

# School Renewal Plan Table of Contents

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## School Renewal Plan Cover Page

Renewal Plan for 5 Year Cycle: 2023/24 to 2027/28  
Upcoming School Year: 2024/25

<b>School Name:</b>	R. B. Stall High
<b>SIDN:</b>	1001022
<b>Plan Submission:</b>	School utilizes Cognia
<b>Grade Span:</b>	9 To 12
<b>District:</b>	Charleston
<b>Address 1:</b>	3625 Ashley Phosphate Rd.
<b>Address 2:</b>	
<b>City:</b>	North Charleston, SC
<b>Zip Code:</b>	29418
<b>School Renewal Plan Contact Person:</b>	Stephen Larson
<b>School Plan Contact Phone:</b>	843-207-3725
<b>School Plan E-mail Address:</b>	stephen_larson@charleston.k12.sc.us

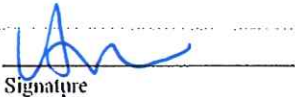
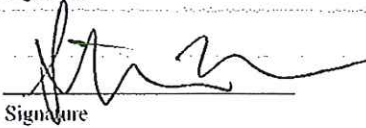

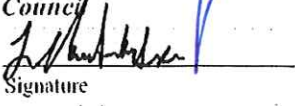
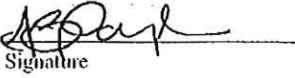
### Required Signature Page

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

<i>Superintendent</i>		
<u>Anita Huggins</u>		<u>4/29/24</u>
Printed Name	Signature	Date
<i>Principal</i>		
<u>Stephen Larson</u>		<u>3/15/24</u>
Printed Name	Signature	Date
<i>Chairperson, District Board of Trustees</i>		
<u>Keith Grybowski</u>		<u>4/24/24</u>
Printed Name	Signature	Date
<i>Chairperson, School Improvement Council</i>		
<u>Lakeshia Roberts</u>		<u>3/15/24</u>
Printed Name	Signature	Date
<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Stephanie Payerle</u>		<u>3/10/24</u>
Printed Name	Signature	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.

<b>Early Childhood Development and Academic Assistance Act (Act 135) Assurances</b> (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
N/A	<b>Academic Assistance, PreK–3</b> 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	<b>Academic Assistance, Grades 4–12</b> 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	<b>Parent Involvement</b> 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	<b>Staff Development</b> 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	<b>Technology</b> The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	<b>Innovation</b> The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	<b>Collaboration</b> 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><b>Developmental Screening</b> 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>
Yes	<p><b>Half-Day Child Development</b> The school provides half-day child development programs for <b>four-year-olds</b> (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>
Yes	<p><b>Developmentally Appropriate Curriculum for PreK–3</b> 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><b>Parenting and Family Literacy</b> 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><b>Recruitment</b> The district makes special and intensive efforts to <b>recruit</b> and <b>give priority</b> 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><b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b> 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.

	<b>Position</b>	<b>Name</b>
1.	<b>Principal</b>	Stephen Larson
2.	<b>Teacher</b>	Kelly Murphy
3.	<b>Parent/Guardian</b>	Lakeshia Roberts
4.	<b>Community Member</b>	Enrique Grace
5.	<b>Paraprofessional</b>	Chiffonya Brown
6.	<b>School Improvement Council Member</b>	Lindsey Paredes
7.	<b>Read to Succeed Reading Coach</b>	Stephanie Payerle
8.	<b>School Read To Succeed Literacy Leadership Team Lead</b>	Stephanie Payerle
9.	<b>School Read To Succeed Literacy Leadership Team Member</b>	Virginia Sayer
<b>OTHERS</b> (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 Literacy Leadership Team for Read to Succeed		

## District Requested Strategic/Renewal Plan Waiver

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

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

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

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

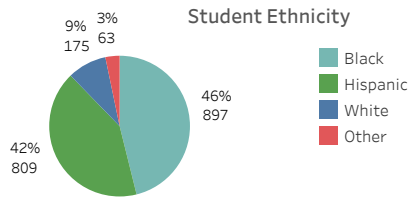
**Not Applicable**

District Wavier Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
1. Extension for initial District Strategic and School Renewal Plans ( <i>SBE Regulation 43-261</i> )	
2. Teachers teaching more than 1500 minutes ( <i>SBE Regulation 43-205</i> )	
3. Teachers teaching more than 4 preps ( <i>SBE Regulation 43-205</i> )	
4. High School Principal over two schools or grades more than 9-12 ( <i>SBE Regulation 43-205</i> )	
5. Other (Include the SBE Regulation number to be waived)	
6. Other (Include the SBE Regulation number to be waived)	

## FALL 2023 SCHOOL DASHBOARD

### RB STALL HIGH

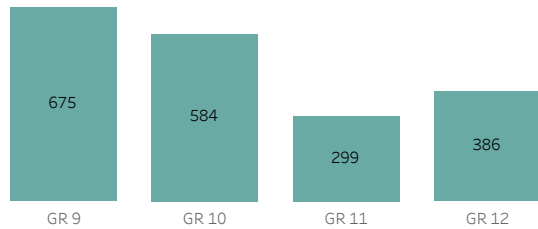
#### 2022-23 ENROLLMENT & DEMOGRAPHICS



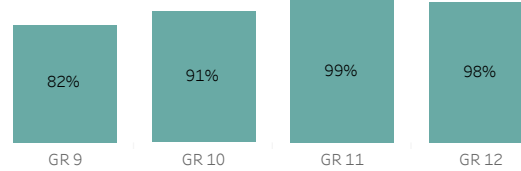
Total Enrollment	% Gifted Academic &/or Artistic	% Special Education	% 504 Plan	% Multilingual Learners	% Pupils in Poverty
1,944	8.2%	13.1%	2.9%	32.7%	78.3%

Demographic data is based on active enrollment on the 45th day of 2022-23. % Gifted Academic &/or Artistic shown for students in grades 3 and higher and represents students who are qualified to receive services though not all students may be served. Multilingual Learners includes students who have exited ESOL services but are still being monitored. % Pupils in Poverty shown for students in grades K and higher.

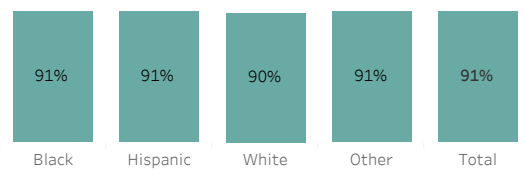
# of Students by 2022-23 Grade



% of Students Promoted in 2022-23 by 2022-23 Grade

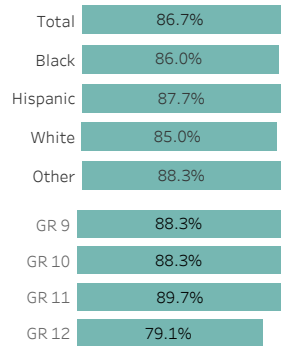


% of Students Promoted in 2022-23 by Ethnicity



Represents the percent of students promoted to the next (or higher) grade between 2021-22 and 2022-23. Based on grade assigned in PowerSchool on the 45th day of each year (day 45 of 2021-22 vs. day 45 of 2022-23). Students not enrolled in a CCSD school on those days were excluded.

#### 2022-23 ATTENDANCE



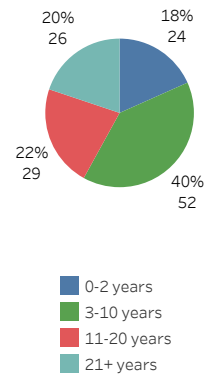
Includes actively enrolled PK-12 students on the 135th day. To compute attendance rate, the total number of days students were in attendance in 2022-23 was divided by the number of days they were enrolled in a CCSD school in 2022-23. Excused and unexcused absences were counted as absences.

#### 2022-23 DISCIPLINE

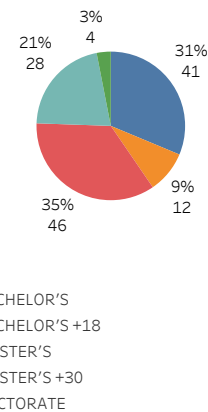
	Total	Black	Hispanic	White	Other
<b>Disciplinary Infraction</b>					
# of Students with ≥1 Level 1/2 Offenses	773	440	261	53	19
% of Students with ≥1 Level 1/2 Offenses	40.6%	51.2%	31.6%	33.1%	32.2%
# of Students with ≥1 Level 3 Offense	101	66	27	7	1
% of Students with ≥1 Level 3 Offense	5.3%	7.7%	3.3%	4.4%	1.7%
<b>Total # of Level 3 Offenses</b>	<b>121</b>	<b>82</b>	<b>29</b>	<b>9</b>	<b>1</b>
<b>Disciplinary Consequences</b>					
# of Students with ≥1 Referrals	788	443	272	54	19
% of Students with ≥1 Referrals	41.4%	51.5%	32.9%	33.8%	32.2%
# of Students with ≥1 ISS	424	274	125	17	8
% of Students with ≥1 ISS	22.3%	31.9%	15.1%	10.6%	13.6%
# of Students with ≥1 OSS	336	217	86	24	9
% of Students with ≥1 OSS	17.6%	25.2%	10.4%	15.0%	15.3%

ISS = In-School Suspension. OSS = Out-of-School Suspension. Referrals represent office-managed referrals only (does not include teacher-managed). Level 1 and 2 offenses represent behavior misconduct and disruptive conduct. Truancies are not included. Level 3 represents criminal conduct. Learn more about district discipline policies at [www.ccsdschools.com/Page/1281](http://www.ccsdschools.com/Page/1281).

#### 2022-23 TEACHER EXPERIENCE



#### 2022-23 TEACHER DEGREE



Includes instructional staff employed during 2022-23. Years of experience is based on the step awarded by the state, which includes experience working as a Teacher Assistant.

Notes. Promotion, attendance, and discipline data only shown when results represent a group of at least 10 students or more to ensure no individual student is identified. "Other" ethnicity includes American Indians, Alaskan Natives, Asians, Native Hawaiians, Pacific Islanders, students of multiple ethnicities, and students who have not identified their ethnic background.

# CAREER READINESS

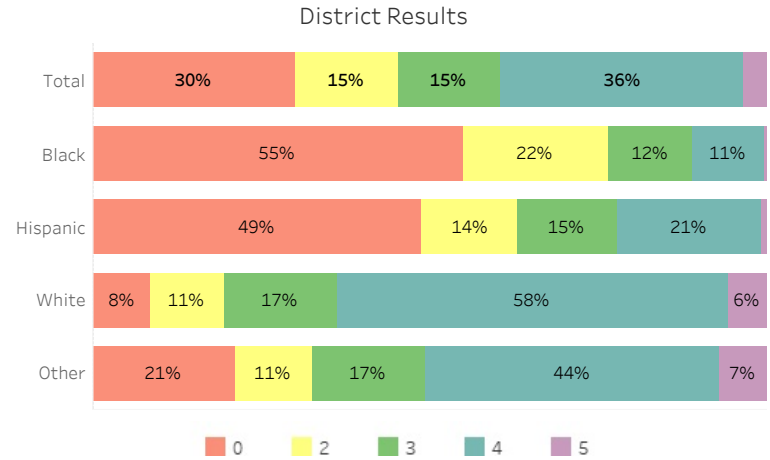
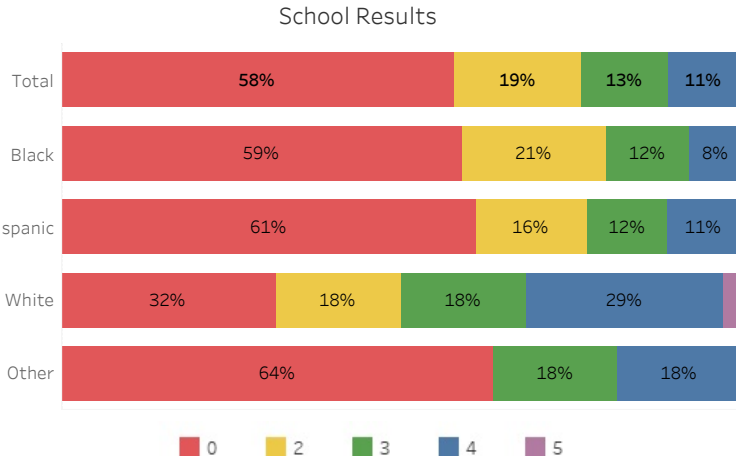
Spring 2023 **ready to work** credential

Certificate Level

# Tested

Total	517
Black	265
Hispanic	203
White	38
Other	11

WIN Ready 2 Work certificate based on performance on 3 subtests: Math, Reading, and Data. An achievement level of 3 or above is considered "career ready" by the South Carolina Department of Education. Results shown primarily represent third-year high school students who were first-time test takers.



## Armed Services Vocational Aptitude Battery (ASVAB)

	Median AFQT	% Career Ready
Total	23	4.3%
3rd Year Students	26	3.5%
4th Year Students	23	5.1%
Black	24	4.4%
Hispanic	20	3.7%
White	34	5.8%
Other	37	7.4%

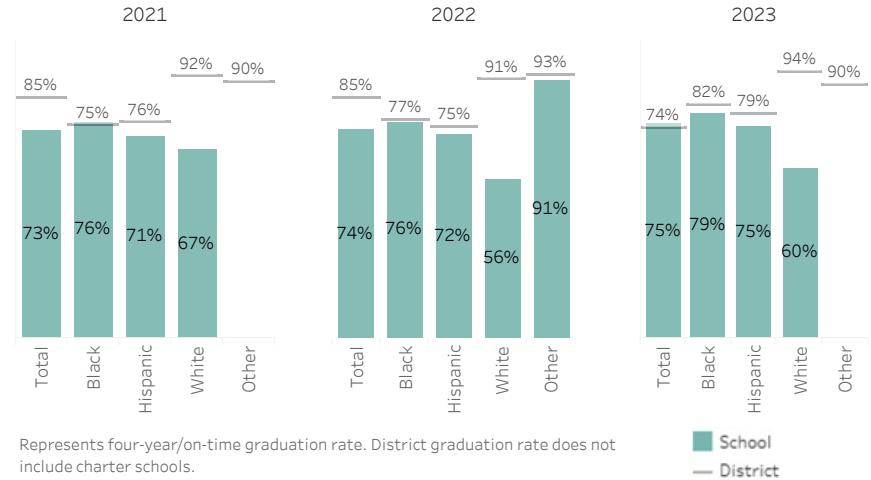
Results shown reflect students' highest performance on the ASVAB by the end of 2022-23. Results only include 3rd and 4th year high school students. AFQT = Armed Forces Qualifying Test Score. 31 or above is the qualifying score (national percentile rank) for enlistment in the military.

## Career & Technology Education (CTE) Completers

Total	10.8%
3rd Year Students	5.1%
4th Year Students	16.5%
Black	13.5%
Hispanic	8.0%
White	10.5%
Other	3.7%

Results shown reflect 3rd and 4th year high school students who were identified as a CTE Completer by the end of 2022-23. A Completer has completed all of the required units in a state-recognized CTE program and earned the appropriate national or state industry credential. Students who are CTE Completers are considered "career ready" by the South Carolina Department of Education.

## Graduation Rate

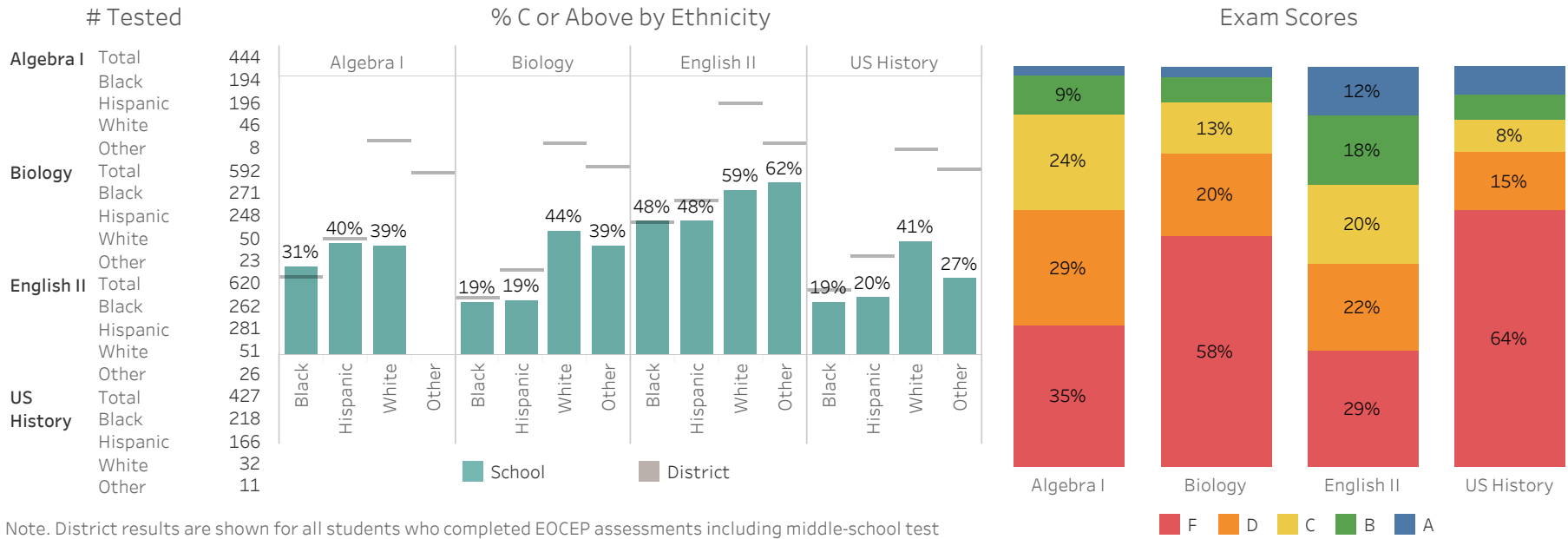


Represents four-year/on-time graduation rate. District graduation rate does not include charter schools.



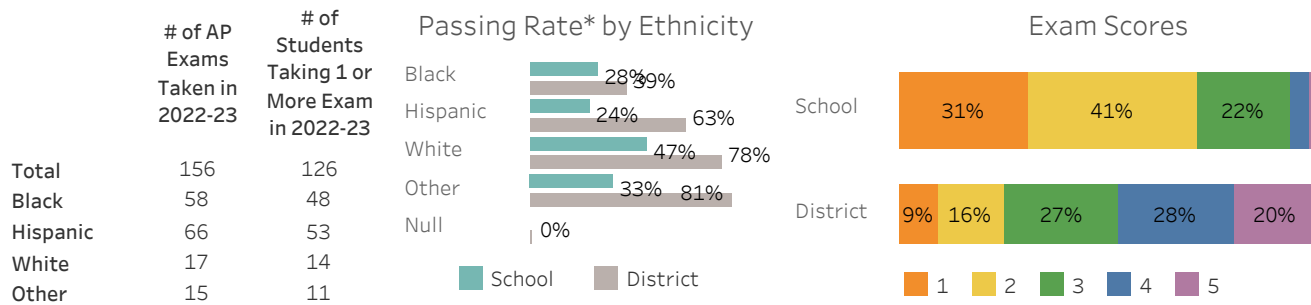
# HIGH SCHOOL PROFICIENCY & COLLEGE READINESS

## 2022-23 End of Course Examination Program (EOCEP)



Note. District results are shown for all students who completed EOCEP assessments including middle-school test takers. School results also include middle-school test takers where applicable.

### 2022-23 Advanced Placement (AP®)



Notes. \*Scores of 3, 4, and 5 are considered passing and are generally accepted for college credit. Some test takers did not update their AP profile records and thus, their scores were not assigned to the correct schools. For the purposes of this analysis, these students' scores were assigned to the high school they attended on the 135th day of school. Thus, results differ slightly from those presented by the state department (<https://ed.sc.gov/data/test-scores/national-assessments/ap/>). AP® is a trademark registered by the College Board, which is not affiliated with nor endorses Charleston County School District or its products.

### Successful Completion of 6 Hours of Dual Enrollment Coursework

Total	7%
3rd Year Students	6%
4th Year Students	8%
Black	8%
Hispanic	4%
White	10%
Other	19%

Results shown reflect 3rd and 4th year high school students who have completed at least 6 credit hours in state-approved dual enrollment (dually enrolled in high school and college) credit courses and earned a grade of C or higher by the end of 2022-23.

RB STALL HIGH

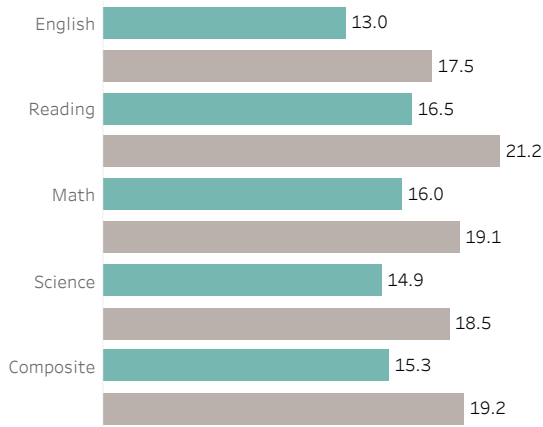
Note. Results only shown when data represent at least 10 students or more to ensure no individual student is identified.

## HIGH SCHOOL ACADEMIC PROFICIENCY - PreACT & ACT

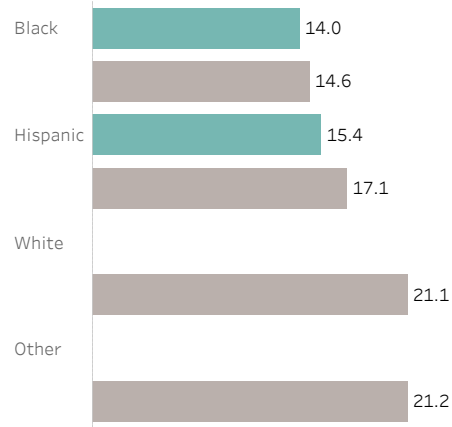
2022-23 **PreACT**

School District

Average Scores



Average Composite Score



# Tested

<b>Total</b>	63
<b>Black</b>	23
<b>Hispanic</b>	29
<b>White</b>	6
<b>Other</b>	5

Where available, results shown represent students who completed the Pre-ACT (top) or the ACT (bottom) in 2022-23.

The Pre-ACT is typically taken by students in their second year of high school. ACT results only shown for students in their third and fourth year of high school in 2022-23 who completed the ACT in 2022-23. The Pre-ACT uses a 35-point scale and the ACT uses a 36-point scale. The Composite score is an average of the score students receive on the four sub-tests (English, Reading, Math, and Science). STEM represents a combination of math and science scores. ACT established the benchmark scores as the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college course (English predicts English

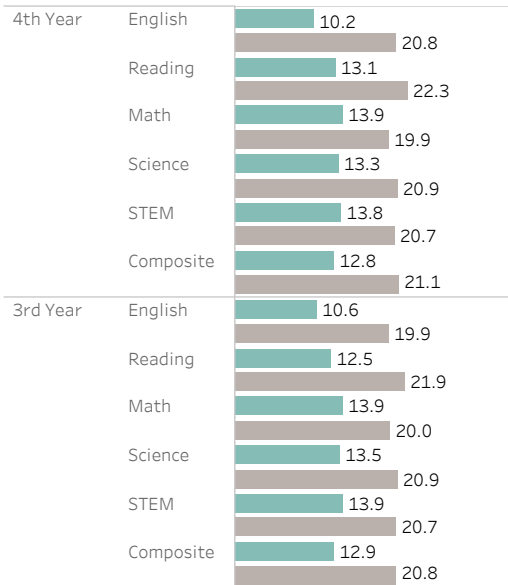
<b>Total</b>	137
<b>Black</b>	68
<b>Hispanic</b>	55
<b>White</b>	12
<b>Other</b>	2
<b>4th Year</b>	38
<b>3rd Year</b>	99

Composition, Reading predicts Social Sciences, Math predicts College Algebra, and Science predicts Biology). These benchmark values for ACT are: English = 18, Math = 22, Reading = 22, and Science = 23.

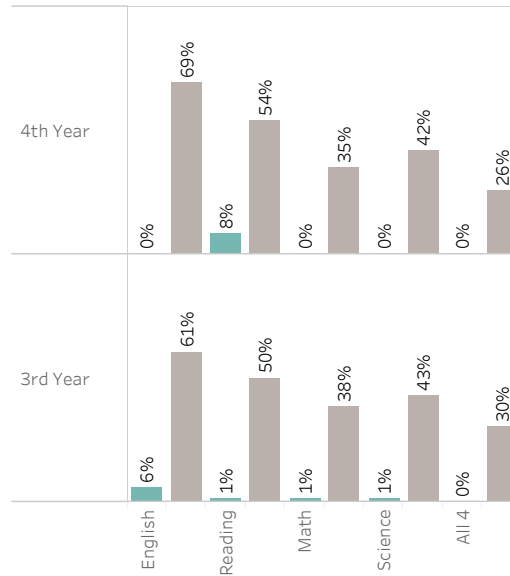
These benchmark values for PreACT for students in the spring of their second year are: English = 15, Math = 19, Reading = 20, and Science = 20. A composite score of 20 indicates college readiness as defined by the state, 22 is a qualifying score for LIFE Scholarship eligibility, and 25 is a qualifying score for Palmetto Fellows Scholarship eligibility. Results only shown when data represent at least 10 students or more to ensure no individual student is identified.

2022-23 **The ACT**

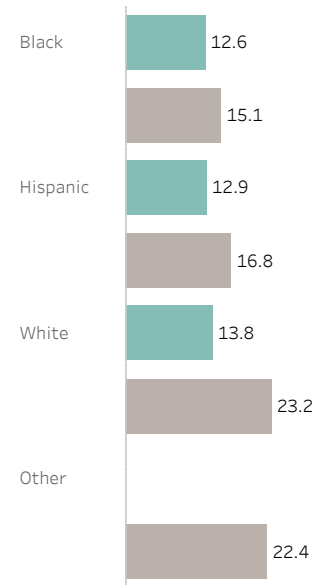
Average Scores



% Meeting Benchmark



Average Composite Score

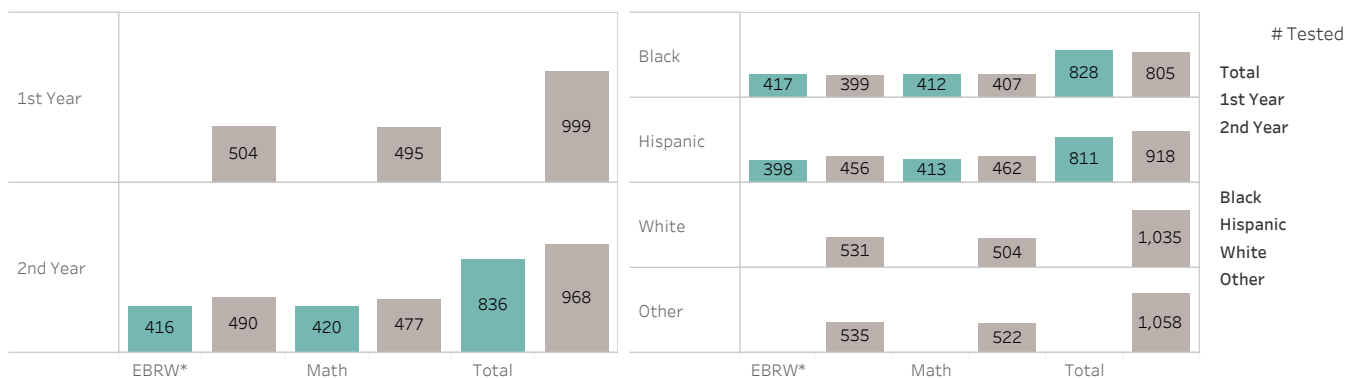


# Tested

## HIGH SCHOOL ACADEMIC PROFICIENCY - PSAT NMSQT® & SAT®

### 2022-23 PSAT National Merit Scholarship Qualifying Test (NMSQT)® Average Scores

■ School    ■ District



**# Tested**

**Total** 61

**1st Year** 1

**2nd Year** 60

**Black** 18

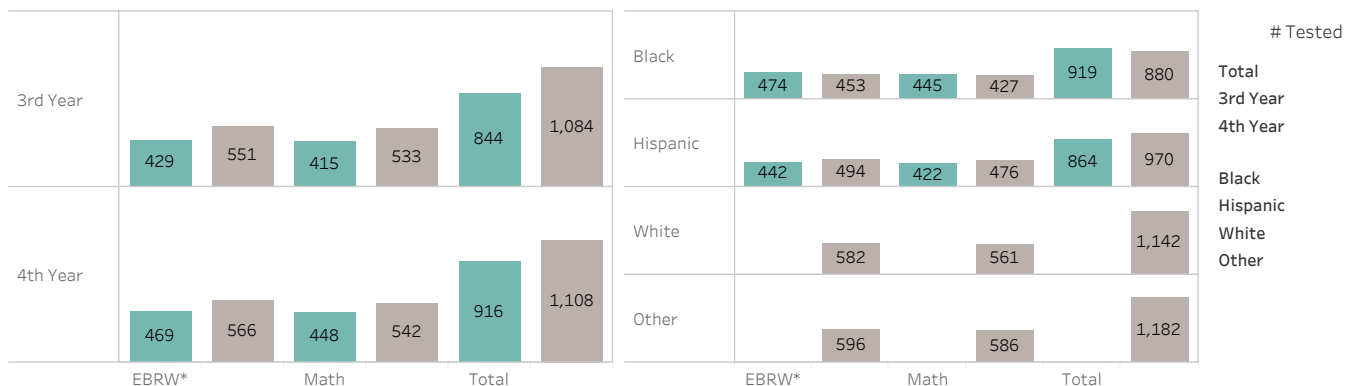
**Hispanic** 33

**White** 5

**Other** 5

Where available, PSAT® results shown for students in their first, second, and third year of high school in 2022-23 who completed the PSAT® in 2022-23. Benchmark scores indicating preparedness for college are provided by The College Board. For 10th grade, the benchmarks are 430 and 480 for Evidence-Based Reading and Writing (EBRW) and Math. For 11th grade, the benchmarks are 460 and 510 for EBRW and Math.

### 2022-23 SAT® Average Scores



**# Tested**

**Total** 205

**3rd Year** 128

**4th Year** 77

**Black** 95

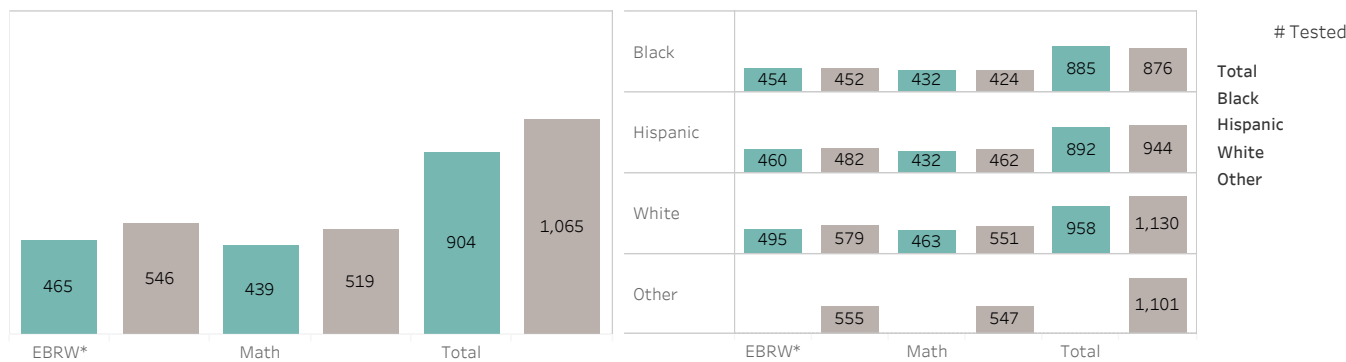
**Hispanic** 83

**White** 18

**Other** 9

Where available, results shown for students in their third and fourth year of high school in 2022-23 who completed the SAT® in 2022-23. When students took the SAT® more than once in 2022-23, their highest score is shown. A total score of 1020 indicates college readiness as defined by the South Carolina Department of Education; 1100 is a qualifying score for LIFE Scholarship eligibility; and 1200 is a qualifying score for Palmetto Fellows Scholarship eligibility. \*EBRW = Evidence-Based Reading and Writing

### SAT® Average Scores for 2023 Graduating Seniors



**# Tested**

**Total** 126

**Black** 61

**Hispanic** 43

**White** 15

**Other** 7

Where available, results shown represent students who self-reported that they would graduate from a CCSD school in spring 2023. When students took the SAT® more than once, their latest SAT® score, taken at any time, is shown. A total score of 1020 indicates college readiness as defined by the South Carolina Department of Education; 1100 is a qualifying score for LIFE Scholarship eligibility; and 1200 is a qualifying score for Palmetto Fellows Scholarship eligibility. \*EBRW = Evidence-Based Reading and Writing

**RB STALL HIGH**

Notes. Results only shown when data represent at least 10 students or more to ensure no individual student is identified. SAT® and PSAT NMSQT® are trademarks registered by the College Board, which is not affiliated with nor endorses Charleston County School District or its products.

## Executive Summary of Needs Assessment Data Findings

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

State Report Card for districts and schools data: <http://ed.sc.gov/data/report-cards/state-report-cards/>

**Directions:** In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed: Student Achievement, Teacher/Administrator Quality, and School Climate.

Student Achievement	
High School (9 - 12)	
1.	<p>In many other measures of student achievement, our school trails the district and/or state. Specific focus has been placed on Graduation Rate, College and Career Readiness, End of Course Examination Program (EOCEP), AP Enrollment and scores, and ACCESS data. The 2023 graduation rate for Stall was 75.4%, lower than the district average of 84.6% for All Students. This 9.2% gap indicates the continued need for strategies to increase equity, engagement, and academic support and recovery. Gaps in student group graduation rate are also a concern and is being addressed through MTSS and our academy system of support. R.B. Stall HS has not been successful in increasing the graduation rate for students with disabilities (44.8% RBSHS, 57.9% CCSD). The graduation rate of African American students (79.2% RBSHS; 81.3% CCSD), Hispanic students (75.5% RBSHS; 78% CCSD), and Male (68.3% RBSHS; 84.1% CCSD) also trail the district average. A positive note is that our grad rate for multilingual learners (73.6% RBSHS; 72.8% CCSD) outscored the district average.</p> <p>The College and Career Readiness indicator was below the state average of 61.1%. Stall students are currently at 52.7% CCR. Stall students are underperforming district averages on SC EOC's. Specific subjects of concern include Biology and US History with students scoring a C or better with 22.5% and 20.7% (respectively).</p> <p>The Performance goals will target the graduation rate and address the EOC results, achievement gaps, and are designed to promote College and Career Readiness for all students.</p> <p>Currently, the school is operating under an academy model with increased accountability and supervision of students. Houses are composed of a guidance counselor, admin, interventionist, and instructional coach; each house oversees approximately 275 students and 16 teachers. The house supervision allows closer monitoring and accountability of students and their academic progress, SEL, best teaching practices, CCR, and graduation rate.</p>
2.	<p><b>STUDENT ACHIEVEMENT GRADES 9-12 GOALS:</b></p> <p>(GOAL 1)ACCESS - From June 2022 to June 2028, increase the percentage of all students who are multilingual learners meeting annual progress toward ACCESS proficiency targets from 36.6% to 46.1%.</p> <p>(GOAL 2)EOCEP - From June 2022 to June 2028, increase the percent of students in the graduating cohort scoring C or better on the Algebra 1 EOCEP from 29.6% to 43.7%, English 2 EOCEP from 39.6% to 51.7%, Biology 1 EOCEP from 21% to 36.8%, and US History and Constitution from 28.6% to 42.9%</p> <p>(GOAL 3)College and/or Career Ready - From June 2022 to June 2028, increase the percent of students in the 4-year graduation cohort who are college ready from 14% to 31.%; career ready from 40.9% to 52.7%; and college and/or career ready from 41.9% to 75.8%.</p> <p>(GOAL 4)AP enrollment &amp; 3+ - From June 2022 to June 2028, increase the percent of students in grades 9-12 enrolled in an AP course from 6.6% to 20.6%, and the percent of AP exams earning a 3 or higher from 32.7% to 39.4%.</p> <p>(GOAL 5)4-YR Grad Rate (Overall, African American, Hispanic, ML, Disabled, Econ Disadvantaged, or male) - From June 2022 to June 2028, 76.2% of all students will earn an on-time high school diploma (within 4 or fewer years after entering 9th grade, 83.2% of African American students, 79.5% of Hispanic students, 78.6% of students who are multilingual learners, 64.8% of students with disabilities, 76.0% of students who are economically disadvantaged, and 72.3% of students who are male.</p>
Teacher/Administrator Quality	

3. Turnover rate at Stall High continues to be an area of concern. The current returning teacher rate in 76.2%, a decrease from a baseline of 78.3 percent in 2022/23 school year. The performance goal will focus on decreasing the turnover rate. Strategies to address teacher retention include developing and monitoring a comprehensive plan for recruitment, retention, and evaluation, expanding the use of alternative pathways to certification, and grow your own programs. PLC collaborative teams meet weekly to improve instructional practices. As a part of this process, the Guided Coalition Team will annually evaluate our progress using The Professional Learning Communities at Work Continuum Rubric. In 2022 each Grade Level was scored at the “Initiation Stage” based on the Professional Learning Community at Work Continuum Rubric and the Guiding Coalition Survey. The goal is to have 100% of the grade levels/teachers at the “Developing/Sustaining Stage” by 2028.
4. TEACHER/ADMINISTRATOR QUALITY GOALS: (GOAL 1) Administrator Quality (based on Teacher Satisfaction items) - From June 2022 to June 2028, improve administrator quality as measured by increasing the percent of teachers mostly agreeing/agreeing “The rules for behavior are enforced at my school” from 62.7% to 83.1%; “The level of teacher morale is high at my school” from 74.2% to 76.8%; and, “The school leadership makes a substantial effort to address teacher concerns” from 86.6% to 88%. (GOAL 2) Returning Teachers and Inexperienced Teachers in Core Classes - From June 2022 to June 2028, the percentage of returning teachers will increase from 78.3 % to 83.7 %.

**School Climate**

5. Results from this year’s data on our School Climate show both areas of strength for our school and areas for improvement. The percentage of students who are chronically absent at our school increased this year from 47.1% to 50.5%, compared to the district rate of 23%. We will address this area of need by using the district’s updated chronic absenteeism resources and staff in conjunction with our house supervision model in order to more closely monitor student attendance data frequently. Our percentage of African-American students receiving 1 or more out of school suspensions (OSS) decreased this year from 29.4% to 25.2%, compared to the district rate of 19.4%. We will continue to use our house model system that includes multiple stakeholders (guidance counselor, administrator, interventionist, and instructional coach) overseeing specific groups of students to ensure fidelitous implementation of both the district’s updated progressive discipline policy and our SEL practices to ensure future growth on this goal. Based on SCDE survey results, the level of satisfaction our students have with our school has increased. The percentage of students agreeing/mostly agreeing that they are satisfied with the social and physical environment of our school has increased this year from 77.2% to 79.6%, compared to the district rate of 82.3%. The percentage of students agreeing/mostly agreeing that they can do good work also increased this year from 74.3% to 82.8%, close to the district rate of 83.7%. In addition, the percentage of students who agreed/mostly agreed that students behave throughout the school environment increased this year from 48% to 58.2%, compared to the district rate of 66.6%. Finally, the percentage of students who agreed/mostly agreed that learning is interesting and fun at our school increased this year from 68.8% to 71.8%, compared to the district rate of 72.2%. We will continue to use a system’s approach to providing a safe, clean and healthy environment in our school and increase more consistent technology integration into our classrooms to increase scores on these items. In addition, we will continue to focus on providing social emotional support for our students by all staff at our school through our current house system model. Parent survey results for our school indicate both areas of strength and areas for improvement. The percentage of parents who agreed/strongly agreed that they hear good things about their child from our school increased this year from 64.3% to 65.7%, compared to the district rate of 71.3%. However, the percentage of parents who agreed/strongly agreed that our school helps them to know what their child needs to learn decreased this year from 64.3% to 62.9% (district rate is 75.3%) and those who agreed/strongly agreed that our school considers changes based on their input also decreased this year from 72.7% to 68.7% (district rate is 82.2%). We will address these areas of need by using focus groups to reach out to our parents more frequently for their input and feedback, partnered with using multiple modalities to reach our families weekly (ie, social media, emails, letters to parents, teacher newsletters).
6. SCHOOL CLIMATE GOALS:  
 (GOAL 1)By June 2028, decrease the percent of students who are chronically absent from 47.1% to 37.7%.  
 (GOAL 2)From June 2022 to June 2028, decrease the percent of African American students with one or more days of OSS from 29.4% to 22.1%.  
 (GOAL 3)From June 2022 to June 2028, improve school climate as measured by increasing the percent of high school students mostly agreeing/agreeing  
 “I am satisfied with the social and physical environment at my school” from 77.2% to 81.6%;  
 “Students at my school believe they can do good work” from 74.3% to 84.8%;  
 “Students at my school behave well in the hallways, in the lunchroom, and on school grounds” from 48% to 62.2%;  
 and,  
 “My classes are interesting and fun” from 68.8% to 73.8%.  
 (GOAL 4)Parent Satisfaction/Stakeholder Engagement - From June 2022 to June 2028, improve stakeholder involvement and communication by as measured by increasing the percent of parents agreeing/strongly agreeing “My

child's teachers contact me to say good things about my child" from 64.3% to 67.9%; "My child's teachers tell me how I can help my child learn" from 64.3% to 67.9%; and, "My child's school considers changes based on what parents say" from 72.7% to 75.5%.

## Performance Goal

<b>Performance Goal Area:</b>	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
<b>Performance Goal:</b> SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By June 2028, decrease the percent of students who are chronically absent from 47.1% to 37.7%.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>	<b>2027/28</b>
Chronic absenteeism (School Report Card)	47.1%	<b>Projected Data:</b> 45.2%	43.3%	41.4%	39.6%	37.7%
		<b>Actual Data:</b> 50.5%				

## Action Plan

<b>Strategy #1: Student attendance will increase by teachers and staff building positive relationships with students.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. House Leadership teams conduct weekly Individual Problem Solving meetings to address students needs/concerns in regards to school performance.	1 Year: 205,995*	Guidance Administration Instructional Coaches Interventionists	N/A	N/A	Decreased discipline Increased credits earned Increased honor roll Increased assignments turned in on time Decreased absenteeism
2. Truancy Specialist Team recovering students who have dropped out, getting them re-engaged in school.	June 2023-June 2028	Administration Truancy Team	N/A	N/A	Increased 4 year Graduation Rate Decrease in drop out rate
3. Hire a Parent Liason to help track student truancy and meet with parents.	June 2023-June 2028	Principal	1.0 (210) \$51,516.07	Title	Hired Position



## Performance Goal

<b>Performance Goal Area:</b>	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
<b>Performance Goal:</b> SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	From June 2022 to June 2028, decrease the percent of African American students with one or more days of OSS from 29.4% to 22.1%.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>	<b>2027/28</b>
African American Students w/ one or more day of OSS (CCSD data file)	29.4%	<b>Projected Data:</b> 27.9%	24.7%	24.2%	23.5%	22.1%
		<b>Actual Data:</b> 25.2%				

## Action Plan

<b>Strategy #1: Implement Restorative Practices</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Interventionist teams will meet with families to determine restorative steps for discipline in lieu of OSS	June 2023-June 2028	Interventionist Administration	N/A	N/A	Decrease in days of OSS
2. House teams will hold IPS meeting with students to identify areas of behavior that can be triaged with systems of support and assist in ensuring student receive those supports	June 2023-June 2028	Guidance Administration Interventionist	N/A	N/A	Decreased discipline Decreased days of OSS

## Performance Goal

<b>Performance Goal Area:</b>	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
<b>Performance Goal:</b> <b>SMART goal must include:</b> <b>WHO will do WHAT, as measured by HOW and WHEN.</b>	From June 2022 to June 2028, improve school climate as measured by increasing the percent of high school students mostly agreeing/agreeing “I am satisfied with the social and physical environment at my school” from 77.2% to 81.6%; “Students at my school believe they can do good work” from 74.3% to 84.8%; “Students at my school behave well in the hallways, in the lunchroom, and on school grounds” from 48% to 62.2%; and, “My classes are interesting and fun” from 68.8% to 73.8%.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
“I am satisfied with the social and physical environment at my school” (Climate Survey)	77.2%	<b>Projected Data:</b> 77.7%	80.1%	80.6%	81.1%	81.6%
		<b>Actual Data:</b> 79.6%				
“Students at my school believe they can do good work” (Climate Survey)	74.3%	<b>Projected Data:</b> 74.8%	83.3%	83.8%	84.3%	84.8%
		<b>Actual Data:</b> 82.8%				
“Students at my school behave well in the hallways, in the lunchroom, and on school grounds” (Climate Survey)	48%	<b>Projected Data:</b> 49%	59.2%	60.2%	61.2%	62.2%
		<b>Actual Data:</b> 58.2%				
“My classes are interesting and fun” (Climate Survey)	68.8%	<b>Projected Data:</b> 69.2%	72.3%	72.8%	73.3%	73.8%
		<b>Actual Data:</b> 71.8%				

## Action Plan

<b>Strategy #1: Comprehensive supports will be provided to increase students access and success</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Implement an all school house model to increase positive staff: student relationships and progress monitoring of student success.	June 2023-June 2028	Administration Guidance Interventionists Instructional Coaches	N/A	N/A	Increase in student satisfaction as indicated on the state and Panorama surveys
2. Implement high, positive expectations for students and staff.	June 2023-June 2028	Administration Instructional Coaches	N/A	N/A	Increase in student satisfaction as indicated on the state and Panorama surveys
3. Student satisfaction will increase by creating equitable student centered learning environments.	June 2023-June 2028	Administration Students Teacher Instructional Coaches Interventionists	N/A	N/A	Increase in student satisfaction as indicated on the state and Panorama surveys
4. Implement PBIS with fidelity by training staff in PBIS implementation, holding Professional Development sessions related to PBIS in the classroom, and using "Warrior Bucks" as a student incentive.	June 2023-June 2028	PBIS Committee Administration Teachers Students	\$10,000	GOF	Decreased Discipline referrals Increase student engagement and positive behaviors
5. Build 30 minutes into the master schedule for student advisory (Warrior Connect) time.	June 2023-June 2028	Administration Teachers	N/A	N/A	Increased student reports on surveys of feeling positive connections with adults.
6. Hire additional teachers in special areas for increased number of elective courses.	June 2023-June 2028	Administration	4 PE Teachers (4) \$ 294,407.09 Foreign Language Teachers (2) 133,480.40	Title 1	Teacher hired, increased elective courses offered for students

			Fine Art Teachers (3) \$ 215,970.73		
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## Performance Goal

<b>Performance Goal Area:</b>	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
<b>Performance Goal:</b> <b>SMART goal must include:</b> <b>WHO will do WHAT, as measured by HOW and WHEN.</b>	Parent Satisfaction/Stakeholder Engagement - From June 2022 to June 2028, improve stakeholder involvement and communication by as measured by increasing the percent of parents agreeing/strongly agreeing “My child’s teachers contact me to say good things about my child” from 64.3% to 67.9%; “My child’s teachers tell me how I can help my child learn” from 64.3% to 67.9%; and, “My child’s school considers changes based on what parents say” from 72.7% to 75.5%.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
“My child’s teachers contact me to say good things about my child” (Climate Survey)	64.3%	<b>Projected Data:</b> 65%	66.2%	66.7%	67.1%	67.9%
		<b>Actual Data:</b> 65.7%				
“My child’s teachers tell me how I can help my child learn” (Climate Survey)	64.3%	<b>Projected Data:</b> 65%	65.7%	66.4%	67.1%	67.9%
		<b>Actual Data:</b> 62.9%				
My child’s school considers changes based on what parents say” (Climate Survey)	72.7%	<b>Projected Data:</b> 73.3%	73.8%	74.4%	74.9%	75.5%
		<b>Actual Data:</b> 68.7%				

## Action Plan

<b>Strategy #1: Provide partnership opportunities and support to improve school:family relationships.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Hire a Parent Advocate to serve as support for our House Groups	June 2023-June 2028	Administration Parent Advocate	88,231.10 (salary and benefits x1 year)	Title	Increased communication between school and parents Parent Advocate Hired
2. Hire a bilingual parent advocate.	June 2023-June 2028	Administration	\$77,951.39 (Salary and Benefits x1 year)	ESSER GOF	Parent Advocate Hired Increased parent community communication
3. Provide Parent PD's	June 2023-June 2028	Parent Advocate	\$12,000	Title	Increased parent information to support students at home. PD agendas and parent sign in sheets.
4. Food for open houses and feedback sessions.	June 2023-June 2028	Parent Advocate and Administration	\$10,000	Title	Increased parent attendance at parent events
5. Produce a monthly Parent newsletter	June 2023-June 2028	Parent Advocate(s)	\$ 1,364.00	Title	Increased parent connection with school

## Performance Goal

<b>Performance Goal Area:</b>	Student Achievement *					
<b>Performance Goal:</b> SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	ACCESS - From June 2022 to June 2028, increase the percent of all students who are multilingual learners meeting annual progress toward ACCESS proficiency targets from 36.6% to 47.5%.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>	<b>2027/28</b>
ALL MLL's	36.6%	<b>Projected Data:</b> 38.5%	44.5%	45.5%	46.5%	47.5%
		<b>Actual Data:</b> 43.5%				



## Action Plan

<b>Strategy #1: Provide on-the-spot professional development on 5 GLAD Strategies designed to significantly increase student listening, speaking, reading and writing across all classes.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Provide significant professional development and support to ML teachers to improve use of instructional time and facility with strategies.	June 2023-June 2028	Instructional Coaches	N/A	N/A	Increased observations of strategies for ML learners in the classroom
2. Coaches teacher ML (Be Glad) strategies, works 1:1 with teachers, admin walk through to determine effectiveness	June 2023-June 2028	Instructional Coaches, Administration, Teachers	N/A	N/A	Walkthrough observations , PD attendance
<b>Strategy #2: Increase support for ML Students in and out of the classroom</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Levels 1-3 ML students receive ESOL instruction in addition to their core classes	June 2023-June 2028	ESOL Teachers ESOL Department, CCSD Administration	N/A	N/A	Increased performance of ML learners on ACCESS assessment and other state assessments. Master Schedule
2. Hire a bilingual Parent Liaison	June 2023-June 2028	Administration Bilingual Parent Liaison	\$43,944.38 (salary and benefits x1 year)	Title	Increased communication between the school and parents of ML students, translation of materials/publications, announcements for ML students
3. Levels 1 & 2 ML students are participating in the Newcomer Center where they receive extra language support and scaffolding in core classes. Newcomer center currently has more than 100 ML students in the program.	June 2023-June 2028	Administration	N/A	N/A	Newcomer center fully staffed with teachers, administrative staff, and students. Student successfully exiting the program. Increased ACCESS proficiency.



## Performance Goal

<b>Performance Goal Area:</b>	Student Achievement *					
<b>Performance Goal:</b> SMART goal must include: <b>WHO</b> will do <b>WHAT</b> , as measured by <b>HOW</b> and <b>WHEN</b> .	EOCEP - From June 2022 to June 2028, increase the percent of students in the graduating cohort scoring C or better on the Algebra 1 EOCEP from 29.6% to 43.7%, English 2 EOCEP from 39.6% to 51.7%, Biology 1 EOCEP from 21% to 36.8%, and US History and Constitution from 28.6% to 42.9%					
<b>Interim Performance Goal: Meet annual targets below.</b>						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
Algebra 1 EOCEP	29.6%	<b>Projected Data:</b> 32.4%	41.6%	42.6%	43.6%	44.6%
		<b>Actual Data:</b> 40.6%				
English 2 EOCEP	39.6%	<b>Projected Data:</b> 42%	51.8%	52.8%	53.8%	54.8%
		<b>Actual Data:</b> 50.8%				
Biology EOCEP	21%	<b>Projected Data:</b> 24.2%	27.3%	30.5%	33.6%	36.8%
		<b>Actual Data:</b> 22.5%				
US History and Constitution EOCEP	28.6%	<b>Projected Data:</b> 31.5%	34.3%	37.2%	40%	42.9%
		<b>Actual Data:</b> 20.7%				

## Action Plan

<b>Strategy #1: Improve student performance on state assessments.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. House Leadership teams, consisting of a House Administrator, a House Instructional Coach, a House Interventionist, a House School Guidance Counselor, to evaluate student performance on grades each week and provide systematic intervention to support in-class and out-of-class performance.	June 2023-June 2028	Administration Instructional Coaches Interventionists Guidance	N/A	N/A	Increased student performance on State EOC's and benchmark assessments leading up to the EOC
2. Hire one Instructional Coach	June 2023-June 2028	Administration Instructional Coaches	\$86,399.33	Title	Improved State Assessment scores
3. Summer school and content recovery for 44 students not on track to graduate with their 4 year cohort.	June 2023-June 2028	Administration Teachers	\$100,000	Title	Credits earned, number of students from the 44 back on track for graduation
4. Levels 1 & 2 ML students are participating in the Newcomer Center where they receive extra language support and scaffolding in core classes. Newcomer center currently has more than 100 ML students in the program	June 2023-June 2028	Administration	N/A	N/A	Newcomer center, increased student scores on the ACCESS test and other state Assessments , enrollment in Newcomer center
5. Provide after-school tutoring and support to ML students who are not adequately advancing in English II coursework	June 2023-June 2028	Administration Teachers	N/A	N/A	Student participation in the afterschool program . Improved ELA 2 EOC scores for ML Students.
6. Transportation provided for after school tutoring, 2 days a week.	June 2023-June 2028	Administration First Student	\$29,1021.61 \$31,136	Title ESSER	Participation in the after school program Number of students utilizing after school transportation

7. Students not making adequate progress in English II will be provided additional tutoring and support after school and on Saturdays	June 2023-June 2028	Teachers Administration Students	N/A	N/A	Participation in after school and Saturday school.
8. Summer curriculum planning for core content teachers	June 2023-June 2028	Administration Teachers	\$53,524	Title	Participation of teachers in content planning using ML strategies and best practices with their PLC's.
9. Provide Saturday School for EOC "Boot Camps" for students who are enrolled in EOC Courses	June 2023-June 2028	Administration	\$17,945.33	Title	Participation in Boot Camp and increased EOC C or higher scores.
10. Increase proficiency in numeracy and literacy by providing instructional materials	June 2023-June 2028	Administration	\$13,355.60, \$18,054.67	CSI, Title	Increased EOC scores Increased lexile levels and MAP scores measured in the 9th grade
11. Training for EOC Teachers on Mastery Connect	June 2023-June 2028	Teachers Instructional coaches	500	Title	Students taking assessments on Mastery Connect in classrooms
<b>Strategy #2: The master schedule will be build for decreased class sizes and opportunities for co-teaching in core content classes.</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Levels 4 and up are provided Co-Taught English II courses with a highly qualified English teacher and an Endorsed ESOL teacher	June 2023-June 2028	Administration ESOL Dept. Teachers	N/A	N/A	Master Schedule Student schedules Increased test scores

## Performance Goal

<b>Performance Goal Area:</b>	Student Achievement *					
<b>Performance Goal:</b> SMART goal must include: <b>WHO</b> will do <b>WHAT</b> , as measured by <b>HOW</b> and <b>WHEN</b> .	College and/or Career Ready - From June 2022 to June 2028, increase the percent of students in the 4-year graduation cohort who are college ready from 14% to 31.2%; career ready from 40.9% to 52.7%; and college and/or career ready from 41.9% to 75.8%					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>	<b>2027/28</b>
College Ready	14%	<b>Projected Data:</b> 17.4%	20.9%	24.3%	27.8%	31.2%
		<b>Actual Data:</b> 15.6%				
Career Ready	40.9%	<b>Projected Data:</b> 43.2%	45.6%	47.9%	50.3%	52.7%
		<b>Actual Data:</b> 51.6%				
College and/or Career Ready	41.9%	<b>Projected Data:</b> 47.2%	54.4%	61.5%	68.7%	75.8%
		<b>Actual Data:</b> 52.7%				

## Action Plan

<b>Strategy #1: Improve student College and/or Career Ready achievement.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Develop and implement a clearly defined internal system of tracking student completion of College and Career Ready Standards, using School Guidance Counselors as primary responsibility holders for accountability of the system.	June 2023-June 2028	Administration Guidance	N/A	N/A	Tracking system with follow up system for accountability
2. Complete monthly check-ins to ensure all students in each House, who are on track to graduate, are also completing one of the requirements for College and Career Readiness.	June 2023-June 2028	Guidance	N/A	N/A	Participation in meetings, increased CCR.
3. Employ Lead Teacher to provide College and Career support/tracking and improve completion rates.	June 2024- June 2028	Administration	\$96,644.40	Ttile	Increased number of students who qualify as CCR
4. Facilitate 1:1 meetings with all students, focusing on Seniors, to assess College and Career Readiness and determine appropriate steps for achievement of the indicator.	June 2023-June 2028	Administration Guidance	N/A	N/A	Increased CCR, meeting notes, agendas
<b>Strategy #2: Assess student eligibility to complete the Work-Based Learning component to achieve College and Career Readiness.</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Leveraging WBL component to support students who are not able to pass other indicators	June 2023-June 2028	Career Counselor Administration Guidance	N/A	N/A	Increased CCR through WBL
2. Identify potential Juniors and Seniors who would benefit from WIN preparation materials and implement a system for students to complete the preparatory modules.	June 2023-June2028	Administration Guidance Testing coordinator	N/A	N/A	Increased WIN scores

3. Hire a full time Testing Coordinator	June 2023-June 2028	Principal Testing Coordinator	\$115,971.23	Title	Position hired, implementing testing, providing data on assessments, providing preparatory work for various assessments
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## Performance Goal

<b>Performance Goal Area:</b>	Student Achievement *					
<b>Performance Goal:</b> SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	AP enrollment & 3+ - From June 2022 to June 2028, increase the percent of students in grades 9-12 enrolled in an AP course from 6.6% to 20.6%, and the percent of AP exams earning a 3 or higher from 32.7% to 39.4%.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
Enrollment	6.6%	<b>Projected Data:</b> 9.4%	12.2%	15%	17.8%	20.6%
		<b>Actual Data:</b> 6.6%				
Scores 3 or Higher	32.7%	<b>Projected Data:</b> 34%	35.4%	36.7%	38.1%	39.4%
		<b>Actual Data:</b> 28.8%				

## Action Plan

<b>Strategy #1: Improve student performance on college readiness assessments.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Systematically align standards, curricula, interventions, and support across grade levels and feeder patterns	June 2023-June 2028	Administration at HS and MS Teachers AP Coordinator	N/A	N/A	Evidence of aligned Curriculum (such as lesson plans, meeting minutes, classroom observations)
2. Integrate testing ready vocabulary and test taking strategies within all classes throughout the school year	June 2023-June 2028	Administration AP Coordinator Teachers	N/A	N/A	Lesson Plans, classroom observations
3. Increase the numbers of students who are enrolled in and pass AP courses by promoting courses and recommending students in class choice	June 2023-June 2028	Administration Students Teachers	N/A	N/A	Number of student enrolled
<b>Strategy #2: Increase Enrollment in Honors and AP courses</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. The College Access program will be used to increase student opportunities for college readiness.	June 2023-June 2028	College Readiness Coordinator AP Coordinator Administration	N/A	N/A	Students participating in College Access, rate of students attending 4 year college after high school
2. Collaborate with School Guidance Counseling department to provide equity in AP courses. Students will take an interest survey and have the opportunity to enroll in AP and/or honors level courses through class choice. Teachers and counselors will use survey data to help recruit students to take more rigorous courses	June 2023-June 2028	Administration Guidance AP Coordinator Teachers Students	N/A	N/A	Increased performance on SAT/ACT/Accuplacer. Increased enrollment in honors and APO courses

## Performance Goal

<b>Performance Goal Area:</b>	Student Achievement *					
<b>Performance Goal:</b> <b>SMART goal must include:</b> <b>WHO will do WHAT, as measured by HOW and WHEN.</b>	4-YR Grad Rate (Overall, African American, Hispanic, ML, Disabled, Econ Disadvantaged, or male) - From June 2022 to June 2028, 76.2% of all students will earn an on-time high school diploma (within 4 or fewer years after entering 9th grade), 83.2% of African American students, 79.6% of Hispanic students, 78.6% of students who are multilingual learners, 64.8% of students with disabilities, 78.5% of students who are economically disadvantaged, and 72.3% of students who are male.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
Overall	73.5%	<b>Projected Data:</b> 74%	76.4%	77.4%	78.4%	79.4%
		<b>Actual Data:</b> 75.4%				
African American	76.3%	<b>Projected Data:</b> 76.8%	80.2%	81.2%	82.2%	83.2%
		<b>Actual Data:</b> 79.2%				
Hispanic	71.7%	<b>Projected Data:</b> 72.3%	76.5%	77.5%	78.5%	79.5%
		<b>Actual Data:</b> 75.5%				
ML	66.2%	<b>Projected Data:</b> 66.9%	74.6%	75.2%	76.6%	78.6%
		<b>Actual Data:</b> 73.6%				
Disabled	60.9%	<b>Projected Data:</b>	62.5%	63.2%	64%	64.8%

		61.7%				
		<b>Actual Data:</b> 44.8%				
Econ Disadvantaged	73.3%	<b>Projected Data:</b> 73.8%	75.5%	76.5%	77.5%	78.5%
		<b>Actual Data:</b> 74.5%				
Male	63.8%	<b>Projected Data:</b> 64.5%	69.3%	70.3%	71.3%	72.3%
		<b>Actual Data:</b> 68.3%				

## Action Plan

<b>Strategy #1: Tutoring will be provided to students during and after the school day at no cost to the student.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Provide targeted academic support for students, through the After-School Tiered Intervention (ASTI) who are not performing adequately toward on-time high school graduation.	June 2023-June 2028	Administration Teachers	N/A	N/A	Participation in after school programs
<b>Strategy #2: Increase alternative support programs for students who are identified as at-risk.</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Designe and implemented Adult Education Program with GED for students who are significantly over-age with insufficient credit, or have dropped out of school.	June 2023-June 2028	Administration	(\$20,000/year)	ESSER GOF	Participation in Adult Education program
2. Implement additional support for students dealing with a range of mental health issues	June 2023-June 2028	MUSC Communities in Schools Dept. of Mental Health Administration Guidance	N/A	N/A	IPS meeting notes and interventions, number of students on case loads
3. Hire 8 Interventionists	June 2023-June 2028	Administration	\$640,000 (salary and benefits/year)	Title	Hired Interventionist

## Performance Goal

<b>Performance Goal Area:</b>	Teacher/Administrator Quality *					
<b>Performance Goal:</b> <b>SMART goal must include:</b> <b>WHO will do WHAT, as measured by HOW and WHEN.</b>	Administrator Quality (based on Teacher Satisfaction items) - From June 2022 to June 2028, improve administrator quality as measured by increasing the percent of teachers mostly agreeing/agreeing “The rules for behavior are enforced at my school” from 62.7% to 83.1%; “The level of teacher and morale is high at my school” from 74.2% to 76.8%; and, “The school leadership makes a substantial effort to address teacher concerns” from 86.6% to 88%.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
“The rules for behavior are enforced at my school”	62.7%	<b>Projected Data:</b> 63.5%	80.1%	81.1%	82.1%	83.1%
		<b>Actual Data:</b> 79.1%				
“The level of teacher and morale is high at my school”	74.2%	<b>Projected Data:</b> 74.7%	75.2%	75.8%	76.3%	76.8%
		<b>Actual Data:</b> 69.8%				
“The school leadership makes a substantial effort to address teacher concerns”	86.6%	<b>Projected Data:</b> 86.9%	87.1%	87.4%	87.7%	88%
		<b>Actual Data:</b> 82%				

## Action Plan

<b>Strategy #1: Strengthen the community for the culture of learning, collaboration, and support for teachers</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Implement restorative practices framework to reduce recidivism.	June 2023-June 2028	Administration Teachers	N/A	N/A	Framework in place with a system for follow up and accountability
2. Implement high positive expectations for students and staff.	June 2023-June 2028	Administration Staff	N/A	N/A	System in place and follow through on expectations (accountability).
3. Implement monthly staff feedback sessions to improve change process and increase communication.	June 2023-June 2028	All Staff Administration	N/A	N/A	Attendance at feedback sessions and implementation of feedback

## Performance Goal

<b>Performance Goal Area:</b>	Teacher/Administrator Quality *					
<b>Performance Goal:</b> SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	From June 2022 to June 2028, the percent of returning teachers will increase from 78.3% to 83.7%.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>	<b>2027/28</b>
Returning Teachers (School Report Card)	78.3%	<b>Projected Data:</b> 79.4%	80.5%	81.6%	82.6%	83.7%
		<b>Actual Data:</b> 76.2%				



## Action Plan

<b>Strategy #1: Provide Academic, Behavioral, and SEL support to all teachers.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Provide strategic professional development that aligns with individual coaching cycles to address specific teacher needs.	June 2023-June 2028	Instructional Coaches Administration	N/A	N/A	Impmenetation of Professional Development and strategies in the classroom. Increased scores on 4.0 rubric.
2. Hold individualized House meetings, consisting of cross-curricular teachers, to build community and support within each House.	June 2023-June 2028	Administration Guidance Interventionists Instructional Coaches	N/A	N/A	Increased student performance in the classroom. Increased satisfaction with the school environment based on survey results
3. Provide opportunities for teachers to provide feedback and voice to the school learning/collaborative community, through Principal Listening sessions, periodic Faculty Meetings, and Strategic Vision/Mission building and evaluation sessions.	June 2023-June 2028	Administration Teachers	N/A	N/A	Increased satisfaction based on surveys. Participation in feedback sessions