

# School Renewal Plan Table of Contents

Signature Page	2
Assurances	4
Stakeholders	6
Waiver Requests	7
Needs Assessment Data	8
Executive Summary of Needs Assessment (Summary of Conclusions)	16
Performance Goals and Action Plans	18
Read to Succeed	

## School Renewal Plan Cover Page

### Renewal Plan for 5 Year Cycle: 2022/23 to 2026/27 Upcoming School Year: 2025/26

<b>School Name:</b>	Beaufort-Jasper Academy of Career Excellence
<b>SIDN:</b>	0780995
<b>Plan Submission:</b>	School utilizes Cognia
<b>Grade Span:</b>	10 To 12
<b>District:</b>	Beaufort 80
<b>Address 1:</b>	80 Lowcountry Drive
<b>Address 2:</b>	
<b>City:</b>	Ridgeland, SC
<b>Zip Code:</b>	29936
<b>School Renewal Plan Contact Person:</b>	Dr. Mike Lovecchio
<b>School Plan Contact Phone:</b>	508-840-4800
<b>School Plan E-mail Address:</b>	lovecchiom@bjace.org

#### 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. Sam Whack &amp; Dr. Frank Rodriguez</u> Printed Name	_____	_____
	Signature	Date
<b><i>Principal</i></b>		
<u>Dr. Mike Lovecchio</u> Printed Name	_____	_____
	Signature	Date
<b><i>Chairperson, District Board of Trustees</i></b>		
<u>Mr. Carlton Dallas</u> Printed Name	_____	_____
	Signature	Date
<b><i>Chairperson, School Improvement Council</i></b>		
<u>Ms. Jodi Knorr</u> Printed Name	_____	_____
	Signature	Date
<b><i>School Read To Succeed Literacy Leadership Team Lead</i></b>		
<u>N/A</u> Printed Name	_____	_____
	Signature	Date



## Assurances for School Renewal Plan

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

<b>Early Childhood Development and Academic Assistance Act (Act 135) Assurances</b> (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
N/A	<b>Academic Assistance, PreK–3</b> The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
N/A	<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).

N/A	<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>
N/A	<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>
N/A	<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>
N/A	<p><b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b> The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>

## Stakeholder Involvement for School Renewal Plan

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

	<b>Position</b>	<b>Name</b>
1.	<b>Principal</b>	Dr. Mike Lovecchio
2.	<b>Teacher</b>	Ms. Jodi Knorr
3.	<b>Parent/Guardian</b>	Ms. Mary Moody
4.	<b>Community Member</b>	Mr. Aaron Bilcze
5.	<b>Paraprofessional</b>	Ms. Jill Pongallo
6.	<b>School Improvement Council Member</b>	Ms. Carrie Chappell
7.	<b>Read to Succeed Reading Coach</b>	N/A
8.	<b>School Read To Succeed Literacy Leadership Team Lead</b>	N/A
9.	<b>School Read To Succeed Literacy Leadership Team Member</b>	N/A
<b>OTHERS</b> (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the Literacy Leadership Team for Read to Succeed		
	<b>Teacher</b>	Ms. Kelly Minasi
	<b>Parent/Guardian</b>	Mr. Randall Kersey
	<b>Community Member</b>	Mr. Kevin Smith
	<b>Community Member</b>	Mr. Ralph LaTielle
	<b>Paraprofessional</b>	Ms. Ashley Pongallo
	<b>Student</b>	Ms. Cecelia Kersey
	<b>Student</b>	Ms. Jordan Washington
	<b>Student</b>	Angela Holland

## 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/>

<b>District Wavier Requested and Approved</b>	<b>Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.</b>
1. Extension for initial District Strategic and School Renewal Plans ( <i>SBE Regulation 43-261</i> )	N/A
2. Teachers teaching more than 1500 minutes ( <i>SBE Regulation 43-205</i> )	Please waive this regulation to allow ACE staff the ability to best serve students from Beaufort and Jasper Counties. Our feeder districts have varying starting times and school calendars which results in flex scheduling and instruction. SBE Reg. 43-205 Waiver to allow our teachers to teach more than 1500 minutes.
3. Teachers teaching more than 4 preps ( <i>SBE Regulation 43-205</i> )	N/A
4. High School Principal over two schools or grades more than 9-12 ( <i>SBE Regulation 43-205</i> )	N/A
5. Other ( <i>Include the SBE Regulation number to be waived</i> )	N/A
6. Other ( <i>Include the SBE Regulation number to be waived</i> )	N/A

# NEEDS ASSESSMENT DATA

## Discipline Data

	Level 1	Level 2	Level 3	Level 4*
<b>Fall 2018</b>	76	23	5	0
<b>Spring 2019</b>	16	10	1	0
<b>Fall 2019</b>	9	2	3	0
<b>Spring 2020</b>	6	1	1	1
<b>Fall 2020</b>	1	1	0	0
<b>Spring 2021</b>	36	7	4	0
<b>Fall 2021</b>	20	6	0	0
<b>Spring 2022</b>	39	7	4	0
<b>Fall 2022</b>	34	9	0	0
<b>Spring 2023</b>	20	2	0	0
<b>Fall 2024</b>	26	6	1	0

**Fall 2020- Transitioned from 4 discipline levels to 3**

# 2024

## 2-Semester Programs

PROGRAM	ENROLLMENT	Primary Industry Cert/License	Number that Passed Primary Industry Cert	OSHA 10 Certified
Auto Collision	6	iCar	2	6
Auto Tech	16	ASE	16	16
Barbering		State License		
Building	11	NCCER	11	11
Cosmo		State License		
Health Science	1	CNA	0	1
Electricity	14	NCCER	14	14
Marine Tech	13	Yamaha	12	13
Nail Tech	12	State License	9	12
Welding	15	AWS	13	15
<b>Total</b>	<b>88</b>		<b>77</b>	<b>88</b>

# 2023

## 2-Semester Programs

PROGRAM	ENROLLMENT	Primary Industry Cert/License	Number that Passed Primary Industry Cert	OSHA 10 Certified
Auto Collision	--	iCar	--	--
Auto Tech	19	ASE	19	0
Barbering	5	State License	0	5
Building	15	NCCER	15	15
Cosmo	16	State License	3	16
Health Science	17	CNA	13	17
Electricity	15	NCCER	15	15
Marine Tech	8	Yamaha	8	5
Nail Tech	13	State License	5	13
Welding	16	AWS	14	16
<b>Total</b>	<b>103</b>		<b>89</b>	<b>84</b>

# 2022

## 2-Semester Programs

PROGRAM	ENROLLMENT	Primary Industry Cert/License	Number that Passed Primary Industry Cert	OSHA 10 Certified
Auto Collision	14	iCar	14	0
Auto Tech	13	ASE	12	4
Barbering	11	State License	7	11
Building	11	NCCER	11	11
Cosmo	18	State License	7	18
Health Science	16	CNA	8	16
Electricity	13	NCCER	13	13
Marine Tech	2	Yamaha	2	2
Nail Tech	15	State License	7	15
Welding	15	AWS	10	15
<b>Total</b>	<b>128</b>		<b>91</b>	<b>105</b>

# 2021

## 2-Semester Programs

PROGRAM	ENROLLMENT	Primary Industry Cert/License	Number that Passed Primary Industry Cert	OSHA 10 Certified
Auto Collision	5	iCar	5	5
Auto Tech	16	ASE	12	16
Barbering	7	State License	0	7
Building	13	NCCER	13	13
Cosmo	17	State License	4	17
Health Science	17	CNA	8	17
Electricity	4	NCCER	4	4
Marine Tech	9	Yamaha	9	9
Nail Tech	14	State License	6	14
Welding	14	AWS	11	14
<b>TOTAL</b>	<b>116</b>		<b>72</b>	<b>116</b>

# 2020

## 2-Semester Programs

PROGRAM	ENROLLMENT	Primary Industry Cert/License	Number that Passed Primary Industry Cert	OSHA 10 Certified
Auto Collision	3	iCar	3	3
Auto Tech	14	ASE	11	3
Barbering	7	State License	0	5
Building	8	NCCER	8	8
Cosmo	18	State License	11	17
Health Science	15	CNA	9	15
Electricity	8	NCCER	8	8
Marine Tech	5	Yamaha	1	5
Nail Tech	11	State License	4	10
Welding	5	AWS	4	5
<b>TOTAL</b>	<b>104</b>		<b>57</b>	<b>78</b>

# 2019

## 2-Semester Programs

PROGRAM	ENROLLMENT	Primary Industry Cert/License	Number that Passed Primary Industry Cert	OSHA 10 Certified
Auto Collision	5	iCar	5	5
Auto Tech	14	ASE	11	3
Barbering	9	State License	1	5
Building	8	NCCER	8	8
Cosmo	17	State License	11	16
Health Science	15	CNA	9	15
Electricity	8	NCCER	8	8
Marine Tech	5	Yamaha	1	5
Nail Tech	7	State License	2	7
Welding	5	AWS	4	5
<b>TOTAL</b>	<b>93</b>		<b>60</b>	<b>77</b>

# FALL 2024

## 1-Semester Programs

PROGRAM	ENROLLMENT	Primary Industry Cert/License	Number that Passed Primary Industry Cert	OSHA 10 Certified
Culinary Arts	14	ServSafe	14	0
EMS	8	State License	0	8
Law Enforcement	7	NIMS	7	7
TOTAL	29		20	15

# SPRING 2024

## 1-Semester Programs

PROGRAM	ENROLLMENT	Primary Industry Cert/License	Number that Passed Primary Industry Cert	OSHA 10 Certified
Culinary Arts	9	ServSafe	9	0
EMS	8	State License	3	8
Law Enforcement	7	NIMS	7	7
TOTAL	24		19	15

# FALL 2023

## 1-Semester Programs

PROGRAM	ENROLLMENT	Primary Industry Cert/License	Number that Passed Primary Industry Cert	OSHA 10 Certified
Culinary Arts	15	ServSafe	15	7
EMS	4	State License	2	4
Law Enforcement	5	NIMS	5	4
TOTAL	24		22	15

# SPRING 2023

## 1-Semester Programs

PROGRAM	ENROLLMENT	Primary Industry Cert/License	Number that Passed Primary Industry Cert	OSHA 10 Certified
Culinary Arts	8	ServSafe	8	0
EMS	6	State License	6	6
Law Enforcement	4	NIMS	3	3
TOTAL	18		17	9

# FALL 2022

## 1-Semester Programs

PROGRAM	ENROLLMENT	Primary Industry Cert/License	Number that Passed Primary Industry Cert	OSHA 10 Certified
Culinary Arts	13	ServSafe	13	0
EMS	6	State License	2	6
Law Enforcement	8	NIMS	8	8
TOTAL	27		23	14

# SPRING 2022

## 1-Semester Programs

PROGRAM	ENROLLMENT	Primary Industry Cert/License	Number that Passed Primary Industry Cert	OSHA 10 Certified
Culinary Arts	14	ServSafe	14	0
EMS	8	State License	4	8
Law Enforcement	7	NIMS	7	6
TOTAL	29		25	14

## FALL 2021

### 1-Semester Programs

PROGRAM	ENROLLMENT	Primary Industry Cert/License	Number that Passed Primary Industry Cert	OSHA 10 Certified
Culinary Arts	15	ServSafe	15	0
EMS	7	State License	3	7
Law Enforcement	9	NIMS	9	9
<b>TOTAL</b>	<b>31</b>		<b>27</b>	<b>16</b>

## SPRING 2021

### 1-Semester Programs

PROGRAM	ENROLLMENT	Primary Industry Cert/License	Number that Passed Primary Industry Cert	OSHA 10 Certified
Culinary Arts	14	ServSafe	14	0
EMS	6	State License	4	6
Law Enforcement	7	NIMS	7	4
<b>TOTAL</b>	<b>27</b>		<b>25</b>	<b>10</b>

## FALL 2020

### 1-Semester Programs

PROGRAM	ENROLLMENT	Primary Industry Cert/License	Number that Passed Primary Industry Cert	OSHA 10 Certified
Culinary Arts	3	ServSafe	3	0
EMS	NA	State License	NA	
Law Enforcement	4	NIMS	4	4
<b>TOTAL</b>	<b>7</b>		<b>7</b>	<b>4</b>

Perkins Accountability Indicators of Performance							
	17-18	18-19	19-20	20-21	21-22	23-24	24-25
Placement ACE	87%	Perkins V Transition Years  No Accountability Indicators were issued for these years.		94%	97%	96%	96%
Placement State	95%			94%	94%	94%	94%
ACE vs State Placement	(-8%)			0	+3	+2	+2
Non-Traditional ACE	13%			18%	14%	13%	14%
Non-Traditional State	15%			12%	12%	12%	12%
ACE vs State Non-Traditional	(-2%)			+6	+2	+1	+2
Attained Credential ACE	78%			95%	100%	100%	99%
Attained Credential State	N/A			36%	36%	36%	36%
ACE vs State Credential	N/A			+59	+64	+64	+63

## 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.	<p>ACE achievement is based on CTE certifications and the percentage of students completing programs and returning to feeder schools deemed "college and career ready" by the state of South Carolina. Over the past two years, CTE program completers have maintained a program completion rate of over 98% and an over 98% rate of earning industry certifications.</p> <p>However, ACE recognizes the need for improvement in obtaining professional licenses in barbering, nursing, and cosmetology. Although students in these programs are considered college and career ready through the acquisition of state-accepted industry certifications such as OSHA and CPR, the number of students earning professional licenses from the SC LLR has declined. ACE has tried a number of new interventions and is revamping the program beginning in the 2025-2026 school year. The entire delivery format will be changed to increase time students spend in class as well as adding an additional barbering teacher to better align with state standards. An area of focus for ACE over the next five years will be increasing the number of students earning professional licenses in barbering, cosmetology, and nursing.</p> <p>In FY25, ACE worked to increase scores through the following: A new Health Science teacher was hired in Nursing. There was an increase in Beauty Culture team meetings highlighted by reviews of other schools LLR test data and encouraged site visits to successful schools. In addition, beauty culture also provided additional practice exams to students both in practical and theory.</p>
<b>Teacher/Administrator Quality</b>	
2.	<p>Many of our Career and Technical Education (CTE) teachers have pursued non-traditional paths into teaching, transitioning from careers in the private sector before joining ACE. While they participate in the DIRECT preparation program provided by the state of South Carolina, additional professional development and support are necessary in several areas. Although ACE offers a robust mentoring program, certain responsibilities—such as grading—require further discussion and targeted teacher development. One significant challenge for many CTE teachers is the integration of writing into their classes. During classroom observations, administration has noted a deficiency in writing within the content areas.</p> <p>To address this challenge, ACE increased teacher input in decision making to better meet staff needs. This resulted in revamped school-wide grading expectations that better support students and meets teacher needs. In addition, the school is beginning the process of seeking Cognia STEM certification. This will be a collaborative review process that will allow all staff members to reflect on current practices and assist in identifying and improving in areas for growth. ACE was named Palmetto's Finest School for the past school year, which is a reflection of the culture of the school and shared vision and goals that are present throughout the school.</p>
<b>School Climate</b>	
3.	<p>An area we are diligently working to improve is how the school addresses non-compliant learners and struggling learners. Over the past year, ACE has strengthened its Multi-Tiered System of Support (MTSS), which distinguishes between these two groups and tailors interventions accordingly. As staff have become more familiar with the MTSS process, the system has become more effective in identifying students' specific challenges and implementing appropriate interventions. This work has contributed to ACE being recognized as a Palmetto's Finest Award recipient, reflecting the school's ongoing commitment to excellence.</p> <p>MTSS enables us to develop targeted strategies for both academic and behavioral needs. For non-compliant students,</p>

interventions are distinct from those designed for students struggling to meet proficiency on academic standards. Implementing measures that support struggling learners—while ensuring non-compliant behavior is addressed without being rewarded—is essential to maintaining our high expectations. While these students have the potential for success, they consistently fail to exert the necessary effort and complete assignments. Their behavior can have a detrimental impact on school culture and is inconsistent with ACE’s high standards.

The MTSS process is facilitated by our Student Support Team (SST), which meets weekly and includes school administration, a school counselor, an attendance clerk, and a Child Development Facilitator (CDF). This team monitors students struggling with attendance, discipline, and academics, and formulates tiered interventions based on each student's unique situation. Additionally, the team identifies students whose performance issues stem from non-compliance rather than academic difficulty, ensuring these students are held accountable by requiring the completion of previously refused work.

Thanks to these targeted efforts, ACE maintains a strong student attendance rate of approximately 94%, a reflection of the positive school culture and high level of student engagement.

4. The ACE attendance data for the 2024-2025 academic year indicates a commendable 94% attendance rate. This figure is consistent with the findings of our Cognia surveys, underscoring an achievement we take pride in. It's worth noting that students attending ACE originate from two distinct counties and are associated with eight feeder schools. Many of these students undertake additional steps in their daily commute, often involving a bus journey to their respective feeder high schools before transitioning to another bus destined for ACE. Despite these logistical challenges, our students consistently prioritize attendance and make the effort to attend school regularly.

**Other (such as district and/or school priorities)**

5. The ACE facility, constructed in 1973, has been maintained in a clean and decent condition over the years. However, the school is approaching a critical juncture where significant upgrades are essential. The electrical system is nearing its breaking point, several AC units have begun to fail, and there have been concerns with the septic system. In addition, the Career and Technical Education (CTE) shops require cosmetic enhancements to optimize functionality and improve the student experience.  
Both Beaufort and Jasper Counties have made substantial financial commitments to support these improvements. Jasper County voters recently passed an override referendum, committing approximately \$7 million toward capital improvements at ACE. Similarly, the Beaufort County School Board has set aside a comparable amount for facility upgrades.  
Currently, each county has allocated \$1 million in their respective FY25 budgets to support the planning and design phases of the project. ACE is in the early stages of this planning process, working closely with stakeholders to ensure that future renovations will create a safe, modern, and conducive learning environment for all students and staff. These investments are vital to maintaining ACE’s role as a leader in Career and Technical Education and to ensuring the long-term sustainability and success of the school.

6. The Beaufort-Jasper Academy for Career Excellence, known as ACE, stands as a cornerstone of Career and Technical Education (CTE) in the Lowcountry, enrolling approximately 350 students annually from eight high schools across Beaufort and Jasper Counties. Since its inception in 1975, ACE has played a pivotal role in shaping the educational landscape of the region. Offering a diverse array of 13 CTE programs, each designed to equip students with recognized industry certifications, ACE is committed to ensuring students' preparedness for both college and careers. Over the past two years, ACE has maintained an impressive track record, just under 100% of its students returning to their high schools "College and Career Ready." Moreover, ACE goes beyond conventional offerings by providing free dual enrollment course options in both CTE and English Language Arts (ELA), enabling students to excel in their academic pursuits. Notably, ACE students consistently compete at the highest levels, frequently securing victory in SkillsUSA state championships, showcasing their proficiency and skill.  
The impact of ACE extends far beyond the confines of its classrooms, resonating deeply within the community. With a robust alumni network, ACE graduates are thriving in professional settings throughout the Lowcountry and beyond, underscoring the school's enduring legacy of success. This achievement is a testament to ACE's student-centered approach and the unwavering dedication of its staff, positioning the institution as a premier educational hub in South Carolina.

## 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>	ACE interventions and systems will result in a decrease in non-compliant learners by 3 documented instances per year by 2026-2027.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>
Qualitative- Teacher feedback, classroom observations and faculty meeting discussions Quantitative- Discipline Referrals for non-compliance/insubordination	26 Instances of Non-Compliance	<b>Projected Data:</b> 23	20	17	15	12
		<b>Actual Data:</b> 11	3	5		

## Action Plan

<b>Strategy #1: ACE will create an MTSS system to differentiate between non-compliant and struggling learners. This will include a flow chart of interventions specific to both groups.</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. Creating a plan to meet the needs of a diverse learning population requires a comprehensive and inclusive approach. Here's a structured plan to address the varied needs of students at the Beaufort-Jasper Academy for Career Excellence (ACE):	Fall 2022 (Completion by mid-November)	Admin Teachers	None	None	Monitoring and Evaluation: Establish a system for monitoring student progress and evaluating the effectiveness of interventions and support services. Use data-driven assessments, feedback from students and parents, and observations to continually refine and improve the plan to meet the evolving needs of the diverse learning population at ACE.
<b>Strategy #2: Teachers will pilot the new MTSS system with fidelity and provide feedback and edits throughout the process.</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Implementing and piloting the new Multi-Tiered System of Support (MTSS) with fidelity is crucial for its success in meeting the diverse needs of students at Beaufort-Jasper Academy for Career Excellence (ACE). Here's a plan to ensure effective implementation and gather feedback and recommendations from teachers throughout the process:	Mid- November until end of the school year	Admin Teachers	N/A	N/A	Data Analysis and Reflection: Analyze quantitative and qualitative data collected from teacher feedback, student outcomes, and implementation fidelity assessments to assess the effectiveness of the MTSS system. Identify trends, patterns, and areas of strength or concern in the MTSS implementation process. Engage teachers in reflective discussions and collaborative problem-solving to address challenges and refine strategies for successful

					<p>MTSS implementation.</p> <p>Continuous Improvement: Use teacher feedback and recommendations to iteratively refine and improve the MTSS system over time.</p> <p>Incorporate insights from teachers into professional development opportunities, resource allocation decisions, and policy revisions related to MTSS implementation.</p> <p>Foster a culture of continuous improvement and shared ownership among teachers, administrators, and stakeholders in supporting the diverse needs of students through the MTSS framework.</p> <p>By engaging teachers in the implementation and piloting of the MTSS system with fidelity and soliciting their feedback and recommendations, ACE can ensure that the system effectively meets the diverse needs of students and supports their academic and social-emotional growth.</p>
--	--	--	--	--	--

**Strategy #3: Over time the Student Support Team (SST) will see a reduction in students being recommended to the team for non-compliance.**

<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. The ACE SST will see a reduction in students recommended to the team for non-compliance.	Aug 2023-June 2024	SST	NA	NA	<p>Data Analysis and Review: Regularly review data on student behavior, including referrals to the SST for non-compliance. Identify trends, patterns, and root causes contributing to non-compliance and adjust strategies accordingly.</p> <p>Monitor and Adjust: Continuously monitor the effectiveness of interventions and strategies implemented to reduce non-compliance. Regularly review progress, solicit feedback from</p>

					stakeholders, and make adjustments as needed to achieve the desired reduction in SST referrals for non-compliance.
--	--	--	--	--	--

## 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.	ACE will increase the number of students obtaining SC state CNA licenses prior to their high school graduation date by 3% each year until 2026-2027.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>
CNA Testing Results	67% 6/9	<b>Projected Data:</b> 70	73	76	79	82
		<b>Actual Data:</b> 50% 8 of 16 ytd	76% 13 out of 16	0 *Did not test (no Teacher)		

## Action Plan

<b>Strategy #1: Professional Learning</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. anticipating in professional development (PD) related to Health Science and Certified Nursing Assistant (CNA) licensure is crucial for the continued growth and effectiveness of the ACE Nursing Teacher. Here's a plan for the teacher to engage in such PD opportunities:</p> <p>Identify Relevant PD Opportunities:            Research and identify local and state PD opportunities related to Health Science and CNA licensure offered by the South Carolina Department of Education Health Science Cluster or the state LLR.            Look for workshops, conferences, seminars, webinars, and other training sessions that align with the teacher's professional development needs and interests.            Register and Attend PD Sessions:            Register for two annual professional development opportunities provided by the state of South Carolina Department of Education Health Science Cluster or the state LLR.            Ensure attendance at the scheduled PD sessions and actively participate in all activities, discussions, and learning opportunities offered.            Stay Informed and Updated:            Stay informed about changes, updates, and advancements in the field of Health Science and CNA licensure by attending relevant PD sessions.            Take notes, ask questions, and engage with presenters and fellow participants to deepen understanding and gain insights into current trends, best practices, and regulatory requirements.            Apply Learning in Teaching Practice:            Apply the knowledge and skills acquired during PD sessions</p>	<p>July 1, 2022-June 30, 2023</p>	<p>ACE Admin Nursing Teacher</p>	<p>\$500-1000 based on location and length</p>	<p>ACE General Funds- PD Budget</p>	<p>Reflect and Share Insights:            Reflect on the PD experiences and insights gained from participating in the sessions.            Share key takeaways, strategies, and resources with colleagues within the ACE Nursing program and across the school community to foster a culture of professional learning and collaboration.            Continuously Seek Growth Opportunities:            Continuously seek out additional PD opportunities related to Health Science and CNA licensure to further develop expertise and stay current with industry standards and practices.            Explore online courses, certification programs, networking events, and other avenues for professional growth and development.</p>

to enhance teaching practices in the ACE Nursing program. Integrate new instructional strategies, curriculum materials, assessment tools, and resources into lesson plans and classroom activities to improve student learning outcomes.

<b>Strategy #2: Extended Learning/Test Prep</b>					
<b>Action Step</b>	<b>Timeline Start/End Dates</b>	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
<p>1. Offering extended learning opportunities in the ACE Nursing Lab for students to prepare for the licensing exam is an excellent initiative to support their success. Here are two weekend/after-hour learning opportunities that ACE can provide:</p> <p><b>Skills Practice Sessions:</b> Offer weekend sessions in the ACE Nursing Lab where students can practice and refine their clinical skills under the guidance of a certified nursing teacher. Provide hands-on practice with essential nursing procedures and techniques, such as taking vital signs, administering medications, wound care, patient positioning, and infection control measures. Create stations or simulated scenarios that mimic real-world clinical settings to allow students to apply their knowledge and skills in a practical context. Encourage peer collaboration and feedback to foster a supportive learning environment where students can learn from each other's experiences and insights.</p> <p><b>Review and Test Prep Workshops:</b> Conduct after-hour workshops focused on reviewing key concepts, content areas, and test-taking strategies relevant to the licensing exam. Review essential topics covered in the exam, including anatomy and physiology, pharmacology, medical terminology, nursing procedures, and legal and ethical considerations. Provide practice questions, quizzes, and mock exams to assess student understanding and readiness for the licensing exam. Offer guidance on effective study techniques, time management, and stress reduction strategies to help students prepare effectively and confidently for the exam.</p>	November & December	Nursing Teacher Admin	Teacher Hourly Rate	ACE General Budget	Student attendance rate at the events.

**Strategy #3: Practice Exam**

<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People</b> <b>Responsible</b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>	<b>Indicators of</b> <b>Implementation</b>
<p>1. Implementing written and practical practice tests prior to students taking the actual Certified Nursing Assistant (CNA) test is an excellent strategy to help them prepare effectively and increase their chances of success. Here's how ACE can incorporate these practice tests into their preparation program: Written Practice Test: Develop a comprehensive written practice test that covers the key content areas and skills tested in the CNA exam, including medical terminology, patient care procedures, infection control, and legal and ethical considerations. Provide students with access to study materials, review guides, and practice questions to familiarize themselves with the format and content of the written test. Administer the practice test in a simulated testing environment to mimic the conditions of the actual exam, such as time limits and test-taking protocols. Encourage students to review their answers, identify areas of strength and weakness, and seek clarification on any concepts or questions they find challenging. Practical Practice Test: Design a practical practice test that assesses students' competency in performing essential nursing skills and procedures required for the CNA exam, such as measuring vital signs, assisting with activities of daily living, and demonstrating proper infection control techniques. Set up simulated patient care scenarios in the ACE Nursing Lab or clinical simulation center where students can demonstrate their skills under the supervision of a certified nursing teacher. Provide students with feedback and guidance on their performance, highlighting areas for improvement and reinforcing correct techniques and procedures. Offer opportunities for students to practice repeatedly until they demonstrate mastery and confidence in performing the required skills.</p>	<p>Ongoing</p>	<p>Admin Nursing Teacher</p>	<p>Cost of software and materials to assist</p>	<p>SC State Testing Exam Fund</p>	<p>Feedback and Review: After completing both the written and practical practice tests, provide students with detailed feedback on their performance, including strengths, areas for improvement, and suggestions for further study. Schedule review sessions to address any questions or concerns raised by students and provide additional instruction and support as needed. Encourage students to engage in self-directed study and practice to reinforce their learning and address any gaps in knowledge or skills identified during the practice tests.</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>	ACE will increase the number of students obtaining SC state Cosmetology licenses by their high school graduation date by 7% each year until 2026/2027.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>
Cosmetology Testing Results	20% 4/20	<b>Projected Data:</b> 27%	34%	41%	48%	55%
		<b>Actual Data:</b> 39% 7 out of 18	19% 3 out of 16	State Testing in June		

## Action Plan

<b>Strategy #1: Professional Learning</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. Ensuring that ACE Cosmetology teachers attend local and state professional development (PD) opportunities related to Cosmetology and licensing from the South Carolina Department of Education Beauty Culture Cluster or the state LLR is essential for staying updated on industry standards and best practices. Here's a plan to facilitate their participation:</p> <p>Identify Relevant PD Opportunities: Research and identify local and state PD opportunities specific to Cosmetology education and licensing offered by the South Carolina Department of Education Beauty Culture Cluster or the state LLR.</p> <p>Look for workshops, conferences, seminars, webinars, and other training sessions that cover topics such as new techniques, regulations, safety protocols, and industry trends.</p> <p>Schedule Participation: Coordinate with ACE Cosmetology teachers to schedule their participation in at least one annual PD opportunity offered by the state Department of Education Beauty Culture Cluster or the state LLR.</p> <p>Ensure that the chosen PD opportunity aligns with the teachers' professional development needs and interests and fits within their schedules.</p> <p>Facilitate Registration and Logistics: Assist ACE Cosmetology teachers in registering for the selected PD opportunity, including any necessary paperwork or online registration processes.</p> <p>Provide support with logistics such as travel arrangements, accommodations (if applicable), and obtaining any required materials or resources for the PD session.</p> <p>Encourage Active Participation:</p>	<p>July 1, 2022-June 30, 2023</p>	<p>ACE Admin Cosmo Teachers</p>	<p>\$500-1000 based on location and length</p>	<p>ACE General Funds- PD Budget</p>	<p>Share Insights with Colleagues: Provide opportunities for ACE Cosmetology teachers to share insights, best practices, and resources gained from the PD session with their colleagues within the Cosmetology department and across the school.</p> <p>Facilitate discussions or presentations where teachers can share their experiences and lessons learned from the PD session.</p> <p>Reflect and Plan for Continued Growth: Encourage ACE Cosmetology teachers to reflect on their PD experience and identify areas for further growth and development.</p> <p>Collaborate with teachers to develop personalized professional development plans that address their ongoing learning needs and goals in Cosmetology education and licensing.</p>

<p>Encourage ACE Cosmetology teachers to actively engage in the PD session by participating in discussions, asking questions, and sharing insights and experiences with colleagues. Encourage teachers to take notes, collect handouts or resources, and actively seek out information relevant to their teaching practice and professional growth.</p> <p>Apply Learning in Teaching Practice: Encourage ACE Cosmetology teachers to apply the knowledge and skills acquired during the PD session to enhance their teaching practice.</p> <p>Integrate new techniques, curriculum resources, and instructional strategies learned during the PD session into lesson plans, classroom activities, and student assessments.</p>					
---	--	--	--	--	--

**Strategy #2: Extended Learning/Test Prep**

<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
<p>1. Offering extended learning opportunities in the ACE Cosmetology Lab for students to prepare for the licensing exam is a valuable initiative to support their success. Here are two weekend/after-hour learning opportunities that ACE can provide:</p> <p>Skills Practice Sessions: Schedule weekend sessions in the ACE Cosmetology Lab where students can practice and refine their practical skills under the guidance of a certified cosmetology teacher. Set up workstations with salon equipment, tools, and supplies to simulate real-world salon environments, allowing students to practice various cosmetology procedures and techniques. Provide hands-on practice with hairstyling, haircutting, coloring, nail care, skincare, and other services covered in the licensing exam. Offer individualized feedback and guidance to students as they practice different skills, emphasizing proper techniques, safety precautions, and client communication.</p> <p>Review and Test Prep Workshops: Conduct after-hour workshops focused on reviewing key concepts, theories, and procedures relevant to the cosmetology licensing exam. Review essential topics such as sanitation and sterilization practices, state regulations, salon management, product knowledge, and client consultations.</p>	March-May	Cosmo Teachers ACE Admin	Teachers Hourly Rate	ACE General Fund Budget	Student attendance at each opportunity

<p>Provide practice questions, quizzes, and mock exams to assess students' understanding and readiness for the licensing exam. Offer tips and strategies for effective test-taking, time management, and stress reduction to help students approach the exam with confidence and composure.</p> <p>Both of these extended learning opportunities will allow students to strengthen their skills, build confidence, and enhance their preparedness for the cosmetology licensing exam. By providing dedicated time and resources for students to engage in hands-on practice and comprehensive review, ACE can support their success and empower them to excel in their cosmetology careers.</p>					
---	--	--	--	--	--

**Strategy #3: Practice Exam**

<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People</b> <b>Responsible</b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>	<b>Indicators of</b> <b>Implementation</b>
<p>1. Implementing written and practical practice tests prior to students taking the actual Cosmetology test is an excellent strategy to help them prepare effectively and increase their chances of success. Here's how ACE can incorporate these practice tests into their preparation program:</p> <p>Written Practice Test: Develop a comprehensive written practice test that covers the key content areas and topics tested in the Cosmetology exam, such as sanitation and safety procedures, hair care techniques, skin and nail services, salon management, and state regulations. Provide students with study materials, review guides, and practice questions to familiarize themselves with the format and content of the written test.</p> <p>Administer the practice test in a simulated testing environment to mimic the conditions of the actual exam, including time limits and test-taking protocols.</p> <p>Encourage students to review their answers, identify areas of strength and weakness, and seek clarification on any concepts or questions they find challenging.</p> <p>Practical Practice Test: Design a practical practice test that assesses students' competency in performing essential cosmetology skills and procedures required for the licensing exam, such as hairstyling, haircutting, coloring, manicures, pedicures, and facial treatments.</p> <p>Set up workstations in the ACE Cosmetology Lab where</p>	Ongoing	ACE Cosmo Teachers Admin	Cost of software and materials to assist	SC State Testing Exam Fund	Students complete a practice exam and get feedback regarding areas for improvement

<p>students can demonstrate their skills under the supervision of a certified cosmetology teacher.</p> <p>Provide students with a list of tasks or scenarios to complete within a specified time frame, allowing them to showcase their proficiency in various cosmetology techniques.</p> <p>Offer feedback and guidance to students on their performance, highlighting areas for improvement and reinforcing correct techniques and procedures.</p> <p>Review and Feedback:</p> <p>After completing both the written and practical practice tests, provide students with detailed feedback on their performance. Review the results of the practice tests with students, discussing strengths, weaknesses, and areas for improvement. Offer additional instruction, resources, and support to help students address any gaps in knowledge or skills identified during the practice tests.</p> <p>Final Preparation:</p> <p>Use the feedback from the practice tests to tailor final preparation activities and review sessions leading up to the actual Cosmetology exam.</p> <p>Provide students with targeted study guides, practice materials, and resources to help them focus on areas where they need additional review and reinforcement.</p> <p>Offer encouragement, motivation, and support to help students feel confident and prepared as they approach the exam date.</p>				
---	--	--	--	--

## 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.	ACE will increase the number of students obtaining SC state Barbering licenses by their high school graduation date by 10% each year until 2026/2027.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>
SC state Barbering Exam results	0% 0/6	<b>Projected Data:</b> 10	20	30	40	50
		<b>Actual Data:</b> 64% 7 out of 11	0% 0 out of 5	State Testing in May & June		

## Action Plan

<b>Strategy #1: Professional Learning</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. Ensuring that the ACE Barbering teacher attends local and state professional development (PD) opportunities related to Barbering and the LLR exam is essential for staying updated on industry standards and best practices. Here's a plan to facilitate their participation:</p> <p>Identify Relevant PD Opportunities: Research and identify local and state PD opportunities specific to Barbering education and the LLR exam offered by the South Carolina Department of Education Beauty Culture Cluster or the state LLR.</p> <p>Look for workshops, conferences, seminars, webinars, and other training sessions that cover topics such as barbering techniques, sanitation and safety protocols, state regulations, and exam preparation strategies.</p> <p>Schedule Participation: Coordinate with the ACE Barbering teacher to schedule their participation in at least two annual PD opportunities offered by the state Department of Education Beauty Culture Cluster or the state LLR.</p> <p>Ensure that the chosen PD opportunities align with the teacher's professional development needs and interests and fit within their schedule.</p> <p>Facilitate Registration and Logistics: Assist the ACE Barbering teacher in registering for the selected PD opportunities, including any necessary paperwork or online registration processes.</p> <p>Provide support with logistics such as travel arrangements, accommodations (if applicable), and obtaining any required materials or resources for the PD sessions.</p> <p>Encourage Active Participation:</p>	July 1, 2022-June 30, 2023	ACE Admin Barbering Teacher	\$500-1000 based on location and length	ACE General Funds- PD Budget	<p>Share Insights with Colleagues: Provide opportunities for the ACE Barbering teacher to share insights, best practices, and resources gained from the PD sessions with their colleagues within the Barbering department and across the school.</p> <p>Facilitate discussions or presentations where the teacher can share their experiences and lessons learned from the PD sessions.</p> <p>Reflect and Plan for Continued Growth: Encourage the ACE Barbering teacher to reflect on their PD experiences and identify areas for further growth and development.</p> <p>Collaborate with them to develop personalized professional development plans that address their ongoing learning needs and goals in Barbering education and exam preparation.</p>

<p>Encourage the ACE Barbering teacher to actively engage in the PD sessions by participating in discussions, workshops, and hands-on activities.</p> <p>Encourage them to take notes, collect handouts or resources, and actively seek out information relevant to their teaching practice and professional growth in Barbering education.</p> <p>Apply Learning in Teaching Practice: Encourage the ACE Barbering teacher to apply the knowledge and skills acquired during the PD sessions to enhance their teaching practice.</p> <p>Integrate new techniques, instructional strategies, and industry insights learned during the PD sessions into lesson plans, classroom activities, and student assessments.</p>					
---	--	--	--	--	--

**Strategy #2: Extended Learning/Test Prep**

<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
<p>1. Offering extended learning opportunities in the ACE Barbering Lab for students to prepare for the licensing exam is an excellent way to support their success. Here are two weekend/after-hour learning opportunities that ACE can provide:</p> <p>Practical Skills Workshops: Schedule weekend sessions in the ACE Barbering Lab where students can practice and refine their barbering skills under the guidance of a certified barbering teacher.</p> <p>Set up workstations with barbering tools, equipment, and supplies to simulate a real barber shop environment, allowing students to practice various techniques, such as haircutting, shaving, beard grooming, and styling.</p> <p>Provide demonstrations and hands-on practice opportunities for students to learn and master advanced barbering techniques, including fades, line-ups, and designs.</p> <p>Offer individualized feedback and coaching to students as they practice different skills, emphasizing proper techniques, sanitation practices, and client communication.</p> <p>Licensing Exam Prep Sessions: Conduct after-hour workshops focused on preparing students for the licensing exam, covering key topics and concepts tested in the exam.</p>	March-May	Barbering Teacher Admin	Teacher Hourly Rate	ACE General Funds	Student attendance at the events

<p>Review essential content areas, including state regulations, barbering laws, safety and sanitation protocols, client consultations, and business management principles.</p> <p>Provide practice questions, quizzes, and mock exams to assess students' knowledge and readiness for the licensing exam.</p> <p>Offer tips and strategies for effective test-taking, time management, and stress reduction to help students approach the exam with confidence and composure.</p>					
---	--	--	--	--	--

**Strategy #3: Practice Exam**

<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People</b> <b>Responsible</b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>	<b>Indicators of</b> <b>Implementation</b>
<p>1. Implementing written and practical practice tests prior to students taking the actual Barbering test is an excellent strategy to help them prepare effectively and increase their chances of success. Here's how ACE can incorporate these practice tests into their preparation program: Written Practice Test: Develop a comprehensive written practice test that covers the key content areas and topics tested in the Barbering exam, including state regulations, barbering laws, sanitation and safety procedures, client consultations, haircutting techniques, and business management principles. Provide students with study materials, review guides, and practice questions to familiarize themselves with the format and content of the written test. Administer the practice test in a simulated testing environment to mimic the conditions of the actual exam, including time limits and test-taking protocols. Encourage students to review their answers, identify areas of strength and weakness, and seek clarification on any concepts or questions they find challenging. Practical Practice Test: Design a practical practice test that assesses students' competency in performing essential barbering skills and procedures required for the licensing exam, such as haircutting, shaving, beard grooming, styling, and sanitation practices. Set up workstations in the ACE Barbering Lab where students can demonstrate their skills under the supervision</p>	Ongoing	Admin Barbering Teacher	Cost of software and materials to assist	SC State Testing Exam Fund	Students complete a practice exam and get feedback regarding areas for improvement

of a certified barbering teacher.

Provide students with a list of tasks or scenarios to complete within a specified time frame, allowing them to showcase their proficiency in various barbering techniques.

Offer feedback and guidance to students on their performance, highlighting areas for improvement and reinforcing correct techniques and procedures.

Review and Feedback:

After completing both the written and practical practice tests, provide students with detailed feedback on their performance.

Review the results of the practice tests with students, discussing strengths, weaknesses, and areas for improvement.

Offer additional instruction, resources, and support to help students address any gaps in knowledge or skills identified during the practice tests.

Final Preparation:

Use the feedback from the practice tests to tailor final preparation activities and review sessions leading up to the actual Barbering exam.

Provide students with targeted study guides, practice materials, and resources to help them focus on areas where they need additional review and reinforcement.

Offer encouragement, motivation, and support to help students feel confident and prepared as they approach the exam date.

## 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.	ACE will increase the number of students obtaining SC state Nail Tech licenses by their high school graduation date by 4% each year until 2026/2027.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>
Nail Tech State Licensure	46 6/13	<b>Projected Data:</b> 50	54	58	62	66
		<b>Actual Data:</b> 47% 7 out of 15	38% 5 out of 13	75% 9 out of 12		

## Action Plan

<b>Strategy #1: Professional Learning</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. To ensure the ACE Nail Tech teacher stays updated with industry standards and best practices, it's crucial for them to attend local and state professional development (PD) opportunities related to LLR and the Nail Tech program. Here's a plan to facilitate their participation: Identify Relevant PD Opportunities: Research local and state PD opportunities specific to Nail Technology education, offered by the state LLR or other relevant organizations impacting the nail tech industry. Look for workshops, conferences, seminars, webinars, and training sessions that cover topics such as nail care techniques, sanitation standards, product knowledge, client communication, and state regulations. Schedule Participation: Coordinate with the ACE Nail Tech teacher to schedule their participation in two annual PD opportunities that align with their professional development needs and interests. Ensure the chosen PD opportunities fit within the teacher's schedule and prioritize attendance at events that offer the most relevant and beneficial content. Facilitate Registration and Logistics: Assist the Nail Tech teacher in registering for the selected PD opportunities, including any necessary paperwork or online registration processes. Provide support with logistics such as travel arrangements, accommodations (if applicable), and obtaining any required materials or resources for the PD sessions.	Ongoing each year	Admin Nail Tech Teacher	TBD	ACE PD General Fund	Share Insights with Colleagues: Provide opportunities for the Nail Tech teacher to share insights, best practices, and resources gained from the PD sessions with their colleagues within the Nail Tech program and across the school. Facilitate discussions or presentations where the teacher can share their experiences and lessons learned from the PD sessions. Reflect and Plan for Continued Growth: Encourage the Nail Tech teacher to reflect on their PD experiences and identify areas for further growth and development. Collaborate with them to develop personalized professional development plans that address their ongoing learning needs and goals in Nail Technology education and LLR compliance.

<p>Encourage Active Participation: Encourage the ACE Nail Tech teacher to actively engage in the PD sessions by participating in discussions, workshops, and hands-on activities. Encourage them to take notes, collect handouts or resources, and actively seek out information relevant to their teaching practice and professional growth in Nail Technology education.</p> <p>Apply Learning in Teaching Practice: Encourage the Nail Tech teacher to apply the knowledge and skills acquired during the PD sessions to enhance their teaching practice. Integrate new techniques, instructional strategies, and industry insights learned during the PD sessions into lesson plans, classroom activities, and student assessments.</p>					
---	--	--	--	--	--

**Strategy #2: Extended Learning/Test Prep**

<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
<p>1. Offering extended learning opportunities in the ACE Nail Tech Lab for students to prepare for the licensing exam is a valuable initiative to support their success. Here are two weekend/after-hour learning opportunities that ACE can provide: Practical Skills Workshops: Schedule weekend sessions in the ACE Nail Tech Lab where students can practice and refine their nail technician skills under the guidance of a certified nail tech teacher. Set up workstations with nail technician tools, equipment, and supplies to simulate a professional salon environment, allowing students to practice various techniques, such as manicures, pedicures, nail art, and artificial nail application. Provide demonstrations and hands-on practice opportunities for students to learn and master advanced nail tech techniques, including acrylics, gels, nail extensions, and nail sculpting. Offer individualized feedback and coaching to students as they practice different skills, emphasizing proper techniques, sanitation practices, and client communication.</p>	November/December	Nursing Teacher Admin	Teacher Hourly Rate	ACE General Funds	Student attendance rate at the events.

<p>Licensing Exam Prep Sessions:  Conduct after-hour workshops focused on preparing students for the nail technician licensing exam, covering key topics and concepts tested in the exam. Review essential content areas, including nail anatomy, sanitation and safety protocols, product knowledge, client consultation, and state regulations. Provide practice questions, quizzes, and mock exams to assess students' knowledge and readiness for the licensing exam. Offer tips and strategies for effective test-taking, time management, and stress reduction to help students approach the exam with confidence and composure.</p>					
--	--	--	--	--	--

**Strategy #3: Practice Exam**

<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
<p>1. Implementing written and practical practice tests prior to students taking the actual Nail Examination test is a proactive approach to ensure their readiness and success. Here's how ACE can incorporate these practice tests into their Nail Technician program:  Written and Practical Practice Tests for Nail Examination Preparation:  Develop comprehensive written and practical practice tests that cover key content areas and skills required for the Nail Examination test, including nail anatomy, sanitation and safety protocols, product knowledge, nail art techniques, and state regulations.  Administer written and practical practice tests every 9 weeks to progress monitor students' understanding and skill development throughout the Nail Technician program.  Offer individualized feedback and support to students based on their performance in the practice tests, identifying areas of strength and weakness to target for further review and improvement.  Conduct a final written and practical practice exam before students take the actual Nail Examination test to simulate the exam conditions and prepare students for success.  Review Sessions and Remediation:  Following each practice test, schedule review sessions</p>	Ongoing	Admin Nail Tech Teacher	Cost of software and materials to assist	SC state testing funds	Students complete a practice exam and get feedback regarding areas for improvement

<p>where students can go over their results, ask questions, and receive clarification on any concepts or techniques they found challenging.</p> <p>Provide additional resources and remediation opportunities for students who may need extra support in specific areas identified through the practice tests.</p> <p>Mock Exam Day: Prior to the final exam, organize a mock exam day where students can experience a simulated exam environment.</p> <p>Mimic the format and conditions of the actual Nail Examination test, including time limits, testing procedures, and examination protocols.</p> <p>This mock exam day will help students familiarize themselves with the exam format and reduce test anxiety, ultimately enhancing their performance on the final exam.</p> <p>Teacher Guidance and Support: Ensure that ACE Nail Tech teachers are available to provide guidance, support, and encouragement to students throughout their preparation for the Nail Examination test.</p> <p>Address any concerns or questions students may have about the exam content, format, or expectations, and provide reassurance and motivation as they work towards achieving their certification.</p>					
---	--	--	--	--	--

**Strategy #4: Preparation for Exam**

<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
<p>1. Supplying students with the correct instructions and materials needed to prepare for their licensure exam is essential for their success. Here are the steps ACE can take to ensure students are adequately prepared: Provide the South Carolina Candidate Information Bulletin (CIB): Obtain copies of the South Carolina Candidate Information Bulletin (CIB) for the respective licensure exam, such as the Nail Technician licensing exam. Distribute copies of the CIB to all students enrolled in the Nail Technician program and ensure they have access to it either physically or digitally.</p>	Ongoing each Year	Nail Tech Teacher	N/A	N/A	Students have a deeper understanding of testing rules and requirements as well as expectations

<p>Post the CIB in a designated area within the Nail Technician Lab or classroom where students can easily reference it as needed.</p> <p>Review the CIB with Students:</p> <p>Schedule a session to review the contents of the CIB with students, highlighting important information such as exam registration procedures, eligibility requirements, exam content outlines, testing policies, and exam day logistics.</p> <p>Discuss any specific instructions or guidelines outlined in the CIB that students need to be aware of, such as acceptable forms of identification, prohibited items in the testing center, and examination scoring criteria.</p> <p>Clarify Exam Content and Expectations:</p> <p>Provide students with a clear overview of the content areas and skills assessed in the licensure exam, based on the information outlined in the CIB.</p> <p>Review sample questions or practice materials based on the exam content outlines provided in the CIB, allowing students to familiarize themselves with the format and types of questions they may encounter on the exam.</p> <p>Offer Guidance and Support:</p> <p>Encourage students to review the CIB thoroughly and ask questions if they need clarification on any aspect of the licensure exam.</p> <p>Provide guidance and support to students as they navigate the exam preparation process, offering resources, study tips, and strategies to help them effectively prepare for the exam.</p> <p>Encourage Early Registration:</p> <p>Emphasize the importance of early exam registration as outlined in the CIB, including deadlines and procedures for scheduling the exam.</p> <p>Assist students in navigating the exam registration process, ensuring they meet all eligibility requirements and submit their registration forms on time.</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.	ACE will increase observed writing in CTE Programs by 1 writing assignments each year until 2026-2027.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>
Teacher gradebooks and Classroom Observations.	0	<b>Projected Data:</b> 2	3	4	5	6
		<b>Actual Data:</b> 1	2	3 YTD		

## Action Plan

<b>Strategy #1: School wide review of student writing to set high standards, assess learning, determine interventions and strengthen the use of school wide writing rubric</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. Conducting Instructional Literacy Professional Learning Community (PLC) meetings and faculty meetings to discuss prompts, use of rubrics, identify exemplars, and record scores is an effective way to promote collaboration and improve instructional practices. Here's how ACE can structure these meetings:</p> <p>Schedule Regular PLC Meetings: Establish a regular schedule for Instructional Literacy PLC meetings, such as bi-weekly or monthly sessions, to ensure consistent collaboration among teachers.</p> <p>Set aside dedicated time during faculty meetings to discuss Instructional Literacy topics and initiatives, allowing all staff members to participate and contribute to the discussion.</p> <p>Discuss Prompts and Rubrics: Choose specific prompts and rubrics aligned with instructional goals and standards to focus on during each PLC meeting.</p> <p>Collaboratively review and analyze the selected prompts and rubrics, discussing their alignment with learning objectives, clarity, and effectiveness in assessing student performance.</p> <p>Share best practices and strategies for using prompts and rubrics effectively in instruction, assessment, and feedback.</p> <p>Identify Exemplars: Share examples of student work that exemplify high-quality responses to the prompts being discussed.</p> <p>Analyze and discuss the characteristics of exemplar responses, identifying key strengths and areas for improvement.</p> <p>Use exemplars to inform instructional decisions, guide</p>	<p>Planning Aug/Sept Prompt End Oct Scoring &amp; Analysis Nov &amp; Dec</p>	<p>ACE Admin ACE CTE Teachers ACE ELA Teachers ESOL &amp; SPED Teachers</p>	<p>None</p>	<p>N/A</p>	<p>-PLC meeting agendas and minutes -Faculty meeting agendas -Professional Development on rubric and student writing</p>

<p>student feedback, and set expectations for performance.</p> <p><b>Record Scores and Analyze Data:</b>  Establish a system for recording scores and analyzing student data based on the prompts and rubrics discussed during PLC meetings.  Collect and review student work samples, scoring them according to the established rubrics.  Use data analysis to identify trends, patterns, and areas of growth or concern, informing instructional planning and intervention strategies.</p> <p><b>Collaborative Planning and Reflection:</b>  Use PLC meetings as opportunities for collaborative lesson planning, curriculum development, and instructional design based on the insights gained from discussing prompts, rubrics, and student data.  Reflect on the effectiveness of instructional strategies and interventions implemented based on the discussions and data analysis conducted during PLC meetings.  Continuously refine and adjust instructional practices based on ongoing feedback and reflection, striving for continuous improvement in student learning outcomes.</p>					
<p>2.  Implementing a common writing assignment and facilitating holistic scoring by all ACE teachers using a writing rubric is an excellent strategy to promote consistency and alignment in assessing student writing skills. Here's how ACE can effectively implement this approach:</p> <p><b>Designing the Common Writing Assignment:</b>  Collaborate with ELA teachers to design a common writing assignment that aligns with curriculum standards and instructional objectives.  Ensure that the writing assignment is relevant, engaging, and allows for student creativity and expression while also addressing specific writing skills and concepts.</p> <p><b>Identifying Exemplars:</b>  ELA teachers should select exemplar student papers that demonstrate strong writing skills and effectively meet the criteria outlined in the writing rubric.  Exemplars should represent a range of proficiency levels to provide a comprehensive understanding of what constitutes successful writing across various skill levels.</p> <p><b>Training on the Writing Rubric:</b>  Provide training to all ACE teachers on the components and criteria of the writing rubric, ensuring that they understand</p>	<p>Fall Semester 2022 (Est. Mid October)</p>	<p>Teachers &amp; Admin</p>	<p>No Cost</p>	<p>NA</p>	<p>Completion of the grading and subsequent discussions during faculty and PLC time.</p>

how to assess student writing holistically and consistently. Clarify expectations for scoring each criterion of the rubric and provide examples to illustrate different levels of performance.

**Scoring Process:**  
 Distribute copies of the common writing assignment and the writing rubric to all ACE teachers.  
 Set a designated time for teachers to independently score student papers using the writing rubric, ensuring anonymity to promote unbiased assessment.  
 Encourage teachers to provide written feedback on student papers, highlighting strengths and areas for improvement based on the rubric criteria.

**Calibration and Consensus Building:**  
 Facilitate a collaborative scoring session where teachers come together to discuss their scoring decisions and compare their assessments against each other.  
 Use this session to calibrate scoring expectations, resolve any discrepancies, and reach a consensus on the assessment of student papers.  
 Encourage constructive dialogue and peer feedback to promote professional growth and shared understanding of the writing rubric.

**Data Analysis and Reflection:**  
 Analyze the aggregated data from the holistic scoring process to identify trends, patterns, and areas of strength and growth in student writing.  
 Reflect on the results of the scoring process and use this information to inform instructional planning, curriculum development, and targeted interventions to support student writing development.

**Strategy #2: Admin will work with PLC leaders to Identify and Implement Professional Development to assist CTE teachers in increasing strategies and steps to increase writing in CTE programs**

<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. To augment PLC meetings in technical literacy, ACE can implement professional development (PD) sessions focused on enhancing teachers' knowledge and skills in technical literacy. Here's how ACE can identify and implement PD opportunities: Needs Assessment:	Summer 22 Identify PD focus Plan for Year of PD and plan progress	Admin CTE Staff ELA Teachers	TBD	ACE PD Acct.	Peer Observation and Feedback PD: Organize PD sessions focused on peer observation and feedback, where teachers can observe each other's instructional practices related to technical literacy.

<p>Conduct a needs assessment survey or meeting with teachers to identify specific areas of technical literacy where they feel they need additional support or professional development. Gather feedback on the challenges they face in integrating technical literacy into their instruction and the types of PD they believe would be most beneficial.</p> <p>Curriculum Alignment PD: Offer PD sessions focused on aligning technical literacy instruction with curriculum standards and objectives. Provide guidance on how to identify opportunities for integrating technical literacy skills, such as reading technical manuals, interpreting diagrams, and writing technical reports, into existing CTE courses.</p> <p>Instructional Strategies PD: Organize PD workshops or seminars that explore effective instructional strategies for teaching technical literacy skills. Share research-based approaches and best practices for scaffolding instruction, providing explicit instruction in technical vocabulary and concepts, and promoting critical thinking and problem-solving in technical contexts.</p> <p>Technology Integration PD: Offer PD sessions on integrating technology tools and resources to support technical literacy instruction. Provide training on using digital platforms, software applications, and multimedia resources to enhance students' technical reading, writing, and communication skills.</p> <p>Assessment PD: Conduct PD sessions on developing and implementing assessments to measure students' technical literacy proficiency. Explore different types of assessment tools and strategies, such as performance-based assessments, project-based assessments, and rubrics tailored to technical literacy skills.</p> <p>Collaborative Lesson Planning PD: Facilitate PD workshops where teachers can collaboratively plan and develop lessons that integrate technical literacy skills across the curriculum. Encourage teachers to share lesson ideas, resources, and instructional materials that promote technical literacy development in their respective CTE courses.</p>	<p>monitoring</p>				<p>Provide guidance on how to provide constructive feedback and support colleagues in improving their technical literacy instruction.</p> <p>Follow-Up and Reflection: Encourage teachers to reflect on their learning from the PD sessions and apply new strategies and techniques in their instruction. Schedule follow-up meetings or check-ins to provide ongoing support, address any challenges or concerns, and celebrate successes in implementing technical literacy instruction.</p>
---	-------------------	--	--	--	--

**Strategy #3: Administration will assist teachers with creation of the prompt, rubric and identification of focus areas for an independent content related writing assignment for 2nd semester in Spring 2023 and subsequent semesters and quarters after.**

<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People</b> <b>Responsible</b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>	<b>Indicators of</b> <b>Implementation</b>
<p>1. Collaboration between administrators and teachers is crucial for the successful implementation of pilot written assessments. Here's how ACE can facilitate this collaboration:</p> <p><b>Initial Planning Meeting:</b> Schedule a meeting with administrators and teachers to discuss the purpose, goals, and logistics of the pilot written assessments.</p> <p>Define clear objectives for the assessments and establish criteria for selecting assessment topics, formats, and rubrics.</p> <p><b>Selection of Assessment Topics and Formats:</b> Collaboratively identify assessment topics that align with curriculum standards, instructional goals, and student learning objectives.</p> <p>Decide on the format of the written assessments, such as essays, short answer questions, or performance tasks, based on the skills and concepts being assessed.</p> <p><b>Development of Assessment Materials:</b> Task teachers with developing assessment materials, including prompts, questions, prompts, and rubrics, based on the agreed-upon topics and formats.</p> <p>Provide support and resources, such as templates or examples, to assist teachers in creating high-quality assessment materials.</p> <p><b>Training and Professional Development:</b> Offer training and professional development sessions to familiarize teachers with the pilot written assessments and ensure they understand the expectations for administering and scoring them.</p> <p>Provide guidance on administering assessments, proctoring procedures, and ensuring fairness and integrity throughout the assessment process.</p>	Fall 22-Ongoing	School Admin CTE Teachers	No Cost	N/A	<p><b>Pilot Testing and Feedback:</b> Administer the pilot written assessments to students according to the established timeline and protocols.</p> <p>Collect feedback from teachers, students, and administrators regarding the administration process, clarity of instructions, appropriateness of assessment tasks, and effectiveness of rubrics.</p> <p><b>Data Analysis and Evaluation:</b> Collaborate on analyzing the results of the pilot written assessments to identify trends, patterns, and areas of strength and improvement.</p> <p>Use data analysis to inform decisions about the refinement of assessment materials, adjustments to instructional practices, and areas for further professional development.</p> <p><b>Reflection and Iteration:</b> Schedule follow-up meetings to reflect on the pilot assessment experience and discuss lessons learned.</p> <p>Use feedback from stakeholders to iterate and refine the assessment process, making necessary adjustments to improve its effectiveness and alignment with instructional goals.</p> <p><b>Documentation and Communication:</b> Document the outcomes of the pilot written assessments, including successes, challenges, and recommendations for future implementation.</p> <p>Communicate findings and recommendations to relevant stakeholders, including teachers.</p>

					administrators, and district leadership, to ensure transparency and accountability in the assessment process.
--	--	--	--	--	---