



Early College High School

STRATEGIC PLAN

2022-2027

January, 2022

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Our Vision:

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

Our Beliefs:

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

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

We also believe that ...

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

In order to accomplish this, we believe that ...

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

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

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

We believe ...

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

And...

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

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

We also believe ...

All who share our schools deserve a safe, respectful and nurturing environment.

Finally, acknowledging that we all have a role in reaching our vision, we believe that ...

Partnerships among family, community and school are imperative to students' social and academic success.

STRATEGIES / PERFORMANCE GOALS / ACTION PLANS
QUALITY INDICATORS

STRATEGIES / PERFORMANCE GOALS / ACTION PLANS

QUALITY INDICATORS

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

LEADERSHIP CAPACITY

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

Quality Indicators

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

ACTION STEPS	Timeline	Responsibility	Estimated Cost	Funding Source	Indicators of Implementation
<p>Engage in an ongoing process to develop and implement a district strategic plan and aligned school-level plans that includes a stated purpose and direction, core values, key work process, and performance goals.</p> <ul style="list-style-type: none"> • Five-year district strategic plan in accordance with state requirements, updated annually. The five-year plan will be finalized in 2022 to run through 2027. • Five-year school-level plans aligned with the district's strategic plan and meeting state requirements for school renewal. • Involvement of stakeholders at all levels of the planning process. • Ensure the continuous improvement of the entire system through annual reviews of the performance, with adjustments as necessary to the plan as part of an annual review. • Schools will engage in a continuous improvement process and develop target goals aligned with the district and school-level strategic plan. 	2022-2027	Accountability	\$0.00	N/A	Approved district strategic plan and school-level renewal plans
Align Board of Education's annual goals through their Board Governance monitoring process with the performance goals identified in the district's strategic plan.	2022-2027	Accountability, Superintendent, Board of Education	\$0.00	N/A	Board Governance monitoring reports
Conduct periodic communications needs analyses with stakeholders by using website survey tools, written surveys and feedback from various strategic groups to ensure that the most effective tools and methods are being used.	2022-2027	Communications	\$2500.00	General Funds	Completion of needs analysis and follow-up action taken as needed
<p>Enhance communication with internal and external stakeholders to improve understanding of the district's purpose, direction, and performance with strategies, including:</p> <ul style="list-style-type: none"> • Periodic e-newsletters or other electronic methods to employees and external audiences • Ongoing and expanded use of Parent Link (calling system) to communicate timely information to parents and employee groups • Awareness of the mobile app for Horry County Schools 	2022-2027	Communications	\$250,000.00	General Funds	Effective communications utilized; mobile app; Board meeting online and televised; social media reports; ParentLink reports

<ul style="list-style-type: none"> • Board meetings televised via cable access channel and through HCS website with electronic searchable agendas and documents • Expanded programs on cable access channel • Videos for television and website to help stakeholders understand the various programs of the District and schools • Sharing the District's message through external venues such as civic clubs, chambers of commerce, faith-based organizations, colleges, etc. • Posters of vision and core values posted in all schools and offices. • Ensure communication is provided in multiple languages meeting the diverse needs of all stakeholder groups 					
Provide a variety of opportunities for all stakeholders to access and understand, including multilingual translations, the District's vision and performance goals: concise explanations in print and website, marketing brochures, videos and television programming.	2022-2027	Accountability, Communications	\$150,000.00	General Funds	Vision understood and supported by more stakeholders through survey results; documented examples of tools used to communicate
Seek venues to engage a wide variety of community stakeholders in dialogue about education and schools purpose and performance.	2022-2027	Accountability, Communications	\$100,000.00	General Funds	Expanded methods of communication documented
Implement communication techniques from certified agencies or personnel to ensure that critical information can be provided to parents of students who do not speak English (ex., website translation of all web pages and forms)	2022-2027	Accountability, Learning Services	\$250,000.00	General Funds	Successful communication techniques implemented
Establish a monitoring system to ensure compliance by the District and all schools with state and Cognia Accreditation Standards.	2022-2027	Accountability, Superintendent, Board of Education	\$0.00	N/A	Continuous improvement monitoring system operational
Annually review School Board Governance Policies and make any necessary changes to ensure that they are aligned with the system's purpose and direction and performance goals	2022-2027	Board of Education, Superintendent	\$0.00	N/A	Effective Board governance model adopted and adhered to
Utilize the evaluation instrument for effective Board meeting	2022-2027	Board of Education	\$0.00	N/A	Evaluation tool analyses and needed actions taken

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

Resource Capacity

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

Quality Indicators

- The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness.
- The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.
- The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.
- The system attracts and retains qualified personnel who support the system's purpose and direction.
- The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.
- The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.
- The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.
- The system allocates human, material and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.

ACTION STEPS	Timeline	Responsibility	Estimated Cost	Funding Source	Indicators of Implementation
Financial Resources					
Research and implement new technologies to provide efficiencies in document handling/storage, attendance and time recording, and employee self-service.	2022-2027	Fiscal Services		Capital Funds	Results of study utilized to meet needs of District
Continue to align budget requests and the approval process with strategies designed to improve student performance	2022-2027	Fiscal Services		All Funds	Effective budget process; continuous improvement model
Develop annual budget assumptions and parameters for both the General Fund and the Capital Funds budgets.	2022-2027	Fiscal Services			Board-approved assumptions and parameters
Utilize modified zero-based budgeting process	2022-2027	Fiscal Services		All Funds	Process implemented
Develop user-friendly financial reports which are correlated to budget decision packages and which will enable budget center managers to more effectively manage their resources	2022-2027	Fiscal Services		General Funds	Improved financial reports and quarterly financial reports
Conduct annual school financial reviews to ensure district policies and procedures are being followed.	2022-2027	Fiscal Services			All school reviews are in compliance

ACTION STEPS	Timeline	Responsibility	Estimated Cost	Funding Source	Indicators of Implementation
Physical Resources					
Implement system to ensure there are no unwanted or unidentified visitors on any campus through the implementation of visitor screening software programs and protocols at school entrance doors	2022-2027	Support Services, Safety and Security		General Funds; District Capital Funds	School safety reports and security drills; physical changes entrances to comply with security check
Maintain and replace as needed a state-of-the art monitoring system in facilities	2022-2027	Student Services; Safety and Security; Technology		General Funds; District Capital Funds	Systems installed
Review and revise as needed planning parameters for new schools and athletic facilities as part of the five-year facilities plan	2022-2027	Support Services; Facilities		District Capital Funds	Approved parameters and approved five-year plan
Conduct needs assessment ratings for each school using approved educational specifications and update annually	2022-2027	Support Services; Facilities		General Funds; District Capital Funds	Completed needs assessment ratings (Facility Condition Index)
Develop and maintain a 5-year plan for managing and developing facilities for growth	2022-2027	Support Services; Facilities		District Capital Funds	Approved 5-year plan
Conduct annual analysis of attendance zones, school capacity, and enrollment and recommend appropriate adjustments	2022-2027	Support Services: Facilities		General Funds	Approved adjustments as needed
Use an acceptable and reliable model to predict direct and indirect impacts of major residential developments on school capacity and the need for new schools	2022-2027	Support Services: Facilities			Accepted model with impact predictions
Research and utilize environmentally-friendly materials and equipment; and emerging green design for future additions and renovations through a sustainability program	2022-2027	Support Services: Facilities		General Funds; District Capital Funds	Approved green designs; technical specifications; sustainability plan
Implement energy reduction systems according to Board-approved models.	2022-2027	Support Services: Facilities			Annual energy usage savings; improved monitoring of energy usage controls

Establish protocols for identifying, reporting and documenting maintenance and facility repair needs, using an automated work order system	2022-2027	Support Services: Facilities			Improved efficiency of work order completion
Maintain a 24/7 anonymous hotline for students/parents to report bullying or other school safety concerns <ul style="list-style-type: none"> • Provide bullying prevention and resources information on the HCS Student Affairs web pages • Provide a student app for reporting bullying or other school safety concerns 	2022-2027	Student Services: Student Affairs			Hotline functional and effective
Designate a school leadership team member in every school whose is responsible for the maintenance of the facility, to include:	2022-2027	Support Services: Facilities			Functioning team in each school with central facilities support
Maintain a higher utilization plan for each high schools and middle school to effectively maximize the number of students served in existing capacity	2022-2027	District Staff and School Teams			Building capacity ratings maximized
Install wireless overlays in all schools and buildings to provide fast and reliable connectivity to wireless internet access throughout the district	2022-2027	Technology		Capital Funds	Completion of project
Ensure that all facilities are accessible with secure keyless entry according to ADA guidelines	2022-2027	Support Services: Facilities		Capital Funds	Completion of project
Ensure that all facilities meet all applicable safety and security standards, as defined in the planning and construction parameters	2022-2027	Support Services: Safety and Security			All safety and security standards in compliance
Ensure that all schools engage in a structured armed intruder drill within the first three weeks of each new semester.	2022-2027	Support Services: Safety and Security			School reports of drill completions
Ensure all facilities are safe, clean, and properly maintained.	2022-2027	Support Services: Facilities			Establish expectations and maintain
Update annually the District's Technology Plan to ensure the most effective hardware, software and infrastructure solutions are in place to maximize the use of technology in the classroom to improve student learning: <ul style="list-style-type: none"> • Maintain personalized digital learning (PDL) program with laptop/device for all students in grades K-12 	2022-2027	Technology; Learning Services		General Fund, Erate funds, District Capital Funds	Updated plan implemented; refreshed inventory; survey results and appropriate data on technology

<p>utilizing the most effective devices to meet the educational needs of students in the classroom.</p> <ul style="list-style-type: none"> • Develop and and maintain a model to reduce the breakage and damage costs for repairs to student devices, including an annual technology fee • Maintain 1:1 device to student model in grades K-12. • Conduct annual reviews of devices at the appropriate grade level using representative stakeholders as part of the refresh cycle for grades 9-12, 6-8 and K-5. • Continue the laptop computer initiative for classroom teachers, guidance counselors, and administrators to encourage interactive technology in daily teaching and learning • Establish a refresh cycle for all technology hardware and equipment to include: servers, security cameras, wireless access points, computers, projectors, and network infrastructure • Identify the hardware and software to provide that best instruction; • Develop a relevant instructional technology training program for all teachers who deliver that content area/standard • Develop and provide teachers with technical applications to share lesson plans, resources and methodologies • Establish criteria/procedure for all software purchases and implementation that must be followed for all schools/departments. • Ensure that wireless overlays in all schools are sufficient to allow for a robust personalized learning program for students • Explore new technology solutions for interactive projectors/boards in classrooms for the most effective quality learning experiences • Provide media collections and information resources for students in order to integrate information literacy and technology within the curriculum 					
<p>Designate a school leadership team member in every school whose is responsible for school safety, to include:</p> <ul style="list-style-type: none"> • Student management policies, regulations and procedures 	2022-2027	Principals			Functioning team in all schools

<ul style="list-style-type: none"> • Completion and submission of monthly safety reports which identify any concerns with safety, security, hazardous materials, and playgrounds where applicable. • Alternatives to ISS, OSS and homebound • Effective and efficient investigations and preparation for hearings 					
<ul style="list-style-type: none"> • Review and make needed alterations to each school's efforts and programs to address bullying, using the Safe Schools bullying model; Promote awareness of anti-bullying initiatives among employees, students, and parents. • Require each school to develop an anti-bullying plan. 	2022-2027	Student Services: Student Affairs; Human Resources			Better understanding of bullying among employees; survey result show less instances of bullying
Establish health care plans and emergency action plans at each school for children with identified health care needs	2022-2027	Student Services: Health and Safety		Medicaid funds, IDEA	Health care plans and emergency action plans implemented
Implement wellness plan according to the guidelines of the Healthy, Hunger Free Kids Act of 2010 that includes: <ul style="list-style-type: none"> • Regular nutritional analyses for all school cafeteria meals • Goals for nutrition education, physical activity, and other school-based activities • Nutrition guidelines established for all foods sold to students during the course of the school day. 	2022-2027	Support Services: Food Services; JROTC		General Funds	Plan implemented in all schools; annual review of well plan and nutritional guidelines
Train staff on safety in the workplace	2022-2027	Human Resources		General Funds	Compliance reports
Establish and practice emergency preparedness procedures and disaster recovery protocols (data and operations)	2022-2027	Support Services: Safety and Security			Protocols established and practiced
Establish protocols for each nurse in the District to provide students with allergies and their families Indicators-based practices of care <ul style="list-style-type: none"> • Implement a written emergency action plan for each student with documented allergies • Develop a specific training protocol for all staff to recognize anaphylaxis 	2022-2027	Student Services; Director of Health and Safety Services		General Funds	Individual Health Care Plan (IHP) for students identified with life-threatening allergies; staff training program

<p>Work with Horry County Police to provide an anonymous telephone Tip Line in conjunction with Horry County Police for students, staff and community to report bullying or crime reporting.</p> <ul style="list-style-type: none"> • Respond and take appropriate action in timely manner • Monitor number of calls and follow-up needed 	2022-2027	Support Services: Safety and Security			Reports of actions taken
<p>Provide Rehabilitative Behavioral Health Services (RBHS) that are goals-oriented and family-supportive to students who have emotional or behavioral needs</p>	2022-2027	Student Services		Medicaid and General Fund	Services in place
<p>Provide safety and health guidelines and training to school staff and students in:</p> <ul style="list-style-type: none"> • Personal health practices • School bus safety • PE and playground procedures • Classroom and laboratory procedures • Indoor air quality 	2022-2027	Support Services, Student Services: Health and Safety Services, Student Affairs		General Funds	Reduction in safety issues; Reports by Safe Schools
<p>Implement protocols to record and maintain student school bus ridership data in PowerSchool and to provide parents the capability to track school buses on their smartphone, computer or other electronic device</p>	2022-2027	Support Services: Transportation		General Funds	PowerSchool Data; GPS system operational
<p>Develop and maintain a Continuity Of Operations Plan (COOP) for district operations that are housed at various facilities.</p>	2022-2027	Support Services: Safety and Security			Protocols established and practiced.

LEARNING CAPACITY

We will have curriculum, instructional design, and assessment practices that guide and ensure teacher effectiveness and students learning across all grades and courses. We will provide a comprehensive assessment system that generates a range of data about system effectiveness, and we will use results to guide continuous improvement.

Quality Indicators

- Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.
- The learning culture promotes creativity, innovation, and collaborative problem-solving.
- The learning culture develops learners' attitudes, beliefs and skills needed for success.
- The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.
- Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.
- The system implements a process to ensure the curriculum is clearly aligned to standards and best practices.
- Instruction is monitored and adjusted to meet individual learners' needs and the systems' learning expectations.
- The system provides programs and services for learners' educational future and career planning.
- The system implements processes to identify and address the specialized needs of learners.
- Learning progress is reliably assessed and consistently and clearly communicated.
- Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.
- The system implements a process to continuously assess its programs and organizational conditions to improve learning.

School Renewal Plan Cover Page

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

School Name:	HCS Early College High
SIDN:	2601064
Plan Submission:	School utilizes Cognia
Grade Span:	9 To 12
District:	Horry
Address 1:	P.O. Box 261966
Address 2:	2050 Hwy 501 Bldg. 400
City:	Conway, SC
Zip Code:	29528
School Renewal Plan Contact Person:	Demetrius Williams
School Plan Contact Phone:	843-349-3131
School Plan E-mail Address:	dwilliams001@horrycountyschools.net

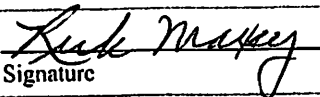
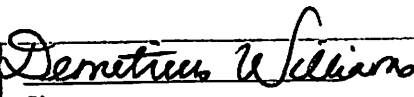

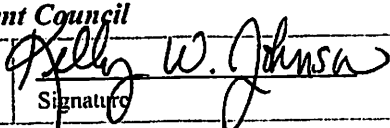
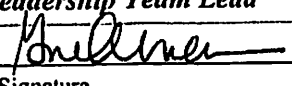
Required Signature Page

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

Assurances for the School Renewal Plans

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

Required Printed Names and Signatures

Superintendent		
<u>Dr. Rick Maxey</u> Printed Name	 Signature	11/15/21 Date
Principal		
<u>Demetrius Williams</u> Printed Name	 Signature	10/8/2021 Date
Chairperson, District Board of Trustees		
<u>Ken Richardson</u> Printed Name	 Signature	11/25/21 Date
Chairperson, School Improvement Council		
<u>Kelly Johnson</u> Printed Name	 Signature	10/8/2021 Date
School Read To Succeed Literacy Leadership Team Lead		
<u>Greer Inman</u> Printed Name	 Signature	10/8/2021 Date

Assurances for School Renewal Plan

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
N/A	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
Yes	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
N/A	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

Yes	<p>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.</p>
N/A	<p>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.</p>
N/A	<p>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.</p>
Yes	<p>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.</p>
Yes	<p>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.</p>
Yes	<p>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.</p>

Stakeholder Involvement for School Renewal Plan

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

	Position	Name
1.	Principal	Demetrius Williams
2.	Teacher	Karen Thompson
3.	Parent/Guardian	Eartha Beech
4.	Community Member	Marsha Griffin
5.	Paraprofessional	Katherine Jordan
6.	School Improvement Council Member	Kelly Johnson
7.	Read to Succeed Reading Coach	Krista Kalbaugh
8.	School Read To Succeed Literacy Leadership Team Lead	Greer Inman
9.	School Read To Succeed Literacy Leadership Team Member	Angela Robinette
	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	
	HGTC Liaison	Hope Wofford

District Requested Strategic/Renewal Plan Waiver

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

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

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

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

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

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

Horry County Schools | 2020-2021

Hcs Early College High School

Principal: Demetrius Williams

Phone:

843-349-3131

School Address:

2050 Highway 501 East Conway, SC 29528

Serving Grades: 9-12

Student Enrollment: 345

2020-2021 Overall Rating

0 out of 0

School performance is not yet rated based on the criteria to ensure all students meet the Profile of the SC Graduate

Support Status: Standard

Note on missing data: On March 26, 2021, the U.S. Department of Education and due to COVID-19. The results displayed within this report card should not be compared to those of other years due to the testing limitations as a result of the pandemic. In addition, these results may be incomplete and may not be representative of the make-up of the State, district, or school population.

Academic Achievement

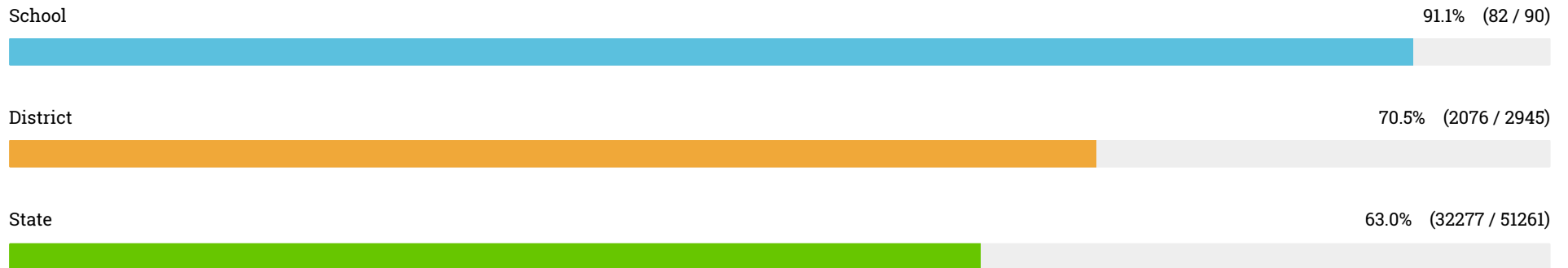
This indicator displays the End-of-Course test results for students in the four-year on-time graduation cohort file (includes graduates and non-graduates).

NOTE: Additional Achievement results disaggregated across subgroups can be found in the section of this website.

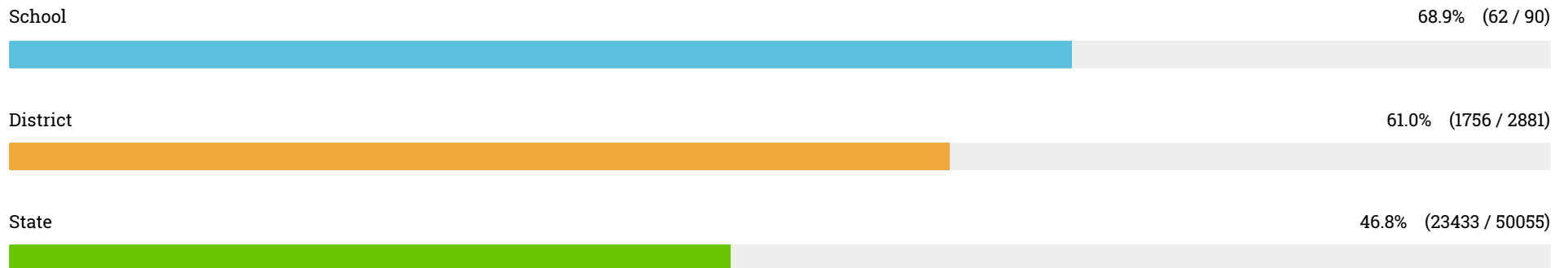
Overall Student Performance

End-of-Course Assessment Results in English 1 and Algebra 1

English - Scoring C or Higher



Algebra - Scoring C or Higher



Additional Information

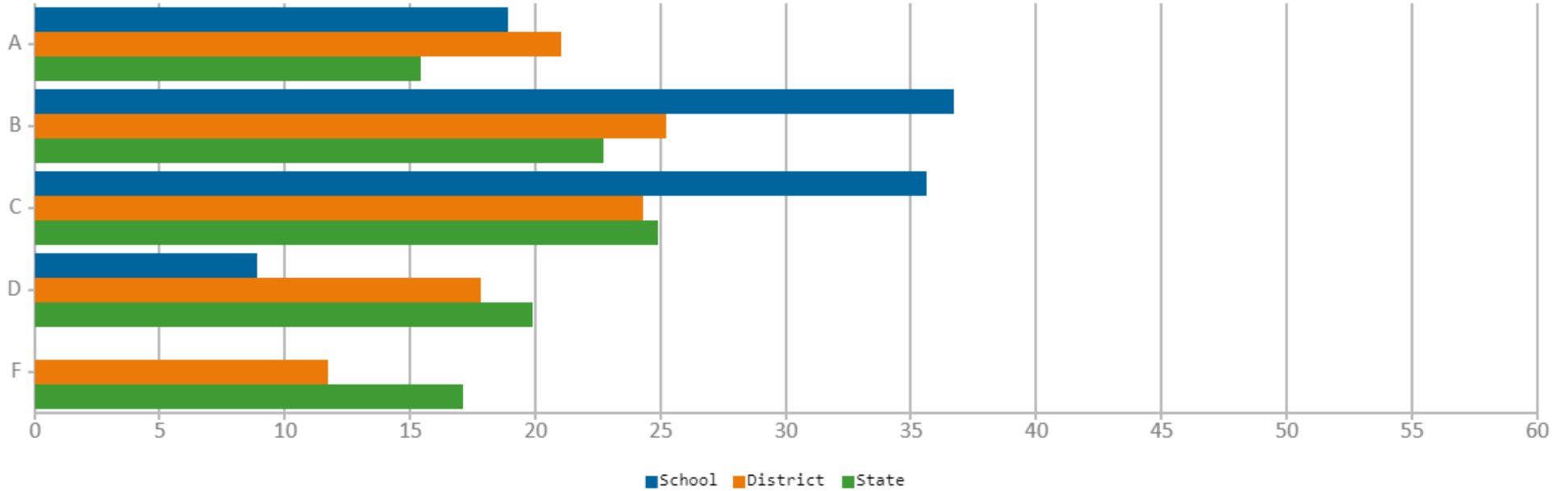
	Our School	Change from Last Year
Prime instructional time	90.1	N/A

Academic Achievement

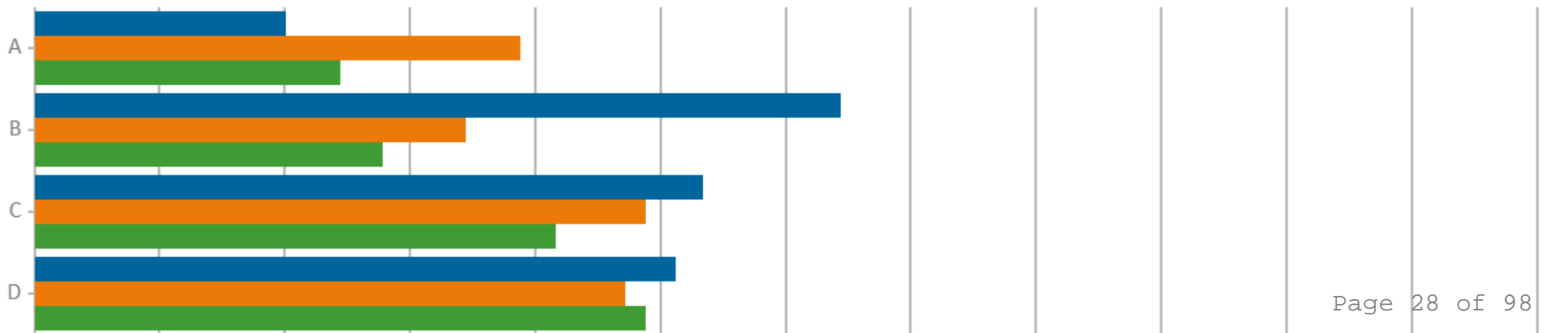
Details Student Performance across District and State

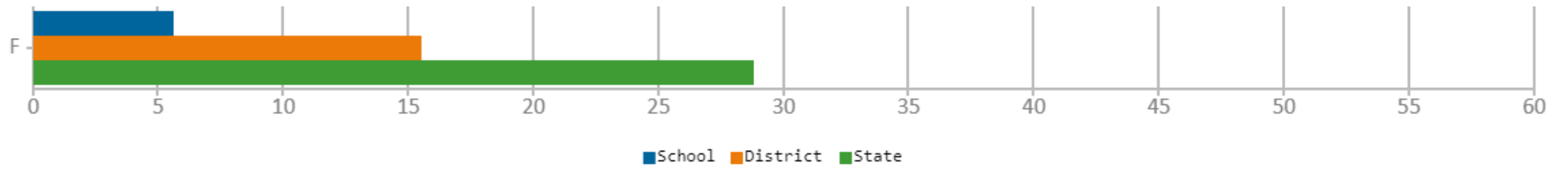
End-of-Course Assessment Results in English 1 and Algebra 1

English



Algebra

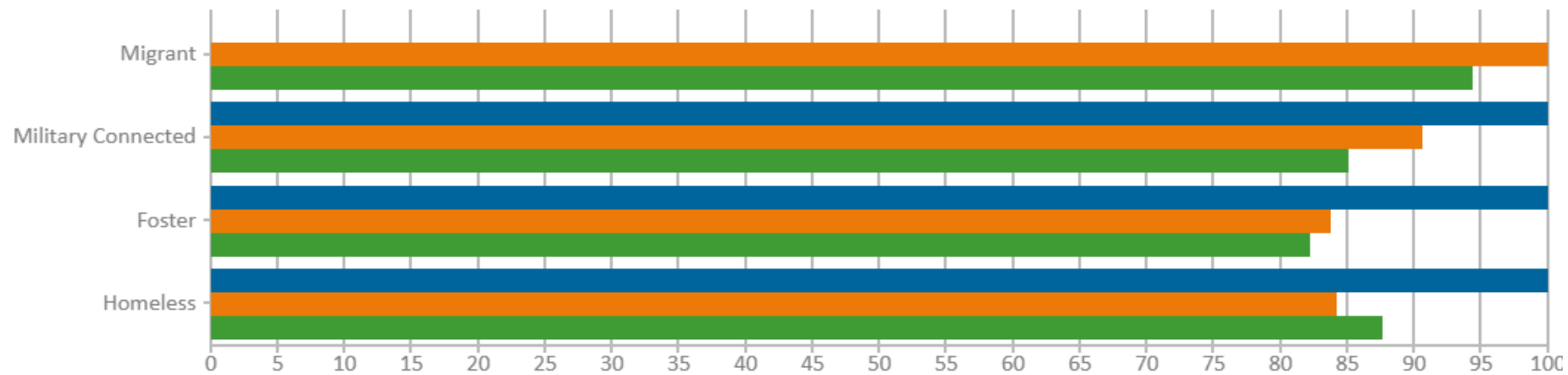




Academic Achievement

Participation Rate by Subgroup





Note on missing data: On March 26, 2021, the U.S. Department of Education and due to COVID-19. The results displayed within this report card should not be compared to those of other years due to the testing limitations as a result of the pandemic. In addition, these results may be incomplete and may not be representative of the make-up of the State, district, or school population.

Preparing for Success

This indicator displays the End-of-Course test results for students in the four-year on-time graduation cohort file (includes graduates and non-graduates).

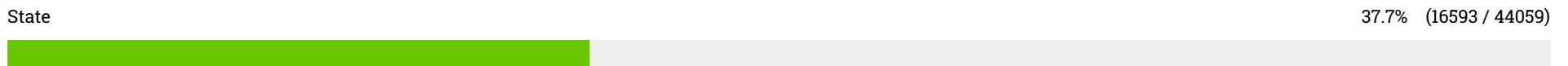
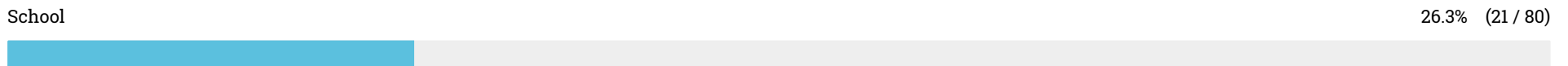
Overall Student Performance

End-of-Course Assessment Results in Biology and US History and the Constitution

Biology - Scoring C or Higher



US History and the Constitution - Scoring C or Higher



Additional Information

High School

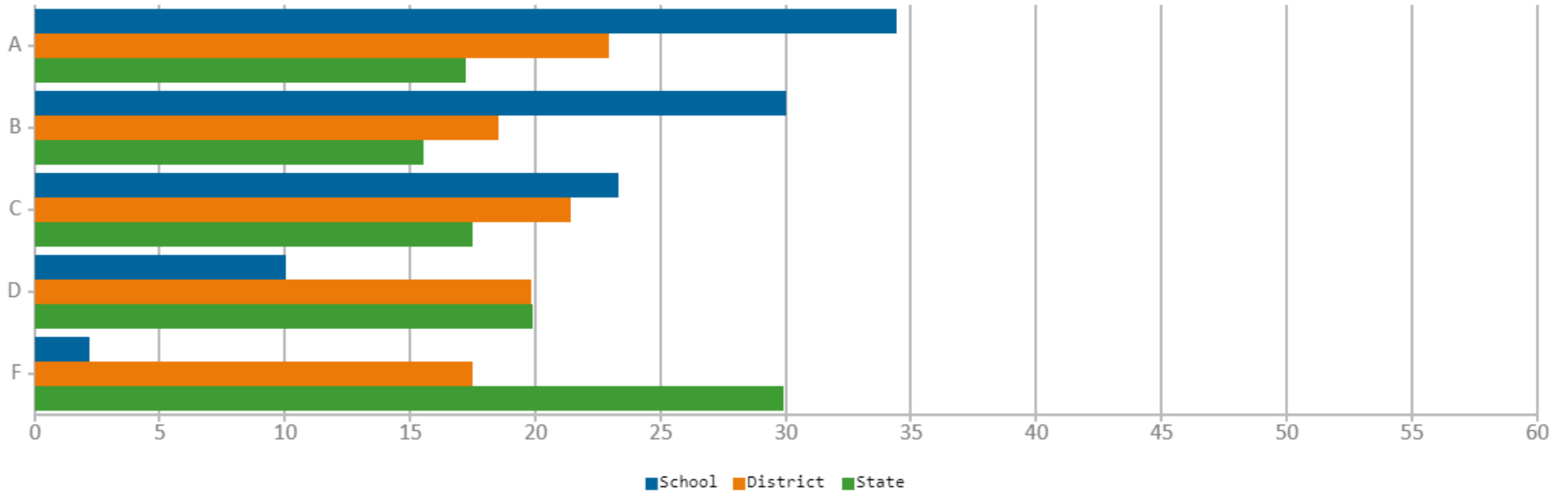
	School	
	%	N
Percentage of students enrolled in a US Government course who score at or above the designated passing score on the civics test	95.6	68

Preparing for Success

Details Student Performance across District and State

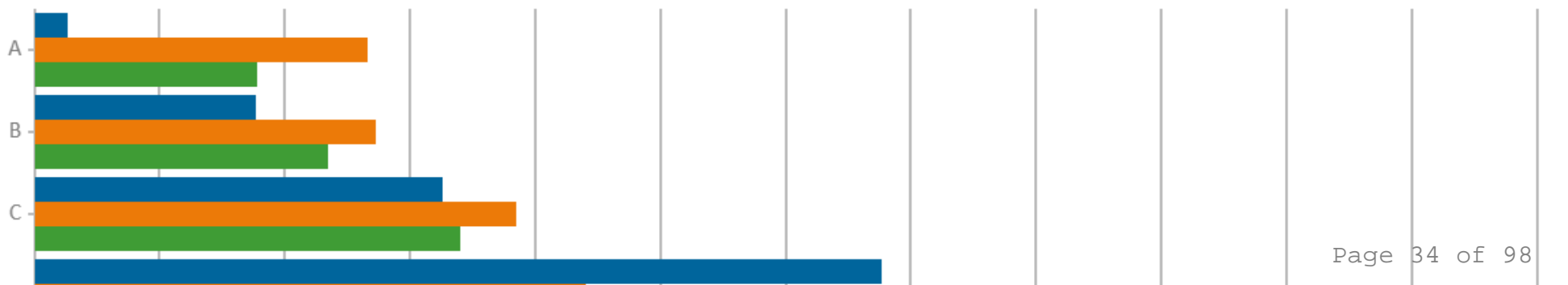
End-of-Course Assessment

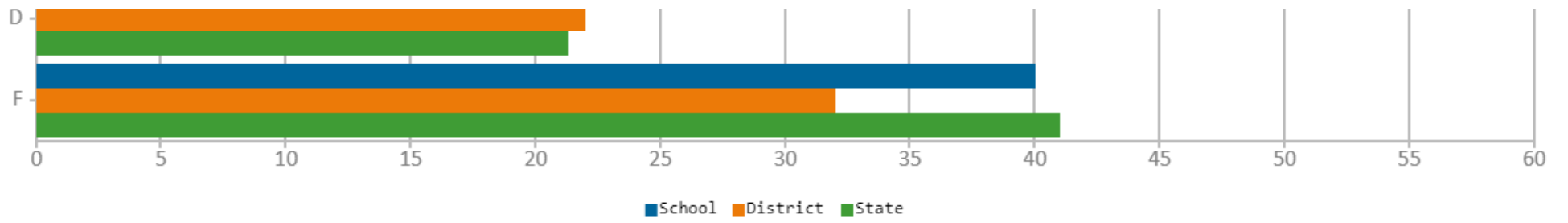
Biology



Note: Results from alternate assessments were included in the calculations where available.

US History and the Constitution



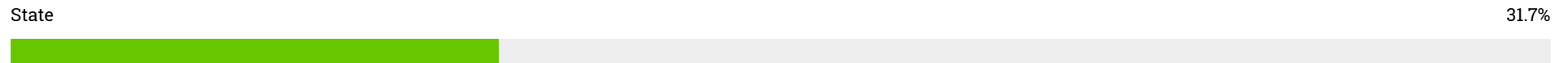
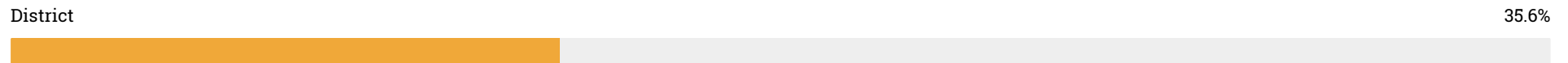


English Learners' Progress

English Learners –

The goal is that students who are learning the English language will become proficient in English within at least five years of their initial enrollment in public schools.

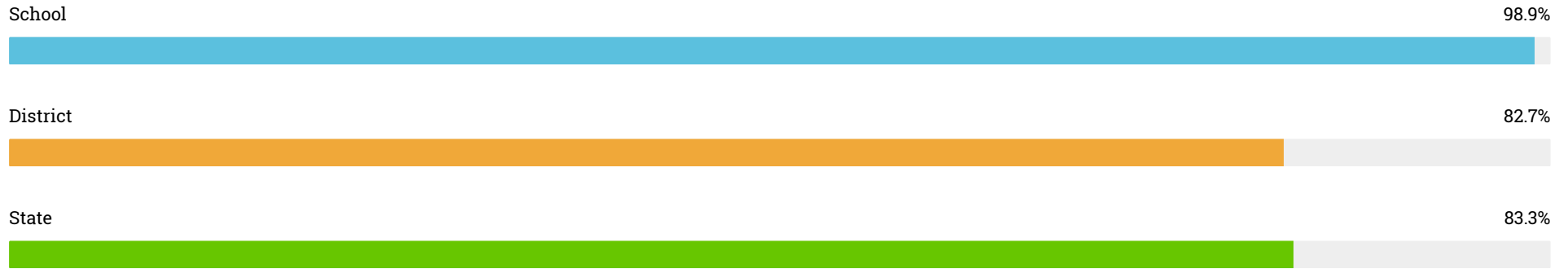
Percent of EL Students who met progress toward proficiency target



Percent of EL Students who Met Progress Toward Proficiency Target	Data N/A
Number of EL Students who Met Progress Toward Proficiency Target	Data N/A
Number of EL Students Assessed	1
Number of EL Students in EL Subgroup	35

Graduation Rate

On-Time Graduation Rate

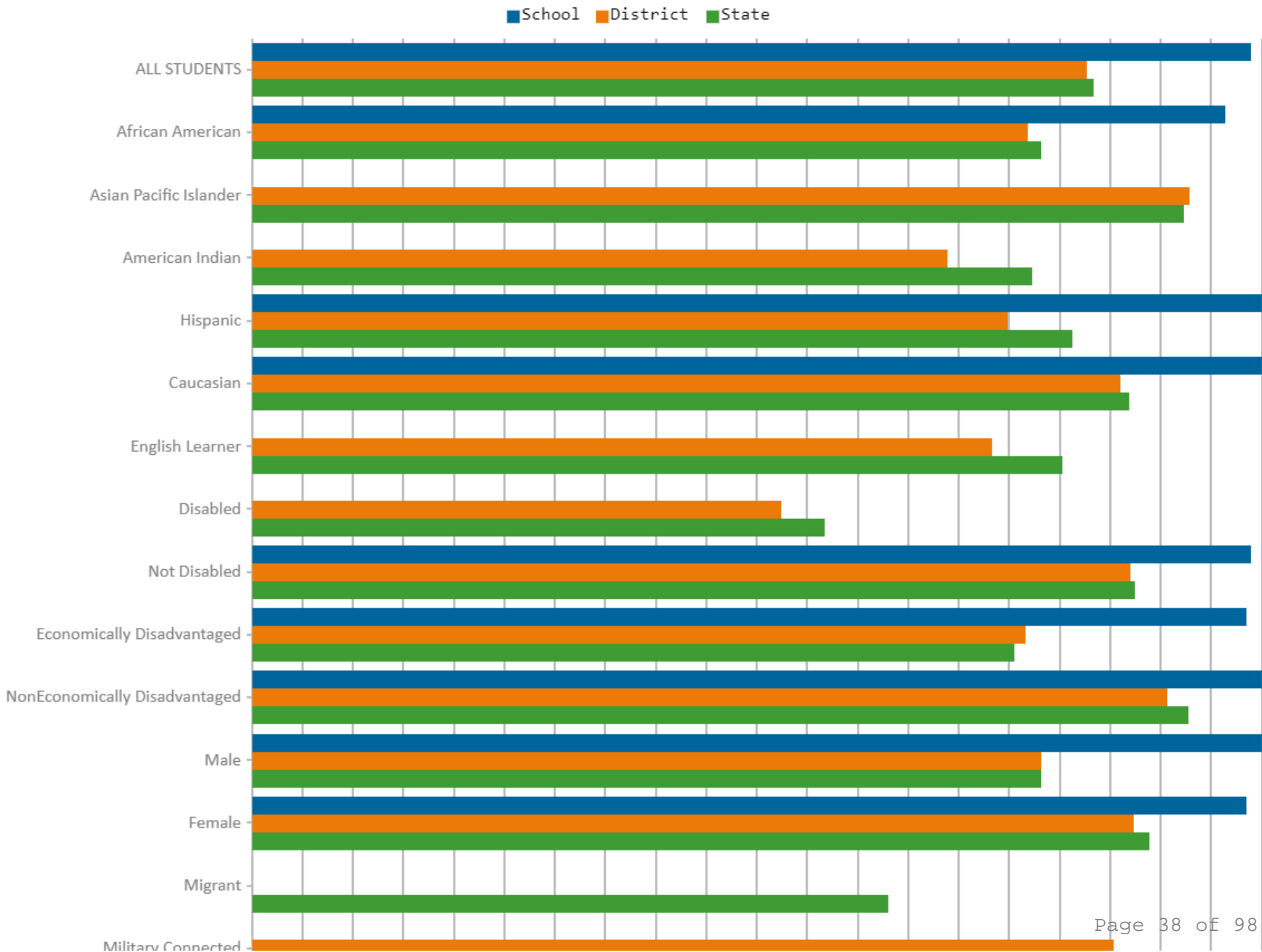


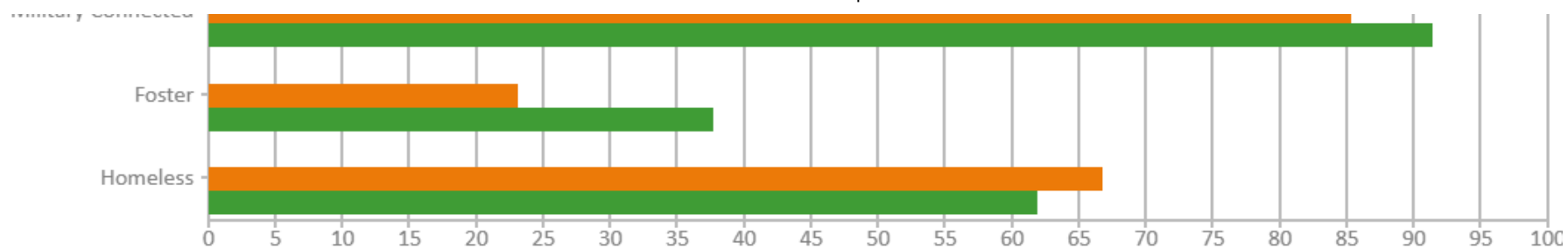
School Four-Year Cohort Graduation Rate

	2018	2019	2020	2021
School	99.0	98.9	98.9	98.9
District	82.4	83.4	83.5	82.7
State	81.0	81.1	82.2	83.3

Additional Information

	Our School	Change from Last Year
Annual Dropout Rate	0.0	No change
Dropout Recovery Rate	N/AV	N/A





Note on missing data: On March 26, 2021, the U.S. Department of Education and due to COVID-19. The results displayed within this report card should not be compared to those of other years due to the testing limitations as a result of the pandemic. In addition, these results may be incomplete and may not be representative of the make-up of the State, district, or school population.

College and Career Readiness

Students in the graduation cohort who are college OR career ready 97.8% (88 / 90)



Students in the graduation cohort who are college AND career ready 86.7% (78 / 90)



Students in the graduation cohort who are college ready 91.1% (82 / 90)



Students in the graduation cohort who are career ready 93.3% (84 / 90)



Note: The new CCR results (as of 2020) cannot be compared to that of previous years because the cohort of students measured has changed from graduates to all students in the four year on-time graduation cohort (graduates and non graduates).

Additional Information

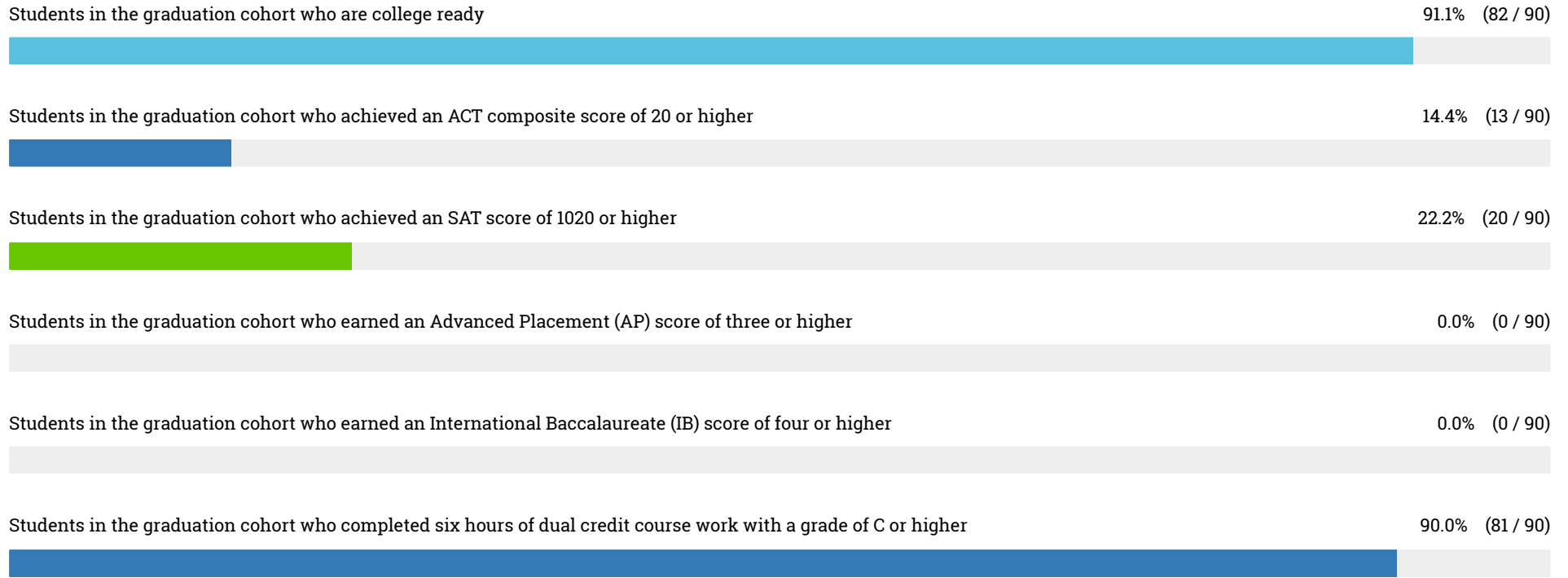
	Our School	Change from Last Year
Percentage of Students from prior year graduating class enrolled in a two- or four-year college or technical college pursuing an associates degree, certificate, or diploma in Fall following graduation	62.5	Down from 64.8
Number of students in the graduation cohort who have completed FAFSA forms	51	Up from 43
Percent of students in the graduation cohort completing college applications	100.0	N/A
Percent of students in the graduation cohort eligible for LIFE scholarship	58.9	N/A
Percent of students in the graduation cohort eligible for Palmetto Fellows scholarship	1.1	N/A

Career and Technical Education (CTE)

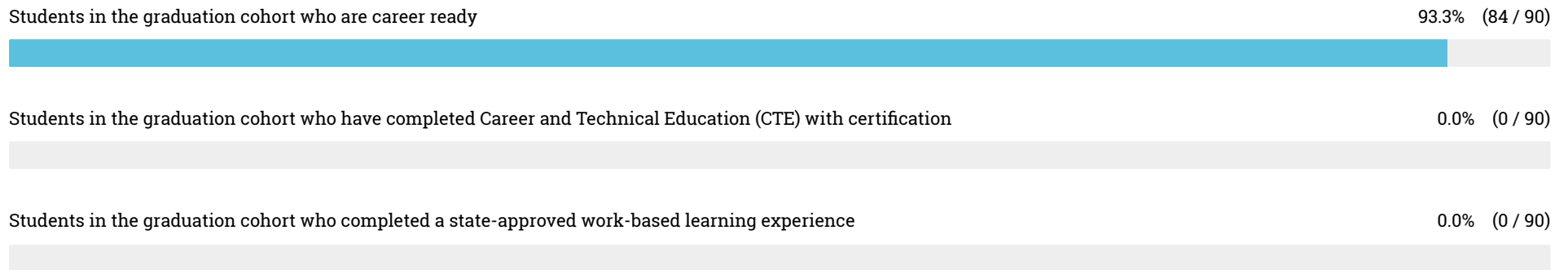
	Number
Students enrolled in CTE courses	138
CTE completers	Data N/A
Total students earning national or state credential	Data N/A
Industry Credentials earned by Career Cluster (A student may have earned multiple credentials)	
Agriculture Food and Natural Resources	Data N/A
Architecture & Construction	Data N/A
Arts, A/V Technology & Communications	Data N/A
Business Management & Administration	Data N/A
Education & Training	Data N/A
Finance	Data N/A
Government & Public Administration	Data N/A
Health Science	Data N/A
Hospitality & Tourism	Data N/A
Human Services	Data N/A
Information Technology	Data N/A
Law, Public Safety, Corrections & Security	Data N/A
Manufacturing	Data N/A
Marketing	Data N/A
Science, Technology, Engineering & Mathematics	Data N/A
Transportation, Distribution & Logistics	Data N/A
Other *	Data N/A

College and Career Readiness Details

College Ready



Career Ready



Students in the graduation cohort who earned a platinum, gold, or silver certificate on the career readiness assessment



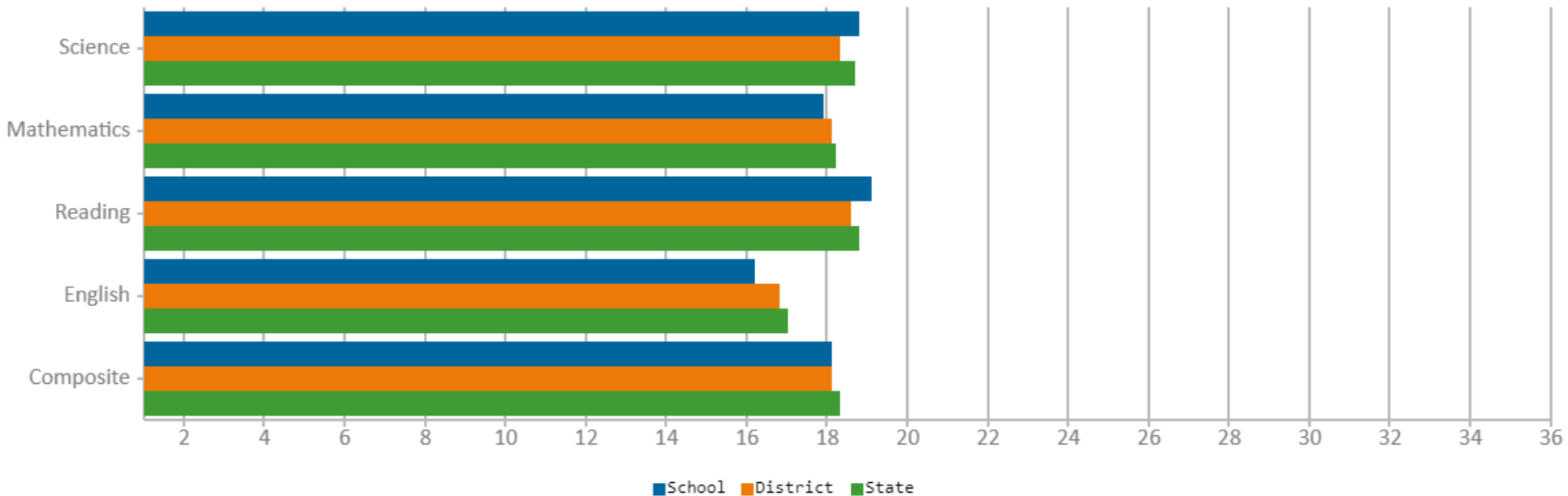
Students in the graduation cohort who took the ASVAB and scored 31 or higher

70.0% (63 / 90)

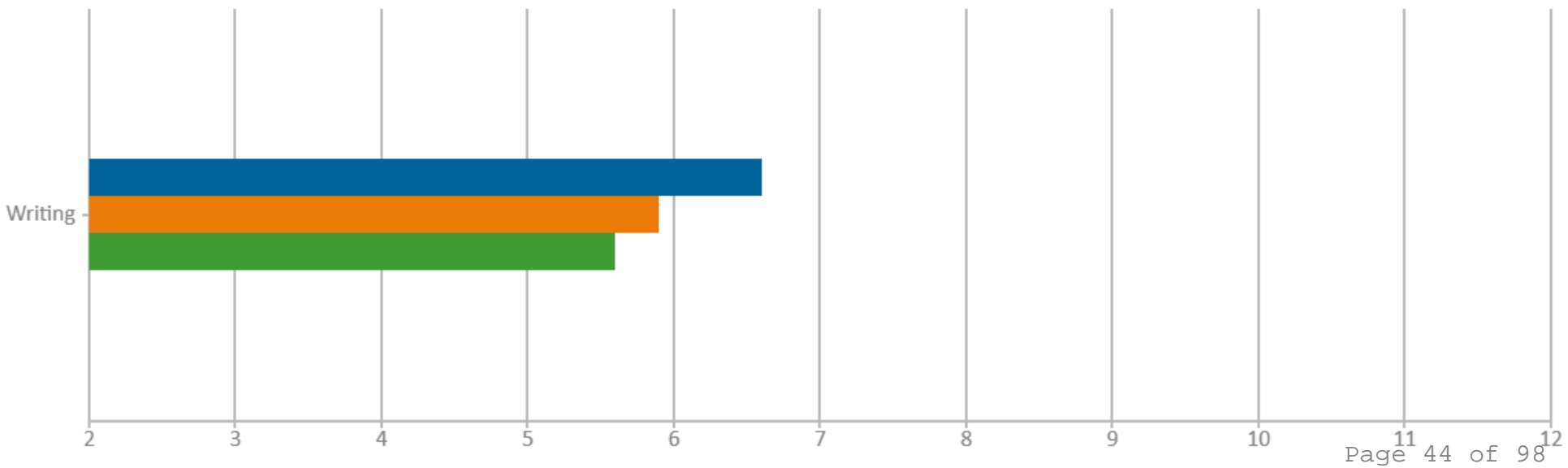


The ACT

Average ACT Score Achieved by Students During the 2020-2021 School Year



Average ACT Score Achieved by Students During the 2020-2021 School Year



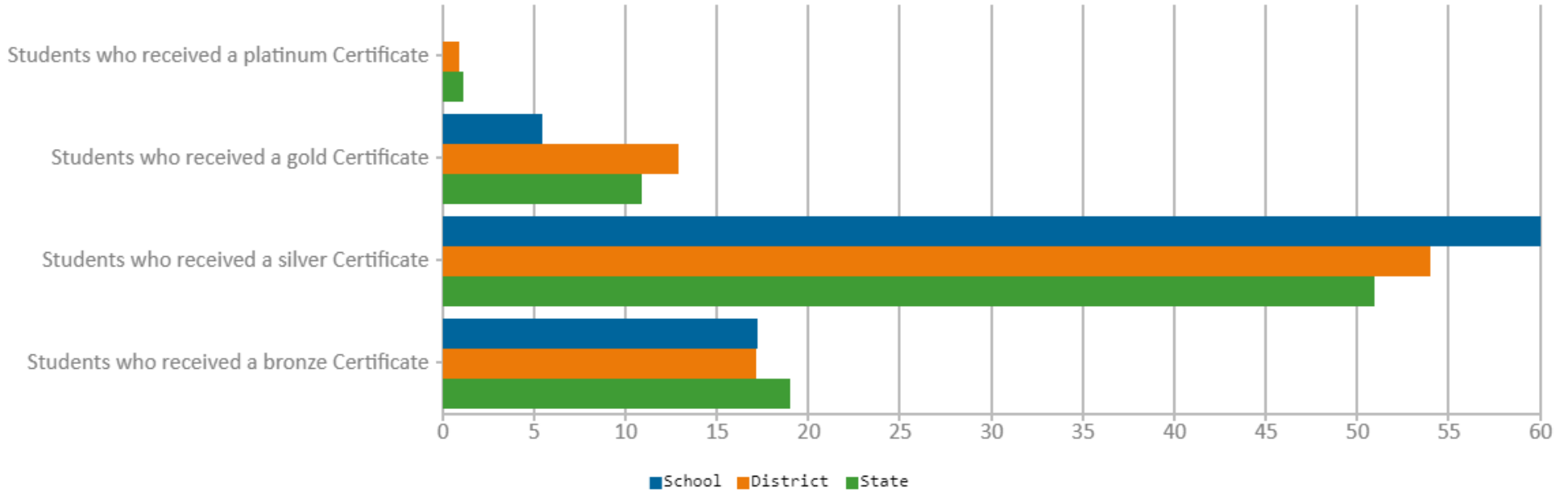
Percent of Students Meeting ACT College-Ready Benchmarks

English Benchmark Score: 18	Math Benchmark Score: 22	Reading Benchmark Score: 22	Science Benchmark Score: 23	All 4 Subjects
34.70	14.30	24.50	16.30	8.20

ACT® benchmarks are scores on the ACT subject-area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses. The ACT is a registered trademark of ACT, Inc.

Career Readiness Assessment

Percent of Students Earning Platinum, Gold, Silver, or Bronze Ready to Work (R2W) Certificate



Percent and Number of Students Taking Career Readiness Assessment and Earning Ready to Work (R2W) Certificate

	Total number of students who tested on all three tests.	Students who did NOT receive a Certificate		Students who DID receive a Certificate		Students who received a bronze Certificate		Students who received a silver Certificate		Students who received a gold Certificate		Students who received a platinum Certificate	
		%	N	%	N	%	N	%	N	%	N	%	N
Our School	93	4.3%	4	95.7%	89	17.2%	16	73.1%	68	5.4%	5	Data N/A	Data N/A
Our District	2948	15.1%	444	84.9%	2504	17.1%	504	54.0%	1592	12.9%	381	0.9%	27

Statewide	45012	18.1%	8162	81.9%	36850	19.0%	8533	50.9%	22928	10.9%	4910	1.1%	479
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Level score requirements for each certificate level

Certificate Level	Level Score Requirements	Certificate levels correspond to the skill requirements of profiled jobs in the ACT JobPro® database
Platinum	Minimum score of 6 on each of the three core subtests*	Indicates the skills required for approximately 99% of profiled jobs
Gold	Minimum score of 5 on each of the three core subtests*	Indicates the skills required for at least 93% of profiled jobs
Silver	Minimum score of 4 on each of the three core subtests*	Indicates the skills required for at least 69% of profiled jobs
Bronze	Minimum score of 3 on each of the three core subtests*	Indicates the skills required for at least 17% of profiled jobs

*The three core Career Readiness subtests are: Applied Mathematics, Reading for Information, and Locating Information.

Advanced Placement and International Baccalaureate®

Advanced Placement (AP) and International Baccalaureate (IB) are rigorous programs dedicated to educational excellence. AP and IB courses provide a challenging educational program that prepares students for selective universities and colleges. AP exams are scored on a scale of 1-5; IB exams are scored on a scale of 1-7.

	Advanced Placement	International Baccalaureate®
Percent of Exams with Passing Scores (: 3 OR higher/: 4 or higher)	Data N/A	Data N/A
Number of Students Taking Exam	Data N/A	Data N/A
Number of Exams Administered	Data N/A	Data N/A

Dual Enrollment

This measure provides the percentage of students (11th and 12th grade students) enrolled in dual credit / dual enrollment classes during the school year who obtain a grade that provides college credit (grade of C or better).

Number of students enrolled in Dual Enrollment Courses	148
Percent of students enrolled in Dual Enrollment Courses	95.5%
Percent of 11th/12th grade students who completed six hours of dual enrollment course work with a grade of C or higher	89.0%

The SAT

The SAT is a standardized test often used in the college admissions process. Its' aim is to assess the student's readiness for college. The current test consists of two 800 point sections testing Evidence-Based Reading and Writing (ERW) and Mathematics. The highest composite score on the SAT is 1600. Most students take the test, which is offered several times per year, during their junior or senior year of high school. The district and state averages are included for comparison. State averages for SAT data are based on regular public schools and do not include private schools in the state.

	Percent of Students Tested	Average Evidence-Based Reading and Writing Score	Average Math Score	Average Composite Score
Our School	69.3	492	490	982
Our District	56.3	524	505	1029
Statewide	46.4	524	504	1028

The highest composite score on the SAT is 1600. For each of the two sections of the test, the highest score is 800.

Note: The new SAT data (as of 2017) cannot be compared to that of previous years because the redesigned SAT is a different assessment using a different scale.

Note on missing data: On March 26, 2021, the U.S. Department of Education and due to COVID-19. The results displayed within this report card should not be compared to those of other years due to the testing limitations as a result of the pandemic. In addition, these results may be incomplete and may not be representative of the make-up of the State, district, or school population.

State Goals

Federal law requires that each state report card include long-term goals and measurements of interim progress for all students and defined subgroups of students. This section reports the long-term goals and performance of all students statewide. Information on subgroup performance may be found in the "" section on the main page.

State Goals	Baseline	Targets		Current Year	
	2017	2020	2026	2035	2021
Percent scoring level 2 or above - English/ELA - All Students	74.2%	79.5%	82.1%	90.0%	Data N/A
Percent scoring level 2 or above - Math - All Students	75.8%	79.5%	82.1%	90.0%	Data N/A
Percent scoring level 3 or above - English/ELA - All Students	43.2%	47.7%	56.6%	70.0%	Data N/A
Percent scoring level 3 or above - Math - All Students	46.0%	50.0%	58.0%	70.0%	Data N/A
Percent of Students Graduating On-Time* (All Students)	82.6%	83.8%	86.3%	90.0%	Data N/A
Percent of EL Students meeting 70% proficiency target	31.0%	37.4%	50.2%	70.0%	Data N/A

*On-time graduation means graduation within four years of the initial enrollment in High School.

State Goals Defined As:

90% of Students at Level 2 or higher on following state assessments

70% of Students at Level 3 or higher on following state assessments

Level	Elementary/Middle Schools English language arts (ELA) and Math Based on SC READY Results	High School End-of-Course Assessment in English language arts (English 1) and Math (Algebra 1)	SC ALT*
	Does Not Meet Expectations	F	Emerging
2	Approaches Expectations	D	Foundational
3	Meets Expectations	C	Increasing
	Exceeds Expectations	B	Applied
		A	

*SC ALT - is an alternate assessment that is developed to meet the needs of students with significant disabilities who cannot participate in the regular assessment even with appropriate accommodations.

Note on missing data: On March 26, 2021, the U.S. Department of Education and due to COVID-19. The results displayed within this report card should not be compared to those of other years due to the testing limitations as a result of the pandemic. In addition, these results may be incomplete and may not be representative of the make-up of the State, district, or school population.

Student Engagement

Additional Information

	Our School	Change from Last Year
Percent of Students (7th and 8th grade) enrolled in high school credit courses	N/AV	N/A
Percent of students served by gifted and talented program	0.0	No change
Percent of students retained	0.0	Down from 0.3
Principal's/Superintendent's/Director's years at school/district	1	Down from N/AV
Percent of classrooms with wireless access	100	N/A
Percent of students served by 1:1 learning	100	N/A
(Note: Data are from prior school year)	4.6	Down from 5.3
Percent of 8th Graders with Individual Graduation Plan (IGP)	N/AV	N/A

Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	Students	Parents
Number of surveys returned	19	75	71
Percent satisfied with learning environment	100.0%	88.0%	85.9%
Percent satisfied with social and physical environment	94.7%	85.4%	84.5%
Percent satisfied with school-home relations	100.0%	91.8%	69.1%

Classroom Environment

	Our School	Change from Last Year
Total Number of Teachers	22	No change
Teacher attendance rate	94.6	N/A
Average teacher salary	\$58,295	Down from \$59,272
Percent of teachers returning from previous year - current year	100.0	Up from 90
Percent of teachers returning from previous year - three year average	93.5	No change
Percent of teacher vacancies for more than 9 weeks	0.0	N/A
Prime instructional time	90.1	N/A
Student-teacher ratio in core subjects	23.0 to 1	N/A
Percent of inexperienced teachers teaching in core classes	9.1	Up from 0
Number of inexperienced teachers teaching in core classes	1	Up from 0
Percent of out-of-field teachers teaching in core classes	0.0	No change
Number of out-of-field teachers teaching in core classes	0	No change

ESSA regulations require states to post on their report cards information about teachers with emergency or provisional credentials. South Carolina does not award emergency or provisional credentials, thus that metric is not listed.

Student Safety

Evaluations By Parents	Percent Agree/Strongly Agree	Total Responses
"My child feels safe at school."	93.0	71
"My child's teachers and school staff prevent or stop bullying at school."	59.1	71
Evaluations By Teachers	Percent Agree/Strongly Agree	Total Responses
"I feel safe at my school before and after hours."	100.0	19
"The rules for behavior are enforced at my school."	94.8	19

Unsafe Incident Information as reported in the 2020-2021 Incident Management System (IMS)

	Number of Incidents
Have there been any incidents involving a firearm?	No
Was a homicide committed at your school?	No
Incidents of rape or attempted rape	0
Incidents of sexual assault (not rape)	0
Incidents of robbery w/ weapon	0
Incidents of robbery w/ firearm or explosive	0
Incidents of robbery w/out weapon	0
Incidents of physical attack w/ weapon	0
Incidents of physical attack w/ firearm or explosive	0
Incidents of physical attack w/out weapon	0
Incidents of threats of physical attack w/ weapon	0
Incidents of threats of physical attack w/ firearm or explosive	0
Incidents of threats of physical attack w/out weapon	0
Incidents of possession of firearm or explosive	0
Students with in-school suspensions	3
Students with out of school suspensions	15
Students expelled	0
School related arrests and referrals to law enforcement	0

	Number of Incidents
Incidents of bullying and harassment	0

NOTE: For additional information, visit the National Civil Rights Data Collection (CRDC) website here:

Financial Data

School level Financial Information

	Our School	Change from Prev Year
Average teacher salary	\$58,295	Down from \$59,272
Percent of expenditures for instruction	68.3	Down from 70.6
Percent of expenditures for teacher salaries	62.4	Up from 58
Average administrator salary	\$92,603	Down from \$94,284
Percent of students in poverty (TANF, Medicaid, SNAP, foster child, homeless or migrant)	76.6	Up from 74.5
Prior fiscal year State & Local Personnel Per Pupil Expenditure	\$8,879	Up from 7997
Prior fiscal year Federal Personnel Per Pupil Expenditure	\$357	Up from 306
Prior fiscal year State & Local Non-Personnel Per Pupil Expenditure	\$1,235	Down from 1284
Prior fiscal year Federal Non-Personnel Per Pupil Expenditure	\$268	Down from 273
Prior fiscal year Total State & Local Per Pupil Expenditure	\$10,114	Up from 9281
Prior fiscal year Total Federal Per Pupil Expenditure	\$625	Up from 579
Prior fiscal year Total Per Pupil Expenditure	\$10,739	Up from 9860

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.	Based on our data analysis, we recognize the need to create a strategic plan to address our deficits on the End of Course assessments for Biology I, Algebra I, English II, and US History. Our students continue to have passage rates in the high 80's on the English II EOC, an area of strength for our students. The ACT scores have continued to decrease since the state implementation of the ACT testing during the school day. Because of the decline in the scores since the state implementation, we have been creative in meeting the needs of the students and making sure all students are better prepared. We are preparing our students earlier, in every class, and completing mock tests on multiple occasions. We will specifically focus on opportunities to implement AVID WICOR (writing, inquiry, collaboration, organization, and reading) strategies in all content areas. The data will be monitored by the school leadership team and shared with teachers to best support student achievement in the classroom and foster continual progress toward the successful completion of the identified goals. Students in need of additional learning support will have access to support through AVID and the after-school tutoring program.
Teacher/Administrator Quality	
2.	Overall, HCS Early College High School has excellent teachers and administrator quality. Our teachers stay with us unless they retire or choose to move out of the area. Administration works hard to maintain a culture of high morale to retain high quality teachers and support staff. The school leadership team is reflective and creates leadership opportunities to promote professional growth for teachers. We will continue to share information that will allow teachers to take advantage of the opportunities to earn advanced degrees.
School Climate	
3.	The primary focus of HCS Early College High School is college preparation and career development. AVID is our program of strength and continues to be important for the purpose of ECHS. AVID aligns with the college and career readiness standards. According to the Parent and Student Satisfaction Survey, 85.9% of parents and 88% of students were satisfied with the Learning Environment, and 69.1% of parents were satisfied with Home and School Relations. To increase communication, we will continue to share school updates with parents and students via a biweekly newsletter. Teachers sent a welcome email with contact and login information for their Google Classroom to students and parents. Parents are also able to join the Google Classrooms. It is our school policy to return all emails and phone calls within a 24-hour period. The school leadership team will continue to work with our staff to increase and improve home to school communication and participation. We understand the need to provide our students with a positive learning environment.

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 Survey of Parents percentage who express "agree" or "strongly agree" satisfaction with the Learning Environment.	85.9	Projected Data: 86.7	87.5	88.3	89.1	90
Spring State Survey of Students; percentage who express "agree" or "strongly agree" satisfaction with the satisfaction with the Learning Environment .	88	Projected Data: 88.4	88.8	89.2	89.6	90
Spring State Survey of Teachers ; percentage who express "agree" or "strongly agree" satisfaction with the satisfaction with the Learning Environment.	100	Projected Data: 100	100	100	100	100
Spring State Survey of Parents percentage who express "agree" or "strongly agree" satisfaction with the Social and Physical Environment.	84.5	Projected Data: 85.2	85.9	86.6	87.3	88
Spring State Survey of Students percentage who express "agree" or "strongly agree" satisfaction with the Social and Physical Environment.	85.4	Projected Data: 86.1	86.8	87.5	88.2	89
Spring State Survey of Teachers percentage who express "agree" or "strongly agree" satisfaction with the Social and Physical Environment.	94.7	Projected Data: 94.9	95.1	95.3	95.5	96
Spring State Survey of Parents percentage who express "agree" or "strongly agree" satisfaction with the School-Home Relations.	69.1	Projected Data: 69.9	70.7	71.5	72.3	73

Spring State Survey of Students percentage who express "agree" or "strongly agree" satisfaction with the School-Home Relations.	91.8	Projected Data: 92.2	92.6	93	93.4	94
Spring State Survey of Teachers percentage who express "agree" or "strongly agree" satisfaction with the School-Home Relations.	100	Projected Data: 100	100	100	100	100

Action Plan

Strategy #1: Strategy 1: 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.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
<p>1. -Explain to the teachers, students, and parents the importance of the survey and how it is used.</p> <p>-During AVID Family Nights in the fall and spring, we will discuss with parents and students the components of the survey, the importance of the survey, and walk them through the components of the survey.</p> <p>-Place a reminder in the newsletter to let parents know the survey is coming in the fall and spring.</p> <p>-Post it on the website with a screencast explaining the components of the survey.</p>	<p>August '22 – June '27</p> <p>Yearly</p> <p>September</p> <p>November</p> <p>Monthly</p> <p>Yearly</p>	<p>Administration, Instructional Coach, Guidance Counselor, All Teachers, and Media Specialist</p>	<p>\$1000</p>	<p>District and School</p>	<p>-AVID Family Night agendas</p> <p>-Copies of the newsletter and website screenshots</p> <p>-Screencasts explaining the importance of the survey and how to take it</p>
<p>2. -Post all jobs through Applitrack in a timely manner</p> <p>-Inform the staff of job postings, so they can recruit other qualified colleagues.</p> <p>-Attend job recruitment fairs.</p> <p>-Principal and staff will continue to serve on teacher recruitment committees as requested.</p>	<p>August '22 – June '27 As needed</p> <p>As needed</p> <p>Yearly</p> <p>As needed</p>	<p>Administration</p>	<p>NA</p>	<p>District and School</p>	<p>-Applitrack job postings</p> <p>-Job recruitment fair materials</p>
<p>3. -The Rehabilitative Behavioral Health Specialist supports select recommended students with weekly sessions and strategies. She follows up with their classes throughout the year to gauge progress. We will continue to recommend students as needed and monitor their progress.</p> <p>-Every student is assigned a teacher advocate and peer cohort group who meets weekly to reflect on grades, work as a team in challenges, grow as a family, and learn more about various cultures and backgrounds. We will continue to become more inclusive as the curriculum develops.</p>	<p>August '22– June '27</p> <p>Weekly/Daily</p> <p>Weekly</p> <p>Yearly</p> <p>Daily</p>	<p>Administration, Guidance Counselors, and All teachers</p>	<p>\$500</p>	<p>School</p>	<p>-Advisory rosters and lesson plans</p> <p>-Red Ribbon Week agendas</p> <p>-Counseling schedules</p>

<p>-Annually, the guidance counselors sponsor Red Ribbon Week with activities focusing on positive decision-making. The culminating activity is a team building field day where students can see the fun in healthy decisions. We will continue this process and modify it based upon student input.</p> <p>-Guidance and administration also provide individual and group counseling and support sessions as needed.</p>					
<p>4. -Document our students' postsecondary goals and follow up with them the following semester.</p> <p>-Utilize the college freshmen reporting provided by the state.</p> <p>-Track students through various methods until college graduation or entry-level career entrance</p> <p>-Alumni often return to update us and some return as AVID coaches working in the AVID classrooms.</p>	<p>August '22 – June '27 Yearly/Semester Yearly Daily Daily</p>	<p>Administration, Guidance Counselors, and AVID Teachers</p>	<p>\$4000</p>	<p>District and School</p>	<p>-IGP meeting schedules and results -Tallo tracking data -College freshmen state report --AVID Coaches</p>
<p>5. -100% of HCS Safe Schools Training</p> <p>-Custodians attend the annual maintenance training.</p> <p>-ECHS hosts the annual cafeteria training, and our cafeteria staff attends that training.</p> <p>-Accountant attends the annual data quality training and attendance training.</p> <p>-Our school nurse attends the annual three days of training.</p> <p>-Guidance secretary works over the summer with the guidance counselors to receive training for the new school year.</p>	<p>August '22– June '27 Yearly Yearly Yearly Yearly Yearly</p>	<p>Administration and Support Staff</p>	<p>\$1000</p>	<p>District and School</p>	<p>-Safe Schools training completion report -HCS training documentation and session matrix</p>
<p>6. -Assistant principal attends all training where time is allowed to work safety plans.</p> <p>-Safety plans are updated at the beginning of the year and throughout the year and as needed.</p> <p>-Monthly fire drills and other drills as mandated</p> <p>-All teachers have and were trained on the emergency plans</p> <p>-Crisis Management Plan is updated and easily accessible</p> <p>-Administrators are always on duty during lunch and the change of classes.</p> <p>-Check exterior doors and keep classroom doors locked.</p> <p>-Security entrance system is used daily</p> <p>-Call system to unlock doors for visitors</p> <p>-Campus security alerts on phones in every room, and campus alert machines are across campus</p> <p>-Teachers do morning and afternoon duties in the bus</p>	<p>August '22 – June '27 As directed Yearly/ as needed Monthly Yearly Yearly Daily Constantly Daily Daily Daily Daily As needed Checked yearly</p>	<p>District and School</p>	<p>NA</p>	<p>Administration, Crisis Management Team, and Campus Police</p>	<p>-Crisis Management plan, training agenda, and sign-in sheets -Evacuation routes map -Campus security information -Emergency sub plans</p>

area, lobby, and cafeteria to welcome students and make them feel safe -Random security checks of bags and purses. -Updated school inspection report. -Help call buttons at the top of the staircase -Evacuation plan posted in each classroom	Daily				
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Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	ENGLISH LANGUAGE ARTS: By 2027... Students will demonstrate the necessary English Language Arts knowledge and skills in order to excel at the next level and be college- and/or career-ready as measured by standardized assessments. Interim Performance Goal: The annual benchmark percentages will be met. 99% of 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	85.9	Projected Data: 86.7	87.5	88.3	89.1	90

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
<p>1. •All teachers are a member of the Data Team and share in the data.</p> <ul style="list-style-type: none"> •Review the previous year data (at the beginning of each semester) •Teachers were involved in the development of the items to improve. •Review the benchmark scores for each testing given. •Keep a database with all students' scores. •Implement AVID strategies in all classes, concentrating on the writing and reading strategies. •Implement high-yield English II instructional strategies and Digital Content. <p>*Participate in district and school-level ECO collaboration sessions.</p>	<p>August '22 – June '27 Yearly August '22 & Jan '27 September, December, and April August '22 – June '27 Yearly Daily</p>	<p>Administration, Instructional Coach, English Department, AVID Teachers, English Learning Specialist</p>	<p>\$3000</p>	<p>District</p>	<ul style="list-style-type: none"> -benchmark data -EOC data -Classroom Walk Throughs data indicating AVID strategies used in classrooms -Lesson plans indicating high-yield instructional strategies and AVID strategies
<p>2. •All teachers are involved in a data meeting analyzing the testing data to address the learning needs of students.</p> <ul style="list-style-type: none"> •Students are given personalized support through their AVID class with coaches and AVID teachers. •The use of USATestprep and Common Lit is embedded into the English class and AVID class. <p>*All students will complete two English II benchmarks during the course.</p>	<p>August '22 – June '27 September, December, and April September, December, and April Daily or Every other day</p>	<p>Administration, Instructional Coach, Special Education Teacher, and AVID Teachers</p>	<p>\$1500</p>	<p>District and School</p>	<ul style="list-style-type: none"> -Data showing students performing below grade level -Individual action plans to help students improve through AVID coaching sessions

<p>3. •All teachers are trained in effective strategies for ESOL students by the ESOL teachers. •All teachers will complete Sheltered Instruction training. •The ESOL teacher teaches with the push-in model through the AVID classes to provide support to the students directly with their content classes.</p>	<p>August '22– June '27 Yearly Yearly</p>	<p>Administration, Instructional Coach, and ESOL Teacher</p>	<p>NA</p>	<p>District</p>	<p>-Individual learning plans distributed to the appropriate teachers -Evidence of the ESOL teacher planning with AVID teachers</p>
<p>4. •All teachers attend monthly training with the district Digital Integration Specialist focusing on effective use of technology within the classroom. •All teachers participate in a peer classroom blended learning walkthrough to analyze the effectiveness of technology in each class. •The school media specialist co-teaches technology lessons with content area teachers by request.</p>	<p>August '22 – June '27 Monthly Twice in a Year Weekly</p>	<p>Administration, Instructional Coach, Media Specialist, Digital Integration Specialist</p>	<p>NA</p>	<p>District and School</p>	<p>-Digital integration professional development plan - Classroom Walk Throughs data indicating implementation of learned strategies -Teacher lesson plans indicating technology usage</p>
<p>5. •Engagement structures, specifically in small group teacher-led instruction •Inquiry-based, project-based, and investigative teaching •School-wide strategies in writing, inquiry, collaboration, organization, and reading.</p>	<p>August '22 – June '27 Yearly Daily Daily</p>	<p>Administration and Instructional Coach</p>	<p>\$4000</p>	<p>District and School</p>	<p>-Digital integration professional development plan -AVID site team plan -Read to Succeed plan -SRP Professional Development Plan</p>
<p>6. •AVID Family Night meetings are held twice a year with sessions on how to help students perform well. •All parents in grades 9 and 10 attend student-led conferences. •All parents are invited to attend Junior Exhibitions for grade 11. •All students will use Tallo to track exemplar work in all classes. •All parents are encouraged to use PowerSchool to review the students' grades. •Parents are all sent a syllabus at the beginning of each semester.</p>	<p>August '22 – June '27 September & February October March Yearly</p>	<p>Administration, Instructional Coach, Guidance Counselor, and AVID Teachers</p>	<p>\$3000</p>	<p>District</p>	<p>-AVID Family Night agendas and planning minutes AVID Family Night sign-in sheets -Student-led conference planning guides -Student-led conference schoolwide sign-up sheets -Junior exhibition planning guides -Junior exhibition parent invitations and sign-in sheets -STEM Premiere tracking data</p>
<p>7. •Work with DIS monthly to develop lessons to develop and implement lessons that foster creation and collaboration. •Work with AVID teachers to teach ALL students about self-direction, work ethic, collaboration, perseverance, and critical thinking/ problem solving. •The guidance counselor meets with each student to ensure that students are meeting the requirements to be SC graduate, as needed and at least once a year during the IGP.</p>	<p>August '22 – June '27 Monthly Daily Yearly Yearly and throughout the year</p>	<p>Administration, Instructional Coach, Guidance Counselors, and All Teachers</p>	<p>\$6500</p>	<p>District</p>	<p>-Digital integration professional development plan -AVID site team plan -Read to Succeed plan -SRP Professional Development Plan -Data review plan -Monthly staff meetings</p>

•Each student is assigned a PDL and a Google account to allow them to use communication, access to information, and appropriate media literacy.					
8. •Each student signs an individual academic contract thus increasing ownership for their learning. •Every Friday, students meet with their advisory, during which they discuss grades, community service/ service learning, and issues in academic classes. •Teachers will routinely use AVID strategies to engage students in the inquiry process and collaboration process. •Teachers will receive voluntary training on Kagan strategies to compliment AVID.	August '22 – June '27 Yearly Weekly Weekly Yearly	Administration, Instructional Coach, and All Teachers	NA	District and School	-Share Kagan training dates -Monitor AVID strategy usage -Create schoolwide advisory lesson plans to ensure all teachers are engaging -AVID contract documentation
9. •Schedule intervention classes and other supplementary methods, which include consultation with special education teacher, after-school tutoring, and consultation with the ESOL teacher. •Advisor teachers and administration review grades after each quarter •Encourage all parents to use PowerSchool to check student grades.	August '22 – June '27 Semester Quarterly Yearly	Administration, Instructional Coach, and All Teachers	NA	District	-Individualized Education Program plans, 504 plans, and Individualized Learning Plans provided to the appropriate teachers -Provide PowerParent login information to all parents -AVID Alert conference data

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	MATHEMATICS: By 2027... Students will demonstrate the necessary mathematics knowledge and skills in order to excel at the next level and be college- and/or career-ready as measured by standardized assessments. Interim Performance Goal: The annual benchmark percentages will be met. 65% of students will score a “C” or higher on the Algebra 1 EOCEP.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Algebra I EOCEP data from SC Report Card	21.4	Projected Data: 30.4	39.4	48.4	57.4	66

Action Plan

Strategy #1: Implement SC College and Career-Ready Standards in order to improve student achievement in mathematics.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
<p>1. •All teachers are a member of the data team and share in the data.</p> <p>•At the beginning of each semester, review the previous year’s data.</p> <p>•Teachers were involved in the development of the items to improve.</p> <p>•Review assessment scores looking for trends and patterns in achievement.</p> <p>•Keep a database with all students’ scores from grades 9th - 12th.</p> <p>•Implement AVID strategies in all classes, concentrating on the inquiry and collaboration strategies.</p> <p>•Implement and digital content.</p>	<p>August ‘22 – June ‘27</p> <p>Yearly</p> <p>Bi Yearly</p> <p>Yearly</p> <p>September, December, and April</p> <p>Yearly</p> <p>Yearly</p>	<p>Administration, Instructional Coach, Math Department, and Math Learning Specialist</p>	\$3000	District and School	<p>-Common Assessment data</p> <p>-EOC data</p> <p>- Classroom Walk Throughs data indicating AVID strategies used in classrooms</p> <p>-Lesson plans indicating blended learning and AVID strategies</p>
<p>2. •All teachers are involved in a data meeting analyzing the data to address the learning needs of students.</p> <p>•Students are given personalized support through their AVID class with coaches and AVID teachers.</p>	<p>August ‘22 – June ‘27</p> <p>September, December, and April</p> <p>Quarterly</p>	<p>Administration, Instructional Coach, AVID Teachers and Special Education Teacher</p>	\$1000	District and School	<p>-Data showing students performing below grade level</p> <p>-individual action plans to help students improve through AVID coaching sessions</p>
<p>3. •All teachers are trained in effective strategies for ESOL students by the ESOL teachers.</p> <p>•The ESOL teacher teaches with the push-in model through the AVID classes to provide support to the students directly with their content classes.</p> <p>•The use of digital content programs such as USATestprep, Khan Academy, and IXL is embedded into math and AVID classes.</p>	<p>August ‘22 – June ‘27</p> <p>Yearly</p> <p>Yearly</p>	<p>Administration, Instructional Coach, AVID Teachers and ESOL Teacher</p>	\$3000	District and School	<p>-Individual learning plans distributed to the appropriate teachers</p> <p>-Evidence of the ESOL teacher planning with AVID teachers</p>

<p>4. •All teachers attend monthly training with the district Digital Integration Specialist focusing on effective use of technology within the classroom.</p> <p>•All teachers participate in a peer classroom blended learning walkthrough to analyze the effectiveness of technology in each class.</p> <p>•The school media specialist co-teaches technology lessons with content area teachers by request.</p>	<p>August '22 – June '27 Monthly Bi-Yearly</p>	<p>Administration, Instructional Coach, Media Specialist, District Digital Integration Specialist</p>	<p>NA</p>	<p>District and School</p>	<p>-Individual learning plans distributed to the appropriate teachers -Evidence of the ESOL teacher planning with AVID teachers -Digital integration professional development plan - Classroom Walk Throughs data indicating implementation of learned strategies -Teacher lesson plans indicating technology usage</p>
<p>5. •Incorporate engagement structures, specifically in small group teacher-led instruction in class.</p> <p>•Implement inquiry-based, project-based, and investigative teaching.</p> <p>•Utilize school-wide strategies in writing, inquiry, collaboration, organization, and reading.</p>	<p>August '22 - June '27</p>	<p>Administration and Instructional Coach</p>	<p>\$1500</p>	<p>District</p>	<p>-Digital integration professional development plan -AVID site team plan -Read to Succeed plan -SRP Professional Development Plan</p>
<p>6. •AVID Family Night meetings are held twice a year with sessions on how to help students perform well.</p> <p>•All parents in grades 9 and 10 attend student-led conferences.</p> <p>•All parents are invited to attend Junior Exhibitions for grade 11.</p> <p>•All parents, grades 9-12, are invited to use Tallo with their students to track exemplar work in Algebra.</p> <p>•All parents are encouraged to use PowerSchool to review the students' grades.</p> <p>•Parents are all sent a syllabus at the beginning of each semester</p>	<p>August '22 – June '27 September and February- Yearly October – Yearly March – Yearly Yearly</p>	<p>Administration and Instructional Coach Administration, Instructional Coach, AVID Teachers, and Guidance Counselor</p>	<p>\$4000</p>	<p>District and School</p>	<p>-AVID Family Night agendas and planning minutes AVID Family Night sign-in sheets -Student-led conference planning guides -Student-led conference schoolwide sign-up sheets -Junior exhibition planning guides -Junior exhibition parent invitations and sign-in sheets -STEM Premiere tracking data</p>
<p>7. •Work with DIS monthly to develop lessons to develop and implement lessons that foster creation and collaboration.</p> <p>•Work with AVID teachers to teach all students about self-direction, work ethic, collaboration, perseverance, and critical thinking/ problem solving.</p> <p>•The guidance counselor meets with each student to ensure that students are meeting the requirements to be SC graduate.</p> <p>•Each student is assigned a PDL and a Google account to allow them to use communication, access</p>	<p>August '22 – June '27 Monthly Ongoing Yearly Yearly Yearly Daily Yearly Yearly Yearly</p>	<p>Administration, Instructional Coach, All Teachers, and Guidance Counselor</p>	<p>\$3000</p>	<p>District and School</p>	<p>-Digital integration professional development plan -AVID site team plan -Read to Succeed plan -SRP Professional Development Plan -Data review plan -Monthly staff meetings</p>

<p>to information, and appropriate media literacy.</p> <ul style="list-style-type: none"> •PSAT, SAT, ACT, and other college readiness testing •Teachers use the SC Career and College Readiness Standards •Each student will complete the Tallo Account and use this to promote themselves to colleges and/or a career choice. •As a staff continue to research the best strategies to prepare students for college and/or career. •Teachers monitor the 12th grade SAT/ACT scores and request SAT/ACT consultation as needed. 					
<p>8. •Each student signs an individual academic contract thus increasing ownership for their learning.</p> <ul style="list-style-type: none"> •Every Friday, students meet with their advisory, during which they discuss grades, community service/ service learning, and issues in academic classes. •Teachers will routinely use AVID strategies to engage students in the inquiry and collaboration process. •Teachers will receive voluntary training on Kagan strategies to compliment AVID. 	<p>August '22 – June '27</p> <p>Yearly</p> <p>Weekly</p> <p>Weekly</p> <p>Yearly</p>	<p>Administration, Instructional Coach, and All Teachers</p>	<p>\$5000</p>	<p>District and School</p>	<ul style="list-style-type: none"> -Share Kagan training dates -Monitor AVID strategy usage -Create schoolwide advisory lesson plans to ensure all teachers are engaging -AVID contract documentation
<p>9. •Schedule intervention classes and other supplementary methods, which include consultation with special education and ESOL teachers and after-school tutoring.</p> <ul style="list-style-type: none"> •Advisory teachers and administration review grades after each quarter •Encourage all parents to use PowerSchool to check student grades. 	<p>August '22 – June '27</p> <p>Semesters</p> <p>Quarterly</p> <p>During all newsletters and school events</p>	<p>Administration, Instructional Coach, and All Teachers</p>	<p>NA</p>	<p>District and School</p>	<ul style="list-style-type: none"> -Individualized Education Program plans, 504 plans, and Individualized Learning Plans provided to the appropriate teachers -Provide PowerParent login information to all parents -AVID Alert conference 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. 70% of students will score a C or higher on the Biology I EOCEP.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Biology I EOCEP data from SC Report Card	57.5	Projected Data: 60	62.5	65	67.5	70

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
<p>1. •All teachers are a member of the data team and share in the data.</p> <p>•At the beginning of each semester, review the previous year’s data.</p> <p>•Teacher input in the development of items to improve.</p> <p>•Review assessment scores looking for trends and patterns in achievement.</p> <p>•Maintain a database with all students’ scores from grades 9th - 12th.</p> <p>•Implement AVID strategies in all classes concentrating on W (Writing) I (Inquiry) C (Collaboration) O (Organization) R (Reading) strategies</p> <p>•Implement high-yield instructional strategies and digital content.</p>	<p>August ‘22 – June ‘27 Yearly August ‘19 & Jan. ‘20 Quarterly Daily Daily Daily</p>	<p>Administration, Instructional Coach, Science Department, and Science Learning Specialist</p>	\$3000	District and School	<p>-Common Assessment data -EOC data -Classroom Walk Throughs data indicating AVID strategies used in classrooms -Lesson plans indicating high-yield instructional strategies and AVID strategies</p>
<p>2. •All teachers are involved in data analysis meetings to address the learning needs of students.</p> <p>•Students are given personalized support through their AVID class with coaches and AVID teachers.</p>	<p>August ‘22 – June ‘27 September Bi-Yearly Daily</p>	<p>Administration, Instructional Coach, AVID Teachers, and Special Education Teacher</p>	\$4000	District and School	<p>-Data showing students performing below grade level -individual action plans to help students improve through AVID coaching sessions -AVID Coaches</p>
<p>3. •All teachers are trained in effective strategies for ESOL students by ESOL teachers.</p> <p>•The ESOL teacher teaches with the push-in model through the AVID classes to provide support to the students directly with their content classes.</p>	<p>August ‘22 – June ‘27 Yearly Yearly</p>	<p>Administration, Instructional Coach, AVID Teachers and ESOL Teacher</p>	NA	District and School	<p>-Individual learning plans distributed to the appropriate teachers -Evidence of the ESOL teacher planning with AVID teachers</p>

<p>4. •All teachers attend monthly training with the district Digital Integration Specialist focusing on effective use of technology within the classroom.</p> <p>•All teachers participate in a peer classroom blended learning walkthrough to analyze the effectiveness of technology in each class.</p> <p>•The school media specialist co-teaches technology lessons with content area teachers by request.</p>	<p>August '22 – June '27 Monthly Bi-Yearly Daily or as requested</p>	<p>Administration, Instructional Coach, Media Specialist, District Digital Integration Specialist</p>	<p>NA</p>	<p>District and School</p>	<p>-Digital integration professional development plan -Classroom Walkthroughs data indicating implementation of learned strategies -Teacher lesson plans indicating technology usage</p>
<p>5. •Incorporate in class engagement strategies specifically in small group teacher-led instruction.</p> <p>•Implement inquiry-based, project-based, and investigative teaching.</p> <p>•Utilize school-wide strategies in writing, inquiry, collaboration, organization, and reading.</p>	<p>August '22 – June '27 Daily</p>	<p>Administration and Instructional Coach</p>	<p>\$1000</p>	<p>District and School</p>	<p>-Digital integration professional development plan -AVID site team plan -Read to Succeed plan -SRP Professional Development Plan</p>
<p>6. •AVID Family Night meetings are held twice a year with sessions on how to help students perform well.</p> <p>•All parents in grades 9 and 10 attend student-led conferences.</p> <p>•All parents are invited to attend Junior Exhibitions for grade 11.</p> <p>•All parents, grades 9-12, are invited to be a part of Tallo with their students to track exemplar work in Algebra.</p> <p>•All parents are encouraged to use PowerSchool to review the students' grades.</p> <p>•Parents are all sent a syllabus at the beginning of each semester.</p>	<p>August '22 – June '27 September and February- Yearly October – Yearly March – Yearly Yearly</p>	<p>Administration, Instructional Coach, AVID Teachers, and Guidance Counselor</p>	<p>\$4000</p>	<p>School</p>	<p>-AVID Family Night agendas and planning minutes AVID Family Night sign-in sheets</p> <p>-Student-led conference planning guides -Student-led conference schoolwide sign-up sheets -Junior exhibition planning guides -Junior exhibition parent invitations and sign-in sheets -Tallo tracking data</p>
<p>7. •Work with DIS monthly to develop lessons to develop and implement lessons that foster creation and collaboration.</p> <p>•Work with AVID teachers to teach all students about self-direction, work ethic, collaboration, perseverance, and critical thinking/ problem solving.</p> <p>•The guidance counselor meets with each student to ensure that students are meeting the requirements to be SC graduate.</p> <p>•Each student is assigned a PDL and a Google account to allow them to use communication, access to information, and appropriate media literacy.</p>	<p>August '22 – June '27 Monthly Daily Yearly Yearly</p>	<p>Administration, Instructional Coach, All Teachers, and Guidance Counselor</p>	<p>\$6000</p>	<p>District and School</p>	<p>-Digital integration professional development plan -AVID site team plan -Read to Succeed plan -SRP Professional Development Plan -Data review plan -Monthly staff meetings</p>

<p>8. •Each student signs an individual academic contract thus increasing ownership for their learning.</p> <p>•Every Friday, students meet with their advisory, during which they discuss grades, community service/ service learning, and issues in academic classes.</p> <p>•Teachers will routinely use AVID strategies to engage students in the inquiry and collaboration process.</p> <p>•Teachers will receive voluntary training on Kagan strategies to compliment AVID.</p>	<p>August '22 – June '27</p> <p>Yearly</p> <p>Weekly</p> <p>Weekly</p> <p>Yearly</p>	<p>Administration, Instructional Coach, and All Teachers</p>	<p>\$3000</p>	<p>School</p>	<p>-Share Kagan training dates</p> <p>-Monitor AVID strategy usage</p> <p>-Create schoolwide advisory lesson plans to ensure all teachers are engaging</p> <p>-AVID contract documentation</p>
<p>9. •Schedule intervention classes and other supplementary methods, which include consultation with special education and ESOL teachers and after-school tutoring.</p> <p>•Advisory teachers and administration review grades after each quarter</p> <p>•Encourage all parents to use PowerSchool to check student grades.</p>	<p>August '22 – June '27</p> <p>Each Semester</p> <p>Quarterly</p> <p>Yearly, in newsletters, and at events</p>	<p>Administration, Instructional Coach, and All Teachers</p>	<p>NA</p>	<p>District and School</p>	<p>-Individualized Education Program plans, 504 plans, and Individualized Learning Plans provided to the appropriate teachers</p> <p>-Provide PowerParent login information to all parents</p> <p>-AVID Alert conference data</p>

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. 65% 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
US History and Constitution EOCEP data from SC Report Card	25.6	Projected Data: 33.6	41.6	49.6	57.6	65.6

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
<p>1. •All teachers are a member of the data team and share in the data.</p> <p>•At the beginning of each semester, review the previous year’s data.</p> <p>•Teacher input in the development of items to improve.</p> <p>•Review assessment scores looking for trends and patterns in achievement.</p> <p>•Maintain a database with all students’ scores from grades 9th - 12th.</p> <p>•Implement AVID strategies in all classes concentrating on</p> <p>W (Writing)</p> <p>I (Inquiry)</p> <p>C (Collaboration)</p> <p>O (Organization)</p> <p>R (Reading) strategies</p> <p>•Implement high-yield instructional strategies and digital content.</p>	<p>August ‘22 – June ‘27</p> <p>Yearly</p> <p>August & January</p> <p>Bi-Yearly</p> <p>Daily</p>	<p>Administration, Instructional Coach, Social Studies Department, and Social Studies Learning Specialist</p>	\$3000	School	<p>-Common Assessment data</p> <p>-EOC data</p> <p>-Classroom Walkthroughs data indicating AVID strategies used in classrooms</p> <p>-Lesson plans indicating blended learning and AVID strategies</p>
<p>2. •All teachers are involved in data analysis meetings to address the learning needs of students.</p> <p>•Students are given personalized support through their AVID class with coaches and AVID teachers.</p>	<p>August ‘22 – June ‘27</p> <p>September, December, April</p> <p>Bi-Yearly</p> <p>Daily</p>	<p>Administration, Instructional Coach, AVID Teachers and Special Education Teacher</p>	\$4000	District and School	<p>- Data showing students performing below grade level</p> <p>-Individual action plans to help students improve through AVID coaching sessions</p> <p>-AVID Coaches</p>

<p>3. •All teachers are trained in effective strategies for ESOL students by ESOL teachers. •The ESOL teacher teaches with the push-in model through the AVID classes to provide support to the students directly with their content classes.</p>	<p>August '22 – June '27 Yearly Weekly</p>	<p>Administration, Instructional Coach, AVID Teachers and ESOL Teacher</p>	<p>NA</p>	<p>District</p>	<p>-Individual learning plans distributed to the appropriate teachers -Evidence of the ESOL teacher planning with AVID teachers</p>
<p>4. •All teachers attend monthly training with the district Digital Integration Specialist focusing on effective use of technology within the classroom. •All teachers participate in peer classroom blended learning walkthroughs to analyze the effectiveness of technology in each class. •The school media specialist co-teaches technology lessons with content area teachers by request.</p>	<p>August '22 – June '27 Monthly Quarterly Daily and as requested</p>	<p>Administration, Instructional Coach, Media Specialist, District Digital Integration Specialist</p>	<p>NA</p>	<p>District and School</p>	<p>-Digital integration professional development plan -Classroom Walk Throughs data indicating implementation of learned strategies -Teacher lesson plans indicating technology usage</p>
<p>5. •Incorporate technology-enhanced, specifically the small group teacher-led instruction, in class. •Implement inquiry-based, project-based, and investigative teaching. •Utilize school-wide strategies in writing, inquiry, collaboration, organization, and reading.</p>	<p>August '22 – June '27 Daily Daily Daily</p>	<p>Administration and Instructional Coach</p>	<p>\$1500</p>	<p>District and School</p>	<p>-Digital integration professional development plan -AVID site team plan -Read to Succeed plan -SRP Professional Development Plan</p>
<p>6. •AVID Family Night meetings are held twice a year with sessions on how to help students perform well. •All parents in grades 9 and 10 attend student-led conferences. •All parents are invited to attend Junior Exhibitions for grade 11. •All parents, grades 9-12, are invited to be a part of Tallo with their students to track exemplar work in Algebra. •All parents are encouraged to use PowerSchool to review the students' grades. •Parents are all sent a syllabus at the beginning of each semester.</p>	<p>August '22 – June '27 September and February- Yearly October – Yearly March Yearly</p>	<p>Administration, Instructional Coach, AVID Teachers, and Guidance Counselor</p>	<p>\$4000</p>	<p>District and School</p>	<p>-AVID Family Night agendas and planning minutes AVID Family Night sign-in sheets -Student-led conference planning guides -Student-led conference schoolwide sign-up sheets -Junior exhibition planning guides -Junior exhibition parent invitations and sign-in sheets -Tallo tracking data</p>
<p>7. •Work with DIS monthly to develop lessons to develop and implement lessons that foster creation and collaboration. •Work with AVID teachers to teach all students about self-direction, work ethic, collaboration, perseverance, and critical thinking/ problem solving. •The guidance counselor meets with each student to ensure that students are meeting the requirements to be SC graduate. •Each student is assigned a PDL and a Google</p>	<p>August '22 – June '27 Monthly Ongoing Yearly Yearly</p>	<p>Administration, Instructional Coach, All Teachers, and Guidance Counselor</p>	<p>\$6000</p>	<p>District and School</p>	<p>-Digital integration professional development plan -AVID site team plan -Read to Succeed plan -SRP Professional Development Plan -Data review plan -Monthly staff meetings</p>

account to allow them to use communication, access to information, and appropriate media literacy.					
<p>8. •Each student signs an individual academic contract thus increasing ownership for their learning.</p> <p>•Every Friday, students meet with their advisory, during which they discuss grades, community service/ service learning, and issues in academic classes.</p> <p>•Teachers will routinely use AVID strategies to engage students in the inquiry and collaboration process.</p> <p>•Teachers will receive voluntary training on Kagan strategies to compliment AVID.</p>	<p>August '22 – June '27</p> <p>Yearly</p> <p>Weekly</p> <p>Daily</p> <p>Annually</p>	<p>Administration, Instructional Coach, and All Teachers</p>	\$3000	District and School	<p>-Share Kagan training dates</p> <p>-Monitor AVID strategy usage</p> <p>-Create schoolwide advisory lesson plans to ensure all teachers are engaging</p> <p>-AVID contract documentation</p>
<p>9. •Schedule intervention classes and other supplementary methods, which include consultation with special education and ESOL teachers and after-school tutoring.</p> <p>•Advisory teachers and administration review grades after each quarter.</p> <p>•Encourage all parents to use PowerSchool to check student grades.</p>	<p>August '22 – June '27</p> <p>As needed</p> <p>Quarterly</p> <p>Yearly</p>	<p>Administration, Instructional Coach, and All Teachers</p>	NA	District and School	<p>-Individualized Education Program plans, 504 plans, and Individualized Learning Plans provided to the appropriate teachers</p> <p>-Provide PowerParent login information to all parents</p> <p>-AVID Alert conference data</p>

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	MULTILINGUAL LEARNER PROGRESS: By 2027...Multilingual learners will demonstrate growth in core linguistic skills as measured by performance on the state proficiency assessment. Interim Performance Goal: annual benchmark percentages will be met. 45% of ML student will meet their annual composite growth target on ACCESS 2.0.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Scores from ACCESS 2.0	84.6	Projected Data: 85	85.5	86	86.5	87

Action Plan

Strategy #1: Increase the language proficiency levels and skills of multilingual learners					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
<p>1. •All teachers are involved in a data meeting analyzing the data to address the learning needs of students.</p> <ul style="list-style-type: none"> •Students are given personalized support through their AVID class with coaches and AVID teachers. •100% of the teachers will participate in sheltered instruction training. •Teachers will incorporate high yield instructional strategies for ML students in their lesson plans and delivery of instruction. •ML students will participate in ACCESS 2.0 testing until the exit from the ESOL program. •Teachers will participate in ongoing sheltered instruction professional development training. •Teachers will create a positive classroom culture and environment. •Teachers will use a variety of instructional strategies to teach vocabulary and reading comprehension strategies. 	<p>August '22 – June '27 Yearly Weekly</p>	<p>Administration, Instructional Coach, AVID Teachers, ESOL Teacher</p>	<p>\$3000</p>	<p>School</p>	<ul style="list-style-type: none"> -Individual learning plans distributed to the appropriate teachers -Evidence of the ESOL teacher planning with AVID and content teachers - Data showing students performing below grade level -individual action plans to help students improve through AVID coaching sessions

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% of all students in the graduating cohort will attain college or career ready status by meeting one or more of the following criteria: Earn a composite score of 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, Earn a score of 31 or higher on ASVAB.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
ACT Composite mean score	16	Projected Data: 16.8	17.6	18.4	19.2	20
SAT Composite mean score	942	Projected Data: 957.6	973.2	988.8	1004.4	1020
Percent of students earning an overall certificate level of Silver or higher on Ready 2 Work Career Readiness assessment for third-year high school students.	91	Projected Data: 91	91	91	91	91
ASVAB Composite score	37	Projected Data: 37	37	37	37	37

Action Plan

Strategy #1: Improve student achievement in order to meet annual performance goals on The ACT for third-year students and high school seniors.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
<p>1. •Review all ACT scores and the national average to identify rank, areas of weaknesses, and areas of strengths.</p> <ul style="list-style-type: none"> •Senior AVID Teacher will arrange with our ACT consultant to begin our Friday Training sessions. •Guidance will meet with each student for Individual Graduation Plan (IGPs) and discuss the importance of the ACT score, college options, scholarship opportunities, etc. •The ACT/SAT Teacher will teach the ACT Verbal and Math class, and the Science teacher will teach the ACT Science portion of ACT. •Allocate resources for professional development, including ACT Conferences. •Implement AVID strategies in all classes concentrating on strategies in WICOR (writing, inquiry, collaboration, organization, reading) and how it relates to all areas of the ACT test. •Implement digital content •Content area teachers teach focused ACT lessons connected to their discipline throughout the semester •All juniors participate in a full day of ACT training with one-to-one consultation •Explain to students the layout of the ACT: Math sections – 60 questions/60 minutes; Science 40 questions and 35 minutes. 	<p>August '22 – June '27</p> <p>Quarterly</p> <p>Prior to each test administration</p> <p>Prior to each test administration</p> <p>Yearly</p> <p>Daily/Semester</p> <p>Yearly</p> <p>Daily</p> <p>Daily</p> <p>Yearly</p> <p>Daily</p>	<p>District, Administration, Instructional Coach, AVID Teachers, and ACT/SAT Teacher</p>	<p>\$6000</p>	<p>District and School</p>	<ul style="list-style-type: none"> -Powerpoint with the Vision, Mission Statement, ECHS Beliefs, Core Purposes, and SRP Professional Development Goals. -20/21 ACT Scores for all portions and the Composite score -Travel submissions for conferences and programs for the conferences · IGPS · BL Classroom Visits · Classroom Observations/ELEOT · SLO Meeting /Documents ·ACT Consultants calendar, agendas, and student attendance ·ACT scores updated as they test ·Classroom data to show growth on ACT areas
Strategy #2: The average SAT Composite score for high school seniors will be at or above the national average every year.					

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. •All 10th graders take the PSAT •Guidance will meet with each student for the IGPS and discuss the importance of the SAT score, college options, scholarship opportunities, etc. •AVID will incorporate the ACT/SAT question of the day into Junior and Senior curriculum which is documented in their binders. •AVID Family Night – discussion of scholarship requirements, SAT/ACT requirements by the Senior AVID teacher.	August '22 – June '27 October Yearly Daily September and February- Yearly	District, Administration, Instructional Coach, AVID Teachers, and ACT/SAT Teacher	\$6000	District and School	-Analysis of previous PSAT data from 8th and 10th grade -lesson plans from ACT/SAT prep teacher and junior AVID teacher -SAT planning meeting minutes -AVID Family Night agenda

Strategy #3: At least 91% or higher of third-year high school students will earn a Silver certificate or higher on the Ready 2 Work Career Assessment by 2027.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. •Review all Career Readiness scores to determine areas of strengths and weaknesses and the school's rank. •Content area teachers teach focused Career Readiness lessons connected to their discipline throughout the semester. •The ACT/SAT Teacher will teach test strategies for the Career Readiness assessment •Students will enter their Career Readiness scores into Tallo in or order to receive information on career opportunities based on Career Readiness results. •Implement AVID strategies in all classes with a specific focus on WICOR (writing, inquiry, collaboration, organization, and reading) strategies and how it relates to all areas of the Career Readiness test.	August '22 – June '27 Yearly Daily Daily Yearly Daily	District, Administration, Instructional Coach, AVID Teachers, and ACT/SAT Teacher	\$2000	District and school	-Analysis of any previous WIN Career Readiness data (WIN results used until Fall 2021) -Test scores -lesson plans from ACT/SAT prep teacher and junior AVID teacher -WIN Career Readiness planning meeting minutes (WIN test used until Fall 2021) -AVID Family Night agenda

Strategy #4: At least 80% or higher of third-year high school students will earn a 31 or higher on the ASVAB.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. •All 11th graders take the ASVAB •Guidance will meet with each student for their IGP and discuss the importance of the ASVAB score, college, and career options, etc. •Guidance will work with the military personnel to	August '22 – June '27 Yearly Daily Daily	District, Administration, Instructional Coach, Guidance, AVID Teacher	\$1000	District and School	-Analysis of any previous ASVAB data -Test scores -Lesson plans from Junior AVID teacher

<p>help students interpret their scores and how to use the information to determine career interests.</p> <ul style="list-style-type: none"> •Incorporate practice ASVAB assessment questions into the Junior AVID curriculum which is documented in their binders. •Students use information from their results to discover career opportunities through virtual and face-to-face exploration. 	<p>Yearly Daily</p>			<p>-ASVAB planning meeting minutes</p>
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Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	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
4-Year Graduation Rate by State Accountability formula	98.8	Projected Data: 99	99.2	99.4	99.6	100

Action Plan

Strategy #1: Graduation Rate (4-Year): We will have curriculum, instructional design, and assessment practices that guide and ensure teacher effectiveness and students learning across all grades and courses.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
<p>1. Guidance will meet with each student for the IGP's and discuss the importance of the twenty-four high school credits for diploma, college and career options, and the scholarship opportunities available with completion of the diploma, etc.</p> <ul style="list-style-type: none"> • Provide students with access to grades and transcripts (upon request). • Meetings with Advisory and Administration for unsatisfactory grades. • Provide students with academic tutoring during and after school. • Celebrate our accomplishments with award ceremonies. 	<p>August '22 – June '27</p> <p>Yearly</p> <p>Upon request</p> <p>Weekly and Quarterly</p> <p>Daily</p> <p>Quarterly</p>	<p>Administration, Instructional Coach, Guidance Counselors, and All Teachers</p>	\$4000	District and School	<ul style="list-style-type: none"> -IGP meeting schedule and results -At-risk conference schedule and action plans -Academic tutoring schedule and sign-in sheets -Award ceremony agenda and results
<p>2. Advisory program, AVID, SLC, service learning/community service, clubs, and school theme:</p> <ul style="list-style-type: none"> •Every student is assigned a teacher advocate and peer cohort group who meets weekly to reflect on grades, work as a team in challenges, grow as a family, and learn more about various cultures and backgrounds. •The advisory curriculum incorporates character development questions after team challenges to help students reflect on bullying, perseverance, honesty, teamwork, and handling failure. •All students are required to have 30 hours of community service and 30 hours of service learning by the end of their junior year. Every advisory self-selects their service-learning project for the year, and some content area classes incorporate service learning into their standards-based lessons. •Every student takes the AVID elective every semester. Socratic seminars and Philosophical chairs taught in AVID and in other classes teach students to grapple with character developing topics and issues. •All students have access to after school clubs, which are also driven by service learning. 	<p>August '22 – June '27</p> <p>Yearly assigned;</p> <p>Meets Weekly</p> <p>Weekly</p> <p>Yearly</p> <p>Yearly</p> <p>Daily</p> <p>Yearly</p> <p>Yearly</p>	<p>Administration, Instructional Coach, Guidance Counselors, and All Teachers</p>	\$2000	School	<ul style="list-style-type: none"> -Advisory lesson plans -Documentation of community service/service learning opportunities -Evidence of school theme -Student-led conference schedule, planning guide, and sign-in sheet -Junior exhibition schedule and sign-in sheet -After school club descriptions

<ul style="list-style-type: none"> •All freshman and sophomore students participate in a student-led conference, which involves the student, parent/guardian, and academic advisor. At the core of this conference is a planned reflection. Students reflect on grades, assignments, behavior, and goals. The students also create SMART goals to improve academically and socially. Lastly, students reflect their alignment with ECHS’s school-wide outcomes: personal responsibility, social responsibility, critical thinking, and communication. •Each year, the school develops a theme to drive the character focus for the year. This year’s theme is “Together We Can.” Through that theme, we have focused on providing enriching learning experiences for students that emphasizes the importance of resilience, adaptability, and flexibility. The entire school is involved in the process with events and bulletin boards. 					
<p>3. •The Rehabilitative Behavioral Health Specialist supports select recommended students with weekly sessions and strategies. She follows up with their classes throughout the year to gauge progress. We will continue to recommend students as needed and monitor their progress.</p> <ul style="list-style-type: none"> •Every student is assigned a teacher advocate and peer cohort group who meets weekly to reflect on grades, work as a team in challenges, grow as a family, and learn more about various cultures and backgrounds. We will continue to become more inclusive as the curriculum develops. •Annually, the guidance counselor and a support committee sponsor Red Ribbon Week with activities focusing on positive decision-making. The culminating activity is a team building field day where students can see the fun in healthy decisions. We will continue this process and modify it based upon student input. 	<p>August ‘22 – June ‘27 Daily Yearly Weekly Yearly Daily, as needed</p>	<p>Administration, Guidance Counselors, All Teachers, and Rehabilitative Behavioral Health Specialist</p>	<p>\$6000</p>	<p>District and School</p>	<ul style="list-style-type: none"> -Advisory rosters and lesson plans -Red Ribbon Week agendas -Counseling schedules
<p>4. •Guidance attend meetings with multi-school levels.</p> <ul style="list-style-type: none"> •Administration and guidance attend Open House events. •Administration works with HGTC and CCU to provide a seamless transition over the summer and throughout the year. •Guidance and administration also provide individual and group counseling and support sessions as needed. 	<p>August ‘22 – June ‘27 Monthly 3 times a year Daily</p>	<p>Administration, Instructional Coach, and Guidance Counselor</p>	<p>\$500</p>	<p>District and School</p>	<ul style="list-style-type: none"> -Open House agendas, dates, and sign-in sheets -HGTC meeting agendas and minutes -Guidance correspondence
<p>5. Develop, implement, and update annually a comprehensive research-based reading plan that includes tiered interventions provided to students and identifies resources to ensure sustainability (Section 59-155-110, South Carolina Read to Succeed Act)</p>	<p>August ‘22 – June ‘27</p>	<p>Administration, Instructional Coach, and Media Specialist</p>	<p>\$2500</p>	<p>District and School</p>	<ul style="list-style-type: none"> -Read to Succeed Plan -Literacy Team agenda and minutes

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
Percentage of teachers with advanced degrees as reported on the State Report Card.	90	Projected Data: 90	90	90	90	90

Action Plan

Strategy #1: Continue to recruit and retain the highest quality certified teaching staff.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Continue to send out advanced degree program offerings. •Retain the teachers who are already employed by offering various leadership and training roles to increase experience.	August '22 – June '27 As information comes readily available	Administration	NA	District and School	-Email correspondence of degree programs -Documentation of staff degrees

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	TEACHER RETENTION: By 2027... The percentage of teachers on a continuing contract will increase to 85%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
SCLead.org	21	Projected Data: 21.2	21.4	21.6	21.8	22

Action Plan

Strategy #1: Retain highly qualified teachers by increasing teacher moral.					
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. •Create a comfortable space in the building for teachers to collaborate. •Encourage teachers to collaborate on a consistent basis. •Partner new teachers with a veteran teacher for constant support. •Organize quarterly teacher appreciation events. •Plan group outings for teachers. •Recognize teachers for going the extra mile. •Create opportunities for teachers to share their expertise with each other through professional development. •Create opportunities for teachers to participate in school-based leadership.	August '22 - June '27 Yearly Quarterly Monthly Daily	Administration	\$2000	School	-School wide calendar of events -School master schedule -Professional development calendar -Minutes from leadership planning meetings -Documentation of teachers recognized for going the extra mile

SCHOOL READING PLAN FOR
HCS EARLY COLLEGE HIGH SCHOOL
2021 - 2022

Read to Succeed: Leadership					
Interim Performance Goal: (One Year Goal)	By spring 2022, HCS Early College High School will continually implement and monitor its <i>School Literacy Plan</i> as required by Read to Succeed, Act 284 legislation.				
Strategy: LEADERSHIP: Support the development of School Literacy Plans.					
Activity/Action Step	Timeline (Start and End Dates)	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
Communicate to the <i>School Literacy Leadership Team</i> the expectations of <i>School Literacy Plan</i> as required by <i>Read to Succeed</i>	August 2021 and Ongoing (every two months throughout the school year)	Principal School Read to Succeed Liaison	none	none	Copies of correspondence HCS Strategic Plan
Strategy: LEADERSHIP: Communicate the ECHS School Literacy Plan with stakeholders.					
Present the <i>ECHS School Literacy Plan</i> to the administration team	September 2021	School Read to Succeed Liaison	none	none	presentation
Present the <i>ECHS School Literacy Plan</i> to the faculty	October 2021	School Read to Succeed Liaison School Literacy Leadership Team	none	none	agenda
Meet at least quarterly to	September 2021 and ongoing	School Read to Succeed Liaison	none	none	Agendas and minutes of SLP meetings

monitor the implementation of the <i>ECHS School Literacy Plan</i> and the attainment of performance		School Literacy Leadership Team			
Strategy: LEADERSHIP: Align the goals of the ECHS School Literacy Plan with the goals of the ECHS School Renewal Plan when applicable.					
Compare the goals of the School Renewal Plan and <i>ECHS School Literacy Plan</i> to identify similarities.	September 2021	School Read to Succeed Liaison	none	none	Plan documentation

Read to Succeed: Student Outcomes					
Interim Performance Goal: (One Year Goal)	Given state and local accountability measures, 95% of students across all grade levels will meet or exceed college readiness benchmarks for their respective grade levels.				
Strategy: STUDENT OUTCOMES: Students will increase critical reading skills as measured by benchmark assessments in grades 9 – 11 and increase the percentage of students who meet or exceed the college readiness benchmarks.					
Activity/Action Step	Timeline (Start and End Dates)	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
Analyze formative data from digital content and local benchmark assessments to support personalized	Fall 2021 - ongoing	Read to Succeed Liaison District Learning Specialists SPED Program	none	none	CommonLit results

instruction		Specialists Instructional Coach Test Prep Coordinator ELA Teachers			Performance Matters benchmarks PSAT, SAT, and ACT Writing and Reading
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Read to Succeed: Professional Learning					
Interim Performance Goal: (One Year Goal)	<p>By spring 2022, Horry County Schools will utilize data to refine and align the district professional development plan to the literacy needs of educators, monitoring and assessing professional development's overall effect on student achievement.</p> <p>HCS Early College High School leadership recognizes that the most important resource that the school has to ensure great teaching and instruction for every child is a high-quality professional learning program for its educators. Therefore, ECHS is committed to professional development and ongoing support in the area of literacy for administration, faculty and staff. An organized, consistent, and targeted professional development plan created based on instructional data and feedback from stakeholders is in place, consistently reviewed and adjusted based on need, and implemented.</p>				
Strategy: PROFESSIONAL LEARNING: Ensure 100% professional certificated staff will be in compliance with the Read to Succeed endorsement requirements specific to the state of South Carolina.					
Activity/Action Step	Timeline (Start and End Dates)	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
Collaborate with the District Office to identify course requirement needs of school	Summer 2021 - ongoing	School Literacy Leadership Team	none	none	District documentation of available resources

employees					
Communicate to school employees the district-sponsored R2S courses available through the District's partnership with the South Carolina Department of Education	Summer 2021 - ongoing	School Literacy Leadership Team Administrator	none	none	Email correspondence
Solicit additional literacy professional development needs and requests from teaching staff	August 2021 - ongoing	School Literacy Leadership Team	none	none	Professional Development Survey Results

Read to Succeed: Assessment Plan					
Interim Performance Goal: (One Year Goal)	HCS Early College High School will analyze literacy assessments and progress monitoring tools in grades 9 through 11 every 9 weeks and use these tools to inform professional development instruction.				
Strategy: ASSESSMENT: Monitor student literacy achievement every 9 weeks to determine the impact of educator professional development.					
Collect and analyze student literacy achievement data	Fall 2021 - ongoing	School Literacy Leadership Team Content Area Teachers	none	none	Compilation of data from digital contents and local assessments

Read to Succeed: Instructional Plan

Interim Performance Goal: (One Year Goal)	<p>By June 2022, 100% of HCS Early College High School classes will implement grade-level appropriate literacy strategies based on data-driven instructional practices, as measured by district and state literacy assessments.</p> <p>HCS Early College High School is committed to establishing exemplary literacy classrooms in grades 9 through 12. Together with the District, ECHS has established curriculum frameworks to ensure all students are provided challenging and equitable opportunities for learning aligned with the South Carolina College- and Career-Ready ELA standards as well as support and intervention. This paired with our AVID strategies gives us an adequate framework to support our teachers and students in not just reading, but in all areas of the curriculum.</p>
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Strategy: INSTRUCTIONAL PLAN: Through school expectations, all teachers will be trained on AVID critical reading skills.

Activity/Action Step	Timeline (Start and End Dates)	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
Critical Reading Strategies are taught in all classes.	Fall 2021 and ongoing	Administrators District Learning Specialists Library Media Specialists Instructional Coaches All Teachers	AVID Conference Training CommonLit AVID Weekly LiteracyTA subscriptions magazine	Title 3	Examples of students reading print or digital – AVID Weekly & CommonLit articles Magazines Choice Magazine Marking the text Summer reading initiative guidelines and documentation

Strategy: INSTRUCTIONAL PLAN: Ensure access to literacy-rich school/classroom libraries in print, digital and audio formats by selecting materials based on high interest, curriculum content support, and /or reading levels if available.

Select school library materials	Fall 2021 and ongoing	Library media specialist	District funding per school library per	District funding for school libraries.	Destiny Library Management
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following <i>Horry County Schools Procedures for Selection of Materials</i> with the expectation that 10% of the library collection will be digital eBooks			pupil allocation.		Titlewise Collection Analysis Student requests examples Magazines
Provide instruction on access and utilization of print, eBooks, and audiobooks to AVID classes grade 9 -11	Fall 2021 and ongoing	Library media specialist	none	none	Destiny Library circulation and search statistics Observation of students reading print or digital Evidence of training including, but not limited to face-to-face instruction
Strategy: INSTRUCTIONAL PLAN: Provide continued support and staff development for the delivery of research-based instructional strategies, materials, and/or curriculum					
Provide staff development focusing on AVID Critical Reading Strategies for teachers	Fall 2021 and ongoing	District Read to Succeed liaison in collaboration with eLearningSC AVID School Coordinator	none	none	PLC agendas/logs Truenorthlogic rosters Read to Succeed course completion data
Teach digital literacy lessons in	Fall 2021 and ongoing	AVID Coordinator	none	none	Digital Literacy Lessons

grades 9 -11 with at least two lessons during the spring semester		AVID Teachers Media Specialist			
Strategy: INSTRUCTIONAL PLAN: Implement small group and individualized literacy instruction based on data analysis to meet the needs of all students					
Utilize a reading interventionist to implement individualized literacy instruction for targeted students in grades 9 -12.	Fall 2021 and ongoing	Reading Interventionist Instructional Coach	none	none	Lesson Plans Student Data and Rosters

Read to Succeed: Parent and Family Involvement					
Interim Performance Goal: (One Year Goal)	<p>By June 2022, HCS Early College High School will continually communicate with parents/guardians to inform them of Read to Succeed legislation and to provide strategies and resources three times a semester for parents to support the literacy development of children at home.</p> <p>HCS Early College High School is committed to building strong positive relationships with parents. To that end, programs are developed and implemented within ECHS to engage families in meaningful ways in their students' learning. Staff at ECHS use a variety of communications outlets to keep families informed including social media, updated and consistent district and school websites, newsletters, Parent Link, PowerSchool, and student conferences with parents/guardians.</p>				
Strategy: PARENT AND FAMILY INVOLVEMENT: Provide parents with training and resources to support literacy outside of school					
Activity/Action Step	Timeline (Start and End Dates)	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
Inform parents of students about	2021-2022 school year	HCS Library Media Coordinator &	none	none	Communication from HCS Library

<p>library books available in print, digital & interactive formats.</p> <p>Inform parents of best reading practices for HS students.</p>		<p>School</p> <p>Library media specialist</p> <p>AVID Coordinator</p> <p>AVID Teachers</p>			<p>Media Coordinator ECHS Library Learning Commons</p> <p>Documented opportunities presented to parents and families explaining AVID reading strategies</p>
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Read to Succeed: School Community Partnerships					
<p>Interim Performance Goal: (One Year Goal)</p>	<p>HCS Early College High School will raise awareness of the importance of literacy and promote reading and writing outside of school to students by utilizing the Horry-Georgetown Technical library and public library resources at least once a semester.</p> <p>HCS Early College High School is committed to establishing partnerships among family, community, and school and believes those partnerships are imperative to ensure students' social and academic success. Through these partnerships, we strive to bring together diverse individuals and groups to draw from a broad range of perspectives and expertise in order to leverage resources to support and continue our school literacy goals and initiatives.</p>				
Strategy: SCHOOL COMMUNITY PARTNERSHIPS: Reach out to community resources to schedule partnership days throughout the school year.					
Activity/Action Step	Timeline (Start and End Dates)	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
Schedule community partnership days for ECHS Students	Fall 2021 and ongoing	School Literacy Leadership Team	none	none	Calendar events and documentation List of business &

each semester					community partners contacted
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