History Log

4001 - Richland County School District One (4001) Public District - FY 2025 - A. C. Flora High (4001007) Public School - School Renewal Plan - Rev 0

View All Status/Comments

Date	User	Status (S) / Comment (C)	S / C
8/21/2024 8:43:25 AM	Pat Ciccantelli	Status changed to 'School Renewal Plan Reviewed/Approved by SCDE District Plan Contact'.	S
4/25/2024 11:13:56 AM	Carol Miner	Status changed to 'School Renewal Plan Superintendent Approved'.	S
4/25/2024 11:13:42 AM	Carol Miner	Status changed to 'School Renewal Plan Reviewed/Approved by LEA Strategic Plan District Contact'.	S
4/22/2024 1:11:45 PM	Susan Childs	Status changed to 'School Renewal Plan Completed'.	S
4/22/2024 10:38:52 AM	Carol Miner	Status changed to 'School Renewal Plan Returned by LEA Strategic Plan District Contact'.	S
4/16/2024 3:29:32 PM	Susan Childs	Status changed to 'School Renewal Plan Completed'.	S
3/18/2024 4:31:00 PM	Susan Childs	Status changed to 'School Renewal Plan Started'.	S
2/22/2024 12:57:15 PM	GEMS Administrator	Status changed to 'School Renewal Plan Not Started'.	S

School Renewal Plan Information

4001 - Richland County School District One (4001) Public District - FY 2025 - A. C. Flora High (4001007) Public School - School Renewal Plan - Rev 0

21st Century Graduate Profile

*** Plan Submission**

- ○ School does not utilize Cognia
- ◉ School utilizes Cognia

*** Phase of Plan**

- ◉ Initial 5-year plan
- ○ Update 1
- ○ Update 2
- ○ Update 3
- ○ Update 4
- ○ Update (due to Waiver)

*** State and Federal School Improvement Status - if applicable**

TSI

School Plan Contact Information

*** Name**

Susan Childs

*** Phone**

803-738-7300

*** Email**

susan.childs@richlandone.org

*** Principal's Name**

Susan Childs

*** Board of Trustees Chairperson's Name**

Dr. Aaron Bishop

*** Date of Plan Approval by the Board**

05/01/2024

4001 - Richland County School District One (4001) Public District - FY 2025 - A. C. Flora High (4001007) Public School - School Renewal Plan - Rev 0

Stakeholder Names

Principal

Name	*	Susan G. Childs

Teacher

Name	*	Steve Keller

Parent/Guardian

Name	*	Abney Durham

Community Member

Name	*	Edye Blencowe

School Level Administrators

Name	*	Dr. Tori Simmons
Name	*	Ms. Virginia Tate
Name	*	Mr. Dominique Padget
Name	*	Mr. Bryan Hearn
Name	*	Ms. Acuta Hozan

School Read to Succeed Literacy Leadership Team Lead

Name	*	Ms. Virginia Tate

School Read to Succeed Literacy Leadership Team Member

Name	*	Ms. Shanna Hoff-Gilmer

Name	*	Ms. Jennifer Collins

School Improvement Council Member(s)

Name	*	Susan Childs
Name	*	Dawn Darby
Name	*	Sally Sue Brown
Name	*	Moira Porter
Name	*	Abney Durham
Name	*	Tessie Davenport
Name	*	Emma Price
Name	*	Maurkevis Leverette
Name	*	Marni Bird
Name	*	Kimberly South
Name	*	Yvonne Murray

School Gifted and Talented Coordinator

Name	*	Virginia Tate

School Federal Programs Coordinator

Name	*	Susan G. Childs

Other Stakeholders

Position	Name
IB Coordinator	Steve Keller

(Optional) Enter mission, vision, beliefs, and/or values.

Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - A. C. Flora High (4001007) Public School - School Renewal Plan - Rev 0

State Report Cards for Districts and Schools

*** Provide the link to your school's most recent Report Card**

https://screportcards.com/overview/?q=eT0yMDIzJnQ9SCZzaWQ9NDAwMTAwNw

Provide additional school's needs assessment data including both formative and summative assessments used to gauge student learning.

A.C. Flora High School is helping all students to develop the World Class Skills of the Profile of the South Carolina Graduate by providing a diverse range of academic, artistic, and athletic opportunities. In the 2022 - 2023 school year, students continued to build World Class Knowledge through varied and rigorous academic and artistic courses and program offerings. The Advanced Placement course offerings continue to move students toward college and career readiness. This year 337 students took 458 exams. Additionally, the International Baccalaureate Programme continues to prepare students as global citizens and critical thinkers. This year 58 students took 464 assessments for the IB Diploma Programme. As of April 2023, Flora is proud to announce two National Merit Finalists and 105 Richland One High School Scholars. The senior class earned over 25 million dollars in scholarships, and graduates will attend top universities throughout the state and nation.

The commitment to World Class Knowledge is evident in the tremendous efforts and accomplishments of the arts programs at AC Flora. The theatre, dance, and music departments each presented at least two concerts during the 2022 -2023 school year. The arts departments presented both virtually and in-person, assuring various forms of participation. Numerous students were accepted into the district honor choir, district honor dance, district honor band, district honor orchestra, all-state band, and all-state orchestra. To further celebrate the arts, AC Flora held a Spring arts signing day to recognize students who will continue to pursue artistic fields in college.

Students at AC Flora High School capitalize on the Life and Career Characteristics of the Profile of the South Carolina Graduate by excelling in the characteristics of perseverance and integrity. As such, our sports teams had an outstanding year. The boys golf team and cheerleading team won the SC State Championship in their respective sports. Athletes in swimming and track and field earned individual state championships during the 2023 season. Additionally, 13 sports won their regional championship. Throughout all athletic teams, numerous all-state and all-region athletes were named.

Executive Summary of Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - A. C. Flora High (4001007) Public School - School Renewal Plan - Rev 0

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 report card 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 school report card.

State Report Cards for Districts and Schools

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

Student Achievement, including sub-groups

* Early Childhood/Primary (PK-2)

NA

* Elementary/Middle (3-8)

NA

* High School (9-12)

In 2023, the percent of students earning a C or higher on an EOC was as follows:

Algebra 1 - 43.7%
English 2 - 72.8%
Biology 1 - 48%.
US History - 41%

For 2023, the on-time graduation rate fell to 86.5%, down from 91.1% in 2022.

In 2023, 67.1% of students graduated a either College OR Career Ready. In 2023, 40.6% of students graduated as both College and Career Ready.

* Teacher/Administrator Quality

Approximately 80% of teachers indicated that they have received Professional Development designed to meet their needs.

* School Climate

In 2023, 75.4% of parents responded that they feel as if their child is safe at school. In addition, 78.4% feel the school staff and teachers prevent bullying.

Other (such as school priorities)

In 2023, 84% of first year students were on-track to graduate. The five year student success rate was 91.9%.

* Gifted and Talented

N/A

4001 - Richland County School District One (4001) Public District - FY 2025 - A. C. Flora High (4001007) Public School - School Renewal Plan - Rev 0

Plan Items)

1 Student Achievement*

Performance Goal:

By 2029, 70% of students will earn a passing score on the Algebra 1 End-of-Course assessment. By 2029, 70% of students will earn a passing score on the Biology 1 End-of-Course assessment. By 2029, 70% of students will earn a passing score on the United States History End-of-Course assessment. By 2029, 90% of students will earn a passing score on the English 2 End-of-Course assessment.

PM 1.1 Meet annual targets below.

Analysis of Actual vs. Projected Data:

2024-2025: Algebra 1 - 50%, Biology 1 - 67%, US History - 35%, English 2 - 86% 2025-2026: Algebra 1 - 55%, Biology 1 - 69%, US History - 45%, English 2 - 87% 2026-2027: Algebra 1 - 60% , Biology 1 - 71%, US History - 55%, English 2 - 88% 2027-2028: Algebra 1 - 68%, Biology 1 - 73%, US History - 65%, English 2 - 89% 2028-2029: Algebra 1 - 70%, Biology 1 - 75%, US History - 75%, English 2 - 90%

S 1.1.1 Data Driven Instruction

Evidence-Based Research:

Data driven instruction - The leadership team will work with EOC teachers to use available data to drive instruction and assessment. PLC groups will meet weekly to review data and implement effective instructional strategies. Research source: Marzano, Robert (2015). Classroom Instruction that Works.

AS 1.1.1.1 Analyze assessment

Action Step:

Consistently analyze data from CFAs and benchmark testing with the leadership team and EOC teachers to ensure growth and address needed supports. Indicators of implementation: Benchmark data, Data from CFA Research source: Marzano, Robert (2015). Classroom Instruction that Works.

Person Responsible:

Administrative Team

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

AS 1.1.1.2 Utilization of technology

Action Step:

Facilitate regular use of Delta Math by all Algebra 1 EOC teachers and district-created CFAs and benchmarks by all EOC teachers in order to determine needed areas of student remediation. Indicators of Implementation: Reports from Mastery Connect and Delta Math

Person Responsible:

API

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

Funding Application	Grant	Notes	Amount
Other	Other	School budget	$2,000.00

AS 1.1.1.3 Professional Development

Action Step:

Offer continued training in using data effectively for instructional decision making.

Person Responsible:

API

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

AS 1.1.1.4 Standardized curriculum

Action Step:

Facilitate a standardized curriculum for English 2, Algebra 1, Biology 1, and US History at the College Prep and Honors levels by allowing teachers to work together to create a common curriculum. Revise and update curriculum annually. Indicators of Implementation: Curriculum Guides

Person Responsible:

Administrative Team

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

AS 1.1.1.5 Professional Learning Communities

Action Step:

Hold weekly Professional Learning Communities (PLC) meetings to review data, align standards, and monitor rigor. Indicators of Implementation: PLC agendas & notes, Lesson Plans

Person Responsible:

Administrative Team

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

S 1.1.2 Special Populations - Services for all students

Evidence-Based Research:

Special populations - provide appropriate services, instruction, and curriculum to students at-risk of failure. Research source: Marzano, Robert (2015). Classroom Instruction that Works.

AS 1.1.2.1 MTSS

Action Step:

Assess student performance data at each nine weeks and develop individual response and MTSS plans for students needing additional assistance.

Person Responsible:

Administrative Team

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

AS 1.1.2.2 Analyze data of incoming 9th grade students

Action Step:

Analyze data for incoming freshman students to determine which students should be placed in the a math support class or reading strategies class.

Person Responsible:

API

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

AS 1.1.2.3 Remediation Strategies

Action Step:

Use PLC meetings to discuss curriculum, student concerns, and remediation strategies. Indicators of Success: Minutes from PLC meetings, Lesson plans

Person Responsible:

API

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

AS 1.1.2.4 EOC After School Tutorial

Action Step:

Provide after school tutoring at least twice per week in all EOC courses. Indicators of Success: After School sign in sheets

Person Responsible:

Susan Childs

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

2 Student Achievement*

Performance Goal:

By 2029, 90% of ninth grade students who earn high school diplomas will graduate in 4 years or fewer.

PM 2.1 Meet annual targets

Analysis of Actual vs. Projected Data:

Baseline 2023 - 86% Projected data: 2025- 87% 2026- 88% 2027- 89% 2028- 90% 2029- 90%

S 2.1.1 Progress Monitoring

Evidence-Based Research:

Engage in continual monitoring of student progress in order to ensure on time graduation. Research source: Marzano, Robert (2015). Classroom Instruction that Works. & Blankenstein, Alan (2004). Failure is Not an Option.

AS 2.1.1.1 Monthly review of student achievement

Action Step:

School counselors and administrators will meet monthly to review student progress toward graduation requirements. Indicators of Implementation: Student data spreadsheets, meeting minutes

Person Responsible:

Susan Childs

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

AS 2.1.1.2 Counselor- Student Meetings

Action Step:

School counselors will meet twice per year with each student to monitor concerns and graduation progress. Indicators of implementation: Counseling department notes, IGP

Person Responsible:

Susan Childs

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

AS 2.1.1.3 MTSS Monitoring and plan use

Action Step:

School counselors and administrators will create an at-risk list of students and use MTSS to monitor and created individualized plans.

Person Responsible:

Susan Childs

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

AS 2.1.1.4 Monitoring of Student Success by Administration

Action Step:

The administrative team will monitor student success, failure rates, and attendance problems at each interim marking period in order to implement immediate interventions.

Person Responsible:

Susan Childs

Estimated Begin Date:

8/1/2024

Estimated Completion Date:
6/1/2029

S 2.1.2 Personalized Student Interventions

Evidence-Based Research:

Personalized interventions - Utilize various methods of student intervention in order to ensure on-time graduation. Research source: Marzano, Robert (2015). Classroom Instruction that Works. & Blankenstein, Alan (2004). Failure is Not an Option.

AS 2.1.2.1 Customized blended learning

Action Step:

Teachers will create a plan for intervention for failing students to include the use of customized Edgenuity modules targeted at standards remediation. Indicators of Implementation: Customized Edgenuity models, Student passing scores, teacher individualized plans

Person Responsible:

Susan Childs

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

AS 2.1.2.2 Utilization of district coaches

Action Step:

Utilize district coaches to assist teachers with intervention strategies for struggling learners.

Person Responsible:

Susan Childs

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

AS 2.1.2.3 Saturday School / After School Tutorial

Action Step:

Implement Saturday school and after school tutoring in order to provide additional tutoring and remediation opportunities

Person Responsible:

Susan Childs

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

Funding Application	Grant	Notes	Amount
Other	Other	$2700/year in teacher stipend	$2,700.00

3 Student Achievement*

Performance Goal:

By 2029, 80% of students will graduate with the designation of either College Ready or Career Ready as designated by the South Carolina Department of Education.

PM 3.1 Meet annual targets

Analysis of Actual vs. Projected Data:

2023 baseline: 67.1% 2025 - 70% 2026 - 73% 2027 - 75% 2028 - 78% 2029 - 80%

S 3.1.1 Guidance regarding College and Career Ready opportunities

Evidence-Based Research:

Students will receive guidance and direction towards college and career readiness goals and opportunities. Research source: Marzano, Robert (2015). Classroom Instruction that Works. & Blankenstein, Alan (2004). Failure is Not an Option.

AS 3.1.1.1 Tracking and recording

Action Step:

Use of PowerSchool to track and record CCR data. Indicators of implementation: Data collected through PowerSchool reporting tools.

Person Responsible:

Susan Childs

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

AS 3.1.1.2 Access to advanced coursework

Action Step:

Provide guidance and opportunities for students to enroll in AP/IB/dual credit courses. Indicators of implementation: Meetings notes, IGPs

Person Responsible:

Susan Childs

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

AS 3.1.1.3 Work-based learning opportunities

Action Step:

An Assistant Principal will coordinate opportunities for students to participate in on-going work-based learning aligned with the IGP. Indicators of implementation: Sign-in sheets, Work-based learning application and documentation

Person Responsible:

Susan Childs

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

AS 3.1.1.4 Tours of Heyward Career Center

Action Step:

Students will participate in tours of the Heyward Career Program facility in order to learn more about career education opportunities. Indicators of implementation: List of student attendees

Person Responsible:

Susan Childs

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

AS 3.1.1.5 District-Sponsored College Fair

Action Step:

All juniors and seniors attend the district-sponsored college fair. Indicator of implementation: Student attendance list

Person Responsible:

Susan Childs

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

S 3.1.2 Student Monitoring

Evidence-Based Research:

Student Monitoring - Student progress towards the College or Career Ready designation will be monitored in order to provide individual student guidance. Research source: Marzano, Robert (2015). Classroom Instruction that Works. & O'Neill, Jan (2006). The Power of Smart Goals.

AS 3.1.2.1 Test-score monitoring

Action Step:

AP, IB, SAT, and ACT Test Score Monitoring - Monitor test scores yearly to determine students who earn appropriate scores and to encourage students who are close. Indicator of implementation: Test score reports

Person Responsible:

Susan Childs

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

AS 3.1.2.2 WIN Testing and Retesting

Action Step:

Students who score below Silver on the WIN test will be retested during the senior year.

Person Responsible:

Susan Childs

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

AS 3.1.2.3 Update shared tracking system quarterly

Action Step:

Using an internally-created grade level tracking sheet, all guidance counselors and administrators will update the CCR tracking document quarterly in order to monitor student progress. Indicator of Implementation: Tracking system updated.

Person Responsible:

Susan Childs

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

AS 3.1.2.4 Targeted Counseling

Action Step:

Targeted counseling of students who are not on track to become College Ready or Career Ready in order to develop a plan for remediation.

Person Responsible:

Susan Childs

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

AS 3.1.2.5 Incorporation of CCR into graduation rate meetings

Action Step:

During monthly graduation status meetings, student checks of college or career ready designation status will be assessed.

Person Responsible:

Susan Childs

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

4 Teacher/Administrator Quality*

Performance Goal:

By 2029, AC Flora will reduce the percent of teacher turnover to 10%.

PM 4.1 Meet Annual Targets

Analysis of Actual vs. Projected Data:

Average baseline: 18% 2025- 15% 2026- 13% 2027- 12% 2028- 11% 2029- 10%

S 4.1.1 Data-driven professional development

Evidence-Based Research:

Provide professional development and support to support teacher learning needs and increase teacher resiliency.

AS 4.1.1.1 Annual updates

Action Step:

Hold annual data updates and analysis sessions to enable teacher to determine appropriate professional development. The school administration and district leadership will provide an overview of data to employees.

Person Responsible:

Susan Childs

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

AS 4.1.1.2 Ongoing data analysis training

Action Step:

The school administration will provide ongoing data analysis training and coaching professional development to ensure that all staff members know how to use and interpret data to guide instruction.

Person Responsible:

Susan Childs

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

AS 4.1.1.3 Small-group in-school professional development

Action Step:

Hold data sessions with small groups of teachers in order to discuss the best ways to use available, timely, and relevant data. Involve school and district leadership from relevant content areas in order to offer authentic data discussions.

Person Responsible:

Susan Childs

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

S 4.1.2 Quality Feedback

Evidence-Based Research:

Create a system of observations and quality feedback conversations to provide teachers with support and opportunities for growth.

AS 4.1.2.1 Regular teacher observation

Action Step:

Create a schedule for classroom observations in which each teacher receives an observation at least twice per month.

Person Responsible:

Susan Childs

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

AS 4.1.2.2 Regular Meetings with Teachers

Action Step:

Meet with teachers twice per year in order to discuss data and assess needs of teachers.

Person Responsible:

Administrative Team

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

AS 4.1.2.3 Department Director Meetings

Action Step:

Conduct monthly meetings of the department directors in order to assess departmental and school-wide needs.

Person Responsible:

Administrative Team

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

AS 4.1.2.4 Staff Survey

Action Step:

Conduct staff survey at the beginning and end of each school year in order to elicit staff feedback and provide additional opportunities.

Person Responsible:

Susan Childs

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

S 4.1.3 Facilitate Leadership opportunities

Evidence-Based Research:

Facilitate appropriate leadership opportunities for teachers within the school in order to allow for teacher growth and individualized impact. Research source: Hattie, John (2018). Visible Learning

AS 4.1.3.1 Designate EOC lead teachers

Action Step:

Each EOC teacher group will appoint a lead teacher that will help to guide data planning.

Person Responsible:

Administrative Team

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

AS 4.1.3.2 District instructional planning

Action Step:

AC Flora will encourage teachers to participate in district-led instructional planning.

Person Responsible:

Administrative Team

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

AS 4.1.3.3 Teacher participation in professional organizations

Action Step:

Administrators will encourage teacher participation in organizations such as College Board, International Baccalaureate. national teaching organizations, etc.

Person Responsible:
Administrative Team
Estimated Begin Date:
8/1/2024
Estimated Completion Date:
6/1/2029

5 School Climate*

Performance Goal:

By 2029, 95% of responding parents and teachers will report feeling safe at school as measured by the South Carolina School Report Card.

PM 5.1 Meet Annual Targets

Analysis of Actual vs. Projected Data:

Average Baseline: According to the following questions: "My child feels safe at school." - Parents, 75.4%, "I feel safe at my school before and after hours." - Teachers, 86.2% 2025: Parents - 80%, Teachers - 87% 2026: Parents - 83%, Teachers - 88% 2027: Parents - 88%, Teachers - 90% 2028: Parents - 92%, Teachers - 92% 2029: Parents - 95%, Teachers - 95%

S 5.1.1 Identification

Evidence-Based Research:

Increase safety through proper identification of people on campus. Hattie, John (2018). Visible Learning. & SC 4.0 Evaluation (Environment)

AS 5.1.1.1 Student and Faculty IDs

Action Step:
Issue IDs to students, faculty, and staff.
Person Responsible:
Susan Childs
Estimated Begin Date:
8/1/2024
Estimated Completion Date:
6/1/2029

AS 5.1.1.2 ID Policy

Action Step:
Create and enforce an ID policy for students and faculty members to wear identification at all times.
Person Responsible:
Administrative Team

Estimated Begin Date:
8/1/2024
Estimated Completion Date:
6/1/2029

AS 5.1.1.3 Temporary ID slip
Action Step:
Require that all students who do not have an ID carry an ID slip at all times.
Person Responsible:
Administrative Team
Estimated Begin Date:
8/1/2024
Estimated Completion Date:
6/1/2029

AS 5.1.1.4 Visitor ID
Action Step:
Provide all visitors with temporary identification to wear while on campus.
Person Responsible:
Susan Childs
Estimated Begin Date:
8/1/2024
Estimated Completion Date:
6/1/2029

S 5.1.2 Increased Communication
Evidence-Based Research:
Increase communication with students regarding behavioral and safety expectations. Hattie, John (2018). Visible Learning. & SC 4.0 Evaluation (Environment).

AS 5.1.2.1 Class Meetings
Action Step:
Administrators will hold class meetings at least twice per school year in order to communicate behavioral and safety expectations to all students.
Person Responsible:
Susan Childs

Estimated Begin Date:
8/1/2024
Estimated Completion Date:
6/1/2029

AS 5.1.2.2 Student Improvement Plans
Action Step:
Individual meetings regarding intervention plans will be held with identified students in order to improve student behaviors.
Person Responsible:
Administrative Team
Estimated Begin Date:
8/1/2024
Estimated Completion Date:
6/1/2029

AS 5.1.2.3 Parent Communication
Action Step:
Expectations regarding student behaviors will be communicated with parents through parent nights, parent meetings, electronic communication, and school phone calls.
Person Responsible:
Administrative Team
Estimated Begin Date:
8/1/2024
Estimated Completion Date:
6/1/2029

4001 - Richland County School District One (4001) Public District - FY 2025 - A. C. Flora High (4001007) Public School - School Renewal Plan - Rev 0

Early Childhood Development and Academic Assistance Act (Act 135) Assurances
(S.C. Code Ann §59-139-10 et seq. (Supp. 2004))

* N/A	**Academic Assistance, PreK-3**
	The school makes special efforts to assist children in PreK-3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
* N/A	**Academic Assistance, Grades 4-12**
	The school makes special efforts to assist children in grades 4-12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
* Yes	**Parent Involvement**
	The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the school's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.
* Yes	**Staff Development**
	The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
* Yes	**Technology**
	The school integrates technology in professional development and classroom instruction in order to improve teaching and learning.
* Yes	**Innovation**
	The school funds innovative activities to improve student learning and accelerate the performance of all students.
* Yes	**Collaboration**
	The school (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.
* N/A	**Developmental Screening**
	The school ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.
* N/A	**Half-Day Child Development**

	The school provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.
* N/A	**Developmentally Appropriate Curriculum for PreK-3**
	The school ensures that the scope and sequence of the curriculum for PreK-3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.
* Yes	**Parenting and Family Literacy**
	The school provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.
* N/A	**Recruitment**
	The school makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for 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): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.
* Yes	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**
	The school makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.