



Conway High School

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**STRATEGIC PLAN**  
**2022-2027**

*January, 2022*

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## Our Vision:

**Conway 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.

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## 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
<b>LEADERSHIP CAPACITY</b>	<b>RESOURCE CAPACITY</b>	<b>LEARNING CAPACITY</b>
<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"> <li>• 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.</li> <li>• Five-year school-level plans aligned with the district's strategic plan and meeting state requirements for school renewal.</li> <li>• Involvement of stakeholders at all levels of the planning process.</li> <li>• 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.</li> <li>• Schools will engage in a continuous improvement process and develop target goals aligned with the district and school-level strategic plan.</li> </ul>	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"> <li>• Periodic e-newsletters or other electronic methods to employees and external audiences</li> <li>• Ongoing and expanded use of Parent Link (calling system) to communicate timely information to parents and employee groups</li> <li>• Awareness of the mobile app for Horry County Schools</li> </ul>	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"> <li>• Board meetings televised via cable access channel and through HCS website with electronic searchable agendas and documents</li> <li>• Expanded programs on cable access channel</li> <li>• Videos for television and website to help stakeholders understand the various programs of the District and schools</li> <li>• Sharing the District's message through external venues such as civic clubs, chambers of commerce, faith-based organizations, colleges, etc.</li> <li>• Posters of vision and core values posted in all schools and offices.</li> <li>• Ensure communication is provided in multiple languages meeting the diverse needs of all stakeholder groups</li> </ul>					
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)	2022-23	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.

<b>ACTION STEPS</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
<b>Financial Resources</b>					
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
<b>Physical Resources</b>					
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"> <li>• Provide bullying prevention and resources information on the HCS Student Affairs web pages</li> <li>• Provide a student app for reporting bullying or other school safety concerns</li> </ul>	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"> <li>• Maintain personalized digital learning (PDL) program with laptop/device for all students in grades K-12</li> </ul>	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"> <li>• Develop and and maintain a model to reduce the breakage and damage costs for repairs to student devices, including an annual technology fee</li> <li>• Maintain 1:1 device to student model in grades K-12.</li> <li>• 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.</li> <li>• Continue the laptop computer initiative for classroom teachers, guidance counselors, and administrators to encourage interactive technology in daily teaching and learning</li> <li>• Establish a refresh cycle for all technology hardware and equipment to include: servers, security cameras, wireless access points, computers, projectors, and network infrastructure</li> <li>• Identify the hardware and software to provide that best instruction;</li> <li>• Develop a relevant instructional technology training program for all teachers who deliver that content area/standard</li> <li>• Develop and provide teachers with technical applications to share lesson plans, resources and methodologies</li> <li>• Establish criteria/procedure for all software purchases and implementation that must be followed for all schools/departments.</li> <li>• Ensure that wireless overlays in all schools are sufficient to allow for a robust personalized learning program for students</li> <li>• Explore new technology solutions for interactive projectors/boards in classrooms for the most effective quality learning experiences</li> <li>• Provide media collections and information resources for students in order to integrate information literacy and technology within the curriculum</li> </ul>					
<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"> <li>• Student management policies, regulations and procedures</li> </ul>	2022-2027	Principals			Functioning team in all schools

<ul style="list-style-type: none"> <li>• Completion and submission of monthly safety reports which identify any concerns with safety, security, hazardous materials, and playgrounds where applicable.</li> <li>• Alternatives to ISS, OSS and homebound</li> <li>• Effective and efficient investigations and preparation for hearings</li> </ul>					
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Require each school to develop an anti-bullying plan.</li> </ul>	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"> <li>• Regular nutritional analyses for all school cafeteria meals</li> <li>• Goals for nutrition education, physical activity, and other school-based activities</li> <li>• Nutrition guidelines established for all foods sold to students during the course of the school day.</li> </ul>	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"> <li>• Implement a written emergency action plan for each student with documented allergies</li> <li>• Develop a specific training protocol for all staff to recognize anaphylaxis</li> </ul>	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"> <li>• Respond and take appropriate action in timely manner</li> <li>• Monitor number of calls and follow-up needed</li> </ul>	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"> <li>• Personal health practices</li> <li>• School bus safety</li> <li>• PE and playground procedures</li> <li>• Classroom and laboratory procedures</li> <li>• Indoor air quality</li> </ul>	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**

<b>School Name:</b>	Conway High
<b>SIDN:</b>	2601004
<b>Plan Submission:</b>	School utilizes Cognia
<b>Grade Span:</b>	9 To 12
<b>District:</b>	Horry
<b>Address 1:</b>	2301 Church Street
<b>Address 2:</b>	
<b>City:</b>	Conway, SC
<b>Zip Code:</b>	29526
<b>School Renewal Plan Contact Person:</b>	Dr. Tanika McKissick
<b>School Plan Contact Phone:</b>	843.488.0662
<b>School Plan E-mail Address:</b>	tmckissick@horrycountyschools.net

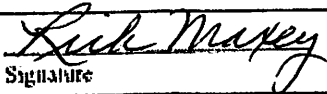
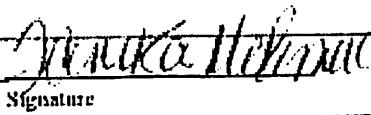
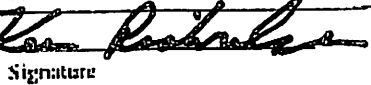
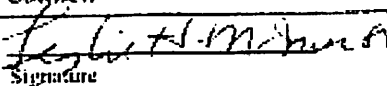
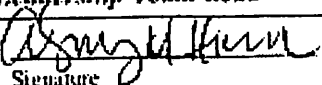
### Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1992 (Act 121) (S.C. Code Ann. §29-119-10 et seq. (Supp. 2001)), the Education Accountability Act of 1993 (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 a firmament of active participation of key stakeholders and alignment with ACT 113 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 assurance requirements including ACT 113 assurance pages.

### Required Printed Names and Signatures

<b>Superintendent</b>		
<u>Dr. Rick Muxey</u> Printed Name	 Signature	<u>11/15/21</u> Date
<b>Principal</b>		
<u>Dr. Tanika McKissick</u> Printed Name	 Signature	<u>2/19/21</u> Date
<b>Chairperson, District Board of Trustees</b>		
<u>Ken Richardson</u> Printed Name	 Signature	<u>11/15/21</u> Date
<b>Chairperson, School Improvement Council</b>		
<u>Leslie McIver</u> Printed Name	 Signature	<u>8/15/21</u> Date
<b>School Read To Succeed Literacy Leadership Team Lead</b>		
<u>Ashley Hinch</u> Printed Name	 Signature	<u>8/13/21</u> Date

## Assurances for School Renewal Plan

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

<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.
N/A	<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>
N/A	<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>
N/A	<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>	Dr. Tanika McKissick
2.	<b>Teacher</b>	Melanie Abston
3.	<b>Parent/Guardian</b>	Tameka Gregg-Johnson
4.	<b>Community Member</b>	Stephen Brown
5.	<b>Paraprofessional</b>	Brian Taylor
6.	<b>School Improvement Council Member</b>	Leslie McIver
7.	<b>Read to Succeed Reading Coach</b>	Ashley Hinch
8.	<b>School Read To Succeed Literacy Leadership Team Lead</b>	Ashley Hinch
9.	<b>School Read To Succeed Literacy Leadership Team Member</b>	Shanay Clark
<p><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 School Literacy Leadership Team for Read to Succeed</p>		

## District Requested Strategic/Renewal Plan Waiver

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

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

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

<http://ed.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)	



# WELCOME TO ONWAY!

Welcome Back Meeting  
2021-2022





20-21  
SCHOOL  
REPORT  
CARD

# REFLECTING ON 20-21



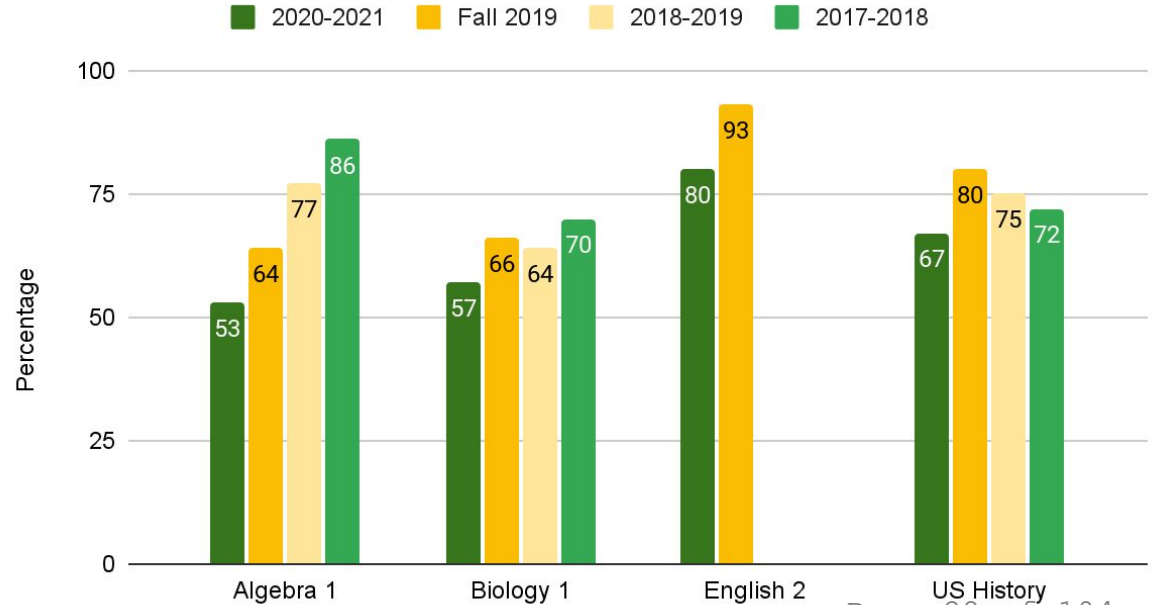


# EOC DATA

# TRENDS IN ALL EOC COURSES

All EOC courses experienced a decrease in overall passage percentage during the 20-21 school year

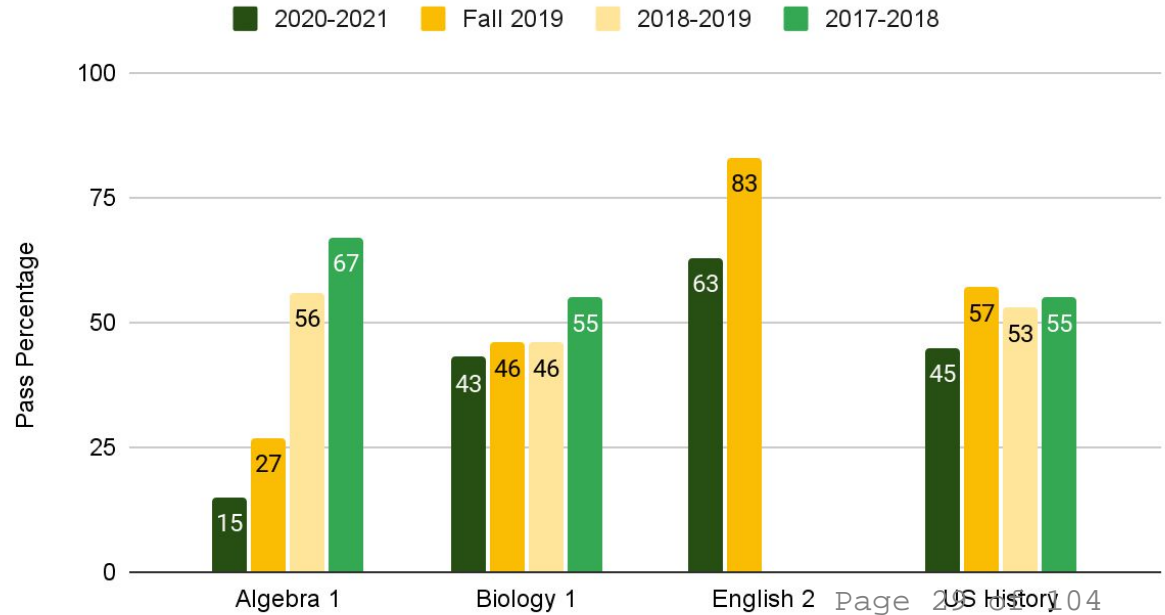
## EOC Passage Percentage



# TRENDS IN ALL EOC COURSES

The number of students scoring a C or better decreased in all EOC courses during the 21-22 school year

## EOCs- C or Better



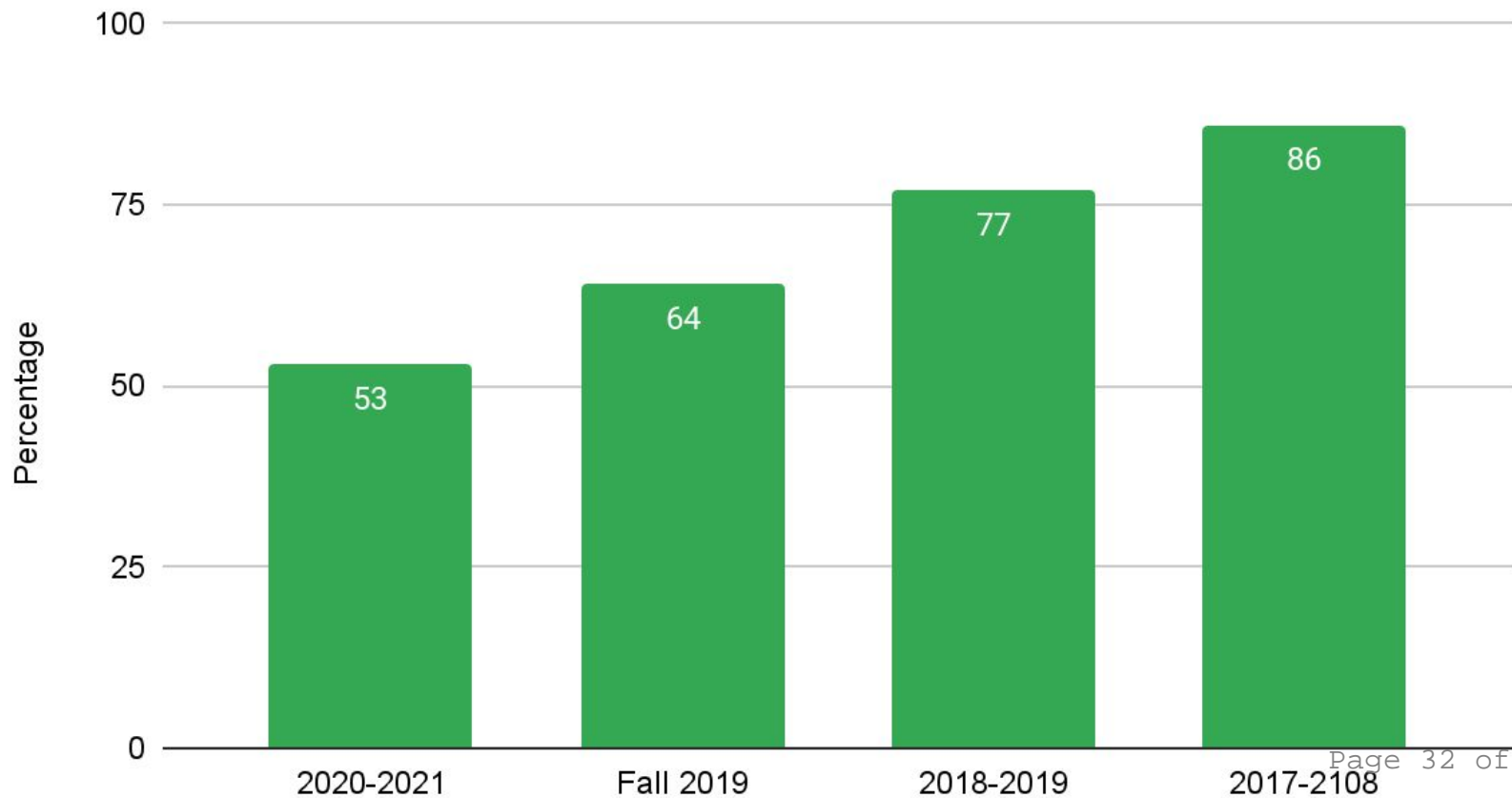
# TRENDS IN ALL EOC COURSES

Honor and AP students were extremely successful on the EOC exam in the 20-21 school year

Course	Honors Pass Percentage
<b>Algebra 1</b>	96%
<b>Biology 1</b>	90%
<b>English 2</b>	100%
<b>US History</b>	99%

# ALGEBRA I DATA

# Algebra 1- Pass Percentage





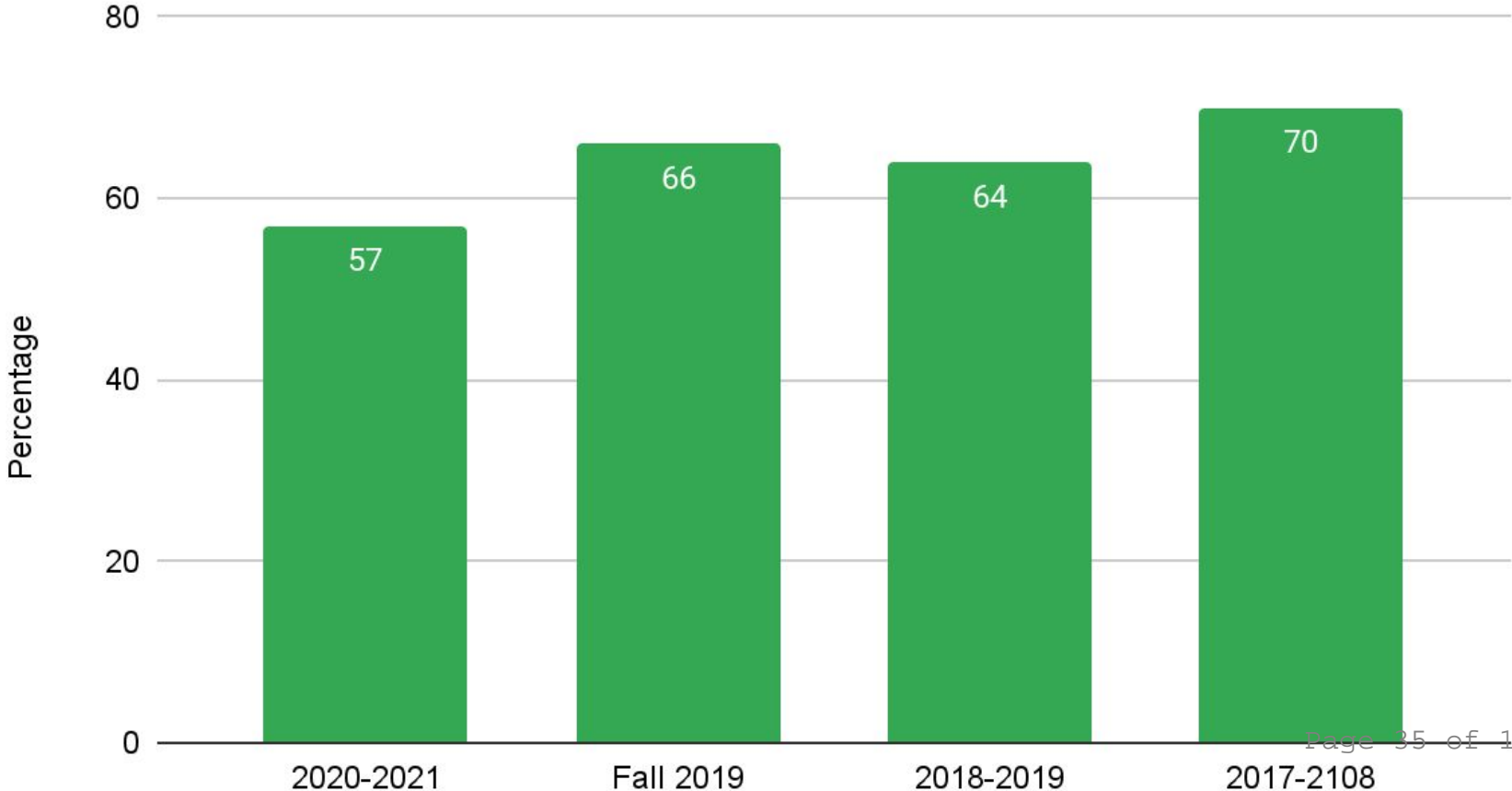
# TRENDS IN ALGEBRA I DATA

Letter Grade	Percentage of Students
<b>A</b>	0%
<b>B</b>	3%
<b>C</b>	12%
<b>D</b>	38%
<b>F</b>	47%

- 15% of students earned a C or better on the EOC
- 28% of the students who passed the exam earned a C or better
- 45% of special education students passed the EOC
- 45% of African American students passed the exam

# BIOLOGY I DATA

# Biology- Pass Percentage



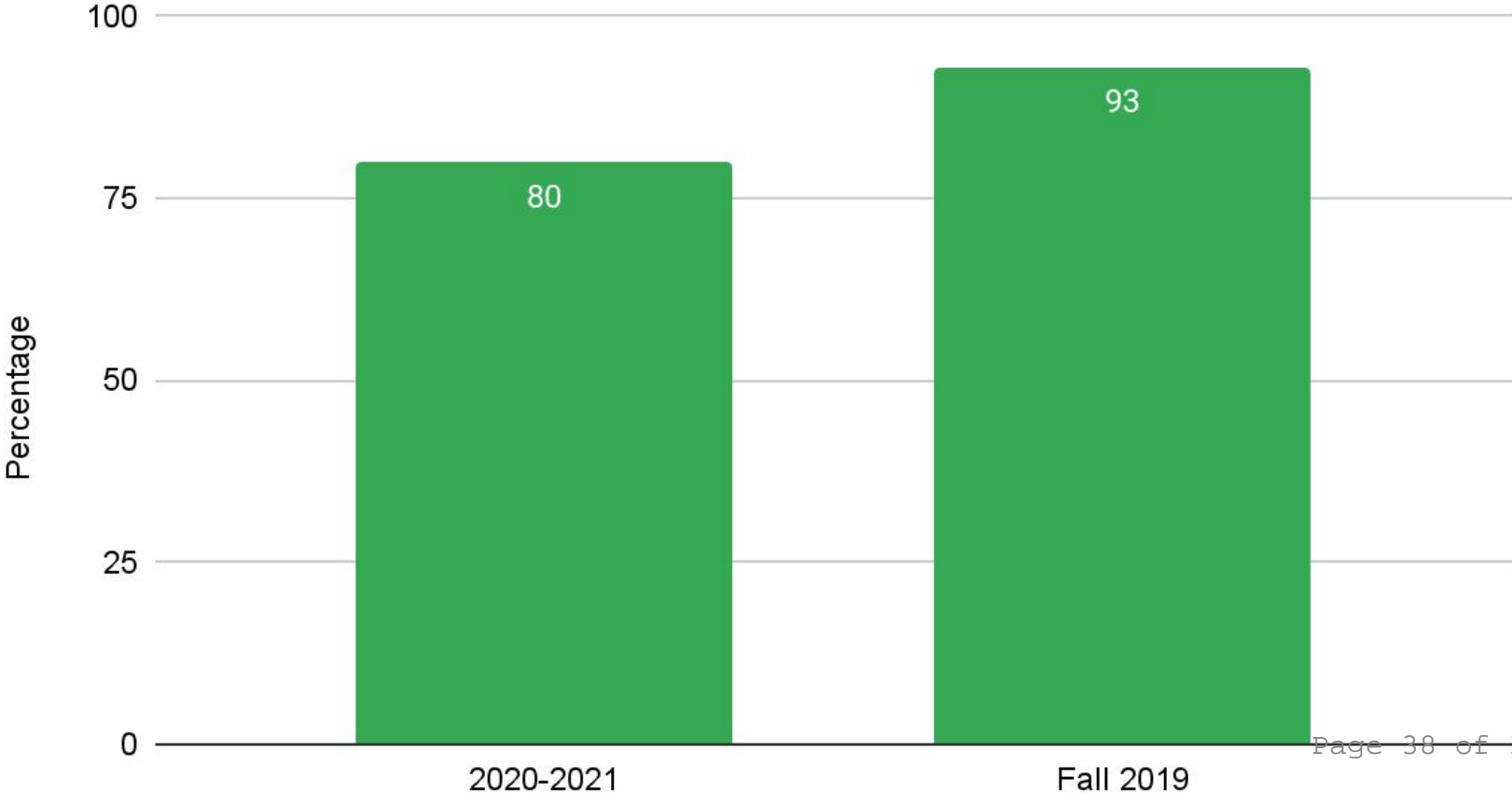
# TRENDS IN BIOLOGY I DATA

Letter Grade	Percentage of Students
<b>A</b>	16%
<b>B</b>	11%
<b>C</b>	16%
<b>D</b>	13%
<b>F</b>	43%

- 43% of students earned a C or better on the EOC
- 76% of the students who passed the exam earned a C or better
- 6% of special education students passed the EOC
- 34% of African American students passed the exam

# ENGLISH 2 DATA

# English 2- Pass Percentage



# TRENDS IN ENGLISH 2 DATA

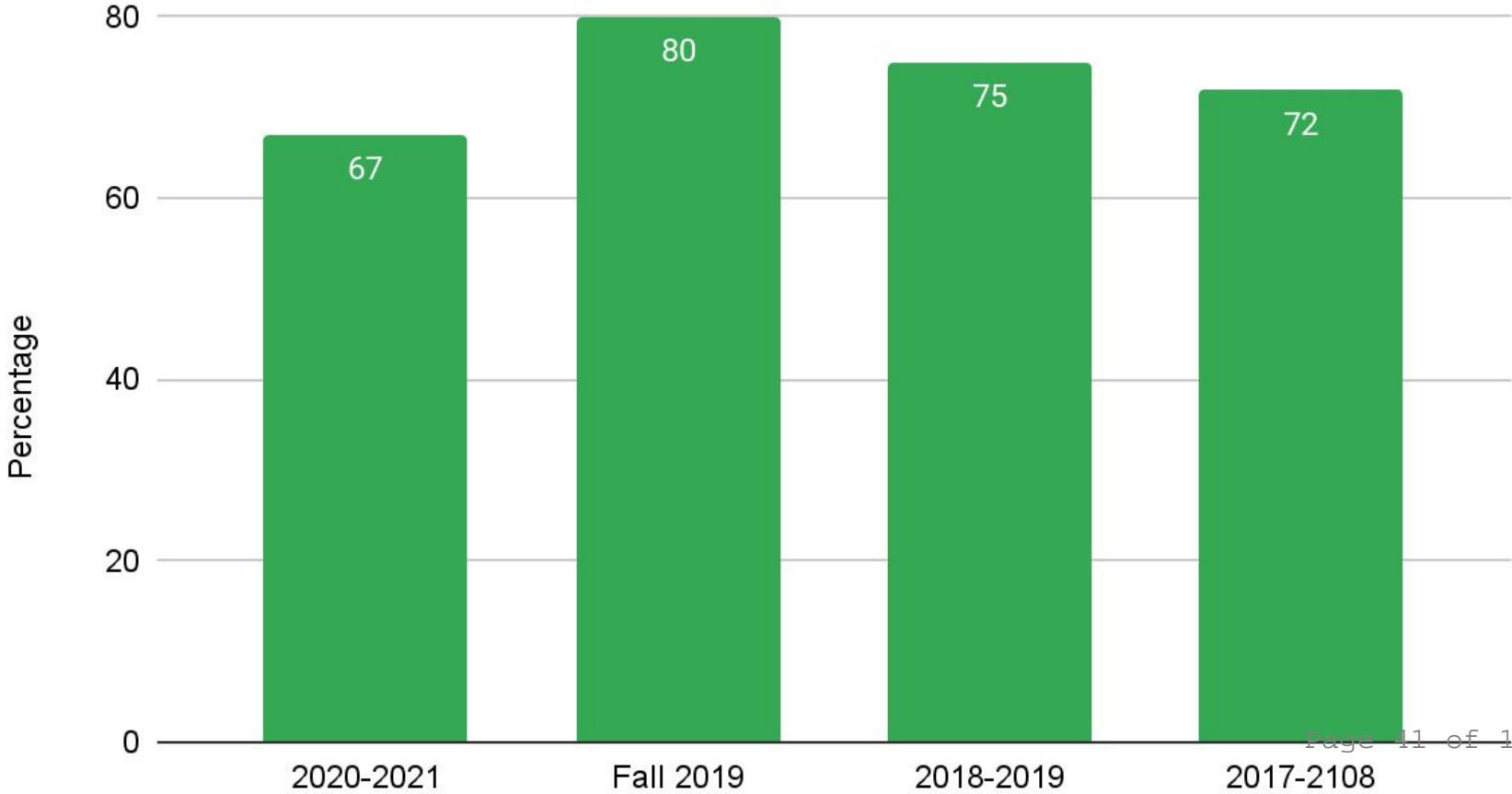
Letter Grade	Percentage of Students
<b>A</b>	17%
<b>B</b>	25%
<b>C</b>	21%
<b>D</b>	17%
<b>F</b>	20%

- 63% of students earned a C or better on the EOC
- 79% of the students who passed the exam earned a C or better
- 39% of special education students passed the EOC
- 67% of African American students passed the exam

# US HISTORY DATA



# US History- Pass Percentage



# TRENDS IN US HISTORY DATA

Letter Grade	Percentage of Students
<b>A</b>	14%
<b>B</b>	13%
<b>C</b>	18%
<b>D</b>	22%
<b>F</b>	33%

- 45% of students earned a C or better on the EOC
- 67% of the students who passed the exam earned a C or better
- 33% of special education students passed the EOC
- 33% of African American students passed the exam



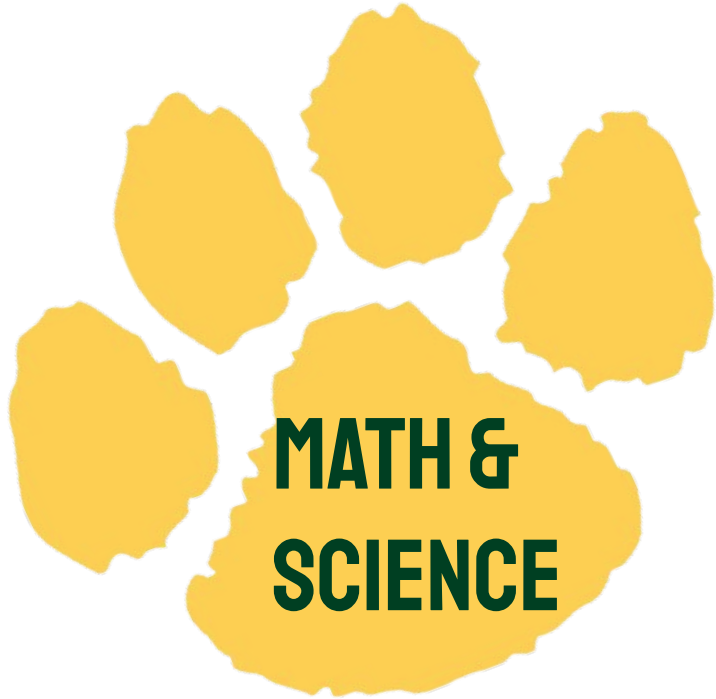
# AP DATA

# STUDENTS SCORING A 3 OR BETTER



AP Subject	Students with a 3 or better
English Language & Composition	63%
English Literature & Composition	80%

# STUDENTS SCORING A 3 OR BETTER



AP Subject	Students with a 3 or better
AP Calculus AB	48%
AP Calculus BC	50%
AP Physics 1	5%
AP Physics C	50%

# STUDENTS SCORING A 3 OR BETTER



AP Subject	Students with a 3 or better
AP Government	100%
AP US History	89%
AP Human Geography	80%
AP European History	33%



# GRAD RATE

# GRAD RATE

A large yellow paw print graphic is positioned on the left side of the slide. Inside the paw print, the text 'CLASS OF 2021' is written in a bold, dark green font.

**CLASS  
OF 2021**

**77.7%**



## 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.

<b>Student Achievement</b>	
<b>High School (9 - 12)</b>	
1.	While we need to spend efforts on improving our EOC results in all areas with all students, it is apparent that we must concentrate on instructional strategies and programmatic changes to ensure the success of special education, multilingual, and African American populations. To address the deficits in CCR, more emphasis will be placed on monitoring the various options for earning the college and career readiness credential. Regarding the graduation rate, areas that need to be addressed include the high failure rate in core academic courses, poor student attendance, and disconnect between school and home.
<b>Teacher/Administrator Quality</b>	
2.	We have 77.6 percent of our teachers on continuing contracts and 78.6 with advanced degrees. We plan to focus on high-quality professional development and strategies that encourage high teacher morale. We will implement strategies that will support teachers in their efforts who pursue an advanced degree. Also, we will communicate advanced degree opportunities to the staff.
<b>School Climate</b>	
3.	We have used our 20-21 survey data to focus on efforts and priorities in various areas. One area of strength is that parents, staff, and students feel that our school is safe. We will continue to focus on events and activities that boost student and teacher morale. We will also focus on ways to increase parental involvement. We will address the focuses by holding social staff gatherings, open houses, parent-teacher conferences, school-wide pep rallies, student celebrations, and tailgating events. We will also develop a Climate Committee composed of staff members who plan staff activities that boost teacher morale.

## 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>	The satisfaction level among parents, students, and teachers about the Learning Environment, Social and Physical Environment, and School-Home Relations will increase each year by 2027.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Spring State Opinion Survey results - Learning Environment (based on annual SC Report Card)	P- 72.0 S- 70.4 T- 91.1	<b>Projected Data:</b> P- 74.6 S- 74.1 T- 92.3	P- 77.2 S- 77.8 T- 93.5	P- 79.8 S- 81.6 T- 94.6	P- 82.4 S- 85.3 T- 95.8	P- 85 S- 89 T- 97
Spring State Opinion Survey results - Social Environment (based on annual SC Report Card)	P- 63.3 S- 76.3 T- 94	<b>Projected Data:</b> P- 67.2 S- 79 T- 94.8	P- 71.2 S- 81.8 T- 95.6	P- 75.1 S- 84.5 T- 96.4	P- 79.1 S- 87.3 T- 97.2	P- 83 S- 90 T- 98
Spring State Opinion Survey results - School Home Relations (based on annual SC Report Card)	P- 64 S- 82.8 T- 67.1	<b>Projected Data:</b> P- 66 S- 84.0 T- 72.7	P- 68 S- 85.3 T- 78.3	P- 70 S- 86.5 T- 83.8	P- 72 S- 87.8 T- 89.4	P- 74 S- 89 T- 95

## Action Plan

<b>Strategy #1: Improve the percentage of respondents who have a favorable opinion of the school on the annual survey of teachers, students and parents.</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>
<p>1. Promote and encourage the involvement of all stakeholders in the success of students:</p> <ul style="list-style-type: none"> <li>-Develop localized marketing plans for programs and initiatives utilizing the school webpage and other social media</li> <li>- Expand the school’s presence, identity, initiatives, and accomplishments throughout the community through a variety of media, including increased use of social media (e.g., Facebook, Twitter, etc.)</li> <li>- Encourage parental involvement in fine arts programs</li> <li>- Encourage community and parental involvement in athletic events</li> <li>- Explore opportunities for involvement of businesses and organizations within the school for relationships that enhance learning</li> <li>- Encourage community involvement on the CHS Advisory Board and School Improvement Council</li> <li>- Invite local businesses and clergy to participate in school activities and functions</li> <li>- Encourage business participation in job shadowing opportunities for students</li> <li>- Implement a system to receive ongoing feedback on school customer service</li> </ul>	2022-2027	Principal Assistant Principals Guidance Counselors CATE marketing teachers Athletic Director Booster Club Club and Honor Society advisors Fine Arts teachers	\$2000	District and school funds	Daily announcements Student Publications School Website School Social Networking Sites Agendas
<p>2. Increase teacher moral:</p> <ul style="list-style-type: none"> <li>- Create a CHS welcoming committee that helps new teachers acclimate to the Conway area</li> <li>- Provide support network through lead mentor and department chairs for veteran teachers</li> <li>- Create Teacher of the Month program to highlight those teachers who serve as exemplars</li> <li>- Limit the responsibilities of new teachers</li> </ul>	2022-2027	Principal Assistant Principals Instructional Coach Lead mentor	\$500	District and school funds	School Report Card

<p>3. Encourage involvement of community members:  - Collaborate with our external stakeholders to enhance the service-learning opportunities for staff and students  - Explore the integration of service-learning opportunities within courses  - Develop localized marketing plans for programs and initiatives utilizing the school webpage and other social media</p>	2022-2027	Principal Assistant Principals Guidance Counselors Club/Honor Society advisors	N/A	N/A	Service Learning Projects
<p>4. Actively involve parents in the course selection process:  - Share annually updated Secondary Program Guides with students and parents as a part of the IGP meetings, which contain an overview of all secondary programs, including Career and Technology Education programs offered within HCS  - Participate in ongoing district professional development for counselors to ensure effective advisement and guidance of students and parents in the selection of appropriate coursework for the preparation of students toward college and work readiness  - Participate in district specialty training sessions for counselors within specific needs areas such as STEM, CATE, or AP  - Provide scholarship information to students in the daily bulletin and on guidance's scholarship webpage  - Develop and maintain guidance webpage on the school website to provide valuable resources for students and parents</p>	2022-2027	Principal Assistant Principals Guidance Counselors All staff	N/A	N/A	Guidance tab on school website Agendas for guidance meetings Program of study Documentation of professional development Accountability reports
<p>5. Create a welcoming school environment:  - Recognize employees for acts and efforts to provide exceptional customer service  - Implement a system to receive ongoing feedback on school customer service</p>	2022-2027	Principal Assistant Principals	\$500	District and School Funds	Accountability Reports Surveys
<p>6. Create a safe school environment:  - Conduct daily searches and metal detector screenings for all students  - Utilize surveillance cameras throughout the facility  - Utilize gate security and hall monitoring  - Conduct safety inspections of all classrooms  - Provide training for science teachers to conduct science room safety inspections  - Require staff to complete school safety online courses  - Conduct scheduled safety drills such as monthly fire drills, bus drills, earthquake and tornado drills</p>	2022-2027	Principal Assistant Principals All staff	\$1000	District and School Funds	Crisis Management Plan Chemical Hygiene Plan
<p>7. Promote frequent communication with parents and the community:  - Share tutoring information with parents through a tutoring website  - Provide scholarship information to students on the guidance's scholarship webpage  - Develop and maintain guidance webpage on the school website to provide valuable resources for students and parents</p>	2022-2027	Principal Assistant Principal Instructional Coach Guidance	N/A	N/A	Digital Artifacts

<ul style="list-style-type: none"> <li>- Frequently post information related to academics, athletics, and extracurricular events on social media</li> <li>- Maintain the school's website with updated information related to tutoring, scholarships, events, etc.</li> <li>- Encourage the use of Pacific Interrupters to communicate with ML families</li> <li>- Invite families to school events, such as open houses, family nights, informational meetings</li> </ul>		Counselors Teachers Media Specialists			
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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.	At least 82% of students will pass the State's English 2 end-of course exam with a "C" (Level 3) or higher by 2027.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>
English 2 EOCEP data from SC Report Card	57	<b>Projected Data:</b> 62	67	72	77	82

## Action Plan

<b>Strategy #1: Implement SC College and Career-Ready Standards in order to improve student achievement in English language arts.</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>
<p>1. Strategically plan, implement strategies, and monitor student data to support the success of special education students:</p> <ul style="list-style-type: none"> <li>- Utilize Enrich and Performance Matters data to collect data from common assessments, MAP, attendance, and discipline referrals to monitor special education students' progress</li> <li>- Implement strategies from the PD on Universal Design for Learning in lessons to help scaffold learning for Special Education students</li> <li>-Conduct after school tutorial sessions targeted to special education students</li> <li>-Participate in regular data discussions during collaborative planning to continuously monitor the progress of special education students</li> <li>-Attend IEP/504 meetings</li> <li>-Review IEPs and implement accommodations for students</li> <li>-Work collaboratively with learning strategy teachers as well as special education case managers</li> <li>-Align learning strategy classes to focus on grade level EOC assessments</li> </ul>	2022-2027	Classroom teachers Special education teachers Guidance counselors Instructional Coach HCS Learning Specialists	\$2500	State, district, and school funds	IEPs Classroom Walkthrough Data Student Progress Reports Tutoring Attendance Logs
<p>2. Strategically plan, implement strategies, and monitor student data to support the success of ML students:</p> <ul style="list-style-type: none"> <li>-Work collaboratively with ESOL teacher</li> <li>-Implement strategies from PD on Sheltered Instruction to improve instruction for ML students</li> <li>-Implement PD on Universal Design for Learning to improve instruction for ML students</li> <li>-Review student ILP to identify strengths and weaknesses</li> <li>-Review student ILP to identify classroom accommodations</li> <li>-Utilize System 44 for non-speakers for intensive language acquisition</li> </ul>	2022-2027	Classroom teachers ESOL teacher Instructional Coach HCS Learning Specialists Guidance counselors	\$2500	State, district, and school funds	ELDA Data Classroom Walkthrough Data System 44 usage data SPI

<p>3. Implement digital content resources to support and supplement instruction in English courses:</p> <ul style="list-style-type: none"> <li>- Use data from digital content resources to determine student strengths and weaknesses before common assessments</li> <li>-Work collaboratively with the instructional coach and the digital integration specialist to create technology-rich lesson plans</li> <li>-Attend staff development targeting the effective use of technology in the classroom</li> <li>-Model and aid in providing instructional strategies and blended learning strategies through various online methods</li> <li>-Analyze data from CWTs to determine trends and effectiveness of technology use</li> </ul>	2022-2027	Principal Assistant Principals Instructional Coach Department Chairs Digital Integration Specialists HCS Learning Specialists	N/A	N/A	Agendas Artifacts from PLCs Artifacts from classroom visits Digital artifacts CHS Google Classrooms CHS Google Drive CWTs Lesson plans
<p>4. Actively engage in professional development opportunities:</p> <ul style="list-style-type: none"> <li>-Participate in district-level professional development for teachers, IC, and principals and provide school-level professional development on high-yield strategies, engagement, and levels of questioning.</li> <li>-Implement PD on Universal Design for Learning to improve instruction for all subgroups, with a focus on Special Education, ML, and African American subgroups</li> <li>-Implement AVID strategies and provide professional development to staff</li> <li>-Model AVID instructional strategies in professional development sessions</li> <li>-Provide professional development in regards to cultural responsiveness</li> <li>-Utilize teacher leaders who consistently raise the performance of low performing subgroups to facilitate professional development for teachers of low performing students</li> <li>-Collaborate with teachers from other HCS Schools who consistently raise the performance of struggling subgroups</li> <li>-Provide professional development for reading interventionists and special education staff in identified programs</li> </ul>	2022-2027	Principal Assistant Principals Instructional Coach Department Chairs Digital Integration Specialists Learning Specialists	\$20,000	State, District, and School Funds	Agendas Artifacts from PLCs Artifacts from classroom visits Digital artifacts CHS Google Classrooms CHS Google Drive CWTs Lesson plans
<p>5. Effectively communicate with parents and community members to support student success:</p> <ul style="list-style-type: none"> <li>-Provide staff members with opportunities to learn how to use technology as a tool to engage and inform families effectively</li> <li>-Provide training to teachers on how to design and maintain Google classroom to share information with parents about assignments, projects, dates, and events</li> <li>-Create in-person and virtual open-house opportunities for families to communicate with teachers about student performance</li> <li>-Create open-house opportunities that showcase positive student performance</li> <li>-Hold small parent workshops about career and college readiness skills</li> </ul> <p>festing tips. FAFSA. college applications. scholarships. resumes.</p>	2022-2027	Principal Assistant Principals Instructional Coach Department Chairs Classroom teachers Guidance counselors Graduation coach	\$500	State, District, and School Funds	Agendas Artifacts meetings/showcases Artifacts from open houses CHS Google Classroom CHS webpage CHS social media



interviews] at CHS -Invite community leaders, business leaders, college admissions counselors, and military/career counselors to speak about the importance of the college/career world					
6. Utilize district resources to support the English 2 curriculum: -Utilize common planning time correlate instruction and align pacing among the EOC classes -Monitor progress every two weeks with EOC teachers to analyze teacher/district common assessments	2022-2027	Instructional Coach Department Chairs Classroom teachers Principal Assistant principals Learning specialists	N/A	N/A	Agendas Artifacts from PLCs Artifacts from classroom visits Digital artifacts CHS Google Classroom CHS Google Drive CWTs Lesson plans
7. Implement support systems for struggling students: -Create enrichment classes that are targeted to 9th graders who fall below the 220 RIT score level -Implement district identified intervention programs for all Tiers for ELA -Implement a reading program utilizing reading interventionists -Promote an after school tutoring program	2022-2027	Instructional Coach Department Chairs Classroom teachers Principal Assistant principals Learning specialists Interventionists	\$10000	State, District, and School Funds	Artifacts from classroom visits Digital artifacts CHS Google Classroom CHS Google Drive CWTs Lesson plans
8. Implement the steps of the Instructional Framework (Plan, Implement, Monitor, and Reflect) during planning to ensure comprehensive daily lessons using the ROAR agenda template: -Create and implement a bi-weekly weekly collaborative planning schedule for all EOC teachers (afterschool) -Work with Instructional Coach (IC), Digital Integration Specialists (DIS), and district learning specialists during collaborative planning sessions to analyze and interpret common assessment data and develop a plan of action for remediation based on the data -Utilize Enrich and Performance Matters data to compile student profiles to include common assessment data, demographics, and attendance information. -Use data from digital content resources to determine student strengths and weaknesses before common assessments -Teacher collaboration in the development and implementation of the Student Learning Objective (SLO).	2022-2027	Principal Assistant Principals Instructional Coach Department Chairs Digital Integration Specialists Learning Specialists	\$2000	State, district, and school funds	Artifacts from data analysis Agendas Evidence of Remediation CWTs Lesson Plans

-Work with the IC, DIS, and district learning specialist during collaborative planning to design effective and engaging lessons that align with the district curriculum maps and utilize district-approved digital content to provide small group differentiated instruction.  
-Use the data collected from the CWT to guide instructional planning and goal setting during collaborative planning  
-Predict EOC performance based on common assessment data to determine intervention strategies

## 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.	At least 75% of students will pass the State’s Algebra I end-of-course test with a “C” (Level 3) or higher by 2027.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>
English 2 EOCEP data from SC Report Card	51.3	<b>Projected Data:</b> 56.1	60.8	65.1	70.3	75

## Action Plan

<b>Strategy #1: Implement SC College and Career-Ready Standards in order to improve student achievement in Mathematics.</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>
<p>1. Strategically plan, implement strategies, and monitor student data to support the success of special education students:</p> <ul style="list-style-type: none"> <li>- Utilize Enrich and Performance Matters data to collect data from common assessments, MAP, attendance, and discipline referrals to monitor special education students' progress</li> <li>- Implement strategies from the PD on Universal Design for Learning in lessons to help scaffold learning for Special Education students</li> <li>-Conduct after school tutorial sessions targeted to special education students</li> <li>-Participate in regular data discussions during collaborative planning to continuously monitor progress of special education students</li> <li>-Attend IEP/504 meetings</li> <li>-Review IEPs and implement accommodations for students</li> <li>-Work collaboratively with learning strategy teachers as well as special education case managers</li> <li>-Align learning strategy classes to focus on grade level EOC assessments</li> </ul>	2022-2027	Classroom teachers Special education teachers Guidance counselors Instructional Coach HCS Learning Specialists	\$2500	State, District, and School Funds	IEPs Classroom Walkthrough Data Student Progress Reports Tutoring Attendance Logs
<p>2. Strategically plan, implement strategies, and monitor student data to support the success of ML students:</p> <ul style="list-style-type: none"> <li>-Work collaboratively with ESOL teacher</li> <li>-Implement strategies from PD on Sheltered Instruction to improve instruction for ML students</li> <li>-Implement PD on Universal Design for Learning to improve instruction for ML students</li> <li>-Review student ILP to identify strengths and weaknesses</li> <li>-Review student ILP to identify classroom accommodations</li> <li>-Utilize System 44 for non-speakers for intensive language acquisition</li> </ul>	2022-2027	Classroom teachers ESOL teacher Instructional Coach Guidance counselors HCS Learning Specialists	N/A	N/A	ELDA Data Classroom Walkthrough Data System 44 usage data SPI

<p>3. Implement digital content resources to support and supplement instruction in Math courses:</p> <ul style="list-style-type: none"> <li>- Use data from digital content resources to determine student strengths and weaknesses before common assessments</li> <li>-Work collaboratively with the instructional coach and the digital integration specialist to create technology-rich lesson plans</li> <li>-Attend staff development targeting the effective use of technology in the classroom</li> <li>-Model and aid in providing instructional strategies and blended learning strategies through various online methods</li> <li>-Analyze data from CWTs to determine trends and effectiveness of technology use</li> </ul>	2022-2027	Principal Assistant Principals Instructional Coach Department Chairs Digital Integration Specialists Learning Specialists	N/A	N/A	Agendas Artifacts from PLCs Artifacts from classroom visits Digital artifacts CHS Google Classrooms CHS Google Drive CWTs Lesson plans
<p>4. Actively engage in professional development opportunities:</p> <ul style="list-style-type: none"> <li>-Participate in district-level professional development for teachers, IC, and principals and provide school-level professional development on high-yield strategies, engagement, and levels of questioning.</li> <li>-Implement PD on Universal Design for Learning to improve instruction for all subgroups, with a focus on Special Education, ML, and African American subgroups</li> <li>-Implement AVID strategies and provide professional development to staff</li> <li>-Model AVID instructional strategies in professional development sessions</li> <li>-Provide professional development in regards to cultural responsiveness</li> <li>-Utilize teacher leaders who consistently raise the performance of low performing subgroups to facilitate professional development for teachers of low performing students</li> <li>-Collaborate with teachers from other HCS Schools who consistently raise the performance of struggling subgroups</li> <li>-Provide professional development for reading interventionists and special education staff in identified programs</li> </ul>	2022-2027	Principal Assistant Principals Instructional Coach Department Chairs Digital Integration Specialists Learning Specialists	\$20,000	State, District, and School Funds	Agendas Artifacts from PLCs Artifacts from classroom visits Digital artifacts CHS Google Classrooms CHS Google Drive CWTs Lesson plans
<p>5. Effectively communicate with parents and community members to support student success:</p> <ul style="list-style-type: none"> <li>-Provide staff members with opportunities to learn how to use technology as a tool to engage and inform families effectively</li> <li>-Provide training to teachers on how to design and maintain Google classroom to share information with parents about assignments, projects, dates, and events</li> <li>-Create in-person and virtual open-house opportunities for families to communicate with teachers about student performance</li> <li>-Create open-house opportunities that showcase positive student performance</li> <li>-Hold small parent workshops about career and college readiness skills [testing tips, FAFSA, college applications, scholarships, resumes, interviews] at CHS</li> </ul>	2022-2027	Principal Assistant Principals Instructional Coach Department Chairs Classroom teachers Guidance counselors Graduation coach	\$500	State, District, and School Funds	Agendas Artifacts meetings/showcases Artifacts from open houses CHS Google Classroom CHS webpage CHS social media

-Invite community leaders, business leaders, college admissions counselors, and military/career counselors to speak about the importance of the college/career world					
6. Utilize district resources to support the English 2 curriculum: -Utilize common planning time correlate instruction and align pacing among the EOC classes -Monitor progress every two weeks with EOC teachers to analyze teacher/district common assessments	2022-2027	Instructional Coach Department Chairs Classroom teachers Principal Assistant principals Learning specialists	N/A	N/A	Agendas Artifacts from PLCs Artifacts from classroom visits Digital artifacts CHS Google Classroom CHS Google Drive CWTs Lesson plans
7. Implement support systems for struggling students: -Implement a math interventions program utilizing math interventionist -Promote an after school tutoring program	2022-2027	Instructional Coach Department Chairs Classroom teachers Principal Assistant principals Learning specialists Interventionists	\$10000	State, District, and School Funds	Agendas Artifacts from PLCs Artifacts from classroom visits Digital artifacts CHS Google Classroom CHS Google Drive CWTs Lesson plans
8. Implement the steps of the Instructional Framework (Plan, Implement, Monitor, and Reflect) during planning to ensure comprehensive daily lessons using the ROAR agenda template: -Create and implement a bi-weekly weekly collaborative planning schedule for all EOC teachers (afterschool) -Work with Instructional Coach (IC), Digital Integration Specialists (DIS), and district learning specialists during collaborative planning sessions to analyze and interpret common assessment data and develop a plan of action for remediation based on the data -Utilize Enrich and Performance Matters data to compile student profiles to include common assessment data, demographics, and attendance information. -Use data from digital content resources to determine student strengths and weaknesses before common assessments -Teacher collaboration in the development and implementation of the Student Learning Objective (SLO). -Work with the IC. DIS. and district learning specialist during	2022-2027	Instructional Coach Department Chairs Classroom teachers Principal Assistant principals Learning specialists	\$2000	State, District, and School Funds	Agendas Artifacts from PLCs Artifacts from classroom visits Digital artifacts CHS Google Classroom CHS Google Drive CWTs Lesson plans

collaborative planning to design effective and engaging lessons that align with the district curriculum maps and utilize district-approved digital content to provide small group differentiated instruction.

- Use the data collected from the CWT to guide instructional planning and goal setting during collaborative planning
- Predict EOC performance based on common assessment data to determine intervention strategies

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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.	At least 70% of students will pass the State’s Biology I end-of-course test with a “C” (Level 3) or higher by 2027.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>
Biology I EOCEP data from SC Report Card	49.8	<b>Projected Data: 53.8</b>	57.8	61.8	65.8	70



## Action Plan

<b>Strategy #1: Implement SC College and Career-Ready Standards in order to improve student achievement in science</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>
<p>1. Strategically plan, implement strategies, and monitor student data to support the success of special education students:</p> <ul style="list-style-type: none"> <li>- Utilize Enrich and Performance Matters data to collect data from common assessments, MAP, attendance, and discipline referrals to monitor special education students' progress</li> <li>- Implement strategies from the PD on Universal Design for Learning in lessons to help scaffold learning for Special Education students</li> <li>-Conduct after school tutorial sessions targeted to special education students</li> <li>-Participate in regular data discussions during collaborative planning to continuously monitor the progress of special education students</li> <li>-Attend IEP/504 meetings</li> <li>-Review IEPs and implement accommodations for students</li> <li>-Work collaboratively with learning strategy teachers as well as special education case managers</li> <li>-Align learning strategy classes to focus on grade level EOC assessments</li> </ul>	2022-2027	Classroom teachers Special education teachers Guidance counselors Instructional Coach HCS Learning Specialists	\$2500	State, District, and School Funds	IEPs Classroom Walkthrough Data Student Progress Reports Tutorial Attendance Logs
<p>2. Strategically plan, implement strategies, and monitor student data to support the success of ML students:</p> <ul style="list-style-type: none"> <li>-Work collaboratively with ESOL teacher</li> <li>-Implement strategies from PD on Sheltered Instruction to improve instruction for ML students</li> <li>-Implement PD on Universal Design for Learning to improve instruction for ML students</li> <li>-Review student ILP to identify strengths and weaknesses</li> <li>-Review student ILP to identify classroom accommodations</li> <li>-Utilize System 44 for non-speakers for intensive language acquisition</li> </ul>	2022-2027	Classroom teachers ESOL teacher Instructional Coach Guidance counselors	N/A	N/A	ELDA Data Classroom Walkthrough Data System 44 usage data SPI

<p>3. Implement digital content resources to support and supplement instruction in science courses:</p> <ul style="list-style-type: none"> <li>- Use data from digital content resources to determine student strengths and weaknesses before common assessments</li> <li>-Work collaboratively with the instructional coach and the digital integration specialist to create technology-rich lesson plans</li> <li>-Attend staff development targeting the effective use of technology in the classroom</li> <li>-Model and aid in providing instructional strategies and blended learning strategies through various online methods</li> <li>-Analyze data from CWTs to determine trends and effectiveness of technology use</li> </ul>	2022-2027	Principal Assistant Principals Instructional Coach Department Chairs Digital Integration Specialists Learning Specialists	N/A	N/A	Agendas Artifacts from PLCs Artifacts from classroom visits Digital artifacts CHS Google Classrooms CHS Google Drive CWTs Lesson plans
<p>4. Actively engage in professional development opportunities:</p> <ul style="list-style-type: none"> <li>-Participate in district-level professional development for teachers, IC, and principals and provide school-level professional development on high-yield strategies, engagement, and levels of questioning.</li> <li>-Implement PD on Universal Design for Learning to improve instruction for all subgroups, with a focus on Special Education, ML, and African American subgroups</li> <li>-Implement AVID strategies and provide professional development to staff</li> <li>-Model AVID instructional strategies in professional development sessions</li> <li>-Provide professional development in regards to cultural responsiveness</li> <li>-Utilize teacher leaders who consistently raise the performance of low performing subgroups to facilitate professional development for teachers of low performing students</li> <li>-Collaborate with teachers from other HCS Schools who consistently raise the performance of struggling subgroups</li> <li>-Provide professional development for reading interventionists and special education staff in identified programs</li> </ul>	2022-2027	Principal Assistant Principals Instructional Coach Department Chairs Digital Integration Specialists Learning Specialists	\$20,000	State, District, and School Funds	Agendas Artifacts from PLCs Artifacts from classroom visits Digital artifacts CHS Google Classrooms CHS Google Drive CWTs Lesson plans
<p>5. Effectively communicate with parents and community members to support student success:</p> <ul style="list-style-type: none"> <li>-Provide staff members with opportunities to learn how to use technology as a tool to effectively engage and inform families</li> <li>-Provide training to teachers on how to design and maintain Google classroom to share information with parents about assignments, projects, dates and events</li> <li>-Create in person and virtual open-house opportunities for families to communicate with teachers about student performance</li> <li>-Create open-house opportunities that showcase positive student performance</li> <li>-Hold small parent workshops about career and college readiness skills</li> </ul> <p>festing tips. FAFSA. college applications. scholarships. resumes.</p>	2022-2027	Principal Assistant Principals Instructional Coach Department Chairs Classroom teachers Guidance counselors Graduation coach	\$500	State, District, and School Funds	Agendas Artifacts meetings/showcases Artifacts from open houses CHS Google Classroom CHS webpage CHS social media

interviews] at CHS -Invite community leaders, business leaders, college admissions counselors, and military/career counselors to speak about the importance of college/career world					
6. Utilize district resources to support the Biology 1 curriculum: -Utilize common planning time correlate instruction and align pacing among the EOC classes -Monitor progress every two weeks with EOC teachers to analyze teacher/district common assessments	2022-2027	Instructional Coach Department Chairs Classroom teachers Principal Assistant principals Learning specialists	N/A	N/A	Agendas Artifacts from PLCs Artifacts from classroom visits Digital artifacts CHS Google Classroom CHS Google Drive CWTs Lesson plans
7. Implement support systems for struggling students: -Implement a reading program utilizing reading interventionists -Promote an after school tutoring program	2022-2027	Instructional Coach Department Chairs Classroom teachers Principal Assistant principals Learning specialists Interventionists	\$10000	State, District, and School Funds	Agendas Artifacts from PLCs Artifacts from classroom visits Digital artifacts CHS Google Classroom CHS Google Drive CWTs Lesson plans
8. Implement the steps of the Instructional Framework (Plan, Implement, Monitor, and Reflect) during planning to ensure comprehensive daily lessons using the ROAR agenda template: -Create and implement a bi-weekly weekly collaborative planning schedule for all EOC teachers (afterschool) -Work with Instructional Coach (IC), Digital Integration Specialists (DIS), and district learning specialists during collaborative planning sessions to analyze and interpret common assessment data and develop a plan of action for remediation based on the data -Utilize Enrich and Performance Matters data to compile student profiles to include common assessment data, demographics, and attendance information. -Use data from digital content resources to determine student strengths and weaknesses before common assessments -Teacher collaboration in the development and implementation of the Student Learning Objective (SLO).	2022-2027	Instructional Coach Department Chairs Classroom teachers Principal Assistant principals Learning specialists	\$2000	State, District, and School Funds	Agendas Artifacts from PLCs Artifacts from classroom visits Digital artifacts CHS Google Classroom CHS Google Drive CWTs Lesson plans

-Work with the IC, DIS, and district learning specialist during collaborative planning to design effective and engaging lessons that align with the district curriculum maps and utilize district-approved digital content to provide small group differentiated instruction.  
-Use the data collected from the CWT to guide instructional planning and goal setting during collaborative planning  
-Predict EOC performance based on common assessment data to determine intervention strategies

## 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.	At least 65% of students will pass the State's US History end-of course exam with a "C" (Level 3) or higher by 2027.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>
US History EOCEP data from SC Report Card	39.3	<b>Projected Data: 44.4</b>	49.5	54.6	59.7	65

## Action Plan

<b>Strategy #1: Implement SC College and Career-Ready Standards in order to improve student achievement in social studies</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>
<p>1. Strategically plan, implement strategies, and monitor student data to support the success of special education students:</p> <ul style="list-style-type: none"> <li>- Utilize Enrich and Performance Matters data to collect data from common assessments, MAP, attendance, and discipline referrals to monitor special education students' progress</li> <li>- Implement strategies from the PD on Universal Design for Learning in lessons to help scaffold learning for Special Education students</li> <li>-Conduct after school tutorial sessions targeted to special education students</li> <li>-Participate in regular data discussions during collaborative planning to continuously monitor the progress of special education students</li> <li>-Attend IEP/504 meetings</li> <li>-Review IEPs and implement accommodations for students</li> <li>-Work collaboratively with learning strategy teachers as well as special education case managers</li> <li>-Align learning strategy classes to focus on grade level EOC assessments</li> </ul>	2022-2027	Classroom teachers Special education teachers Guidance counselors Instructional Coach HCS Learning Specialists	\$2500	State, District, and School Funds	IEPs Classroom Walkthrough Data Student Progress Reports Tutorial Attendance Logs
<p>2. Strategically plan, implement strategies, and monitor student data to support the success of ML students:</p> <ul style="list-style-type: none"> <li>-Work collaboratively with ESOL teacher</li> <li>-Implement strategies from PD on Sheltered Instruction to improve instruction for ML students</li> <li>-Implement PD on Universal Design for Learning to improve instruction for ML students</li> <li>-Review student ILP to identify strengths and weaknesses</li> <li>-Review student ILP to identify classroom accommodations</li> <li>-Utilize System 44 for non-speakers for intensive language acquisition</li> </ul>	2022-2027	Classroom teachers ESOL teacher Instructional Coach Guidance counselors	N/A	State, District, and School Funds	ELDA Data Classroom Walkthrough Data System 44 usage data SPI

<p>3. Implement digital content resources to support and supplement instruction in Social Studies courses:</p> <ul style="list-style-type: none"> <li>- Use data from digital content resources to determine student strengths and weaknesses before common assessments</li> <li>-Work collaboratively with the instructional coach and the digital integration specialist to create technology-rich lesson plans</li> <li>-Attend staff development targeting the effective use of technology in the classroom</li> <li>-Model and aid in providing instructional strategies and blended learning strategies through various online methods</li> <li>-Analyze data from CWTs to determine trends and effectiveness of technology use</li> </ul>	2022-2027	Principal Assistant Principals Instructional Coach Department Chairs Digital Integration Specialists Learning Specialists	N/A	N/A	Agendas Artifacts from PLCs Artifacts from classroom visits Digital artifacts CHS Google Classrooms CHS Google Drive CWTs Lesson plans
<p>4. Actively engage in professional development opportunities:</p> <ul style="list-style-type: none"> <li>-Participate in district-level professional development for teachers, IC, and principals and provide school-level professional development on high-yield strategies, engagement, and levels of questioning.</li> <li>-Implement PD on Universal Design for Learning to improve instruction for all subgroups, with a focus on Special Education, ML, and African American subgroups</li> <li>-Implement AVID strategies and provide professional development to staff</li> <li>-Model AVID instructional strategies in professional development sessions</li> <li>-Provide professional development in regards to cultural responsiveness</li> <li>-Utilize teacher leaders who consistently raise the performance of low performing subgroups to facilitate professional development for teachers of low performing students</li> <li>-Collaborate with teachers from other HCS Schools who consistently raise the performance of struggling subgroups</li> <li>-Provide professional development for reading interventionists and special education staff in identified programs</li> </ul>	2022-2027	Principal Assistant Principals Instructional Coach Department Chairs Digital Integration Specialists Learning Specialists	\$20,000	State, District, and School Funds	Agendas Artifacts from PLCs Artifacts from classroom visits Digital artifacts CHS Google Classrooms CHS Google Drive CWTs Lesson plans
<p>5. Effectively communicate with parents and community members to support student success:</p> <ul style="list-style-type: none"> <li>-Provide staff members with opportunities to learn how to use technology as a tool to effectively engage and inform families</li> <li>-Provide training to teachers on how to design and maintain Google classroom to share information with parents about assignments, projects, dates and events</li> <li>-Create in person and virtual open-house opportunities for families to communicate with teachers about student performance</li> <li>-Create open-house opportunities that showcase positive student performance</li> <li>-Hold small parent workshops about career and college readiness skills</li> </ul> <p>festing tips. FAFSA. college applications. scholarships. resumes.</p>	2022-2027	Principal Assistant Principals Instructional Coach Department Chairs Classroom teachers Guidance counselors Graduation coach	\$500	State, District, and School Funds	Agendas Artifacts meetings/showcases Artifacts from open houses CHS Google Classroom CHS webpage CHS social media

interviews] at CHS -Invite community leaders, business leaders, college admissions counselors, and military/career counselors to speak about the importance of college/career world					
6. Utilize district resources to support the US History curriculum: -Utilize common planning time correlate instruction and align pacing among the EOC classes -Monitor progress every two weeks with EOC teachers to analyze teacher/district common assessments	2022-2027	Instructional Coach Department Chairs Classroom teachers Principal Assistant principals HCS Learning Specialists	N/A	N/A	Agendas Artifacts from PLCs Artifacts from classroom visits Digital artifacts CHS Google Classroom CHS Google Drive CWTs Lesson plans
7. Implement support systems for struggling students: -Implement a reading program utilizing reading interventionists -Promote an after school tutoring program	2022-2027	Instructional Coach Department Chairs Classroom teachers Principal Assistant principals Learning specialists Interventionists	\$10,000	State, District, and School Funds	Agendas Artifacts from PLCs Artifacts from classroom visits Digital artifacts CHS Google Classroom CHS Google Drive CWTs Lesson plans
8. Implement the steps of the Instructional Framework (Plan, Implement, Monitor, and Reflect) during planning to ensure comprehensive daily lessons using the ROAR agenda template: -Create and implement a bi-weekly weekly collaborative planning schedule for all EOC teachers (afterschool) -Work with Instructional Coach (IC), Digital Integration Specialists (DIS), and district learning specialists during collaborative planning sessions to analyze and interpret common assessment data and develop a plan of action for remediation based on the data -Utilize Enrich and Performance Matters data to compile student profiles to include common assessment data, demographics, and attendance information. -Use data from digital content resources to determine student strengths and weaknesses before common assessments -Teacher collaboration in the development and implementation of the Student Learning Objective (SLO).	2022-2027	Instructional Coach Department Chairs Classroom teachers Principal Assistant principals Learning specialists	\$2000	State, District, and School Funding	Agendas Artifacts from PLCs Artifacts from classroom visits Digital artifacts CHS Google Classroom CHS Google Drive CWTs Lesson plans



-Work with the IC, DIS, and district learning specialist during collaborative planning to design effective and engaging lessons that align with the district curriculum maps and utilize district approved digital content to provide small group differentiated instruction.  
-Use the data collected from the CWT to guide instructional planning and goal setting during collaborative planning  
-Predict EOC performance based on common assessment data to determine intervention strategies

## 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.	At least 45% of ML student will meet their annual composite growth target on ACCESS 2.0 by 2027.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>
Percent of students meeting progress target on ACCESS 2.0	20.4	<b>Projected Data: 25.3</b>	30.2	35.1	40	45

## Action Plan

<b>Strategy #1: Increase the language proficiency levels and skills of multilingual learners</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 supports and strategies to aid in language acquisition for ML students: - Implementation of modifications and accommodation by general and special education teacher - Utilize sheltered instruction strategies in lesson - Organize an ML site team consisting of students, teachers, and administrators to focus on strategies to improve student performance - Strategic focus on vocabulary growth in core content areas - Create enrichment classes that are targeted to newcomers and ML students who fall below their proficiency level target	2022-2027	Principal Assistant Principals Classroom teachers ESOL teachers Special Education teachers Instructional Coach	N/A	N/A	Agendas Artifacts from PLCs Artifacts from classroom visits Digital artifacts CHS Google Classrooms CHS Google Drive CWTs Lesson plans
2. Foster parental involvement to support language acquisition for students: - Encourage parent involvement through ESOL family night - Utilizing translation services for all parent communication	2022-2027	Principal Assistant Principals Classroom teachers ESOL teachers Special Education teachers Instructional Coach	\$500	State, district, and school funds	Agendas Invitation to family nights Digital artifacts

## 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>	At least 87% all students in the graduating cohort will attain college or career ready status by meeting one or more of the necessary criteria.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Percent of graduating seniors attaining college and/or career readiness status	66.7	<b>Projected Data:</b> 70.8	74.9	79	83.1	87
Average ACT composite score for graduating seniors	16.6	<b>Projected Data:</b> 17.3	18	18.6	19.3	20
Average SAT composite score of graduating seniors	973	<b>Projected Data:</b> 998.4	1023.8	1049.2	1074.6	1100
Percent of students scoring a 3 or higher on an AP Exam	50.7	<b>Projected Data:</b> 54.6	58.4	62.3	66.1	70
Percent of students in the graduation cohort who completed six hours of dual credit course work with a grade of C or higher	4.8	<b>Projected Data:</b> 5.8	6.8	7.8	8.8	9.8
Percent of students in the graduation cohort who have completed Career and Technical Education (CTE) with certification	12.6	<b>Projected Data:</b> 13.6	14.6	15.6	16.6	17.6
Percent of students in the graduation cohort who completed a state-approved work-based learning experience	6.2	<b>Projected Data:</b> 7.2	8.2	9.2	10.2	11.2
Percent of students in the graduation cohort who took the ASVAB and scored 31 or higher	32.3	<b>Projected Data:</b> 33.3	34.3	35.3	36.3	37.3

Percent of students in the graduation cohort who earned a platinum, gold, or silver certificate on the career readiness assessment	55.9	<b>Projected Data:</b> 56.9	57.9	58.9	59.9	60.9
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## Action Plan

<b>Strategy #1: Improve student achievement in order to ensure that students meet the criteria to be identified as college and/or career ready</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>
<p>1. Implement strategies to increase SAT/ACT scores:</p> <ul style="list-style-type: none"> <li>- Test all 10th-grade students with the PSAT and utilize the data for SAT preparation</li> <li>- Consult with students during their annual IGP meetings and submit possible candidates for SAT/ACT tutoring to coaches</li> <li>- Use learning consultants to strategically target students who need additional support with test-taking strategies to be successful on the SAT/ACT</li> <li>- Utilize and analyze data from digital content providers to assist with SAT/ACT prep</li> <li>- Share strategies for SAT/ACT prep with teachers</li> <li>- Offer SAT/ACT tutoring sessions weekly after school</li> <li>- Analyze data from SAT/ACT tests to determine the effectiveness of SAT/ACT prep</li> </ul>	2022-2027	All teachers SAT/ACT coaches Principal Instructional Coach Guidance Counselors Assistant Principals	\$200	District and School Funds	Classroom Walkthrough data Consensus maps Agendas Usage reports and student progress reports
<p>2. Prepare students for success on the SAT/ACT:</p> <ul style="list-style-type: none"> <li>- Consult with students during their annual IGP meetings and submit possible candidates for SAT/ACT tutoring to coaches</li> <li>- Discuss potential barriers and concerns with identifying students who will be taking the SAT/ACT</li> <li>- Use the PSAT scores when consulting with students and parents during IGPs about course selection and counsel students about the need to have Algebra 2 and English 3 if preparing to take the SAT/ACT</li> <li>- Post information about the SAT/ACT, including test dates and test-taking strategies, on the school website and social media sites</li> </ul>	2022-2027	Guidance Counselors Principals Assistant Principals SAT/ACT coaches All teachers	\$1000	District and School Funds	Digital Artifacts IGP meeting agenda

<p>3. Increase the number of students enrolled in AP courses:</p> <ul style="list-style-type: none"> <li>- Hold AP information meetings for parents of interested students</li> <li>- Recruit high achieving 8th grade students for AP Program in the spring</li> <li>- Create an AP Academy to encourage students in all grades to enroll in AP courses</li> <li>- Implement AP Rush Week in order to increase awareness and participation in AP courses</li> <li>- Use AP potential lists to recruit students during AP rush week</li> <li>- Create privileges for those taking more than 1 AP course/year</li> <li>- Coordinate time for AP teachers to visit honors classrooms to promote AP courses</li> <li>- Encourage taking foreign language early so more opportunities will be available to schedule AP courses</li> <li>- Attempt to eliminate scheduling conflicts in the master schedule</li> <li>- Offer a large variety of AP courses</li> </ul>	2022-2027	Principals Assistant Principals AP Teachers Guidance Counselors Instructional Coach	\$1000	State, district, and school funds	Agenda from parent meeting Recruitment letters Artifacts from AP rush week Master Schedule Course Selection Guide
<p>4. Increase AP scores:</p> <ul style="list-style-type: none"> <li>- Conduct vertical team meetings to build consistent expectations and curriculum alignment in AP Programs</li> <li>- Encourage the use of AP classroom by AP teachers</li> <li>- Participate in district PD with college board trained facilitators</li> </ul>	2022-2027	Principal Assistant Principal AP Teachers Guidance Counselors Instructional Coach	\$500	State, district, and school funds	AP Classroom Data Meeting Agenda
<p>5. Increase the percent of 11th and 12th grade students scoring a C or higher in a Dual Enrollment course:</p> <ul style="list-style-type: none"> <li>- Inform students of the expectation of dual enrollment courses during the IGP process</li> <li>- Provide organizational, time management, and study skills strategies to students</li> </ul>	2022-2027	Principal Assistant Principals Teachers Guidance Counselors	N/A	N/A	IGP meeting documentation
<p>6. Increase the number of graduating seniors who are completers within a SCDE approved CTE program w/ SCDE approved Industry Credential</p> <ul style="list-style-type: none"> <li>- Promote program offerings at open houses</li> <li>- Educate guidance counselors on program offerings</li> <li>- Encourage conversations about program offerings in IGP meetings</li> <li>- Organize opportunities for students to work with industry professionals through field trip, guest speakers, etc</li> </ul>	2022-2027	Principal Assistant Principals Instructional Coach Guidance Counselors CTE Teachers	\$1000	State, district, and school funds	Course Catalog IGP Meeting Documentation Digital Artifacts
<p>7. Increase the number of graduating seniors completing an approved SCDE WBL experience</p> <ul style="list-style-type: none"> <li>- Utilize the work-based learning coach to organize opportunities for students</li> <li>- Advertise the need for community partnerships for WBL</li> </ul>	2022-2027	Principal Assistant Principals Work Based Learning Coach	\$1000	State, district, and school funding	IGP meeting documentation Community partnership documentation

opportunities on social media - Collaboration between guidance and WBL coach to ensure that WBL learning opportunities are aligned with career goals identified in IGP meetings and/or IEP meetings.		Guidance Counselors Teachers			
8. Increase the number of graduating seniors earning a score of 31 or higher on ASVAB - Invite military personal to speak with students to prepare them for the test - Provide sample test questions for students who are preparing to test	2022-2027	Principal Assistant Principal Guidance Counselors	N/A	N/A	Documentation of visits



## 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.	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.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>
SC School Report Card	77.7	<b>Projected Data:</b> 80.2	82.6	85.1	87.5	90

## Action Plan

<b>Strategy #1: Provide support to students to increase the on-time graduation rate</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>
<p>1. Implement intervention strategies to increase student success across all subgroups:</p> <ul style="list-style-type: none"> <li>- Promote and initiate character-related community partnerships and mentors through RISE/ROSE</li> <li>- Encourage students to attend tutoring programs targeted to their individual needs</li> <li>- Provide opportunities for service learning through extracurricular activities</li> <li>-Collaborate with our external stakeholders to enhance the service learning opportunities for staff and students through clubs, honor societies, and student government</li> <li>-Monitor and recognize student and staff participation in service learning programs</li> <li>-Implement social and emotional learning lessons for all students</li> </ul>	2022-2027	Director of Guidance (school level) Counselors Principal Assistant principals Student Council advisor Club and Honor Society advisors Career counselor	\$5000	State, District, and School Funds	Artifacts from service learning projects Journalistic and social media artifacts Club/Honor Society meeting agendas Documentation of student/staff recognition
<p>2. Utilize guidance counselors to address the needs of students, educate families about graduation requirements, and conference with students to ensure a plan for student success:</p> <ul style="list-style-type: none"> <li>- Participate in ongoing district professional development for counselors to ensure effective advisement and guidance of students and parents in the selection of appropriate coursework for the preparation of students toward college and work readiness</li> <li>-Conduct IGP conferences with all students</li> <li>- Afford counselors opportunities to participate in specialty, regional, and state-sponsored counselor meetings</li> <li>- Participate in district specialty training sessions for counselors within specific needs areas</li> <li>- Facilitate distribution of HCS Student Information Guide to parents/students grades 9-12</li> <li>- Provide scholarship information to students on the school website, daily bulletin, and social media outlets</li> </ul>	2022-2027	Director of Guidance (school level) Counselors Principal Assistant principal Instructional Coach Work Based Learning Coach	\$1000	Federal, State, District, and School Funds	Annual Guidance Accountability Report Agendas for guidance meetings HCS Guidance Website School-level program of study

<ul style="list-style-type: none"> <li>- Develop and maintain guidance webpage on the school website to provide useful resources for students and parents</li> <li>- Utilize course guides for all secondary schools career and technology education (CATE) programs that align with potential career goals, including career exploration, job shadowing, internships, and mentoring with IGP process grades 8-12</li> <li>- Consistently implement identified strategies such as transition meetings between middle and high schools</li> <li>- Provide information about scheduling, program offerings, and clubs to rising 9th graders</li> <li>- Use students to recruit for NJROTC, marching bands, and AVID at feeder middle schools</li> <li>- Participate in area cluster meetings to collaborate with elementary, middle, and high school stakeholders</li> <li>- Provide opportunities for post-secondary institutions to meet with students through the annual EdOp Fair</li> <li>- Enhance opportunities for AVID students by providing multiple college visits</li> <li>- Provide opportunities for students to participate in job shadowing with local businesses</li> </ul>					
<p>3. 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>	2022-2027	Plan will be uploaded	N/A	State, District, and School Funds	Literacy plan and reflection data

## 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.	At least 83.8% of teachers will obtain an advanced degree by 2027.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>
Teacher Degrees	78.6	<b>Projected Data:</b> 79.6	80.6	81.6	82.6	83.6

## Action Plan

<b>Strategy #1: Implement plan to increase the number of teachers with advanced degrees.</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. Support teachers who are interested or currently enrolled in an advanced degree program: - Encourage teachers to participate in HCS professional development opportunities - Share all HCS professional development opportunities and advanced degree information sessions through various channels - Encourage teachers to create and present sessions at state and national conferences - Invite university liaisons for informational sessions about program offerings	2022-2027	Principal Assistant Principals Instructional Coach Lead mentor	N/A	District and School Funds	Truenorthlogic transcripts Meeting agendas Artifacts from PLCS

## 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.	At least 85% of teachers will be on a continuing contract by 2027.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>
Percentage of teachers on a continuing contract, as reported in SCLead	77.6	<b>Projected Data:</b> 79.1	80.6	82.0	83.5	85

## Action Plan

<b>Strategy #1: Continue to recruit and retain the highest quality certified teaching staff.</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. Retain highly qualified teachers: - Provide high-quality professional development - Encourage participation in educational conferences - Recognize teachers as "Teachers of the Month" - Create a comfortable space in the building for teachers to collaborate - Encourage teachers to collaborate consistently - Partner new teachers with a veteran teacher near them for constant support - Organize quarterly teacher appreciation events - Plan group outings for teachers	2022-2027	Principal Assistant Principal Instructional Coach Teachers	\$500	District and School Funds	Agendas from meetings Documentation of teacher partnerships Digital Artifacts
2. Recruit highly qualified teachers - Attend district job fairs - Build relationships with local universities - Meet with internship and practicum teachers that are placed in the building	2022-2027	Principals Assistant Principals Instructional Coach	\$500	State, district, and school funds	Digital Artifacts



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<b>A. This school documents and monitors the reading and writing assessment and instruction planned for all sixth through twelfth grade students and the interventions provided to all struggling readers who are not able to comprehend grade-level texts.</b>				
<b>A Comprehensive System of Assessment</b> <ul style="list-style-type: none"> <li>● Summative Assessment               <ul style="list-style-type: none"> <li>○ SC Ready, End of Course Assessments</li> </ul> </li> <li>● Formative Assessment               <ul style="list-style-type: none"> <li>○ Fountas and Pinnell, DRA, Dominic</li> <li>○ Star Reading</li> <li>○ MAP</li> <li>○ IReady</li> </ul> </li> <li>● Team Focused Decision Making               <ul style="list-style-type: none"> <li>○ Problem Identification; Problem Analysis; Intervention Design/Action Planning; Evaluation of the Plan</li> </ul> </li> <li>● Documentation of Data</li> </ul>				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
<b>A1.</b> Teachers use a formative assessment system to individualize and intensify instruction for students.	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	<ul style="list-style-type: none"> <li>● School-wide instructional expectations and lesson plan formats, which heavily integrate writing and reading activities</li> <li>● Data collection, including pre-tests and benchmarks, and data presentations from individual teachers and departments using the Plan of Action document that is part of the Instructional Framework</li> <li>● As part of the Instructional Framework, teachers create Remediation Plan of Action</li> </ul>
<b>A2.</b> Assessments include screening, diagnostic, and progress monitoring to identify students' instructional needs.	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	
<b>A3.</b> Teachers work together in teams to collect and analyze data to make instructional decisions for groups of students and individual students. They create action plans, and plans to monitor how the work is going (fidelity checks and student outcome data).	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	
<b>A4.</b> Teachers collect and analyze data to determine targeted, effective in-class intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	





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				<p>to differentiate remediation</p> <ul style="list-style-type: none"><li>• Common planning periods with general education teachers that focus heavily on literacy strategies</li><li>• Staff collaboration days with special education teachers to discuss individual student data and student performance goals</li></ul>
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<b>B. This school provides for the reading and writing achievement (Tier 1) and growth at the classroom, school, and district levels with decisions about intervention based on all available data.</b>				
Research-Based Instructional Practices: <ul style="list-style-type: none"> <li>● Read Aloud, Mini-lesson, Time to Practice Reading with Conferring, Share Time (Reading Workshop), Repeated Choral Reading for Close Reading, Small Group Instruction</li> <li>● Shared/Interactive Writing, Mini-lesson, Time to Write with Conferring, Share Time, Small Group Writing Instruction (Writing Workshop)</li> <li>● Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/Conferring, Share Time</li> <li>● Integration of Disciplinary Literacy</li> <li>● Use a System to Collect Student Data</li> <li>● Use the Profile of the South Carolina Graduate to Plan Instruction</li> <li>● Use the South Carolina College and Career Ready Standards to Plan Instruction</li> </ul>				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
<b>B1.</b> Teachers ensure that instruction is explicit so that students practice new behaviors and processes by reading and writing authentic texts for the majority of the instructional time.	<input type="checkbox"/>	<input type="checkbox"/>	X	<ul style="list-style-type: none"> <li>● AVID training for teachers to learn new engagement strategies that also support analytical thinking and interpretation of texts</li> <li>● AVID strategies, such as “marking the text,” are utilized across the building and teachers in multiple disciplines integrate these close-reading strategies into the classroom</li> <li>● Classroom walkthroughs conducted by administration and an instructional coach to further support teacher</li> </ul>
<b>B2.</b> Teachers monitor student engagement in reading and writing to increase reading and writing stamina and volume.	<input type="checkbox"/>	<input type="checkbox"/>	X	
<b>B3.</b> Teachers use Repeated Choral Reading (literary texts and informational texts) and Shared Writing to scaffold student success in fluency, comprehension, and text analysis.	<input type="checkbox"/>	<input type="checkbox"/>	X	
<b>B4.</b> Teachers use reading and writing to construct knowledge of other disciplines.	<input type="checkbox"/>	<input type="checkbox"/>	X	
<b>B5.</b> Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using grade-level challenging texts.	<input type="checkbox"/>	<input type="checkbox"/>	X	
<b>B6.</b> Teachers facilitate interactions so that students are actively and productively engaged in constructing meaning by reading, writing, listening, speaking, and inquiring.	<input type="checkbox"/>	<input type="checkbox"/>	X	



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	Rarely	Sometimes	Routinely	
<b>B7.</b> Teachers provide opportunities for students to develop deep conceptual knowledge in a discipline by using the habits of reading, writing, talking, and thinking, which that discipline values and uses. (McConachie et.al, 2006)	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	<p style="text-align: right;">growth in engagement</p> <ul style="list-style-type: none"> <li>● School-wide instructional expectations and lesson plan formats, which heavily integrate instructional pauses to allow for engaging literacy activities and silent, sustained reading time</li> <li>● Collaboration days for social studies and science teachers, with district learning specialists, focusing heavily on primary text analysis and close-reading strategies of scientific texts</li> <li>● PLCs focused on AVID and Kagan strategies to help support the school wide literacy goals</li> </ul>
<b>B8.</b> Teachers use the South Carolina College and Career Ready Standards and the Profile of the South Carolina Graduate when planning instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	



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<b>C. This school provides Tier 2 and Tier 3 supplemental instruction by teachers who have a literacy teacher add-on endorsement and is offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both.</b>				
Tier 2 and Tier 3 (Supplemental) Instruction				
<ul style="list-style-type: none"> <li>● Reading Process (Reading is a highly cognitive process that requires students to use their background knowledge and the print on the page to construct knowledge by thinking within the text, beyond the text, and about the text.)</li> <li>● Small Group and Individual to Target and Intensify Instruction</li> </ul>				
	<b>Rarely</b>	<b>Sometimes</b>	<b>Routinely</b>	<b>Possible Sources of Evidence:</b>
<b>C1.</b> Teachers notice, teach, and prompt for use of strategic reading behaviors.	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	<ul style="list-style-type: none"> <li>● Differentiated, teacher-created lesson plans, targeting specific reading groups and levels</li> <li>● English and intervention teacher long-range plans, outlining literacy goals and establishing literacy scaffolding</li> <li>● School-wide instructional expectations and lesson plan formats, which heavily integrate writing and reading activities</li> </ul>
<b>C2.</b> Teachers and students collaborate to set measurable short-term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished.	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	
<b>C3.</b> Teachers provide targeted, effective in-class intervention which  -must provide individual and small-group instruction; and  -should be 30 minutes in addition to 90 minutes of daily reading and writing instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	



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<b>D. This school embeds practices reflective of an exemplary literacy-rich environment.</b>				
Inquiry-based Learning: <ul style="list-style-type: none"> <li>● Immersion, Investigation, Coalescing, Going Public</li> <li>● Read Aloud/Repeated Choral Reading</li> <li>● Independent reading, writing, researching</li> <li>● South Carolina College and Career Ready Standards for Inquiry</li> <li>● Profile of the South Carolina Graduate</li> </ul>				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
<b>D1.</b> Teachers use predictable structures (Immersion, Investigation, Coalescing, and Going Public) so that students construct knowledge by reading and writing authentic texts to learn content for most of the instructional time.	<input type="checkbox"/>	X	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>● AVID training for teachers to learn new engagement strategies that also support analytical thinking and interpretation of texts</li> <li>● School-wide instructional expectations and lesson plan formats, which heavily integrate instructional pauses to allow for engaging literacy activities and silent, sustained reading time</li> <li>● Collaboration days for social studies and science teachers, with district learning specialists, focusing heavily on primary text analysis and close-reading strategies of scientific articles.</li> </ul>
<b>D2.</b> Teachers integrate content-specific reading, writing, & researching in order to provide the authentic experiences necessary to become more proficient researchers, readers, writers, and thinkers.	<input type="checkbox"/>	<input type="checkbox"/>	X	
<b>D3.</b> Teachers provide large blocks of time for instruction & practice for students to sustain work on reading, writing, and researching.	<input type="checkbox"/>	<input type="checkbox"/>	X	



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<b>D4.</b> Teachers ensure texts and materials are organized and easily accessible by students.	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	<ul style="list-style-type: none"> <li>● Classroom whiteboards display current standards associated with the day’s lesson, as well as student-friendly, “I Can” statements that are derived from standards</li> <li>● Hallways and school bulletin boards display student work and writing</li> <li>● Common classroom visits of the library and direct instruction from the librarian on researching and primary resource analysis</li> </ul>
<b>D5.</b> Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	
<b>D6.</b> Teachers prominently display artifacts reflective of student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	
<b>D7.</b> Teachers immerse students in print-rich environments.	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	

<b>E. This school ensures that students are provided with wide selections of texts over a wide range of genres and written on a wide range of reading levels to match <i>and challenge</i> the reading levels of students.</b>
Reading Engagement: <ul style="list-style-type: none"> <li>● Student Choice</li> </ul>



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<ul style="list-style-type: none"> <li>• Large blocks of time to read, write, and research</li> <li>• Access to numerous books and other nontraditional forms of texts (audio books, eBooks, etc.) in the classroom that reflect a variety of genre</li> </ul>				
	<b>Rarely</b>	<b>Sometimes</b>	<b>Routinely</b>	<b>Possible Sources of Evidence:</b>
<b>E1.</b> Teachers provide students choice (from a wide selection, range of genres and reading levels) in what they read, write, and research.	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	<ul style="list-style-type: none"> <li>• AVID structures and extensive faculty AVID training encourage students to use structures that allow for collaborative thinking, listening, writing, and reading through familiar procedure</li> <li>• Teachers are provided with additional funds through purchase orders to support classroom library growth</li> <li>• Teachers utilize Common Lit, a software that increases student reading volume, and receive data from the software on student comprehension. This data is utilized in common planning discussions, long term planning, and daily lesson planning</li> </ul>
<b>E2.</b> Teachers monitor reading and writing engagement and use that data to conference with students to increase reading and writing volume.	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>	
<b>E3.</b> Teachers reflect on and eliminate activities that interfere with text reading and writing.	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	
<b>E4.</b> Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time.	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	
<b>E5.</b> Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	



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<b>F. This school provides teacher and administrator training in reading and writing instruction.</b>				
Professional Development				
<ul style="list-style-type: none"> <li>● Literacy Competencies for Middle and Secondary Teachers</li> <li>● Literacy Competencies for Administrators</li> <li>● South Carolina College and Career Ready Standards</li> <li>● Standards for Professional Learning</li> </ul>				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
<b>F1.</b> Teachers participate in ongoing, job-embedded professional learning opportunities based on data through: <ul style="list-style-type: none"> <li>○ Study groups</li> <li>○ Collaboration with school coach</li> <li>○ Book clubs</li> <li>○ Teacher action research</li> <li>○ Collaborative planning</li> <li>○ Peer coaching</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	<ul style="list-style-type: none"> <li>● Teachers regularly meet for common planning</li> <li>● Teachers participate in professional learning communities and development sessions targeting literacy growth and development</li> </ul>
<b>F2.</b> Administrators participate in professional learning opportunities within and outside the school based on personal needs and/or school-wide data: <ul style="list-style-type: none"> <li>○ Study groups</li> <li>○ Collaboration with school coach</li> <li>○ Book Clubs</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	<ul style="list-style-type: none"> <li>● Teachers receive professional development focused on AVID literacy strategies and the Universal Design for Learning</li> <li>● Teachers receive additional professional development through online Read to Succeed courses, often forming study groups for support and discussion on content</li> </ul>



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<b>G. This school develops strategically planned partnerships with county libraries, state and local arts organizations, volunteers, social service organizations, community partners and school media specialists to promote reading and writing.</b>				
Literacy Partnerships				
	Rarely	Sometimes	Routinely	<b>Possible Sources of Evidence:</b>
<b>G1.</b> Teachers and/or schools participate in strategically planned and developed partnerships in order to promote reading and writing. <ul style="list-style-type: none"> <li>● County libraries are used to increase the volume of reading in the community over the summer</li> <li>● State and local arts organizations</li> <li>● Volunteers</li> <li>● Social service organizations</li> <li>● School media specialists</li> </ul>	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>● Submissions of Conway Education Fund grants by teachers, to support growth of classroom libraries</li> <li>● Communications between local art non-profits and the school about jointly hosting events to display student work</li> </ul>
<b>G2.</b> Specific actions are taken to foster partnerships.	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>	



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<b>H. This school utilizes a system for helping parents understand how they can support the student as a reader at home.</b>				
Family Support of Literacy Development				
	Rarely	Sometimes	Routinely	<b>Possible Sources of Evidence:</b>
<b>H1.</b> Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters.	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	<ul style="list-style-type: none"> <li>● Parent conference night announcement, emails, and phone calls</li> <li>● Extensive documentation on PowerSchool of attempts at parent involvement and conferences</li> <li>● Encouraged input from parents about reading performance and literacy goals in Individual Education Plan and 504 meetings</li> </ul>



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**Section I: Analysis of Data**

<b>Strengths</b>	<b>Possibilities for Growth</b>
<p>A1. Teachers use a formative assessment system to individualize and intensify instruction for students.</p> <p>A2. Assessments include screening, diagnostic, and progress monitoring to identify students’ instructional needs.</p> <p>A3. Teachers work together in teams to collect and analyze data to make instructional decisions for groups of students and individual students. They create action plans, and plans to monitor how the work is going (fidelity checks and student outcome data).</p> <p>A4. Teachers collect and analyze data to determine targeted, effective in-class intervention.</p> <p>B1. Teachers ensure that instruction is explicit so that students practice new behaviors and processes by reading and writing authentic texts for the majority of the instructional time.</p> <p>B2. Teachers monitor student engagement in reading and writing to increase reading and writing stamina and volume.</p> <p>B3. Teachers use Repeated Choral Reading (literary texts and informational texts) and Shared Writing to scaffold student success in fluency, comprehension, and text analysis.</p> <p>B4. Teachers use reading and writing to construct knowledge of other disciplines.</p> <p>B5. Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using grade-level challenging texts.</p> <p>B6. Teachers facilitate interactions so that students are actively and productively engaged in constructing meaning by reading, writing, listening, speaking, and inquiring.</p> <p>C1. Teachers notice, teach, and prompt for use of strategic reading behaviors.</p>	<p>D1. Teachers use predictable structures (Immersion, Investigation, Coalescing, and Going Public) so that students construct knowledge by reading and writing authentic texts to learn content for most of the instructional time.</p> <p>E2. Teachers monitor reading and writing engagement and use that data to conference with students to increase reading and writing volume.</p> <p>G1. Teachers and/or schools participate in strategically planned and developed partnerships in order to promote reading and writing. County libraries are used to increase the volume of reading in the community over the summer            State and local arts organizations            Volunteers            Social service organizations            School media specialists</p> <p>G2. Specific actions are taken to foster partnerships.</p>



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C2. Teachers and students collaborate to set measurable short-term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished.

C3. Teachers provide targeted, effective in-class intervention which  
-must provide individual and small-group instruction; and  
-should be 30 minutes in addition to 90 minutes of daily reading and writing instruction.

D2. Teachers integrate content-specific reading, writing, & researching in order to provide the authentic experiences necessary to become more proficient researchers, readers, writers, and thinkers.

D3. Teachers provide large blocks of time for instruction & practice for students to sustain work on reading, writing, and researching.

D4. Teachers ensure texts and materials are organized and easily accessible by students.

D5. Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms.

D6. Teachers prominently display artifacts reflective of student learning.

D7. Teachers immerse students in print-rich environments.

E1. Teachers provide students choice (from a wide selection, range of genres and reading levels) in what they read, write, and research.

E3. Teachers reflect on and eliminate activities that interfere with text reading and writing.

E4. Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time.

E5. Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms.

F1. Teachers participate in ongoing, job-embedded professional learning opportunities based on data through:  
Study groups  
Collaboration with school coach  
Book clubs



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<p>Teacher action research Collaborative planning Peer coaching F2. Administrators participate in professional learning opportunities within and outside the school based on personal needs and/or school-wide data: Study groups Collaboration with school coach Book Clubs H1. Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters.</p>	
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<b>Section J: Previous 2020-21 SMART Goals and Progress Toward Those Goals</b>	
Please provide your school's previous goals from the 2020-21 reading plan and the progress your school has made towards these goals. Utilize the most appropriate and relevant quantitative and qualitative data to determine progress toward the goal (s).	
<b>Goal #1:</b>  By June 2021, at least 60% of special education students (those seeking a traditional high school diploma) will be reading at or above grade level, with Lexiles monitored and confirmed through the "R.I.T. to Reading Score" on spring M.A.P testing. "At or above grade level" will be defined as the 25th percentile nationally, specifically a Lexile of 855 and above for 9th graders, 905 and above for 10th graders, and 940 and above for 11th and 12th graders, as defined by the Lexile Framework for Reading. Results will be collected by the special education department and reported and discussed by the Literacy Team .	<b>Progress:</b> Based on winter and spring 2021 MAP test data, this goal was not met. Both MAP tests were administered at a time when it was not possible to test every special education student in person due to COVID closures and home learners. 39% of tested students are reading at or above grade level based on the Lexiles outlined in the goal. Special education students will focus on meeting their individual MAP goals this school year. Teachers will continue to integrate literacy into all content areas to help support these students in reaching their personal goals.



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

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

**Goal #1:**

By June 2022, at least 60% of special education students (those seeking a traditional high school diploma) will meet their growth goal in reading on the MAP test. Results will be collected by the special education department and reported and discussed by the Literacy Team .

**Action Steps:**

- Extensive professional development opportunities and professional learning community sessions will be conducted on close-reading strategies that are high-yield for students with intellectual disabilities.
- Classroom word-walls and gamification-style vocabulary practice will be modeled for teachers to better assist in language acquisition for special education learners
- Case-managers and special education teachers will be coached to frequently discuss and connect with parents about their child’s bi-annual M.A.P. growth, with particular focus on meeting growth goals.

**Goal #2:**

By June 2022, at least 60% of all 9th grade students will be reading at or above grade level, with Lexiles monitored and confirmed through the “R.I.T. to Reading Score” on spring M.A.P testing. “At or above grade level” will be defined based on the appropriate Lexile range for a 9th grade student. According to the Lexile Framework, 9th grade students should have a Lexile between 1040L-1350L. Results will be collected from the MAP test data and reported and discussed by the Literacy Team .

**Action Steps:**

- Teachers will receive professional development focused on integrating literacy across the curriculum. This professional development will be focused on Universal Design for Learning and AVID strategies. Teachers will implement the strategies in their classes to increase literacy skills.



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