialists Schools having an enrollment of fewer than 400 students must employ a library media specialist who must devote not less than 200 minutes to library media services. - Since students will not be physically present at school, students will have digital access to the district's library resources via SORA, Overdrive etc. Support with digital media and other multimedia resources will be provided by content certified district specialists, and the Library Media Coordinator. 43-205(IV)(B)(3)(a). No class may exceed 35 students in enrollment. - Exemptions from class size and teaching load regulations provide problem-solving measures for unanticipated enrollment growth, teacher vacancy, fiscal matters, or master scheduling at the local level while considering the unique needs of children. State virtual program regulations for teacher caseloads will be followed. 43-205(IV)(B)(3)(b). "A teacher must not be permitted to teach more than 1,500 minutes per week." - Exemptions from class size and teaching load regulations provide problem-solving measures for unanticipated enrollment growth, teacher vacancy, fiscal matters, or master scheduling at the local level while considering the unique needs of children. State virtual program regulations for teacher caseloads will be followed. 43-205(IV)(B)(3)(c). "A teacher must not be assigned classes requiring more than four preparations per day." - Exemptions from class size and teaching load regulations provide problem-solving measures for unanticipated enrollment growth, teacher vacancy, fiscal matters, or master scheduling at the local level while considering the unique needs of children. State virtual program regulations for teacher caseloads will be followed. 43-231(II): "Instruction in the subject areas shall be scheduled for each student for a minimum of 1800 minutes or 30 hours per week including lunch, or the equivalent time on a yearly basis." - Students in an online setting will engage in a number of learning activities, including authentic learning experiences, synchronous instruction, and asynchronous coursework that may be completed in an instructional timeline personalized to the students' progress and needs. 43-231(II)(A): "The school day must be at least six hours including lunch, or its equivalent weekly." - Exemption from these regulations will allow expanded learning options for families with students to pursue educational and academic interests without the barrier of time while still allowing the pupil to be counted for attendance, and participate in the school community and its related activities. 43-231 (IV)(A-C) Maximum Class Sizes in Grades K-5 A. The average pupil-teacher ratio in any school shall not exceed 28 to 1 based on average daily membership. The total number of teachers shall include all regular, special area, and resource teachers whose pupils are counted in the regular membership. B. Each district shall attain an average pupil-teacher ratio based on average daily membership in the basic skills of reading and mathematics in Grades 1-3 as 21 to 1. - Exemptions from class size regulations provide problem-solving measures for unanticipated enrollment growth, teacher

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

GSFHS

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[2020-2021 HS Report Card](#)

[2020-2021 MS Report Card](#)

Green Sea Floyds Middle School DATA

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[2020-2021 Reading MAP Report](#)

[2020-21 Math MAP Report](#)

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
Elementary/Middle School (3 - 8)
1. With our return to face-to-face instruction following the unprecedented school closures and hybrid model utilized during the 2020-21 school year, our students demonstrated tremendous resiliency based on SC READY ELA and Math assessment performance. Students in grades 6-8 performed at or below the district and/or state average on all academic criteria. Our focus will be on providing consistent formative assessments to drive intervention for our students with the greatest need. Middle school math, ELA, and science teachers are collaborating on a weekly basis. They are analyzing data to determine student needs and differentiate instruction for student success.
High School (9 - 12)
2. With our return to face-to-face instruction following the unprecedented school closures and hybrid model utilized during the 2020-21 school year, students in grades 9-12 performed slightly lower than district and/or averages. EOCEP performance was significantly lower than the overall district and/or state average on each assessment. The single indicator that showed a significant decrease from the previous year was Grad Rate which dropped from 87% to 83% in 2021. Additionally, the percentage of graduates identified as College and/or Career Ready remains significantly less than the district and/or state. Our focus will be on providing consistent formative assessments to drive interventions and additional support for our students with the greatest needs.
Teacher/Administrator Quality
3. Overall, our teacher retention rate is high in comparison to other schools, we will continue to seek teachers with advanced degrees and increase our teacher attendance rate.
School Climate
4. The results of Student, Parent, and Teacher Opinion surveys show confidence remains consistent among all three stakeholder groups. While most teachers are satisfied with the learning environment at our school according to teacher survey, an area that requires continued focus is home-to-school relations. Areas to be addressed are centered on learning environment as 70.0% of parents state they were satisfied with the learning environment and on improving communications as 83.3% of parents stated they were satisfied with school-home relations. While most teachers are satisfied with the learning environment at our school according to teacher survey. We know that an area that requires continued focus is home-to-school relations. In addition, the participation rate of parents and students in the annual IGP conference drastically decreased from previous years as on 64% of IGP conferences were completed.
5. The participation rate of parents and students in the annual IGP conference drastically decreased from previous years as on 64% of IGP conferences were completed.

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)	P: 70.0 S: 79.0 T: 98.0	**Projected Data:** P: 71.0 S: 80.0 T: 99.0	P: 72.0 S: 81.0 T: 100.0	P: 73.0 S: 82.0 T: 100.0	P: 74.0 S: 83.0 T: 100.0	P: 75.0 S: 84.0 T: 100.0
Spring State Opinion Survey results - Social and Physical Environment (based on annual SC Report Card)	P: 86.7 S: 89.7 T: 92.0	**Projected Data:** P: 87.0 S: 90.0 T: 93.0	P: 88.0 S: 91.0 T: 94.0	P: 89.0 S: 92.0 T: 95.0	P: 90.0 S: 93.0 T: 96.0	P: 91.0 S: 94.0 T: 97.0
Spring State Opinion Survey results - School-Home Relations (based on annual SC Report Card)	P: 83.3 S: 89.0 T: 88.0	**Projected Data:** P: 84.0 S: 90.0 T:	P: 85.0 S: 91.0 T:	P: 86.0 S: 92.0 T:	P: 87.0 S: 93.0 T:	P: 88.0 S: 94.0 T:

Action Plan

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**
1. * Distribute a monthly newsletter with school and student awards at GSFHS. * Update Facebook, Twitter, and GSFHS website with school and student awards, successes, and upcoming events. * Invite stakeholders to athletic events, student performances, and community events throughout the school year.	2022-2027	School Principal Instructional Coaches Social Media/Webpage Coordinators T1 Coordinator	N/A	N/A	Social Media Webpage Marquee Newsletters
2. * Attend district, state, and national recruitment fairs. * Provide opportunities for community building among new and returning faculty members. * Provide support for new teachers through mentoring, collaboration sessions with instructional coaches, and opportunities to visit experienced teachers. * Provide professional development on team building, classroom building, and fostering positive relationships	2022-2027	School Principal Instructional Coaches Mentor Teachers	N/A	N/A	Recruitment Fair Itinerary Professional Development Agendas Collaborative Planning Notes
3. * Monitor counseling programs through the guidance office. * Monitor counseling through RBHS. * Assess grades and behavior referrals for students receiving services.	2022-2027	School Principal Guidance Counselor RBHS Counselor	N/A	N/A	Student sign-in logs for the guidance office Student sign-in logs for RBHS Student grade reports Student behavior referral reports

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.**	100% of parents/guardians will participate in a conference about their child's academic performance every year.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2022/23**	**2023/24**	**2024/25**	**2025/26**	**2026/27**
100% of IGPs will be completed each year.	64	**Projected Data:** 71.2	78.4	85.6	92.8	100

Action Plan

Strategy #1: Increase participation of parents and students in the annual IGP conference					
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 student incentives for students whose parents attend. * Plan conferences at a variety of times that will allow all parents to attend. * Plan conferences for before or after student performances or athletic events to avoid conflicts.	2022-2027	School Principal Guidance Counselor	$500	School Funds	Parent Sign-In Sheets IGP Plans (Powerschool)

Performance Goal

Performance Goal Area:	Student Achievement *				
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	By 2027, at least 67% of students in grades 6-8 will score "Meets" or above in Math and ELA by 2027. At least 67% of students in grades 6 will score "Meets" or above in science 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 Ready ELA	39.1	**Projected Data:** 44.68	50.26	55.84	61.42	67.0
SC Ready Math	37.3	**Projected Data:** 43.24	49.18	55.12	61.06	67.0
SC Pass Science	48.4	**Projected Data:** 52.12	55.84	59.56	63.28	67.0

Action Plan

Strategy #1: Implement SC College and Career-Ready Standards in order to improve student achievement in English Language Arts and math.					
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. * Conduct Collaborative Planning Sessions for ELA and Math teachers. * Provide substitutes for teachers to have extended amounts of time to collaborate and analyze data. * Provide professional development focused on student engagement, using data to individualize instruction, and small group instruction (Instructional Coaches). * Review weekly lesson plans for pacing and implementation of differentiated instruction. * Conduct principal/teacher conferences (SLO) to discuss the analysis of individual student and class data (MAP, Common Assessments, Discipline, Grade Distribution, etc.) * Provide feedback to teachers through classroom observation tools.	2022-2027	School Principal Instructional Coaches Teachers District Learning Specialists	$1000	Federal, State, District, and School Funds	Teacher Lesson Plans Professional Development Sign-In Sheets Professional Development presentations Teacher Data Reflection Sheets
2. * Provide time for remediation and tutoring during and after school. * Provide transportation (when possible) for students to attend after school tutoring.	2022-2027	School Principal Instructional Coaches Teachers Bus Supervisor	$15000	Federal, State, District, and School Funds	After School Attendance Records
3. * Invite parents to attend Open House, Parent-Teacher Conferences, IGP meetings, and other school events. * Maintain a parenting room where parents have access to literature, internet, access, and other resources needed for student success. * Provide parenting workshops focused on helping parents improve their child's performance.	2022-2027	School Principal Instructional Coaches Parent Coordinator Social Media & Webpage Coordinators	$1000	Federal, State, District and School Funds	Facebook/Twitter Webpage Parent Sign-In Sheets Powerschool IGP Records Parenting Room

4. * Provide teachers with professional development on the SC College and Career-Ready Standards as needed. * Provide teachers with curriculum documents created at the district level that will ensure correct implementation of the standards. * Monitor collaborative planning sessions between teachers and the instructional coach focused on correct implementation of the SC curriculum standards. * Review weekly lesson plans for pacing and implementation of the SC College and Career Ready Standards. * Provide substitutes for teachers to have extended amounts of time to work on implementation of the SC College and Career Ready Standards. * Provide feedback to teachers through classroom observation tools.	2022-2027	School Principal Instructional Coaches Teachers	$1000	Federal, State, District and School Funds	Professional Development Sign-In Sheets Professional Development Presentations Teacher 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.**	By 2027, students in grades 6-9 will demonstrate annual academic progress in the areas of English Language Arts and mathematics. At least 67% of all students in grades 6-9 will meet target growth goals in reading based on fall-to-spring MAP measures. At least 67% of all students in grades 2-8 will meet target growth goals in math based on fall-to-spring MAP measures. At least 62% of students identified in the lowest quintile based on fall MAP measures will meet target growth goals in reading and math based on spring MAP measures.

Interim Performance Goal: Meet annual targets below.

Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Grade 6- NWEA MAP Percent Meeting Target Growth Goal: Spring	R: 43.0 M: 61.0	**Projected Data:** R: 47.8 M: 62.2	R: 52.6 M: 63.4	R: 57.4 M: 64.6	R: 62.2 M: 65.8	R: 67.0 M: 67.0
Grade 7- NWEA MAP Percent Meeting Target Growth Goal: Spring	R: 32.0 M: 50.0	**Projected Data:** R: 39.0 M: 53.4	R: 46.0 M: 56.8	R: 53.0 M: 60.2	R: 60.0 M: 63.6	R: 67.0 M: 67.0
Grade 8- NWEA MAP Percent Meeting Target Growth Goal: Spring	R: 39.0 M: 43.0	**Projected Data:** R: 44.6 M: 47.8	R: 50.2 M: 52.6	R: 55.8 M: 57.4	R: 61.4 M: 62.2	R: 67.0 M: 67.0
Grade 9- NWEA MAP Percent Meeting Target Growth Goal: Spring	R: 30.0 M: 35.0	**Projected Data:** R: 37.4 M: 41.4	R: 44.8 M: 47.8	R: 52.2 M: 54.2	R: 59.6 M: 60.6	R: 67.0 M: 67.0
Grade 6- Lowest Quintile NWEA MAP Percent Meeting Target Growth Goal: Spring	R: 40.0 M: 35.0	**Projected Data:** R: 45.4 M: 41.4	R: 50.8 M: 47.8	R: 56.2 M: 54.2	R: 61.6 M: 60.6	R: 67.0 M: 67.0
Grade 7- Lowest Quintile NWEA MAP Percent Meeting Target Growth Goal: Spring	R: 30.0 M: 25.0	**Projected Data:** R: 37.4	R: 44.8 M: 41.8	R: 52.2 M: 50.2	R: 59.6 M: 58.6	R: 67.0 M: 67.0

		M: 55.4			
Grade 8- Lowest Quintile NWEA MAP Percent Meeting Target Growth Goal: Spring	R: 30.0 M: 25.0	**Projected Data:** R: 37.4 M: 33.4	R: 44.8 M: 41.8	R: 52.2 M: 50.2	R: 59.6 M: 58.6	R: 67.0 M: 67.0
Grade 9- Lowest Quintile NWEA MAP Percent Meeting Target Growth Goal: Spring	R: 30.0 M: 30.0	**Projected Data:** R: 37.4 M: 37.4	R: 44.8 M: 44.8	R: 52.2 M: 52.2	R: 59.6 M:59.6	R: 67.0 M: 67.0

Action Plan

Strategy #1: Monitor implementation effectiveness system-wide through analysis of NWEA - Measures of Academic Progress (MAP) data.					
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. * Conduct Collaborative Planning Sessions for ELA and math teachers. * Provide substitutes for teachers to have extended amounts of time to collaborate and analyze data. * Provide professional development focused on student engagement, using data to individualize instruction, and small group instruction. * Review weekly lesson plans for pacing and implementation of differentiated instruction. Conduct principal/teacher conferences (SLO) to discuss the analysis of individual student and class data (MAP, Common Assessments, Discipline, Grade Distribution, etc.) * Provide feedback to teachers through classroom observation tools. * Teacher/student conferences before Spring MAP testing. * Incentives for students who meet growth goals after Winter and Spring testing.	2022-2027	School Principal Instructional Coaches Teachers District Learning Specialists	$3000	Federal, State, District, and School Funds	Teacher Lesson Plans Professional Development Sign-In Sheets Professional Development Presentations Teacher Data Reflection Sheets

Performance Goal

Performance Goal Area:	Student Achievement *
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2027, students will demonstrate necessary knowledge and skills in order to excel at the next level and be college-and/or career-ready as measure by standardized assessments. 70% of students will score a "C" or higher on the Algebra 1 EOCEP, Biology EOCEP, English 2 EOCEP, and US History EOCEP.

Interim Performance Goal: Meet annual targets below.

Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Algebra 1 EOCEP	35.0	Projected Data: 42.0	49.0	56.0	63.0	70.0
Biology EOCEP	38.0	Projected Data: 44.4	50.8	57.2	63.6	70.0
English 2 EOCEP	49.4	Projected Data: 53.52	57.64	61.76	65.88	70.0
US History EOCEP	29.5	Projected Data: 37.6	45.7	53.8	61.9	70.0

Action Plan

Strategy #1: Implement SC College and Career-Ready Standards in order to improve student achievement in Algebra 1, Biology, English 2, and US History.					
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. * Conduct Collaborative Planning Sessions for EOCEP teachers * Provide substitutes for teachers to have extended amounts of time to collaborate and analyze data. * Provide professional development focused on student engagement, using data to individualize instruction, and small group instruction. * Review weekly lesson plans for pacing and implementation of the SC Curriculum Standards. * Conduct principal/teacher conferences (SLO) to discuss the analysis of individual student and class data (MAP, Common Assessments, EOC, Discipline, Grade Distribution, etc.) * Provide feedback to teachers through classroom observation tools.	2022-2027	School Principal Instructional Coaches Teachers District Learning Specialists	$1000	Federal, State, District, and School Funds	Teacher Lesson Plans Professional Development Sign-In Sheets Professional Development presentations Teacher Data Reflection Sheets
2. * Provide time for remediation and tutoring during and after school * Provide transportation for students to attend after school tutoring when possible * Offer year-long classes for at-risk 9th grade students.	2022-2027	School Principal Instructional Coaches Teachers Bus Supervisor	$15000.00	Federal, State, District and School Funds	After School Attendance Records
3. * Invite parents to attend Open House, Parent-Teacher Conferences, IGP meetings, and other school events. *Maintain a parenting room where parents have access to literature, internet, access, and other resources needed for student success. *Provide parenting workshops focused on helping parents improve their child's performance.	2022-2027	School Principal Instructional Coaches Teachers District Learning Specialists	$1000	Federal, State, District and School Funds	Facebook/Twitter Webpage Parent Sign-In Sheets Powerschool IGP Records Parenting Room

4. * Provide teachers with professional development on the SC College and Career-Ready Standards. * Provide teachers with curriculum documents created at the district level that will ensure correct implementation of the standards. * Monitor collaborative planning sessions between teachers and the instructional coach focused on correct implementation of the standards. * Review weekly lesson plans for pacing and implementation of the SC College and Career Ready Standards. * Provide substitutes for teachers to have extended amounts of time to work on implementation of the SC College and Career Ready Standards. * Provide feedback to teachers through classroom observation tools	2022-2027	School Principal Instructional Coaches Teachers	$1000	Federal, State, District and School Funds	Professional Development Sign-In Sheets Professional Development Presentations Teacher Lesson Plans SCLead Teacher Data Reflection Sheets

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: 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 Report Card	83.0	**Projected Data:** 84.4	85.8	87.2	88.6	90

Action Plan

Strategy #1: Provide support to increase the on-time graduation rate.					
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. * Hold IGP Conferences for all students * Promote participation in extracurricular activities * Expand extracurricular offerings based on student interests * Provide professional development to address dropout rate and at-risk students * Provide attendance makeup and credit recovery opportunities * Expand the offerings for virtual school opportunities when applicable * Organize and facilitate a Freshman Orientation * Maintain accurate records for students who transfer in/out	2022 - 2027	School Principal Guidance Counselors Teachers Athletic Director/Coaches Instructional Coaches	N/A	N/A	Powerschool IGP Conference Logs Listing of Extracurricular Activities Professional Development Sign-In Sheets Professional Development Presentations
2. * Provide character education and leadership in Advisory classes. * Provide a character education and leadership course for all 6th grade students (Trojan Time). * Provide professional development for all teachers in implementing team building and relationship building activities. * Provide mentors for at risk students. * Provide additional academic support through the graduation coach.	2022 - 2027	School Principal Guidance Counselors Teachers Instructional Coaches Graduation Coach	$1500	District Funds and School Funds	Professional Development Sign-In Sheets Professional Development presentations Advisory Curriculum Graduation Coach Attendance Records
3. * Provide & monitor counseling programs through the guidance office. * Provide & monitor counseling through RBHS. * Assess grades and behavior referrals for students	2022 - 2027	School Principal, Guidance Counselors	$0	NA	Student sign-in logs for the guidance office. Student sign-in logs for RBHS and Waccamaw Mental Health.

receiving services.					Student grade reports Student behavior referral reports
4. * Provide a 6th grade orientation visit in May for the 5th grade students at GSFE. * Provide a 6th and 9th grade orientation night in May for all 5th and 8th grade students. * Provide a Commitment to Graduate ceremony for freshmen students.	2022 - 2027	School Principal, Guidance Counselors, Teachers, Instructional Coaches	$1500	District Funds	6th grade orientation presentation 6th grade orientation sign-in sheet 6th and 9th grade orientation night presentation 6th and 9th grade orientation night sign-in sheet
5. * Prepare Read to Succeed Plan	2022 - 2027	School Principal, Instructional Coaches, Guidance Counselors, Teachers	$2000	School Funds	Completed Read to Succeed 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 and Career Readiness: By 2027… 80% all students in the graduating cohort will attain college or career ready status by meeting one or more of the following criteria: Earn a composite score of 20 on ACT Earn a composite score of 1020 on SAT Achieve an Overall Certificate level of Silver or higher on Ready-To-Work Career Assessment Score a 3 or higher on an Advanced Placement exam

Interim Performance Goal: Meet annual targets below.

Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Percent of graduating seniors attaining college and/or career readiness status	55.7	**Projected Data:** 60.6	65.4	70.3	75.1	80.0
Average ACT composite score for graduating seniors	14.6	**Projected Data:** 15.3	15.9	16.6	17.3	18
Average SAT composite score of graduating seniors	922	**Projected Data:** 942	962	982	1002	1022
Percent of graduating seniors earning a certificate level of Silver or higher on the Ready-to-Work Assessment	61.8	**Projected Data:** 63.4	65.0	66.7	68.3	70.0
Percent of students scoring a 3 or higher on an AP Exam	26.8	**Projected Data:** 28.0	29.3	30.5	31.7	33.0

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. * Provide an advisory program with a focus on college and career readiness. * Provide an SAT/ACT Workshop for students. * Provide SAT/ACT Prep on USA Test Prep * Provide conferencing with students after completing SAT/ACT practice tests. * Conference with students during the IGP process regarding SAT/ACT tests.	2022-2027	School Principal Guidance Counselors Job Coach Career Instruction Paraprofessional	N/A	N/A	Workshop Agendas Student Conference sign-in sheets Advisory Lesson Plans
Strategy #2: Improve student achievement on Advanced Placement exams.					
Action Step	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. *Provide an AP Information night for all incoming 9th grade students. * Discuss AP offerings at Open House * Attend the program choice night for incoming 9th grade students. * Promote the use of AP Classroom to improve scores for students taking Advanced Placement course.	2022-2027	School Principal Instructional Coaches Guidance Counselor	$200	School Funding	AP information night presentation AP information night sign-in sheet Open House presentation AP Classroom Data
Strategy #3: The average SAT composite score for high school senior will be at or above 1020.					
Action Step	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. * Provide an advisory program with a focus on college and career readiness. * Provide an SAT/ACT Workshop for students. * Provide SAT/ACT Prep on USA Test Prep * Provide conferencing with students after completing SAT/ACT practice tests. * Conference with students during the IGP process regarding SAT/ACT tests.	2022-2027	ACT/SAT Coach Guidance Counselor	$1200	District Level Funds	Workshop Agendas Student Conference sign-in sheets Advisory Lesson Plans

Strategy #4: Improve student achievement on Career Readiness Assessment.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. *Provide an advisory program with a focus on college and career readiness. *Provide ACT WorkKeys Prep on USA Test Prep *Conference with students during the IGP process regarding standardized tests and the impact of WorkKeys.	2022-2027	ACT/SAT Coach Guidance Counselor Career Instruction Paraprofessional	N/A	N/A	Student Conference sign-in sheets Advisory Lesson Plans

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 75%. 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**
Percentage of teachers with advanced degrees, as reported on the annual SC Report Card	73.2	**Projected Data:** 74.0	74.25	74.5	74.75	75.0

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. * Acknowledge teacher accomplishments on Facebook, Twitter, and the GSFHS website. * Provide leadership opportunities for teachers with advanced degrees. * Offer teachers the opportunity to attend state and national conferences. * Provide engaging professional development opportunities.	2022-2027	School Principal Instructional Coaches GSFHS Webmaster GSFHS Social Media Administrators	N/A	N/A	GSFHS Facebook and Twitter page and Website Professional Development Sign-In Sheets Professional Development presentations

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	The attendance rate for teachers will be at least 96% each year.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2022/23**	**2023/24**	**2024/25**	**2025/26**	**2026/27**
Annual attendance rate for teachers on the State Report Card	95.9	**Projected Data:** 96.0	96.0	96.0	96.0	96.0

Action Plan

Strategy #1: Continue to monitor and incentivize teacher attendance					
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 quarterly and annual incentives for perfect attendance. * Provide quarterly incentives for improved attendance. * Conference with teachers after three consecutive absences.	2022-2027	School Principal	$200.00	School Funding	Teacher Attendance Records