



Socastee High School

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

*January, 2022*

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## Our Vision:

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

## LEADERSHIP CAPACITY

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

### *Quality Indicators*

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

ACTION STEPS	Timeline	Responsibility	Estimated Cost	Funding Source	Indicators of Implementation
<p>Engage in an ongoing process to develop and implement a district strategic plan and aligned school-level plans that includes a stated purpose and direction, core values, key work process, and performance goals.</p> <ul style="list-style-type: none"> <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>	Socastee High
<b>SIDN:</b>	2601011
<b>Plan Submission:</b>	School utilizes Cognia
<b>Grade Span:</b>	9 To 12
<b>District:</b>	Horry
<b>Address 1:</b>	4900 Socastee Boulevard
<b>Address 2:</b>	
<b>City:</b>	Myrtle Beach, SC
<b>Zip Code:</b>	29588
<b>School Renewal Plan Contact Person:</b>	Patricia Wilkes
<b>School Plan Contact Phone:</b>	843-293-2513
<b>School Plan E-mail Address:</b>	PWilkes@horrycountyschools.net

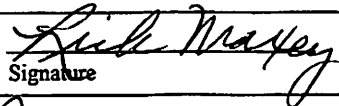
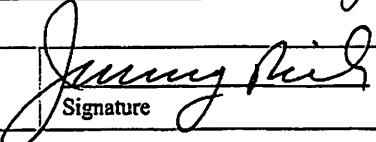
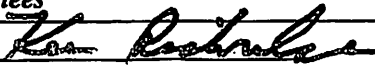
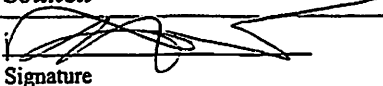
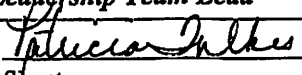
### Required Signature Page

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

### Assurances for the School Renewal Plans

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

### Required Printed Names and Signatures

<b><i>Superintendent</i></b>		
<u>Dr. Rick Maxey</u> Printed Name	 Signature	<u>4/15/21</u> Date
<b><i>Principal</i></b>		
<u>Mr. Jeremy Rich</u> Printed Name	 Signature	<u>8-13-21</u> Date
<b><i>Chairperson, District Board of Trustees</i></b>		
<u>Mr. Ken Richardson</u> Printed Name	 Signature	<u>11/15/21</u> Date
<b><i>Chairperson, School Improvement Council</i></b>		
<u>Mr. Mike Martinal</u> Printed Name	 Signature	<u>8-13-21</u> Date
<b><i>School Read To Succeed Literacy Leadership Team Lead</i></b>		
<u>Mrs. Patricia Wilkes</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>	Mr. Jeremy Rich
2.	<b>Teacher</b>	Chris Boyle
3.	<b>Parent/Guardian</b>	Joy Graves
4.	<b>Community Member</b>	Kamishun Neumann
5.	<b>Paraprofessional</b>	Craig Stevens
6.	<b>School Improvement Council Member</b>	Mike Martinal
7.	<b>Read to Succeed Reading Coach</b>	Mrs. Patricia Wilkes
8.	<b>School Read To Succeed Literacy Leadership Team Lead</b>	Mrs. Patricia Wilkes
9.	<b>School Read To Succeed Literacy Leadership Team Member</b>	Amanda Urbaniak
<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		
	<b>Teacher</b>	Danny Wilson
	<b>Teacher</b>	Matthew Kling
	<b>School Read To Succeed Literacy Leadership Team Member</b>	Molly McKee
	<b>School Read To Succeed Literacy Leadership Team Member</b>	Shannon Stone
	<b>School Read To Succeed Literacy Leadership Team Member</b>	Mia Toomer
	<b>School Read To Succeed Literacy Leadership Team Member</b>	Angela Wilkerson

## District Requested Strategic/Renewal Plan Waiver

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

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

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

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

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

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



# Socastee High School Renewal Plan 2022-2027

## Data Links

<https://screportcards.ed.sc.gov/overview/?q=eT0yMDIxJnQ9SCZzaWQ9MjYwMTAxMQ>

## 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.	Our LEP subgroups progress had declined which leads us to target this group for remediation and extra support in all EOC courses.
2.	Our AP and IB course offerings are strong. We need to increase monitoring of student data and progress to ensure that all who are capable take advantage of our AP/IB program.
3.	Though our special needs population is testing higher than the state average in EOCEP, it is still an area that we continue to focus on for improvements and support.
<b>Teacher/Administrator Quality</b>	
4.	All teachers are highly qualified and experienced in their subject area with the exception of two PACE teachers. We have the good fortune to attract exceptional teachers and administrators.
5.	Due to the strength of our teaching staff, we should identify those who have the potential to become leaders and encourage them to seek an administrator certification helping to ensure that our schools have a continuous pool from which to draw for future leadership needs.
6.	The teacher retention rate is extremely high which demonstrates a culture of professionalism and high teacher morale and satisfaction with the work environment.
<b>School Climate</b>	
7.	While our student satisfaction ratings have improved in all areas, our parents' overall satisfaction rating has declined. We need to invest time and money into building community relationships and improving communication with all stakeholders.
8.	Our facility is aging and in need of cosmetic improvements as well as improvements to the infrastructure. At some time in the near future, we will need an extensive renovation.

## 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>	By 2027, the satisfaction level among parents, students and teachers about the Learning Environment, Social and Physical Environment, and School-Home Relations will increase each year.					
<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 Survey Opinion Results - Learning Environment (based on annual SC State Report Card)	P-69.4% S-76.6% T-94.3%	<b>Projected Data:</b> P-70% S-78.1% T-94.8%	P-71% S-79.6% T-95%	P-72% S-81% T-95.5%	P-73% S-82.7% T-96%	P-74% S-84% T-96.5%
Spring State Survey Opinion Results - Social & Physical Environment (based on the annual S.C. State Report Card)	P-70.% S-85.2% T-92.9%	<b>Projected Data:</b> P-71% S-86% T-93%	P-72% S-87% T-93.5%	P-73% S-88% T-94%	P-74% S-89% T-94.5%	P-75% S-90% T-95%
Spring State Survey Opinion Results - School-Home Relations (based on the annual S.C. State Report Card)	P-65.2% S-83.8% T-81.5%	<b>Projected Data:</b> P-66% S-84% T-82%	P-67% S-85% T-83%	P-68% S-86% T-84%	P-69% S-87% T-85%	P-70% S-88% T-86%

## Action Plan

<b>Strategy #1: Parent, Student and Teacher Satisfaction</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. Maintain Ongoing Communication with Parents: Freshmen/New Students Open House Email timely updates/news Maintain Social Media Sites Email report card link and encourage parents to login into PowerSchool Parent/Teacher Conferences Host ESOL Family Nights</p>	2022-2027	Administration, Teachers, Instructional Coach, ESOL Staff, Guidance	NA	NA	Parent/Teacher Conference Logs ESOL Family Night Parent Logs PS Data about Parent Accessing Powerschool Open House Log Feedback/interaction from Social Media
<p>2. Classroom Environment: Evaluate student enrollment and class sizes to determine the needs of departments Attend the virtual HCS annual Educator Recruitment Fair Support teacher needs Assign mentors to new teachers Host student interns from CCU and HGTC Annual Teacher Professional Development Offerings SHS In-House Teacher Led Professional Development Support teachers Continue yearlong English 1 and Algebra 1</p>	2022-2027	Administration, Guidance, Instructional Coach	\$30,000	District PDSA Funds	Powerschool Data Teacher Retention Rate Teacher Feedback PDSA Plan True North Logic
<p>3. Guidance Intervention for Students: Counselors will meet with all students to complete a yearly Individual Graduation Plan (IGP) which addresses the career and educational goals District staff development for guidance counselors Attendance by counselors at virtual state and local conferences Individual counseling is available upon request. Semester classroom guidance sessions to address the grade level needs. Referrals to Waccamaw Mental Health Counselor as needed.</p>	2022-2021	Administration, Guidance Counselors	NA	NA	PDSA Plan True North Logic Guidance Logs/Notes

<p>4. School Environment:  Improved coverage of security cameras  Continued usage of metal detectors and searching protocols  Teacher duty stations to ensure coverage of campus grounds  Security guard and Resource Officer on duty at all times during the school day  Visitor management software and staffing attendance desk</p>	<p>2022-2027</p>	<p>Administration, SRO,  Faculty &amp; Staff, Security  Staff, District Staff</p>	<p>\$3,000</p>	<p>District Funds</p>	<p>Incident Reports  Criminal Reports  Camera Surveillance</p>
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## Performance Goal

<b>Performance Goal Area:</b>	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
<b>Performance Goal:</b> SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	The attendance rate for students will increase to 96%.					
<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>
As reported by HCS District Data	91.7%	<b>Projected Data:</b> 92.6%	93.4%	94.3%	95.1%	96%

## Action Plan

<b>Strategy #1: Implement strategies to increase student attendance rates</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. Offer Makeup school program Send Daily Reminds Send School-wide Reminds Education program for parents about attendance Meetings for parents of ESOL students Attendance issues are addressed during IGP meetings	2022-2027	Administration Teachers/Staff Parents Guidance	Varies - \$30/hr	Discretionary Funds HCS Tutoring Funds	PowerSchool Data from Tutoring Sign-up Sheet Make-Up School Attendance Log Meeting Agendas

## 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>	ENGLISH LANGUAGE ARTS: By 2027... Students will demonstrate the necessary English Language Arts knowledge and skills in order to excel at the next level and be college- and/or career-ready as measured by standardized assessments. Performance Goal: 86.8% of students will score a “C” or higher on the English 2 EOCEP					
<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 State Report Card	79.8%	<b>Projected Data:</b> 81.2%	82.6%	84%	85.4%	86.8



## 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. Continued collaborative meetings and common planning time of subject area teachers to create, develop, execute, and evaluate/assess curriculum strategies that are aligned with the SC ELA standards.</p> <p>Teachers create blended lessons to differentiate learning for individuals and small groups</p> <p>Integrate a variety of lessons that speak to different learning styles (auditory, kinesthetic, visual, etc.) and incorporate the use of technology</p> <p>Focus on generating a school/classroom environment that supports guided reading and encourages independent reading, which will improve reading comprehension, spelling, vocabulary acquisition, and reading fluency</p> <p>Assess student data and create lessons respectively</p> <p>Utilize USATestPrep for weaknesses in students and preparation for EOC</p> <p>Have after-school tutoring for students who are weak</p> <p>Prepare an SHS English II Teacher Collaboration and participate in an HCS District collaboration prior to the EOC test</p> <p>Utilize USATestPrep Question of the Day to review and model test preparation questions</p> <p>Use District Common Assessment Data to reflect and reteach</p>	2022-2027	Administration, Instructional Coach, ENglish Teachers, DIS, English Learning Specialist	NA	NA	Lesson Plans USA Test Prep Reports ENglish II Teacher Collaboration Test Data CWT Walk-through tool Session Agendas Performance Matters Common Assessment Data
<p>2. Continued use of SLOs to monitor student growth</p> <p>Continued use of student data to determine needs and drive instruction</p> <p>Provide projects and assessments that correlate to needed skills and abilities for the future</p>	2022-2027	Administration, English Teachers	NA	NA	SLO Data MAP Data EOC Data CWT Data Performance Matters

Build lessons and units that incorporate higher level DOK's Administer HCS district common assessments to check for deeper understanding of content					Reports
3. Continued ELA faculty participation within scheduled IEP, 504 and student/parent conference meetings. Continued contact with parents and guardians in order to assist with the facilitation of the learning process Incorporate differentiated lessons using blended learning technique	2022-2027	English Teachers, Guidance Counselors, Instructional Coach, Sped Teachers, ESOL Teachers, Reading Intervention Teachers, DIS, Intervention Learning Specialist	NA	NA	IEP, ILP, and 504 Plans Guidance and Teachers Parent Contact Logs Read 180/System 44 Reports CWT Data ESOL Testing Data MAP Data
4. Continued discussion regarding best practices to promote inquiry into the reading interests (novels, magazines, nonfiction, etc.) of ESOL students. Continued collaboration between teachers and ESOL instructors. Continued implementation of accommodations outlined in ILPs. Teachers will be required to read, sign, and print ILP documents for all of their ESL students. Teachers will attend SD (mini lessons) led by ESOL teachers. Incorporate diversity into lessons when possible to encourage student acceptance and appreciation for differences ESOL teachers will evaluate the ESOL subgroup data for school/state assessments	2022-2027	English Teachers ESOL Teachers Instructional Coach	NA	NA	ILP's ESOL Staff Development Plans Evaluation of ESOL Subgroup Data
5. Required attendance in DIS Sessions Encourage participation in district staff development particular to the incorporation of technology into curricula. Attend out of district Professional Staff Development Implementation of SHS Teacher-Led Conference Continued use of No Red Ink, and USA Test Prep learning systems by students. Continued exploration into all the different facets and instructional components of the Google Classroom program. Using technology tools to enhance collaboration and provide more challenging and applicable writing, inquiry, and communication tasks. Using technology tools to enhance collaboration and	2022-2027	English Teachers English District DIS Instructional Coach Administration	\$1,500	District Funds	No Red Ink Reports USA Test Prep Reports CWT Data Google Classroom Reports CommonLit Reports PDSA Plan

<p>provide more challenging scientific investigations and to communicate and defend conclusions from scientific investigations.</p> <p>Continued use of technology tools, such as Google applications, to promote independent learning and increase student engagement and motivation.</p> <p>Integrate the use of the Commonlit program to enforce the practice of text dependent analysis skills.</p> <p>Use Padlet and other web programs to collaborate and present ideas for a deeper learning of content material</p> <p>Provide digital assessments for quicker feedback to students</p> <p>Build on Flipped Lessons so that students are able to have more practice time in class with the teacher on complex material or lessons</p>					
<p>6. Blended learning observations, workshops, and PLCs Participation in DIS sessions</p> <p>Participation/attendance at HCSD sponsored ELA Staff Development.</p> <p>SCCTE Conference attendance</p> <p>National Dropout Prevention Network Conference attendance</p> <p>SHS Technology Conference</p> <p>Departmental technology team meetings</p> <p>English II School and District teacher collaborations</p> <p>FETC conference attendance</p>	2022-2027	<p>English Teachers</p> <p>DIS</p> <p>Instructional Coach</p> <p>Learning Specialist</p> <p>Blended Learning Team Administration</p> <p>Guidance</p>	NA	NA	<p>SHS PDSA Plan</p> <p>CWT Data</p> <p>District Training</p> <p>District SD</p> <p>Conference Agendas</p> <p>True North Logic Logs</p>
<p>7. . Encourage participation in Kagan Training and use of Kagan Structures in all classes</p> <p>Require participation in DIS sessions</p> <p>Administration will review CWT data to look for trends in student engagement</p> <p>Continued assessment and evaluation of student attendance</p> <p>Peer observations to expose teachers to varied engagement strategies and best practices</p> <p>Utilize blended learning strategies to work with students in small groups and maintain student engagement</p> <p>Develop creative lesson plans that blend academic achievement with high interest materials and/or activities</p>	2022-2027	<p>English Teachers,</p> <p>Administration,</p> <p>Instructional Coach,</p> <p>DIS Learning Specialist</p> <p>English Learning Specialist</p>	NA	NA	<p>CWT Data</p> <p>Teacher Collaboration Sessions</p> <p>True North Logic Reports</p>

<p>8. Continued personal contact with parents regarding student performance.  Parent emailed a link to a digital Report Card  Hold Parent/Teacher Conferences  Continued use of school digital announcement system  Supply interpreters and/or liaisons for contacting parents of ESOL students  Invite guardians to join Google Classroom  Incorporate the automated phone system to relay messages related to EOC and other pertinent information  Continued parental access to PowerSchool</p>	<p>2022-2027</p>	<p>English Teachers  ESOL Teachers  Guidance  Administration</p>	<p>NA</p>	<p>NA</p>	<p>Parent Conference Logs  Parent Access of Digital Report Card  PowerSchool Reports</p>
<p>9. Encourage students to attend after school tutoring  Quarter Recovery remediation for at risk students  Implement an English II Boot Camp before administering the EOC  Work in conjunction with ESOL and SPED departments to ensure effective differentiation strategies for identified students  Work with the school counselors to develop connections and rapport with high-risk students in order to better understand them and their behaviors.  Continue offering credit recovery courses/classes</p>	<p>2022-2027</p>	<p>Teachers  Administration  Instructional Coach  Credit Recovery Classes  Guidance  Counselors  ESOL Teachers  Special Ed Teachers</p>	<p>NA</p>	<p>NA</p>	<p>Tutoring Attendance Logs  Edgenuity Credit  Recovery Reports  Staff Development Plan  IEP, ILP and 504 Plans</p>

## 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>	MATHEMATICS: By 2027... Students will demonstrate the necessary mathematics knowledge and skills in order to excel at the next level and be college- and/or career-ready as measured by standardized assessments. Interim Performance Goal: 75% of students will score a “C” or higher on the Algebra 1 EOCEP					
<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>
Algebra 1 EOCEP data from SC Report Card	67.5%	<b>Projected Data:</b> 69%	71.5%	73%	74%	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. Use HCS Curriculum Guides and Consensus Maps to plan lessons Collaborative planning and assessments for each course Share resources and use USA Test Prep for individual math practice Use digital software such as Khan Academy, Desmos, GoFormative, Quizlet, Quizizz, Kahoot It!, and Albert for blended learning and differentiated instruction. Participate in Algebra district teacher collaborations Use Student Learning Objectives (SLO) data to target specific standards. Use HCS Benchmark data to target weak areas and provide individualized instruction for remediation Vertical Teaming of courses for long range planning Provide projects and assessments that correlate to needed skills and abilities for the future Build lessons and units that incorporate higher level learning and thinking</p>	2022-2027	Math Teachers Nath Learning Specialist Administrators Instructional Coach	NA	NA	CWT Data Performance Matter Reports USA Test Prep Reports Algebra 1 HCS Teacher Collaboration
<p>2. Parent contacts through Powerschool Parent contacts through email and individual conferences Biweekly tutoring by SHS Math teachers Using student information provided by the school on ENRICH and Historical Grades (Powerschool) in Guidance/Teacher/Parent conferences Email a link to Student's Report Card Collaborate with teachers of individual students. Invite Parents to Join Google Classrooms</p>	2022-2027	Math Teachers Guidance Counselors Administration Instructional Coach	NA	NA	Parent Contact Logs Powerschool Google Classroom Data Report Card Links Data

<p>3. Work in conjunction with ESOL and SPED departments to ensure effective differentiation strategies for identified students Continued collaboration between Math and ESOL instructors. Continued implementation of accommodations outlined in ILP, IEPs and 504 plans. Use language translators with digital content (such as Google Translate) Bilingual instruction in Foundations/Algebra 1 for ILP students Teachers will be required to read, sign, and print ILP and IEP documents for all of their ESL students.</p>	2022-2027	Math Teachers ESOL Teachers SPED Teachers Administration Guidance	NA	NA	Math Department Meeting Agenda and Minutes ESOL staff Development Sign-in Sheets and Agendas CWT data
<p>4. Meet with DIS for professional development Digital Integration using Math Software/Apps Department collaborations on digital content Peer observations of other teachers using technology in innovate ways Instruction using the TI-84 Plus calculator Use the GIZMOs calculator Assessments involving digital software</p>	2022-2027	Math Teachers Administration Instructional Coach DIS Learning Specialist	NA	NA	Peer Observation Data and Reflection True North Logic Reports CWT Data HCS District Common Assessments
<p>5. Meet with student, parent/guardian, and counselor to create a plan for the student. Encourage tutoring for the student. Utilize USA Test Prep and Khan Academy to “fill in” the math gaps in learning. Quarter Recovery for weak areas</p>	2022-2027	Math Teachers Guidance Administration Instructional Coach	NA	NA	Guidance Conference Logs USA Test Prep Reports Tutoring Attendance Log Quarter Recovery data
<p>6. Teachers attend out of district Professional Development Teachers to attend District Professional Development Teachers to attend SHS In-House Professional Development Algebra 1 teacher collaboration</p>	2022-2027	Math Teachers Administration Math Learning Specialist	\$1,500	District Funds	PDSA True North Logic Logs Attendance Sign-In Sheets

## 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</b> <b>and WHEN.</b>	SCIENCE: By 2027... Students will demonstrate the necessary science knowledge and skills in order to excel at the next level and be college- and/or career-ready as measured by standardized assessments. 70% of students will score a C or higher on the Biology EOCEP					
<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>
Students Scoring a C or higher on Biology 1 EOCEP as reported by the SC State Report Card	67.7%	<b>Projected Data:</b> 68.2%	68.7%	69.1%	69.5%	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. In Physical Science classes:                      Graphing - not just doing but interpreting (theirs &amp; givens)                      Lab - not just doing but analyzing lab procedures Students create labs/projects instead of being given step by step procedures to follow                      Measurement - more practice with measuring to the correct estimated digit and more focus will be on labs                      Conversions and graphing Analysis: Provide more activities to practice these key concepts.                      Greater emphasis on modeling concepts where applicable                      Teacher collaboration</p>	2022-2027	Science Teachers Administration District Learning Specialist Instructional Coach	NA	NA	Common activities and district assessments created for use in all Physical Science classes Increase in student performance on these skills in Biology classes, as measured by scores on district assessments CWT data
<p>2. Lab reports used as formative assessment to identify deficiencies in scientific reasoning skills.                      Different sections of lab reports will be emphasized on different lab reports (for example, one lab report focuses on introduction, another on conclusion, etc....)                      Teachers offer after-school tutoring sessions to work one-on-one with students                      Modify activities in order to target student's different learning styles/ needs                      Allow time for teacher led revisions to give students a framework to help develop reasoning skills.</p>	2022-2027	Science Teachers Administration Learning Specialists Instructional Coach	NA	NA	Common activities and district assessments created for use in all Physical Science classes Increase in student performance on these skills in Biology classes, as measured by scores on district assessments CWT data Tutoring Attendance Logs
<p>3. Follow ILP requirements                      Contact ESOL teachers for suggestions with specific students                      Pair very weak ESOL students with classmates who speak their native language when possible.                      Have a dedicated REFOCUS time every week (especially students under the honors level)                      Have after school hours dedicated to teach our ESOL students kev concepts.</p>	2022-2027	Science Teachers ESOL Teachers	NA	NA	Increased success in class reflected in gradebook - turning assignments in and scoring higher After School Attendance Logs

Before and after school tutorial sessions Modify assignments and or assessments.					
4. Tech use goals for science classes model real-world and university use of technology, i.e. Data Collection, Data Analysis , Presentation of Data and its analysis Instructional materials provided via technology (i.e. Google Classroom) Assignment submission accomplished via technology (i.e. Google Classroom) Constructive feedback to students provided via technology (i.e. Google Comments, or Word Mark-up) Blended learning Differentiation	2022-2027	Science Teachers Administration DIS Learning Specialist Instructional Coach	NA	NA	Common activities and district assessments created for use in all Physical Science classes Increase in student performance on these skills in Biology classes, as measured by scores on district assessments District Staff Development CWT data
5. Safe and effective inquiry Differentiation Meeting ESOL students' needs effectively Incorporating technology into the classroom Student centered instruction Administer District Common Assessments	2022-2027	Science Teachers ESOL Teachers DIS Learning Specialist	NA	NA	Common activities and district assessments created for use in all Physical Science classes Increase in student performance on these skills in Biology classes, as measured by scores on district assessments True NorthLogic Reports Performance Matter Reports
6. Phone calls, emails, and conferences to address poor performance Encourage parents to join PowerSchool and Google Classroom to monitor assignments, grades, and attendance. Using Google Classrooms parental contact email system Teacher/Parent Conferences	2022=2027	Science Teachers Counselors	NA	NA	Increase in number of parent contact information in Google Classroom Parent Portal data Powerschool Reports
7. Attend professional development during district staff development for science teachers, which are geared at helping teachers meet standards. Collaborate with other teachers to create new content which incorporates these standards. Attend conferences related to the implementation of these standards. Allow teachers input in developing a monitoring system	2022-2027	Science Teachers DIS Learning Specialist	\$1500	District Funds	Common activities and district assessments Increase in student performance on these skills in Biology classes, as measured by scores on district assessments PDSA Plan
8. Include formative assessment and feedback of student engagement in daily inquiry activities Minimize teacher centered lecture type lessons replacing them with more student centered inquiry based lessons. Increasing use of technology at the 1 to 1 level. Encourage participation in Kagan Training	2022-2027	Science Teachers DIS Learning Specialist Administration Instructional	NA	NA	Common activities and district assessments created for use in all Physical Science classes Increase in student performance on these skills in Biology classes, as measured by scores on district

Require participation in DIS sessions Administration will review CWT data to look for trends in student engagement		Coach			assessments CWT data
9. Team of teachers (with experience in that particular subject) will review assignments to look for reasons that low performance occurs along subgroup lines rather than distributed evenly across classes. Teachers teaching the same subjects will utilize the same assessments. (same labs, tests, homework, etc.)	2022-2027	Science Teachers DIS Learning Specialist Science Learning Specialist	NA	NA	Common activities and district assessments created for use in all Physical Science classes Increase in student performance on these skills in Biology classes, as measured by scores on district assessments Performance Matter Reports

## 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>	SOCIAL STUDIES: By 2027... Students will demonstrate the necessary Social Studies knowledge and skills in order to excel at the next level and be college- and/or career-ready as measured by standardized assessments. 65% of students will score a C or higher on the US History and Constitution EOCEP					
<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>
Students scoring a C or higher on US History & Constitution EOCEP as reported on the SC State Report Card	56.2%	<b>Projected Data:</b> 58%	59.7%	61.5%	63.2%	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>
1. Students who do not meet mastery in Government or Economics will be able to make up failing modules on the computer to make up credit, so they do not fall behind their age peers. ALL COURSES in the Social Studies department will work on vocabulary building to help students to better understand the language used on the United States History End of Course Exam.	2022-2027	Social Studies Teachers Administration Guidance Counselors	NA	NA	Grade Data from PowerSchool CWT data
2. Teachers will use differentiated instruction strategies to meet student needs. Teachers will participate in DIS sessions. Teachers will follow ILPs, IEPs and 504 plans.	2022-2027	Social Studies Teachers Administration ESOL staff DIS Learning Specialist SPED teachers	NA	NA	Master Schedule ILPs IEPs 504 Plans CWT data
3. The United States History course will be technology and vocabulary driven. We will also use USA Test Prep in ALL US History Classes. District Common Assessments on Performance Matters	2022-2027	Teachers Administration Instructional Coach DIS	NA	NA	Master Schedule USA Test Prep reports Performance Matter Reports
4. Common planning, District common assessment and common grading to ensure equity from class to class for all students. Required participation by teachers in all DIS session	2022-2027	Social Studies Teachers DIS Learning Specialist Instructional Coach	NA	NA	True North Logic Logs Performance Matter Reports
5. Family members are connected to the classroom through the use of Google Classroom and Power School. Teachers are required to make contact with parents of students who are not successful in their class. Encourage struggling students to attend tutoring	2022-2027	Social Studies Teachers Guidance	NA	Na	Google Classroom Reports PowerSchool Reports Conference logs Tutoring Logs

6. Teachers will follow state standards while preparing common assessments and projects.	2022-2027	Social Studies Teachers Administrators	NA	NA	CWT Data
7. Encourage participation in Kagan Training Require participation in DIS sessions Administration will review CWT data to look for trends in student engagement	2022-2027	Social Studies Teachers DIS Learning Specialist Instructional Coach Administration	NA	NA	True NorthLogic Reports CWT data

## 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>	By 2027...Multilingual learners will demonstrate growth in core linguistic skills as measured by performance on the state proficiency assessment. Interim Performance Goal: annual benchmark percentages will be met. 41% of ML student will meet their annual composite growth target on ACCESS 2.0					
<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 as reported on SC State Report Card	30.7	<b>Projected Data:</b> 33%	35%	37%	39%	41%

## 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. Provide HCS professional development for sheltered content instruction for administrators, instructional coaches, and teachers	2022-2027	ESOL Learning Specialists Administration Instructional Coach Teachers	NA	NA	TNL Attendance Logs PLC Logs Sheltered content coursework, course completion rates and data
2. Administration utilizes content classroom walk-through tool for coaching and supporting teachers with the effective use of sheltered content instructional practices	2022-2027	Administration Instructional Coach	NA	NA	CWT Walk-Through Reports
3. School will utilize translation and interpretation tools in communicating essential information to parents and guardians of multilingual learners	2022-2027	Administration Teachers	NA	NA	Powerschool Logs Translated documents
4. ESOL teachers will participate in HCS professional development	2022-2027	ESOL Teachers	NA	NA	TNL Reports PD Attendance Logs
5. ESOL Teachers will use HCS designed curriculum to enhance student's language acquisition.	2022-2027	ESOL Teachers	NA	NA	Curriculum Powerschool Reports CWT Observation Reports
6. Teachers will implement strategies to differentiate learning for MLs based on their proficient levels.	2022-2027	Teachers Administration Instructional Coach	NA	NA	CWT Observation Reports Lesson Plans Powerschool Logs
7. ESOL will develop parent nights to celebrate and conference with parents of ML students	2022-2027	ESOL Teachers Administration	NA	NA	Attendance Logs Participation



## 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>	By 2027... 80% all students in the graduating cohort will attain college or career ready status by meeting one or more of the following criteria: Earn a composite score of 20 on ACT Earn a composite score of 1020 on SAT Achieve an Overall Certificate level of Silver or higher on Ready-To-Work Career Assessment Score a 3 or higher on an Advanced Placement exam Score a 4 or higher on an International Baccalaureate HL exam Earn a C or higher with 6 hours in an approved SCDE Dual Enrollment courses Complete a SCDE approved CTE program with State/National Industry Credential Complete a SCDE approved Work-Based Learning experience Earn a score of 31 or higher on ASVAB					
<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 as reported on the SC State Report Card	71.2%	<b>Projected Data:</b> 72%	76%	80%	84%	88%
Average ACT composite score for graduating seniors as reported on the SC State Report Card	19.3	<b>Projected Data:</b> 19.6	19.9	20.3	20.7	21
Average SAT composite score of graduating seniors as reported on the SC State Report Card	1028	<b>Projected Data:</b> 1038	1053	1068	1088	1100
Percent of graduating seniors earning a certificate level of Silver or higher on the Ready-to-Work Assessment as reported on the SC State Report Card	72.6%	<b>Projected Data:</b> 74.1%	75.6%	77%	78.4%	80%
Percent of students scoring a 3 or higher on an AP Exam as reported on the SC State Report Card	53.9%	<b>Projected Data:</b> 55.7%	57.5%	59.4%	61.2%	63%
Percent of students scoring a 4 or higher on an HL IB Exam as reported on the SC State Report Card	84.2%	<b>Projected Data:</b> 84.6%	84.9%	85.3%	85.6%	86%
Number of graduating seniors who are completers within a SCDE approved CTE		<b>Projected</b>				

program w/ SCDE approved Industry Credential as reported on the SC State Report Card	61	<b>Data:</b> 64	68	71	74	77
Graduating seniors completing an approved SCDE WBL experience	20	<b>Projected Data:</b> 21	22	23	24	25
Graduating seniors earning a score of 31 or higher on ASVAB as reported on the SC State Report Card	15	<b>Projected Data:</b> 16	17	18	19	20
Percent of 11th and 12th grade students scoring a C or higher in a Dual Enrollment course as reported on the SC State Report Card	5.8%	<b>Projected Data:</b> 14.6%	23.5%	32.3%	41.1%	50%

## Action Plan

<b>Strategy #1: Improve student achievement in order to meet annual performance goals on The ACT, SAT, WIN, AP, IB and ASVAB tests as well as increase CTE completers and Work Based Learning graduates.</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. Continue to embed common assessments and guaranteed learning experiences, such as ACT writing prompts, into lessons where appropriate. Offer SAT/ACT prep classes as electives	2022-2027	Administration Instructional Coach Guidance Teachers	NA	NA	Powerschool Reports CWT Walk-Through Data Performance Matter Reports
2. Offer SAT/ACT test preparation, and digital content for preparing students for ACT/SAT	2022-2027	Teachers Administration Instructional Coach	?	?	Attendance Logs
3. Utilize data from district, state and national assessments including PSAT, ACT and SAT	2022-2027	Administration Instructional Coach	NA	NA	SC State Report District Assessment Data
4. Encourage professional development for instructional leaders in utilizing PSAT/NMSQT data to make instructional decisions and help prepare students for future PSAT/NMSQT and SAT assessment opportunities Teachers attend district professional development for implementation of SAT aligned writing tasks	2022-2027	Administration Instructional Coach Teachers	\$2,000	District Funds	PDSA Plan PD Attendance Logs TNL Logs
5. Include college and career awareness and readiness and PSAT/NMSQT and SAT assessment information in Individual Graduation Plan (IGP) meetings	2022-2027	Administration Guidance	NA	NA	IGP's
6. Provide resources to meet alternate assessment requirements	2022-2027	Administration Instructional Coach Guidance	NA	NA	SC State Report Card Performance Matters Data

7. Provide opportunities for all staff members to participate in a continuous program of professional learning (AP summer institutes, conferences, teacher collaboration opportunities for AP and IB, AP Readers)	2022-2027	Administration Instructional Coach Guidance	\$4,000	District Funds	PDSA Plan Conference Attendance Logs Certificates of Completion
8. Promote and advertise the AP courses and IB diploma	2020-2027	Administration Guidance Instructional Coach	NA	NA	Scholarship opportunities, post-secondary opportunities, student achievement data
9. Provide recognition for AP Scholars and IB certificates and diplomas	2022-2027	Administration Guidance IB Coordinator Instructional Caoch	NA	NA	Scholarship opportunities, post-secondary opportunities, student achievement data
10. Teachers to use digital content and resources to support AP and IB	2022-2027	Teachers Instructional Coach	NA	NA	Digital Program Reports Student Assessment Data
11. Use classroom observation data to monitor implementation of best practices for AP and IB instruction	2022-2027	Administration, Instructional Coach, Learning Specialists	NA	NA	CWT Data Assessment Data
12. Utilize student achievement data, course-taking patterns, teacher input, and other data sources (such as opportunity-gap data) in the AP enrollment recruitment process	2022-2027	Guidance	NA	NA	Student Achievement Data Class enrollment data IGPs
13. Include information about AP course offerings and expectations to interested and eligible students and parents during annual open houses. parent nights and IGP meetings.	2022-2027	Administration Guidance Instructional Coach Teachers	NA	NA	Open House Attendance Logs IGP meeting logs
14. Ensure that key stakeholders understand the CTE completer requirements and course sequencing Share with students the necessary course sequence to become a CTE completer Add additional courses that will enhance the CTE program making it easier to become a completer	2022-2027	Administration Guidance Instructional Coach CTE Teachers	NA	NA	CTE courses Powerschool Reports Guidance Reports

<p>15. All CATE teachers will include WIN practice in weekly lesson plans. Math and English teachers will develop a plan to use WIN practice in their 11th grade classes. Career Ready 101 is used to update special education students' IEPs. Selected CATE teachers will attend state conferences.</p>	2022-2027	English Teachers Sped Teachers Math Teachers CATE teachers	NA	NA	CWT Data
<p>16. Employ SAT Assist within No Red Ink learning system in English II and English III courses Expose students to a variety of texts (informational, fictional, etc.) which are above their reading levels and teach them tools to access higher level texts (For example: steps on how to read different textbooks, articles, or charts and graphs) Require SAT Question of the Day starting in English II to activate prior knowledge and build new skills in assessment taking Utilize Albert.io for MC questions and assessments. Provide SAT Prep course option for students to work on building skills and be better prepared for the SAT assessment Require SAT Question of the Day in all Algebra 1, Geometry, and Algebra 2 classes. Beginning of 10th grade Classroom Guidance makes students aware of the SAT Prep Websites: <a href="http://www.prepfactory.com">www.prepfactory.com</a> and Kahn Academy.: Counselors will inform students that Bill McKenzie offers SAT/PSAT workshops throughout the school year and during summer months. Take PSAT in 10th and then 11th grade as preparation for SAT. Remind students that HGTC does not require the SAT. They place students by PSAT score or the ACCUPLACER test. Counselors will use results of the PSAT to identify students to recommend for the SAT/ACT class their junior year.</p>	2022-2027	English Teachers Math Teachers Guidance Counselors	NA	NA	No Red Ink Reports CWT Data PSAT Reports Classroom Agendas
<p>17. WBL teachers will track student progress to ensure that students earn enough points by their senior year to receive a WBL certificate. WBL teachers will participate in relevant PD sessions both in-district and out of district. WBL teachers will collaborate regarding the most effective pathways for students to complete WBL</p>	2022-2027	WB Teachers	\$1,000	PDSA funds	Student logs Powerschool

## 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.	GRADUATION RATE (Adjusted 4-Year) At least 90% of high school students will earn standard high school diplomas within four years or less after entering the ninth grade (i.e., on time) by 2027. Interim Performance Goal: The annual benchmark percentage will be met.					
<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>
On-Time Graduation Rate as reported on the SC Report Card	84.4%	<b>Projected Data: 85.5%</b>	86.6%	87.8%	88.9%	90%

## Action Plan

<b>Strategy #1: 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. Increase student engagement through personalized instruction Continue to offer Credit Recovery, Quarter Recovery and Make up School Guidance and Administration will monitor progress of students in Credit Recovery and counsel students who fall behind. Provide appropriate homebound instruction Select counselors will attend the National Drop-out Prevention Conference</p>	2022-2027	Teachers Instructional Coach Counselors Administration	Varies - \$40/hr	District Funding	Classroom Observation data Weekly Credit Recovery Reports Counselor and Administration Log Entries
<p>2. Guidance coordinates with Sea Haven to get food for our needy students and a clothes closet for students who need clothes. Parent Friend group meetings provides resources for pregnant females. Waccamaw Mental Health Counseling Referrals. Partnership with The Catholic Daughters of Garden City to provide toiletries to our needy students. Mr. Wilson's Senior Support Program for students who at risk of not graduating Required attendance at all district staff development sessions</p>	2022-2027	Guidance Counselors	NA	NA	Guidance Counselor logs True NorthLogic Clothes closet inventory
<p>3. Socastee High Counselors will meet with 8th grade teachers to discuss course selection for the next year. Parent Meeting for rising 9th grade students and parents to present all programs at Socastee High School Socastee High Counselors present Class Choice info to all rising 9th grade students. SHS students from various clubs and organizations present their programs. SHS counselors are available for two days to individually meet with parents who have questions. All rising ninth graders come over from Forestbrook Middle and Socastee Middle take a tour of Socastee High School if permissible. The day before school starts. hold freshmen orientation for all new</p>	2022-2027	Guidance Counselors Administration	NA	NA	Registration Timeline Counselor logs

<p>Freshmen.  Freshman Orientation to give our new freshmen a look at all aspects of their new High School.  Representatives from HGTC come over to discuss dual enrollment courses.  Junior and Senior students are allowed College Days to visit postsecondary options.  Junior and Senior counselors have parent nights to explain college entrance procedures and postsecondary plans.  Military recruiters are available throughout the school year to meet with students and explain their branch of the military  ASVAB test is given from grades 10-12. Recruiters are available to interpret results.</p>					
<p>4. Develop, implement, and update annually a comprehensive research-based reading plan that includes tiered interventions provided to students and identifies resources to ensure sustainability</p>	<p>2022-2027</p>	<p>Guidance Counselors</p>	<p>NA</p>	<p>NA</p>	<p>Guidance Logs</p>



## 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.	ADVANCED DEGREES: By 2027... The percentage of teachers with an advanced degree will increase to 80%.					
<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 with advanced degrees, as reported on the annual SC Report Card	71.3%	<b>Projected Data: 73%</b>	75.8%	76.5%	78.3%	80%

## Action Plan

<b>Strategy #1: Implement plan to increase the number of teachers with advanced degrees, including:</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 teachers with advanced degrees Hire teachers with advanced degrees Recognition of teachers with advanced degrees and those that obtain advanced degrees Include professional training and conference opportunities in PDSA	2022-2027	Administration Instructional Coach Department Chairs	NA	NA	Number of teachers with advanced degrees PDSA Plan

## 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.	TEACHER RETENTION: By 2027... The percentage of teachers on a continuing contract will increase to 90%.					
<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 on the annual SC Report Card	85.1	<b>Projected Data:</b> 86%	87?%	88%	89%	90%

## 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. Increase communications with applicants throughout all steps of the process.	2022-2027	Administration Instructional Coach Department Chairs	NA	NA	Applications Emails Call logs
2. Develop strategies to recruit and retain a diverse staff. Participate in annual HSC job fair for internal applicants as well as external applicants.	2022-2027	Administration Instructional Coach Dept. Chairs	NA	NA	Job Fair Logs Employment Applications
3. Implement the SC Mentors program by reviewing mentor/mentee logs, assessments, and professional development.	2022-2027	Administration Instructional Coach	NA	NA	Mentor/Mentee meeting logs PDSA Plan
4. Use student achievement data to design school based professional development sessions Teachers will attend district based professional development	2022-2027	Administration Instructional Coach Teachers	Na	NA	TNL logs PD Attendance Sign-in Sheets

## 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.	ATTENDANCE: The attendance rate for teachers will increase to 98%.					
<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 Attendance Rate for HCS District Data	96.4%	<b>Projected Data:</b> 96.7%	97.1%	97.4%	97.7%	98%

## Action Plan

<b>Strategy #1: Increase Teacher Attendance 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>
1. Recognition of attendance Drawings and gift cards for good attendance Building a belief in professionalism	2022-2027	Administration Instructional Coach	\$200	Discretionary Funds	Smartfind Data



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**A. This school documents and monitors the reading and writing assessment and instruction planned for all sixth through twelfth grade students and the interventions provided to all struggling readers who are not able to comprehend grade-level texts.**

- A Comprehensive System of Assessment
- Summative Assessment
    - SC Ready, End of Course Assessments
  - Formative Assessment
    - Fountas and Pinnell, DRA, Dominic
    - Star Reading
    - MAP
    - IReady
  - Team Focused Decision Making
    - Problem Identification; Problem Analysis; Intervention Design/Action Planning; Evaluation of the Plan
  - Documentation of Data

	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"/>	X	Miscue Analysis (Oral Record of Reading, Reading/Writing/Researching Engagement Inventories, Reading Logs, Reading, Writing, Researching Notebooks, Anecdotal Notes, Sample Writings, Writing about Reading, Note-taking Samples, Transcribed Conversations
<b>A2.</b> Assessments include screening, diagnostic, and progress monitoring to identify students' instructional needs.	<input type="checkbox"/>	<input type="checkbox"/>	X	
<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"/>	X	
<b>A4.</b> Teachers collect and analyze data to determine targeted, effective in-class intervention.	<input type="checkbox"/>	X	<input type="checkbox"/>	



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**B. This school provides for the reading and writing achievement (Tier 1) and growth at the classroom, school, and district levels with decisions about intervention based on all available data.**

- Research-Based Instructional Practices:
- Read Aloud, Mini-lesson, Time to Practice Reading with Conferring, Share Time (Reading Workshop), Repeated Choral Reading for Close Reading, Small Group Instruction
  - Shared/Interactive Writing, Mini-lesson, Time to Write with Conferring, Share Time, Small Group Writing Instruction (Writing Workshop)
  - Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/Conferring, Share Time
  - Integration of Disciplinary Literacy
  - Use a System to Collect Student Data
  - Use the Profile of the South Carolina Graduate to Plan Instruction
  - Use the South Carolina College and Career Ready Standards to Plan Instruction

	Rarely	Sometimes	Routinely	<b>Possible Sources of Evidence:</b>
<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"/>	<b>X</b>	Teacher Observations, Schedules, Lesson Plans
<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"/>	<b>X</b>	
<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"/>	<b>X</b>	
<b>B4.</b> Teachers use reading and writing to construct knowledge of other disciplines.	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	
<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"/>	<b>X</b>	
<b>B6.</b> Teachers facilitate interactions so that students are actively and productively engaged in constructing	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>	





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meaning by reading, writing, listening, speaking, and inquiring.				
	<b>Rarely</b>	<b>Sometimes</b>	<b>Routinely</b>	
<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>	
<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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**C. This school provides Tier 2 and Tier 3 supplemental instruction by teachers who have a literacy teacher add-on endorsement and is offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both.**

Tier 2 and Tier 3 (Supplemental) Instruction

- Reading Process (Reading is a highly cognitive process that requires students to use their background knowledge and the print on the page to construct knowledge by thinking within the text, beyond the text, and about the text.)
- Small Group and Individual to Target and Intensify Instruction

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
<b>C1.</b> Teachers notice, teach, and prompt for use of strategic reading behaviors.	<input type="checkbox"/>	<input type="checkbox"/>	X	Anecdotal Notes from small group instruction and individual conferences, schedules, goals with look-fors and action plans, lesson plans focused on teaching strategic reading behaviors
<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"/>	X	
<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"/>	X	<input type="checkbox"/>	



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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	<b>Possible Sources of Evidence:</b>
<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"/>	<input type="checkbox"/>	<b>X</b>	Schedules reflecting students reading 40 to 45 minutes for each hour of reading instruction, Schedules reflecting students writing 40 to 45 minutes for each hour of writing instruction, Lesson Plans Referencing the Inquiry Standards, Examples of Student Research Projects, Student artifacts from research
<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"/>	<b>X</b>	
<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"/>	<b>X</b>	
<b>D4.</b> Teachers ensure texts and materials are organized and easily accessible by students.	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	
<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"/>	<b>X</b>	<input type="checkbox"/>	
<b>D7.</b> Teachers immerse students in print-rich environments.	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	



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**E. This school ensures that students are provided with wide selections of texts over a wide range of genres and written on a wide range of reading levels to match *and challenge* the reading levels of students.**

Reading Engagement:

- Student Choice
- Large blocks of time to read, write, and research
- Access to numerous books and other nontraditional forms of texts (audio books, eBooks, etc.) in the classroom that reflect a variety of genre

	Rarely	Sometimes	Routinely	<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"/>	<b>X</b>	<input type="checkbox"/>	Student Engagement Inventories, Schedules, Book Inventories, Photographs of Classroom Libraries
<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"/>	<input type="checkbox"/>	<b>X</b>	
<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>	Agendas, Sign-in Sheets, Professional Reading Logs, Written Reflections of Practice and New Learning, Coaches' Schedules, Action Research Notes, Lesson Plans
<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>	



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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	Possible Sources of Evidence:
<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"/>	X	<input type="checkbox"/>	Sign-in Logs, Plans for the Partnerships, Acknowledgement of the Partnerships, Documentation of Actions, Record of Programs Libraries Offer
<b>G2.</b> Specific actions are taken to foster partnerships.	<input type="checkbox"/>	X	<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 checked="" type="checkbox"/>	<input type="checkbox"/>	Agendas from parent workshops, Sign-in Sheets from parent meetings, Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences and phone calls



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**Section I: Analysis of Data**

<b>Strengths</b>	<b>Possibilities for Growth</b>
<p>SHS continues to emphasize our belief that providing support in 9th grade is important by providing year-long English 1, Algebra 1, and Foundations in Math. This practice has kept our 9th grade retention rate down to 6%.</p> <p>72.7% of Students received a silver or higher certificate - up for 70%</p> <p>IB enrollment increased by 30 students.</p> <p>90% of our IB Diploma Candidates Passed</p> <p>IB English A HL scores about the world average</p> <p>IB Psychology scores above the world average</p> <p>English EOC C or better scores increased by 4.4%</p> <p>Grad rate improved by 2%</p> <p>AP Calculus BC scores above the state and national average</p> <p>AP U.S. History scores above the state and national average</p> <p>AP Government &amp; Politics scores above the state and national average</p>	<p>Algebra 1 as the average for scores C or higher on the Algebra 1 EOC dropped 7.8%.</p> <p>Biology as the average for scores C or higher on the Biology 1 EOC dropped 8.9%</p>



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**Section J: Previous 2020-21 SMART Goals and Progress Toward Those Goals**

Please provide your school's previous goals from the 2020-21 reading plan and the progress your school has made towards these goals. Utilize the most appropriate and relevant quantitative and qualitative data to determine progress toward the goal (s).

<p><b>Goal #1:</b> By June 2021, English 1 EOC scores for the 9GR 20 cohort will increase to 65% of students scoring a C or higher.</p>	<p><b>Progress:</b> Since the English EOC switched from English 1 to English 2 a couple of years ago, none of our 9GR20 cohort needed to take the English 1 EOC; all English students took the English 2 EOC. Our English 2 scores for C or high improved by 4.4%</p>
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<b>Goal #2:</b>	<b>Progress:</b>
<b>Goal #3:</b>	<b>Progress:</b>

<b>Section K: 2021–22 SMART Goals and Action Steps Based on Analysis of Data</b> <p>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.</p>	
<b>Goal #1:</b> By June 2022, our English 2 EOC C or higher scores will improve from 79% to 81%.	<b>Action Steps:</b> All English teachers will continue to collaborate, develop, execute and evaluate curriculum strategies that are aligned with SC ELA standards.



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	<p>Teachers will create blended learning lessons to differentiate learning for individuals and small groups.</p> <p>Integrate a variety of lessons that speak to different learning styles (auditory, kinesthetic, visual, etc) and incorporate the use of technology.</p> <p>Review student data including district common assessments to revise and refine lessons.</p> <p>Utilize digital programs to enhance learning.</p>
<b>Goal #2:</b>	<b>Action Steps:</b>
<b>Goal #3:</b>	<b>Action Steps:</b>