



Loris High School

Strategic Plan/School Renewal Plan

2011-16

HCS VISION:

Horry County Schools' vision is to be a premier, world-class school system in which every student acquires an excellent education. Our schools will be welcoming centers organized around high-quality teaching and learning.

Loris High School will be a school in which every student acquires an excellent education. Our school will be a welcoming center organized around high-quality teaching and learning.

OUR BELIEFS:

*Our vision is guided by a set of **Beliefs** that serve as the foundation for all our efforts.*

Foremost, we believe that...

Our purpose is to develop the potential of each student and ensure that all graduates become productive members of their community, able to adapt to a diverse, ever-changing world.

We also believe that...

We have the obligation to challenge every student to meet higher academic standards than his/her current level.

In order to accomplish this, we believe that...

Our students deserve exceptional and passionate staff who share our core values. *Our core values are stated as expectations for staff members:*

- **We put service to students above all else.**
- **We take responsibility for the success of all students.**
- **We care passionately about our work with children.**
- **We build strong positive relationships with students, staff, parents, and community.**
- **We model and promote civility and integrity.**

We must also provide support for continuous improvement for students and staff.

We believe...

Our students' learning opportunities are enhanced when multiple approaches for learning are provided and positive relationships are formed.

And...

All who share our schools deserve a safe, respectful and nurturing environment.

Finally, acknowledging that we all have a role in reaching our vision, we believe that...

Partnerships among family, community and school are imperative to students' social and academic success.

AREA OF FOCUS	AREA OF FOCUS	AREA OF FOCUS	AREA OF FOCUS	AREA OF FOCUS
<p>Teaching And Learning</p> <p>STUDENT ACHIEVEMENT</p>	<p>Documenting And Using Results</p>	<p>Resources and Support Systems</p> <p>TEACHER AND ADMINISTRATOR QUALITY</p> <p>SCHOOL CLIMATE</p>	<p>Stakeholder Communication and Relationships</p>	<p>Governance And Leadership</p>
STRATEGIES				
<p>We will provide research-based curriculum and instructional methods that facilitate achievement for all students.</p>	<p>We will provide a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.</p>	<p>We will provide the human, financial, and physical resources and services necessary to support our vision and purpose of achievement for all students.</p>	<p>We will foster effective communications and relationships with and among our stakeholders.</p>	<p>We will provide governance and leadership that promote student performance and school/system effectiveness.</p>

AREAS OF FOCUS
STRATEGIES/ACTION PLANS
QUALITY INDICATORS

AREA OF FOCUS:

TEACHING AND LEARNING

STUDENT ACHIEVEMENT

Quality Indicators

- Develops and implements curriculum based on clearly-defined expectations for student learning
- Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
- Gathers, analyzes, and uses data and research in making curricular and instructional choices
- Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
- Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
- Allocates and protects instructional time to support student learning
- Provides for articulation and alignment between and among all levels of schools
- Implements interventions to help students meet expectations for student learning
- Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning
- Provides comprehensive information and media services that support the curricular and instructional programs
- Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program

ACTIONS TO BE TAKEN:

DISTRICT'S Key Work Processes	SCHOOL'S Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
Implement Common Core curriculum for English language arts and math <ul style="list-style-type: none"> • Develop timelines • Conduct cross-walks • Revise curriculum documents • Develop plans for bridge year • Provide professional development for staff • Conduct information sessions for stakeholders 	Utilize Common Core curriculum for English language arts and math <ul style="list-style-type: none"> • Adhere to district timelines • Study district crosswalks • Follow district plans for bridge year • Participate in Black Belt Certification Course (2 participants) • Conduct information sessions for stakeholders 	2012-2013	District staff development funds	ELA and math instructors Instructional Coach Principal Assistant Principals	Classroom observations/CWT data Lesson plans Consensus maps Professional development agendas
Develop and implement standards and curriculum guides for courses lacking state standards <ul style="list-style-type: none"> • Identify courses lacking state standards • Consult national standards and best practices • Develop standards and curriculum guides for courses • Provide professional development for teachers 	Utilize district curriculum guides and standards for courses lacking state standards <ul style="list-style-type: none"> • Implement curriculum guides • Support teachers with implementation of curriculum guides • Conduct observations and CWTs to 	2011-16	District staff development funds	Teachers Instructional Coach Principal	Classroom observations/CWT data Lesson plans Consensus maps

in standards and curriculum guides	monitor implementation			Assistant Principals	Professional development agendas
<p>Implement the RtI model including Tier II, Tier III-A and Tier III-B interventions system-wide and with fidelity.</p> <ul style="list-style-type: none"> Identify intervention programs for all Tiers for ELA and Math K-12 Provide professional development for staff in identified programs Conduct information sessions for stakeholders to develop system-wide understanding Monitor implementation and provide support Collect data for program evaluation 	<p>Implement the RtI model including Tier II, Tier III-A and Tier III-B interventions system-wide and with fidelity</p> <ul style="list-style-type: none"> Implement READ 180 and System 44 with fidelity. Provide additional professional development for staff in System 44 and READ 180 Collect data for program evaluation— SPI, SRI Place students in yearlong English 1 and 2 based on rubrics 	2012-2013	Federal, state, district and school funds	<p>Teachers</p> <p>Instructional Coach</p> <p>Principal</p> <p>Assistant Principals</p> <p>Guidance Counselors</p>	<p>Master Schedule</p> <p>Usage reports</p> <p>Student progress reports</p> <p>Classroom Walkthrough data</p> <p>HSAP and EOCEP data</p>
<p>Refine special education curricula at the high school level based on current research</p> <ul style="list-style-type: none"> Refine Learning Strategies curriculum Refine the self-contained curricula Refine the occupational diploma requirements Provide professional development for teachers and administrators on learning strategies Develop specific look-fors to use during classroom observations Develop standards and curriculum guides for current elective courses that demonstrate alignment with Common Core standards Monitor implementation and provide support 	<p>Implement refined special education curricula at the high school level based on current research and analysis of school data</p> <ul style="list-style-type: none"> Implement Learning Strategies curriculum provided by district Implement the self-contained curricula provided by district Guide students and parents in placement and completion process of the occupational diploma requirements Provide professional development and coaching support for teachers on learning strategies Utilize specific look-fors provided by the district during classroom observations Implement standards and curriculum guides provided by the district for current elective courses that demonstrate alignment with Common Core standards Monitor implementation and provide support for teachers 	2012-2013	Federal, state, district and school funds	<p>Special Education Teachers</p> <p>Instructional Coach</p> <p>Principal</p> <p>Assistant Principals</p> <p>Guidance Counselors</p>	<p>Master Schedule</p> <p>IEPs</p> <p>Usage reports</p> <p>Student progress reports</p> <p>Classroom Walkthrough Data</p> <p>Lesson plans</p> <p>Professional Development Agendas</p>

<p>Develop a curriculum guide (PK – 12) for students with moderate to severe intellectual disabilities.</p>	<p>Implement curriculum guide (9 – 12) provided by the district for use with students with moderate to severe intellectual disabilities.</p>	<p>2012-13</p>	<p>Federal, state and district funds</p>	<p>Special Education Teachers Instructional Aides Instructional Coach Principal Assistant Principals</p>	<p>Master Schedule IEPs Usage reports Student progress reports Classroom Walkthrough Data Lesson Plans</p>
<p>Revise eligibility criteria for special education.</p> <ul style="list-style-type: none"> Continue to refine protocols for students with specific learning disabilities Revise district evaluation procedures to be consistent with new state eligibility standards for all categories of disabilities 	<p>Implement revised eligibility criteria for special education.</p> <ul style="list-style-type: none"> Ensure implementation of protocols with fidelity for students with specific learning disabilities Implement and monitor use of revised district evaluation procedures to achieve and sustain consistency with new state eligibility standards for all categories of disabilities 	<p>2012-2013</p>	<p>Federal, state and district funds</p>	<p>Teachers School Psychologist District Program Specialist Principal Assistant Principals</p>	<p>Special Education Referral Forms IEPs Student Permanent Records Student data management system</p>
<p>Collaborate with Horry Georgetown Technical College to provide dual credit options for students.</p> <ul style="list-style-type: none"> Refine procedures involving dual credit options. Refine and expand articulation agreements with Horry Georgetown Technical College 	<p>Inform students and parents/guardians of opportunities available for dual credit.</p> <p>Increase number of dual-credit offerings</p> <p>Explore possible additional offerings</p> <p>Offer Math 120 on LHS campus</p>	<p>2012-2013</p>	<p>District funds</p>	<p>District Staff HGTC Personnel Guidance Counselors Principal</p>	<p>HCS Dual Credit Guidelines HCS website IGP Protocols Master Schedule</p>
<p>Offer a variety of online course options to meet the individual needs of students</p> <ul style="list-style-type: none"> Evaluate and align high school curriculum with online options Explore additional online course opportunities 	<p>Offer online course options available through district and state guidelines to meet the individual needs of students</p> <ul style="list-style-type: none"> Place students appropriately in online courses 	<p>2012-2013</p>	<p>State and district funds</p>	<p>District Staff Guidance Counselors</p>	<p>Program Brochure HCS website</p>

<p>(both initial and credit recovery credit) for students</p> <ul style="list-style-type: none"> • Implement a full-time online virtual high school program • Monitor students' progress with online courses taken through the SCVS and HCVS • Explore the expansion of middle school online opportunities • Expand the use of online content in homebound and home-based instruction as appropriate 	<ul style="list-style-type: none"> • Explore additional online course opportunities (both initial and credit recovery credit) for students • Monitor students' progress with online courses taken through the SCVS and HCVS • Expand the use of online content in homebound and home-based instruction as appropriate 			Principal	<p>Student data management system</p> <p>Master Schedule</p>
<p>Initiate unique concept schools and programs around which school clusters can organize their instructional offerings</p> <ul style="list-style-type: none"> • Involve stakeholders in exploring theme/concept options • Decide delivery model for cluster concept • Provide professional development for instructional delivery • Ensure collaboration among all schools in the cluster for continuous, consistent implementation • Ensure ongoing communication with and involvement of home and community stakeholders • Monitor implementation and integration of theme/concept with all instructional and subject areas 	<p>Explore options concerning concept schools and programs with district initiation</p> <ul style="list-style-type: none"> • Be involved as stakeholders in exploring theme/concept options • Implement delivery model specific to cluster, as appropriate • Provide and/or participate in professional development for instructional delivery • Collaborate with all schools in the cluster for continuous, consistent implementation • Communicate with and involve home and community stakeholders • Implement and integrate theme/concept within all instructional and subject areas 	2012-2013	State and district funds	Principal Instructional Coach Assistant Principals	<p>Surveys</p> <p>Correspondence</p> <p>Agendas</p>
<p>Implement comprehensive character development initiatives in all schools</p> <ul style="list-style-type: none"> • Promote, emphasize and support school level initiatives for character development • Provide professional development for integrating lessons of character into classroom instruction in all subject areas • Monitor school level implementation of character education initiatives • Promote and initiate character related community partnerships • Provide ongoing support for the Covey Leadership model in Myrtle Beach Schools • Integrate lessons on character education 	<p>Implement comprehensive character development initiative</p> <ul style="list-style-type: none"> • Promote, emphasize and implement initiatives for character development in the school • Participate in district level and provide school level professional development for integrating lessons of character into classroom instruction in all subject areas • Monitor implementation of character education initiatives • Promote and initiate character related community partnerships 	2012-2013	State, district, and school funds	Principal Instructional Coach Teachers Guidance Counselors Assistant Principals	<p>Lesson plans and syllabi for all curriculum areas</p> <p>Student-created materials and activities involving character education</p> <p>Service Learning projects</p>

<p>within elementary guidance sessions (individual, small group, and classroom) and these activities will be promoted within community activities.</p> <ul style="list-style-type: none"> • Allow sharing sessions during staff development meetings for counselors to share promotional activities being utilized for character education development of students. 					
<p>Develop a comprehensive PK-12 ESOL model</p> <ul style="list-style-type: none"> • Provide ongoing professional development to ensure appropriate ESOL services for students • Ensure effective teaching strategies are utilized in classrooms serving ESOL students • Conduct ESOL parent nights to discuss school and community resources • Expand technology tools available for ESOL students 	<p>Implement district-developed comprehensive 9-12 ESOL model</p> <ul style="list-style-type: none"> • Participate in ongoing professional development to ensure appropriate ESOL services for students • Ensure effective teaching strategies are utilized in classrooms serving ESOL students • Monitor ESOL instruction • Expand technology tools available for ESOL students 	2012-13	Federal, state and district funds	<p>Teachers</p> <p>Principal</p> <p>Assistant Principals</p> <p>District Learning Specialist</p> <p>Instructional Coach</p>	<p>ELDA Data</p> <p>Limited English Proficiency Plans</p> <p>CWT data</p>
<p>Refine the gifted education programs</p> <ul style="list-style-type: none"> • Refine protocols for high-achieving students not identified GT • Refine criteria for Honors and Accelerated course placement • Continue to refine policies and procedures for grade advancement • Continue to develop and refine curricula • Ensure we have Twice Exceptional plans for serving students qualifying for special education and gifted education services • Increase AP course offerings and pass rates • Revise the District GT Program Plan • Continue to refine the District Artistically Gifted and Talented Identification and Services Plan 	<p>Implement protocols for gifted education programs</p> <ul style="list-style-type: none"> • Follow protocols for high-achieving students not identified GT • Utilize criteria for Honors and Accelerated course placement • Follow policies and procedures for grade advancement • Implement appropriate curricula • Ensure implementation of Twice Exceptional plans for serving students qualifying for special education and gifted education services • Increase AP course offerings and pass rates (possibly add AP Environmental Science) • Provide AP Seminar classes as needed to increase instructional time 	2012-2013	Federal, state and district funds	<p>Teachers</p> <p>Guidance Counselors</p> <p>Principal</p> <p>Assistant Principal</p> <p>Instructional Coach</p> <p>Program Coordinator</p> <p>GT and AP School Contacts</p>	<p>GT Referral Process and Placement Guidelines</p> <p>Cogat data</p> <p>Student data management system</p> <p>Master Schedule</p> <p>Honors and AP Course Syllabi and Pacing Guides</p> <p>AP Results</p> <p>District and</p>

					school course placement rubrics
<p>Refine and calibrate classroom expectations across the system with an emphasis on student engagement and levels of questioning</p> <ul style="list-style-type: none"> • Provide professional development for teachers, coaches, principals, and district administrators on high-yield strategies, engagement, and levels of questioning • Conduct classroom walk-throughs using CWT tools • Monitor, analyze, and utilize CWT reports for trends • Plan additional professional development based on CWT results 	<p>Refine and calibrate classroom expectations at the school level with an emphasis on student engagement and levels of questioning</p> <ul style="list-style-type: none"> • Participate in district level professional development for teachers, coaches, and principals and provide school level professional development on high-yield strategies, engagement, and levels of questioning • Conduct classroom walkthroughs using CWT tools • Develop and implement a CWT schedule for principal, assistant principals, and instructional coach • Conduct reflection sessions to monitor for calibration • Monitor, analyze, and utilize CWT reports for trends • Plan additional school level professional development based on CWT results • Provide collaboration days for departments and bring in consultants such as Jerry Martin to align questions with standards 	2012-2013	District and school funds	<p>Teachers</p> <p>Instructional Coach</p> <p>Assistant Principals</p> <p>Principal</p> <p>District Learning Specialists</p>	<p>District and school staff development agendas, sign-in sheets</p> <p>CWT data</p> <p>CWT schedule</p> <p>Instructional tips and flyers</p>
<p>Increase student achievement in science and social studies.</p> <ul style="list-style-type: none"> • Use data from state and district assessments for science and social studies to adjust curriculum, instruction, and assessment in grades 3-8 • Utilize and adhere to State support documents • Implement curriculum maps for grades 3-12 science and social studies. • Implement instructional models for science and social studies. • Provide professional development for teachers and monitor use of science kits in grades K-8 • Monitor instruction in US History according to HCS curriculum map and make adjustments 	<p>Increase student achievement in science and social studies</p> <ul style="list-style-type: none"> • Utilize and adhere to state support documents • Implement district curriculum maps for grades 9-12 science and social studies • Implement instructional models for science and social studies • Monitor instruction in US History and biology according to HCS curriculum maps • Administer and monitor results of benchmark assessments for science and social studies in grades 9-12 • Provide school level professional 	2012-2013	State, district and school funds	<p>Teachers</p> <p>Instructional Coach</p> <p>District Learning Specialists</p> <p>Assistant Principals</p> <p>Principal</p>	<p>Support documents</p> <p>Lesson plans</p> <p>CWT data</p> <p>Benchmark data</p> <p>District curriculum maps</p> <p>Course Syllabi</p> <p>EOC Assessment</p>

<p>after reviewing baseline data.</p> <ul style="list-style-type: none"> Administer and monitor results of benchmark assessments for science and social studies in grade 3-12 	<p>development sessions for reviewing benchmark data and utilizing data for instructional decision making</p>				<p>data</p> <p>Student data management system</p> <p>Collaboration session agendas</p>
<p>Take appropriate steps to increase the on-time graduation rate.</p> <ul style="list-style-type: none"> Analyze and monitor student achievement and attendance to determine and deliver intervention strategies, Monitor intervention data Refine the District's credit-recovery program Refine and expand choices for students needing a nontraditional setting Conduct IGP conferences (Grades 8-12) Develop programs to increase academic achievement of 9th graders, including a transition plan from middle to high school. Utilize data from Explore, Plan and ACT Refine documentation processes to track students from grade 9-12 using technology applications Refine choice programs and offerings to meet students' needs Utilize the PDSA process to focus on increasing the number of on-time graduates. 	<p>Take appropriate steps to increase the on-time graduation rate.</p> <ul style="list-style-type: none"> Analyze and monitor student achievement and attendance to determine and deliver intervention strategies Monitor intervention data Follow the District's credit-recovery program Educate students and parents in available choices for students needing a nontraditional setting Conduct IGP conferences (Grades 9-12) Develop and implement a transition plan to increase academic achievement of 9th graders Utilize data from Explore, Plan and ACT Monitor students from grade 9-12 using technology applications Implement available programs and expand offerings to meet students' individual needs Utilize the PDSA process to focus on increasing the number of on-time graduates. 	<p>2012-2013</p>	<p>State, district and school funds</p>	<p>Guidance Counselors</p> <p>Principal</p> <p>Assistant Principals</p> <p>Data Team</p> <p>Attendance Clerk</p> <p>District Program Coordinators</p> <p>Credit Recovery Facilitator</p> <p>Instructional Coach</p> <p>Reading Interventionist</p>	<p>College Readiness Profile</p> <p>Student data management system</p> <p>Graduation Notebook</p> <p>Credit Recovery Completion Reports</p> <p>IGP Reports</p> <p>Attendance Intervention Plans</p> <p>Attendance Make-up Logs</p> <p>HCS Data Center</p> <p>PDSA</p>
<p>Develop a comprehensive plan for foreign language</p> <ul style="list-style-type: none"> Research best practices in foreign language Explore options for elementary, middle, and high school foreign language expansion 	<p>Implement district-created comprehensive plan for foreign language</p> <ul style="list-style-type: none"> Implement best practices in foreign language Explore and expand options for high school foreign language 	<p>2012-2013</p>	<p>District and school funds</p>	<p>Foreign Language Teachers</p> <p>Instructional Coach</p>	<p>Master Schedule</p> <p>Master Schedule</p> <p>CWT data</p> <p>District Staff</p>

				Guidance Counselors Principal Assistant Principals District Learning Specialist	Development Agendas
<p>Provide opportunities for service learning within the curriculum and through extracurricular activities.</p> <ul style="list-style-type: none"> Collaborate with our external stakeholders to enhance the service learning possibilities for staff and students. Monitor and recognize student and staff participation in service learning programs. 	<p>Provide opportunities for service learning within the curriculum and through extracurricular activities</p> <ul style="list-style-type: none"> Collaborate with our external stakeholders to enhance the service learning possibilities for staff and students Monitor and recognize student and staff participation in service learning programs Explore integration of service learning within other courses Continue service learning projects through clubs and organizations 	2012-2013	School and community funds	Club Sponsors and Clubs Department Chairs Graduation Project Committee Instructional Coach	Service Learning Projects Club activities
<p>Collaborate with Horry Georgetown Technical College and Coastal Carolina University through periodic meetings with a focus on articulation regarding opportunities for collaboration.</p>	<p>Communicate with district liaison regarding articulation agreements with Horry Georgetown Technical College and Coastal Carolina University to ensure up-to-date information is provided to faculty, staff, students, and parents</p> <p>Explore options for additional course offerings</p>	2012-2013	District funds	Executive Director of Curriculum and Instruction Director of Guidance and CATE Principal Assistant Principals Instructional Coach	Articulation Agreements

				Guidance Counselors	
<p>Improve the effectiveness of guidance counseling programs.</p> <ul style="list-style-type: none"> • Provide ongoing professional development for counselors to ensure effective advisement and guidance of students and parents in the selection of appropriate coursework for the preparation of students toward college and work readiness. • Conduct quarterly staff development sessions with counselors by grade level. • Encourage counselor participation within specialty, regional, and state sponsored counselor meetings. • Conduct district specialty training sessions for counselors within specific needs areas. • Monitor programs through visitation. • Develop HCS Student Information Guide to be distributed to parents/students grades 8-12. • Develop and maintain guidance website for HCS's counselors to provide usable resources for working with students. • Develop and implement goals-based evaluation program for all guidance counselors that are monitored and approved by administration. 	<p>Improve the effectiveness of guidance counseling programs</p> <ul style="list-style-type: none"> • Participate in ongoing district professional development for counselors to ensure effective advisement and guidance of students and parents in the selection of appropriate coursework for the preparation of students toward college and work readiness • Participate in quarterly staff development sessions with counselors by grade level • Afford counselors opportunities to participate in specialty, regional, and state sponsored counselor meetings • Participate in district specialty training sessions for counselors within specific needs areas • Facilitate distribution of HCS Student Information Guide to parents/students grades 9-12 • Develop and maintain guidance webpage on school website to provide usable resources for students and parents • Participate in goals-based evaluation program for all guidance counselors, monitored and approved by administration 	2012-2013	Federal, State and District Funds	<p>Guidance Counselors</p> <p>Executive Director of CATE and Guidance</p> <p>School Webmaster</p> <p>Principal</p> <p>Assistant Principals</p>	<p>Annual Guidance Accountability Report</p> <p>Guidance Meeting Agendas</p> <p>HCS Guidance Website</p> <p>Guidance GBEs</p> <p>School website</p> <p>School Program of Studies</p>

<p>Ensure that persistent gaps between student achievement in subgroups are consistently and continually diminished</p> <ul style="list-style-type: none"> • Develop parent and community partnerships to work collaboratively to close gaps • Provide early intervention/identification for all children with needs • Provide parent/community education around early childhood – communication of research, need, statistics, best practices. • Use literacy (language development, writing, vocabulary, phonemic awareness and phonics) as a vehicle for closing the achievement gap • Use the PDSA process to target effective practices that close achievement gaps • Utilize school and district data teams to identify areas and subgroups where persistent gaps occur • Provide technical, financial and instructional support to schools whose gaps are largest and most persistent • Provide culturally relevant professional development to all schools • Ensure appropriate intervention for all students whose achievement is below grade level 	<p>Ensure that persistent gaps between student achievement in subgroups are consistently and continually diminished</p> <ul style="list-style-type: none"> • Develop parent and community partnerships to work collaboratively to close gaps • Provide early intervention/identification for all 9-12 students with needs • Use the PDSA process to target effective practices that close achievement gaps • Utilize school and district data teams to identify areas and subgroups where persistent gaps occur • Participate in district provided culturally relevant professional development • Implement and monitor appropriate intervention for all students whose achievement is below grade level • Continue implementation of Renaissance program to reward and recognize student achievement and improvement • Continue to provide after-school assistance to low-functioning students and continue bus transportation 	<p>2012-2013</p>	<p>Federal, state, district and school funds</p>	<p>SIC Data Team Teachers Instructional Coach Guidance Counselors Principal Assistant Principals</p>	<p>PDSAs School Report Cards Student data management system Program usage and progress data IEPs 504 Plans</p>
<p>Develop course guides for all secondary schools career and technology education (CATE) programs that align with potential career goals, including career exploration, job shadowing, internships, and mentoring with IGP process grades 8-12.</p> <ul style="list-style-type: none"> • Develop annually a CATE highlight video for each high school and academy showing the career and technology majors of study offered within each school. • Maintain industry level technology/equipment needs for programs to ensure work readiness level within CATE programs. • Monitor and report students' participation in CATE opportunities, including shadowing, service learning, and completer status in 	<p>Utilize course guides for all secondary schools career and technology education (CATE) programs that align with potential career goals, including career exploration, job shadowing, internships, and mentoring with IGP process grades 9-12</p> <ul style="list-style-type: none"> • Promote opportunities annually by showing a CATE highlight video showcasing LHS career and technology majors of study offered • Maintain industry level technology/equipment needs for programs to ensure work readiness level within CATE programs • Monitor and report students' participation in CATE opportunities, 	<p>2012-2013</p>	<p>Federal, state and district funds</p>	<p>Guidance Counselors CATE Teachers HCS Director of CATE and Guidance Principal Assistant Principals Instructional</p>	<p>LHS CATE Majors Information Guide LHS Program of Studies Annual Guidance Accountability Report Annual CATE reports Student data management system</p>

Power Schools and to the State Department.	<p>including shadowing, service learning, and completer status in PowerSchool and to the district</p> <ul style="list-style-type: none"> Follow guidelines for prerequisites when placing students in CATE classes 			Coach	<p>Master Schedule</p> <p>HCS Secondary Program Guide</p> <p>CATE video</p> <p>LHS website</p> <p>SDE website</p>
<p>Promote collaboration among all school levels to ensure a seamless transition for students</p> <ul style="list-style-type: none"> Refine and consistently implement identified strategies such as transition meetings (Transition Plans) between early childhood and elementary school, elementary and middle schools, and middle and high schools. Enhance articulation between high school and post-secondary institutions. Provide regular and consistent opportunities to communicate/collaborate between high schools and the workforce employers 	<p>Promote collaboration among cluster to ensure a seamless transition for students</p> <ul style="list-style-type: none"> Consistently implement identified strategies such as transition meetings (Transition Plans) between middle and high schools Communicate with district regarding articulation enhancements between high school and post-secondary institutions Consistently communicate/collaborate with workforce employers 	2012-2013	State, district and school funds	<p>Guidance Counselors</p> <p>Principal</p> <p>Executive Director for Curriculum and Instruction</p> <p>Assistant Principals</p> <p>Career Development Facilitator</p> <p>Instructional Coach</p>	<p>Transition Meeting Agendas</p> <p>College Day Flyers/Brochures</p> <p>Ed Op Fairs</p>
<p>Align the District professional development plan with the system's goals and objectives:</p> <ul style="list-style-type: none"> Collect and utilize data for projecting needs and evaluating effectiveness Identify and purchase an electronic calendar for scheduling and posting professional development offerings Identify an electronic tool for posting, registering and scheduling professional development Provide professional development for support staff that includes customer service, 	<p>Align the school professional development plan with the district's goals and objectives</p> <ul style="list-style-type: none"> Collect and utilize data for projecting needs and evaluating effectiveness Provide appropriate professional development opportunities at the school level specifically designed to support PDSA goals and strategies Participate in district professional development for support staff that includes customer service, technology, and other identified 	2012-2013	District and school funds	<p>Principal</p> <p>Assistant Principals</p> <p>Instructional Coach</p> <p>Data Team</p> <p>Support Staff</p>	<p>CWT data</p> <p>Professional Development agendas</p> <p>School data</p>

technology, and other identified opportunities	opportunities			Teachers	
<p>Implement an instructional technology plan to:</p> <ul style="list-style-type: none"> • Create and sustain a culture that supports digital-age teaching and learning • Ensure effective utilization of hardware and software • Provide teachers with tools to share lesson plans, resources and methodologies • Implement criteria/procedure for all software purchases/implementation that must be followed for all schools/departments. • Utilize district learning specialists to work at the school level to facilitate the intentional use of technology and digital content in teaching and learning • Adopt the National Education Technology Standards for students, teachers, and administrators • Develop an instructional technology plan that: <ul style="list-style-type: none"> ○ Supports implementation of the Common Core Standards ○ Identifies digital resources that align with curriculum and instructional practices ○ Ensure instructional technology is incorporated into school and District professional development plans • Incorporate online courses as an option in the computerized student management system for homebound or home-based student instructional programs. • Incorporate Assistive technology in classrooms to provide identified students with small group individualized instructional strategies and access to telecommunications, sensory aids and other devices 	<p>Implement at the school level the district instructional technology plan to</p> <ul style="list-style-type: none"> • Create and sustain a culture that supports digital-age teaching and learning • Ensure effective utilization of hardware and software • Upgrade hardware and software as needed • Provide teachers with tools to share lesson plans, resources and methodologies and the professional development necessary to support their use • Follow district criteria/procedure for all software purchases/implementation • Utilize district learning specialists to facilitate the intentional use of technology and digital content in teaching and learning • Incorporate the National Education Technology Standards for students, teachers, and administrators • Implement a school instructional technology plan aligned to district plan that <ul style="list-style-type: none"> ○ Supports implementation of the Common Core Standards ○ Identifies digital resources that align with curriculum and instructional practices ○ Ensures instructional technology is incorporated into school professional development plans • As appropriate, offer online courses as an option in the computerized student management system for homebound or home-based student instructional programs. • Incorporate assistive technology in classrooms to provide identified 	2012-2013	Federal, state and district funds	District and School Level Technology Personnel Teachers Principals Assistant Principals Media Specialist Instructional Coach	Lesson Plans Technology Proficiency Assessment Technology Inventory Professional Development Agendas IEPs/504s Online Course Data

	students with small group individualized instructional strategies and access to telecommunications, sensory aids and other devices				
<p>Update annually the District's Technology Plan to ensure that funds are directed to those programs that expand use of technology in the classroom to improve student learning:</p> <ul style="list-style-type: none"> • Continue the laptop computer initiative for classroom teachers to encourage interactive technology in daily teaching and learning; maintain 4-year refresh cycle • Establish a 5-year refresh cycle for all desktop and laptop computers in the District to ensure a 3:1 ratio of students to fully-functional computers that are 5 years old or newer • Identify the hardware and software required to provide that best instruction; • Develop a relevant technology training program for all teachers who deliver that content area/standard • Revise HCS Teacher Technology Assessment and require all teachers to exhibit proficiency in accordance with State and Federal laws. • Provide mobile wireless labs and hard-wired computer labs to facilitate student access to resources and large group instruction • Develop and provide teachers with technical applications to share lesson plans, resources and methodologies • Establish criteria/procedure for all software purchases/implementation that must be followed for all schools/departments. • Complete wireless overlays in all schools to have all wireless schools • Install interactive whiteboards (ex., Smartboards) in all PK-5 classrooms; expand to provide middle and high school classrooms either interactive whiteboards or interactive tablets (ex., Mobi) as part of technology phase-in for more interactive classrooms 	<p>Adhere to the District's Technology Plan to ensure use of technology in the classroom to improve student learning</p> <ul style="list-style-type: none"> • Continue to utilize laptop initiative for classroom teachers and encourage use of interactive technology in daily teaching and learning • Provide relevant technology training for all teachers • Complete HCS Teacher Technology Assessment and exhibit proficiency in accordance with state and federal laws • Utilize mobile wireless labs and hard-wired computer labs to facilitate student access to resources and large group instruction • Utilize technical applications to share lesson plans, resources and methodologies • Follow criteria/procedures for all software purchases/implementation • Use interactive whiteboards (ex., Smartboards) or interactive tablets (ex., Mobi) in classrooms 	2012-2013	Federal, State and district Funds	<p>District and School Level Technology Personnel</p> <p>Teachers</p> <p>Principal</p> <p>Assistance Principals</p> <p>Media Specialist</p> <p>Instructional Coach</p>	<p>CWT Data</p> <p>School Technology Inventory</p> <p>Professional Development Agendas</p> <p>Mobile Lab Sign-up Sheets</p> <p>SD Online Reports</p>

Additional School-Level Key Work Processes for “Teaching and Learning”

SCHOOL'S Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
Continue to implement the 10 key practices of <i>High Schools that Work</i> and develop engaging and innovative programs and services to enhance teaching and learning Ten Key Practices of <i>HSTW</i> <ul style="list-style-type: none"> • High Expectations • Challenging Program of Study • Academic Studies • Career/technical Studies • Work-Based Learning • Teachers Working Together • Students Actively Engaged • Guidance • Extra Help • Culture of Continuous Improvement 	2012-2013	State, district, and school funds	HSTW site coordinator Principal Assistant Principals Focus Teams Teachers	HSTW Annual Site Report HSTW MOU HSTW Focus Team Goals Minutes

AREA OF FOCUS:

DOCUMENTING AND USING RESULTS

Quality Indicators

- Establishes performance measures for student learning that yield information that is reliable, valid, and bias free
- Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning
- Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
- Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance
- Communicates the results of student performance and school effectiveness to all stakeholders
- Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness
- Demonstrates verifiable growth in student performance
- Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations

DISTRICT'S Key Work Processes	SCHOOL'S Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
<p>Develop School and District Plan, Do, Study, Act (PDSA) continuous improvement model plans for student learning</p> <ul style="list-style-type: none"> • Provide professional development on the PDSA cycle • Assist schools in developing PDSA plans targeting 3-4 goals as a priority • Assist schools in the development of school-based professional development aligned with the goals • Load PDSA data on the iPads • Link Goals Based Evaluation process to PDSAs • Monitor and provide support for implementation • Monitor the electronic weekly reports for learning specialists • Develop and implement an electronic weekly report for program specialists • Utilize Next Steps Plans for identifying tasks after visits from Learning Specialists 	<p>Develop School Plan, Do, Study, Act (PDSA) continuous improvement model plans for student learning</p> <ul style="list-style-type: none"> • Analyze data and conduct needs assessment target areas of weakness • Participate in district professional development on the PDSA cycle • Develop PDSA plans targeting 3-4 goals as a priority • Develop school-based professional development aligned with the goals • Link Goals Based Evaluation process to PDSAs • Monitor and provide support for implementation • Implement Next Steps Plans identifying tasks after visits from Learning Specialists 	<p>2012-2013</p>	<p>State, district and school funds</p>	<p>Data Team Instructional Coach Assistant Principals Principal</p>	<p>PDSA plans Professional Development Agendas Professional Development Budget Proposal School performance data CWT data Next Steps Plans GBEs</p>

Implement Enrich data warehouse with analysis tools provided through SDE longitudinal data system	Use Enrich data warehouse with analysis tools provided through SDE longitudinal data system	2012-2013	District funds	Teachers Instructional Coach Guidance Counselors Principal Assistant Principals	Enrich Reports Professional Development Agendas
Provide training to district and school staff on utilizing statewide longitudinal data system program (Enrich); align training with data team processes	Provide professional development to school staff on utilizing statewide longitudinal data system program (Enrich); align training with data team processes	2012-2013	District funds	Instructional Coach	Professional Development Agendas
Design common district practices to evaluate the operational effectiveness of continuous improvement processes and the impact and effectiveness of various program initiatives. <ul style="list-style-type: none"> Identify programs and practices for program evaluation Determine the most effective means of program evaluation, considering in-house expertise and available consultant services 	Evaluate the impact and effectiveness of school level program initiatives <ul style="list-style-type: none"> Analyze data from test scores Implement district identified programs and practices for program evaluation Implement the most effective means of program evaluation, considering in-house expertise and available consultant services, as appropriate at the school level 	2012-2013	District funds	Instructional Coach Principal Assistant Principals Teachers HCS Executive Director of Assessment and Program Evaluation	Program Usage and Progress Reports School performance data
Ensure that the district and all schools have teams to continuously review student performance data and make decisions to improve teaching and learning. Develop protocols and guiding documents for school and district data teams	Utilize school level data team to continuously review student performance data and make decisions to improve teaching and learning. Utilize guiding documents for school data teams.	2012-2013	District and school funds	Data Team Principal Assistant Principals Instructional Coach	Data Team minutes PDSA School performance data

<p>Refine implementation of District and school level data teams</p> <ul style="list-style-type: none"> Partner with the <i>Leading and Learning Center</i> to provide professional development that focuses on the following steps: <ul style="list-style-type: none"> Analyze the data to prioritize needs Establish SMART goals Select specific Strategies Determine results indicators Monitor and evaluate results Ensure implementation of a District data team Ensure implementation of school data teams Provide professional development on Enrich Develop a yearlong data analysis guide for elementary, middle and high school Identify priority and high achieving schools Merge the RtI process with the school level data team work Align SMART goals with District Performance Goals 	<p>Refine implementation of school level data teams</p> <ul style="list-style-type: none"> Participate in opportunities available through district partnership with the <i>Leading and Learning Center</i> which will provide professional development that focuses on the following steps: <ul style="list-style-type: none"> Analyze the data to prioritize needs Establish SMART goals Select specific Strategies Determine results indicators Monitor and evaluate results Continue use of school data team Provide professional development on Enrich Implement district's yearlong data analysis guide for high school Merge the RtI process with the school level data team work Align school level SMART goals with District Performance Goals 	<p>2012-2013</p>	<p>State, district, and school funds</p>	<p>Data Team Principal Assistant Principals Instructional Coach</p>	<p>PDSA Principal Conference Documents Enrich Reports Program Usage and Progress reports</p>
<p>Use student achievement data to plan instructional programs, refine curriculum, and align resources at the district and school levels.</p> <ul style="list-style-type: none"> Use student achievement data to adjust instructional groups. Use PASS and MAP data to adjust curriculum, instruction, and assessment in English language arts, math, science and social studies 	<p>Analyze student achievement data to plan instructional programs, refine curriculum, and utilize resources at the school level</p> <ul style="list-style-type: none"> Use student achievement data to adjust instructional groups Use PASS and MAP data to adjust curriculum, instruction, and assessment in English language arts, math, science and social studies 	<p>2012-2013</p>	<p>District funds</p>	<p>Teachers Instructional Coach Principal Assistant Principals</p>	<p>Enrich reports MAP data PASS data Master Schedule Tutoring schedules and usage trends Pacing guides</p>
<p>Use comparison and trend data from comparable schools and school systems to help evaluate student performance and system effectiveness.</p>	<p>Use comparison and trend data from comparable schools to help evaluate student performance and school effectiveness</p>	<p>2012-2013</p>	<p>District funds</p>	<p>Instructional Coach Data Team Principal Assistant Principals</p>	<p>School Report Cards PDSA</p>

Monitor annual growth in students' performance during the school year as measured by assessments (including MAP)	Monitor annual growth in students' performance during the school year as measured by assessments (including MAP) <ul style="list-style-type: none"> Examine the MAP testing process and ensure that all students who need to be tested are scheduled during the testing window 	2012-2013	District funds	Teachers Instructional Coach	MAP Growth Reports
Develop user-friendly online student achievement data reports for use by teachers and administrators	Utilize online student achievement data reports <ul style="list-style-type: none"> HCS Data Center Enrich 	2012-2013	District funds	Teachers Instructional Coach Principal Assistant Principals Guidance Counselors	Student Achievement Reports School Course Placement Rubrics
Expand the District's performance measures to include student performance and stakeholder perceptions of the system	Utilize the District's performance measures to include student performance and stakeholder perceptions of the school	2012-2013	District funds	SIC Principal Assistant Principals Data Team Instructional Coach Guidance Counselors Teachers	School Report Card Surveys School Report Card
Refine the Use of Formative and Summative Assessments <ul style="list-style-type: none"> Conduct information sessions for stakeholder groups Develop implementation plan for assessments that accompany the Common Core standards Provide professional development for staff on Common Core Standards, benchmarks, 	Use Formative and Summative Assessments <ul style="list-style-type: none"> Conduct information sessions for stakeholder groups Develop school implementation plan aligned to district plan for assessments that accompany the Common Core standards Provide professional development for 	2012-2013	District funds	Instructional Coach District Learning Specialists Principal	School performance data Student assessment data, including benchmark results

<p>common assessments, grading practices</p> <ul style="list-style-type: none"> • Ensure the infrastructure is in place for electronic assessment 	<p>staff on Common Core Standards, benchmarks, common assessments, grading practices</p> <ul style="list-style-type: none"> • Use district provided electronic assessment 			<p>Assistant Principals</p> <p>Teachers</p>	
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AREA OF FOCUS:

**HUMAN, FINANCIAL AND PHYSICAL
RESOURCES AND SUPPORT SYSTEMS**
TEACHER/ADMINISTRATOR QUALITY SCHOOL CLIMATE

Quality Indicators

- Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities
- Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience)
- Ensures that all staff participate in a continuous program of professional development
- Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school
- Budgets sufficient resources to support its educational programs and to implement its plans for improvement
- Monitors all financial transactions through a recognized, regularly audited accounting system
- Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants
- Possesses a written security and crisis management plan with appropriate training for stakeholders
- Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning
- Provides appropriate support for students with special needs

HUMAN RESOURCES / Teacher and Administrator Quality

DISTRICT'S Key Work Processes	SCHOOL'S Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
Evaluate all staff annually to improve performance. <ul style="list-style-type: none"> • Develop a timeline for completing evaluations on all staff. • Provide continued training and support to administrators on the utilization of the evaluation instruments. • Ensure all support, non-teaching professional and professional staff receive at their sites training on the evaluation instruments. • Develop a procedural plan for intake and review by the Human Resources Department. 	Evaluate all staff annually to improve performance <ul style="list-style-type: none"> • Follow the district developed timeline for completing evaluations on all staff • Attend training on the utilization of the evaluation instruments • Provide site training on the evaluation instruments for all support, non-teaching professional and professional staff • Submit evaluation documentation to the Human Resources Department 	2012-2013	District funds	Principal Assistant Principals	GBEs SAFE-T Documentation Support Staff Evaluations

<p>Develop a plan for employee recruitment and retention of high-quality work force.</p> <ul style="list-style-type: none"> • Develop strategies to recruit and retain a diverse staff. 	<p>Implement district plan for employee retention of high-quality work force</p> <ul style="list-style-type: none"> • Implement district strategies for recruiting and retaining a diverse staff 	2012-2013	District funds	Principal Instructional Coach Assistant Principals	Statements of Intent Report card surveys Contract Status
<p>Use student achievement data to design and evaluate the effectiveness of professional development programs.</p>	<p>Use student achievement data to design and evaluate the effectiveness of school staff development sessions.</p>	2012-2013	District funds	Data Team Instructional Coach Principal Assistant Principals District Learning Specialists	Student Achievement Data PDSA Professional Development Agendas
<p>Develop system to monitor implementation of professional development programs at the school and classroom level.</p>	<p>Monitor effectiveness of professional development programs at the school and classroom level</p>	2012-2013	District funds	Data Team Instructional Coach Principal Assistant Principals District Learning Specialists	CWT data PDSA Student achievement data
<p>Provide a comprehensive staff development program for staff members at all levels.</p> <ul style="list-style-type: none"> • Offer courses and workshops in content and research-based strategies. • Implement an effective induction and mentoring program for new teachers. • Design a professional development program for aspiring administrators. • Develop long-range plans for professional development programs to meet certification 	<p>Provide comprehensive staff development for staff members</p> <ul style="list-style-type: none"> • Offer professional development in content and research-based strategies • Encourage staff participation in district staff development • Provide mentoring for new teachers • Offer training in the integration of technology into the curriculum 	2012-2013	District and school funds	Instructional Coach Assistant Principals Principals Lead Mentor	SD online transcripts Professional Development agendas School Mentoring Plan and reports

requirements of professional and classified employees. • Offer courses and workshops in the integration of technology into the curriculum.				District Learning Specialists	Collaboration agendas
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PHYSICAL RESOURCES

DISTRICT'S Key Work Processes	SCHOOL'S Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
Implement system to ensure there are no unwanted or unidentified visitors on any campus	Utilize system to ensure there are no unwanted or unidentified visitors on any campus	2012-2013	District funds	Front Office Staff Principal Assistant Principals Security Officers SRO	Visitor identification system Buzzer system for entrance Video surveillance system
Install state-of-the-art monitoring systems in facilities	Utilize monitoring systems	2012-2013	District funds	Front Office Staff Principal Assistant Principals Security Officers SRO	Video Surveillance System
Implement energy reduction systems using school energy conservation modules.	Implement energy reduction systems using school energy conservation modules	2012-2013	District funds	All Staff	Energy Usage Report
Establish protocols for identifying, reporting and documenting maintenance and facility repair needs, using the SchoolDude work order system	Follow protocols for identifying, reporting and documenting maintenance and facility repair needs, using the SchoolDude work order system.	2012-2013	District funds	Principal Head Custodian Athletic	SchoolDude work orders

				Director Designated personnel	
Maintain a 24/7 anonymous hotline for students/parents to report bullying or other school safety concerns	Promote use of anonymous hotline for students/parents to report bullying or other school safety concerns	2012-2013	District funds	All Stakeholders	School website Hotline report
Designate a school leadership team member in every school whose is responsible for the maintenance of the facility, to include: <ul style="list-style-type: none"> Use of the facility; Emergency procedures; Cleanliness of the facility; Maintenance work orders, insurance claims and other facility needs 	Designate a school team member who is responsible for the maintenance of the facility, to include <ul style="list-style-type: none"> Use of the facility; Emergency procedures; Cleanliness of the facility; Maintenance work orders, insurance claims and other facility needs 	2012-2013	District funds	Assistant Principals Principal Custodial Staff	Crisis Management Plan Facility Request Form Maintenance work orders
Maintain a higher utilization plan for each high schools and middle school to effectively maximize the number of students served in existing capacity	Submit a higher utilization plan to effectively maximize the number of students served in existing capacity	2012-2013	District	Principal	School Higher Utilization Plan
Ensure that all facilities meet all applicable safety and security standards, as identified in safety and crisis management plans	Implement all applicable safety and security standards, as identified in safety and crisis management plans	2012-2013	District funds	Principal Chemical Hygiene Officer	Crisis Management Plan Chemical Hygiene Plan

SUPPORT SYSTEMS / School Climate

DISTRICT'S Key Work Processes	SCHOOL'S Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
Maintain a truancy intervention program at each school to improve student attendance	Maintain a truancy intervention program to improve student attendance	2012-2013	District funds	Attendance Clerk Principal Assistant Principals Teachers	Truancy Intervention Plans Call logs Incentive Plan
Designate a school leadership team member in every school whose is responsible for school	Designate a school level leadership team member who is responsible for school safety,	2012-2013	District funds	Principal	Crisis Management Plan

<p>safety, to include:</p> <ul style="list-style-type: none"> ◆ Student management policies, regulations and procedures ◆ Alternatives to ISS, OSS and homebound ◆ Effective and efficient investigations and preparation for hearings 	<p>to include:</p> <ul style="list-style-type: none"> • Student management policies, regulations and procedures • Alternatives to ISS, OSS and homebound • Effective and efficient investigations and preparation for hearings 			Assistant Principals	<p>Discipline reports</p> <p>HOBO reports</p> <p>Hearing packets</p>
<p>Review and make needed alterations to each school's efforts and programs to address bullying, using the Safe Schools bullying model; Promote awareness of anti-bullying initiatives among employees, students, and parents.</p>	<p>Review and make needed alterations to school's efforts and programs to address bullying, using the Safe Schools bullying model; Promote awareness of anti-bullying initiatives among employees, students, and parents.</p>	2012-2013	District and school funds	<p>Principal</p> <p>Assistant Principals</p> <p>Guidance Counselors</p> <p>All Staff</p>	<p>Safe Schools Bullying Plan</p> <p>Posters and flyers</p> <p>LHS website</p> <p>HCS Hotline</p>
<p>Establish health care plans at each school for children with special health care needs</p>	<p>Follow health care plans for children with special health care needs</p> <ul style="list-style-type: none"> • Ensure that teachers are notified of students' health care needs as appropriate 	2012-2013	State and district funds	School Nurse	Health Care Plan
<p>Implement wellness plan according to the guidelines of the Federal Child Nutrition and WIC Reauthorization Act that includes:</p> <ul style="list-style-type: none"> • Regular nutritional analyses for all school cafeteria meals • Goals for nutrition education, physical activity, and other school-based activities • Nutrition Guidelines for all foods selected 	<p>Implement wellness plan according to the guidelines of the Federal Child Nutrition and WIC Reauthorization Act that includes</p> <ul style="list-style-type: none"> • Regular nutritional analyses for all school cafeteria meals • Goals for nutrition education, physical activity, and other school-based activities • Nutrition Guidelines for all foods selected 	2012-2013	Federal, state, and district funds	<p>Principal</p> <p>Cafeteria Manager</p> <p>PE Staff</p> <p>Athletic coaches and trainer</p>	<p>School menus</p> <p>Foodservice orders</p> <p>Nutritional guidelines</p> <p>Individual student goal sheets</p>
<p>Train staff on safety in the workplace</p>	<p>Monitor staff participation in safety in the workplace training</p>	2012-2013	District funds	Principal	Safe Schools logs
<p>Establish and practice emergency preparedness procedures and disaster recovery protocols (data and operations)</p>	<p>Follow emergency preparedness procedures and disaster recovery protocols (data and operations)</p> <ul style="list-style-type: none"> • Tornado drill • Fire drills • Code Red drills 	2012-2013	District funds	<p>Principal</p> <p>Assistant Principals</p>	<p>Emergency drills</p> <p>Reports submitted to district office</p>
<p>Establish protocols for each nurse in the District to provide to students with allergies and their families evidence-based practices of care, education, and resources to manage their allergic condition</p>	<p>School nurse will provide to students with allergies and their families evidence-based practices of care, education, and resources to manage their allergic condition effectively</p>	2012-2013	State and district funds	<p>Principal</p> <p>School Nurse</p>	Individual student emergency action plans for students and staff

effectively. <ul style="list-style-type: none"> Implement a written emergency action plan for each student with documented allergies. Develop a specific training protocol for all staff 	<ul style="list-style-type: none"> Implement a written emergency action plan for each student with documented allergies Develop a specific training protocol for all staff 				Individual healthcare plans
Work with Horry County Police to provide an anonymous telephone Tip Line in conjunction with Horry County Police for students, staff and community to report bullying or crime reporting. <ul style="list-style-type: none"> Respond and take appropriate action in timely manner Monitor number of calls and follow-up needed 	Inform students, staff, and community of the availability of the anonymous Tip Line. <ul style="list-style-type: none"> Newsletters School web site School news 	2012-2013	District funds	Principal Assistant Principals SRO School webmaster	Posters LHS website
Provide behavior intervention services to schools (e.g., WRAP program); train school staff in order to offer a unified curriculum	Implement behavior intervention services as appropriate and offer a unified curriculum	2012-2013	State and district funds	RBHS Counselors Waccamaw Mental Health Counselor	Behavior Intervention Plans Counselor logs
Provide safety and health guidelines and training to school staff and students in: <ul style="list-style-type: none"> Personal health practices School bus safety PE and playground procedures Classroom and laboratory procedures Indoor air quality 	Provide safety and health guidelines and training to school staff and students in: <ul style="list-style-type: none"> Personal health practices School bus safety PE and playground procedures Classroom and laboratory procedures Indoor air quality 	2012-2013	State, district, and school funds	Principal Assistant Principals School Nurse Chemical Hygiene Officer Head Custodian PE Teachers Science Teachers	Standard 17 Drill Chemical Hygiene Audit Indoor Air Quality Report PE Syllabi Science Syllabi

AREA OF FOCUS:

STAKEHOLDER COMMUNICATIONS AND RELATIONSHIPS

Quality Indicators

- Fosters collaboration with community stakeholders to support student learning
- Uses system-wide strategies to listen to and communicate with stakeholders
- Solicits the knowledge and skills of stakeholders to enhance the work of the system
- Communicates the expectations for student learning and goals for improvement to all stakeholders
- Provides information that is meaningful and useful to stakeholders

ACTIONS TO BE TAKEN:

DISTRICT'S Key Work Processes	SCHOOL'S Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
Facilitate a communications needs analysis of district stakeholders	Utilize data from communications needs analysis of school stakeholders	2012-2013	District and school funds	Principal	School survey
Develop a district marketing/communications plans for external and internal audiences utilizing cutting-edge technology <ul style="list-style-type: none"> • Assist schools and district departments in developing localized marketing plans for programs and initiatives • Collaborate with Coastal Carolina University to develop training for District and school staff on marketing 	Develop a school marketing/communications plan for external and internal audiences utilizing cutting-edge technology	2012-2013	District and school funds	Principal School webmaster Media specialist	Daily announcements/ News broadcasts School website School social networking sites
Expand the school system's presence, identity, initiatives, and accomplishments throughout the community through a variety of media, including increased use of social media (e.g., Facebook, Twitter, etc.) <ul style="list-style-type: none"> • Provide training on the acceptable use of social media 	Expand the school's presence, identity, initiatives, and accomplishments throughout the community through a variety of media, including increased use of social media (e.g., Facebook, Twitter, etc.) <ul style="list-style-type: none"> • Provide training on the acceptable use of social media 	2012-2013	District and school funds	Principal School webmaster Media specialist	Daily announcements/ News broadcasts School website School social networking sites
Design guidelines for print and electronic communications to ensure continuity of district branding <ul style="list-style-type: none"> • Support the communications efforts of district departments and schools to ensure consistency 	Follow district guidelines for print and electronic communications to ensure continuity of district branding <ul style="list-style-type: none"> • Support the communications efforts of district departments and schools to ensure 	2012-2013	District and school funds	All staff Principal	School publications and communications

of message and design	consistency of message and design				
<p>Increase the involvement of businesses and organizations with the district and its schools for relationships that enhance learning</p> <ul style="list-style-type: none"> Develop guidelines and provide training for Partners in Education (PIE) programs at the district and its schools Monitor and provide support to schools for ongoing PIE programs Recognize partners for their contributions to schools 	<p>Explore opportunities for involvement of businesses and organizations within the school for relationships that enhance learning</p> <ul style="list-style-type: none"> Follow district guidelines for Partners in Education (PIE) programs Recognize partners for contributions to school 	2012-2013	District and school funds Community support	Principal	Partnership Agreements
<p>Increase awareness and encourage use among teachers and parents of PowerSchool Parent Portal and webpages as communication venues</p> <ul style="list-style-type: none"> Develop a marketing campaign to promote PowerSchool Parent Portal Provide digital training to teachers and parents about the ease of use and types of information available via PowerSchool 	<p>Increase awareness and encourage use among teachers and parents of PowerSchool Parent Portal and webpages as communication venues</p> <ul style="list-style-type: none"> Implement a marketing campaign to promote PowerSchool Parent Portal Provide digital training to teachers and parents about the ease of use and types of information available via PowerSchool 	2012-2013	District funds	Data Quality Clerk Principal Instructional Coach Assistant Principals	PowerSchool usage reports Staff development agendas
<p>Provide training to teachers on how to design and maintain webpages to include contact information and progress to interactive ways to share information with parents about assignments, projects, dates and events.</p>	<p>Provide school level training and encourage participation in district training on how to design and maintain web pages to include contact information and interactive ways to share information with parents</p>	2012-2013	District and school funds	Webmaster District personnel Instructional Coach Principal	SD Online reports Teacher web pages E-classroom or Edmodo
<p>Assist schools in developing meaningful parent/family involvement programs</p>	<p>Develop and implement meaningful parent/family involvement programs</p> <ul style="list-style-type: none"> Open House Parent Conferences 	2012-2013	District and school funds	Principal Assistant Principals Instructional Coach Guidance Counselors All Staff	Agendas for parent/guardian groups

<p>Improve customer service to those whom we serve</p> <ul style="list-style-type: none"> • Conduct a customer service needs analysis • Develop customer service expectations and guidelines for the district and its schools • Develop and provide professional development training for customer service • Recognize employees and schools for acts and efforts to provide exceptional customer service • Develop a tool to receive ongoing feedback on district and school customer service 	<p>Improve customer service to those whom we serve</p> <ul style="list-style-type: none"> • Respond appropriately to customer service needs analysis • Implement customer service expectations and guidelines provided by the district • Attend professional development training for customer service • Recognize employees for acts and efforts to provide exceptional customer service • Implement a system to receive ongoing feedback on school customer service 	2012-2013	District and school funds	Principal Assistant Principals Webmaster All Staff	School needs analysis SD Online reports Recognition program announcements School website
<p>Seek venues to engage a wide variety of community stakeholders in dialogue about education and schools.</p>	<p>Engage community stakeholders in discussions about education and schools</p> <ul style="list-style-type: none"> • Invite community groups into LHS to showcase efforts • Encourage school participation in community activities 	2012-2013	School funds	Principal SIC Booster Clubs	Meeting Minutes
<p>Provide a variety of opportunities for all stakeholders to access and understand the District's vision and performance goals: concise explanations in print and website, marketing brochures, videos and television programming.</p>	<p>Provide a variety of opportunities for all stakeholders to access and understand the school's vision and performance goals: concise explanations in print and website, marketing brochures, videos and television programming</p>	2012-2013	District and school funds	Principal Assistant Principals Webmaster All Staff	School website School publications and broadcasts
<p>Help identify capable persons to serve as webmasters for all departments at the district level as well as the school level</p> <ul style="list-style-type: none"> • Provide ongoing professional development for webmasters at each school and district-level departments • Implement guidelines and procedures to ensure web pages are consistent, easily accessible, user friendly, and current for all users. 	<p>Identify a school webmaster</p> <ul style="list-style-type: none"> • Participate in ongoing professional development for webmasters • Follow district guidelines and procedures to ensure web pages are consistent, easily accessible, user friendly, and current for all users 	2012-2013	District and school funds	Principal Webmaster	SD Online reports LHS website
<p>Implement additional communication techniques to ensure that critical information can be provided to parents of students who do not speak English.</p>	<p>Implement additional communication techniques to ensure that critical information can be provided to parents of students who do not speak English.</p> <ul style="list-style-type: none"> • Use translation feature in Microsoft Word • Use translation web sites and other 	2012-2013	District and school funds	Principal Assistant Principals Guidance	Communications Log Translated Correspondence

	resources			Counselors	
				All Staff	

AREA OF FOCUS:

GOVERNANCE AND LEADERSHIP

Quality Indicators

- Establishes policies and procedures that provide for the effective operation of the school
- Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school
- Ensures compliance with applicable local, state, and federal laws, standards, and regulations
- Employs a system that provides for analysis and review of student performance and school effectiveness
- Fosters a learning community
- Provides teachers and students opportunities to lead
- Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
- Controls curricular and extracurricular activities that are sponsored by the school
- Responds to community expectations and stakeholder satisfaction
- Implements an evaluation system that provides for the professional growth of all personnel

ACTIONS TO BE TAKEN:

DISTRICT'S Key Work Processes	SCHOOL'S Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
Establish a monitoring system to ensure compliance by the District and all schools with the SACS/CASI Accreditation Standards for Quality Systems	Implement district monitoring system to ensure compliance by the school with the SACS/CASI Accreditation Standards for Quality Systems	2012-2013	District and school funds	Principal	SACS/CASI Report
Establish benchmarks indicating good management for instructional programs, facilities and overhead, foodservice, technology, and special funds based on data driven models or industry standards	Adhere to district-established benchmarks indicating good management for instructional programs, facilities and overhead, foodservice, technology, and special funds based on data driven models or industry standards	2012-2013	District and school funds	Principal	Benchmark data
Establish acceptable turnaround times for all district-level services provided to internal and external constituents	Adhere to established turnaround times for all school-level services provided to internal and external constituents	2012-2013	School funds	Principal Assistant Principals	Constituent correspondences Needs Assessment analysis
Conduct an analysis of instructional and organizational effectiveness as a basis for improving the District • Develop return-on-investment analysis on	Analyze instructional and organizational effectiveness as a basis for improving the school • Analyze existing and new programs based	2012-2013	State, district, and school	Principal Assistant Principals	School surveys School performance data

<p>existing and new programs based upon data which correlate student achievement to financial and human capital resources.</p>	<p>upon data which correlate student achievement to financial and human capital resources</p> <ul style="list-style-type: none"> • Monitor and analyze failure rates quarterly and provide assistance as needed 		<p>funds</p>	<p>Instructional Coach</p>	
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Horry County Schools

PERFORMANCE GOALS

2012-16

Performance Goal: ELA AYP

The percentage of students who do not meet the state’s proficiency standard in English Language Arts will decrease by at least 10% each year.

Measurement: PASS English Language Arts (“Met” and “Exemplary”) and HSAP ELA (Level 3 and 4); includes AYP Option 1 error band adjustment. Each subgroup of students (from NCLB definition) identified in Horry County Schools will make the incremental annual progress needed to have all students reach the proficiency level in English language arts and mathematics by 2014.

Interim Goals and Status (proficiency results include AYP Option 1 error-band adjustment)

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			85.5	87.0	88.5	90.0	91.5
STATUS:	83.0	83.8					
SCHOOL	2010	2011	2012	2013	2014	2015	2016
GOAL:			68.8	72.3	75.8	79.3	82.8
STATUS:	61.8	65.3					

Performance Goal: MATH AYP

The percentage of students who do not meet the state’s proficiency standard in Mathematics will decrease by at least 10% each year.

Measurement: PASS Mathematics (“Met” and “Exemplary”) and HSAP Math (Level 3 and 4); includes AYP Option 1 error band adjustment. Each subgroup of students (from NCLB definition) identified in Horry County Schools will make the incremental annual progress needed to have all students reach the proficiency level in English language arts and mathematics by 2014.

Interim Goals and Status (proficiency results include AYP Option 1 error-band adjustment)

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			85.5	87.0	88.5	90.0	91.5
STATUS:	82.0	83.9					
SCHOOL	2010	2011	2012	2013	2014	2015	2016
GOAL:			73.0	76.0	79.0	82.0	85.0
STATUS:	59.9	70.0					

Performance Goal: EOC ALGEBRA

At least 95% of students will pass the State's Algebra end-of-course test by 2016.

Measurement: State end-of-course test for Algebra I and Math for Technologies II, percent making A, B, C or D

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			91.0	92.0	93.0	94.0	95.0
STATUS:	85.5	88.9					
SCHOOL	2010	2011	2012	2013	2014	2015	2016
GOAL:			85.2	87.7	90.2	92.7	95.0
STATUS:	70.3	82.7					

Performance Goal: EOC ENGLISH

At least 90% of students will pass the State's English end-of-course test by 2016.

Measurement: State English I end-of-course test percent making A, B, C or D

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			80.0	82.5	85.0	87.5	90.0
STATUS:	80.4	77.5					
SCHOOL	2010	2011	2012	2013	2014	2015	2016
GOAL:			72.2	76.7	81.2	85.7	90.0
STATUS:	73.3	67.7					

Performance Goal: EOC BIOLOGY

At least 90% of students will pass the State's Biology end-of-course test by 2016.

Measurement: State Biology end-of-course test percent making A, B, C or D

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			79.0	82.0	85.0	88.0	90.0
STATUS:	n/a	76.2					
SCHOOL	2010	2011	2012	2013	2014	2015	2016
GOAL:			68.9	74.2	79.5	84.8	90.0
STATUS:	n/a	63.6					

Performance Goal: EOC US HISTORY

At least 80% of students will pass the State's U.S. History end-of-course test by 2016.

Measurement: State US History end-of-course test percent making A, B, C or D

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			64.0	68.0	72.0	76.0	80.0
STATUS:	54.8	59.4					
SCHOOL	2010	2011	2012	2013	2014	2015	2016
GOAL:			55.7	62.3	68.8	75.4	82.0
STATUS:	55.1	49.1					

Performance Goal: AP/IB

At least 30% of 11th and 12th grade students will take at least one Advanced Placement or International Baccalaureate course by 2016.

Measurement: % of students in grades 11 and 12 (non-duplicated) who were enrolled in an AP or IB credit course during the most recent school year

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			22.0	24.0	26.0	28.0	30.0
STATUS:	20.9	19.8					
SCHOOL	2010	2011	2012	2013	2014	2015	2016
GOAL:			17.1	20.3	23.5	26.7	30.0
STATUS:	12.0	13.9					

Performance Goal: SAT

The average SAT score (composite) for high school seniors will be at or above the national average.

Measurement: SAT composite average (Critical reading + math + writing)

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:		1500	US Avg	US Avg	US Avg	US Avg	US Avg
STATUS:	1482	1487					
SCHOOL	2010	2011	2012	2013	2014	2015	2016
GOAL:			US Avg	US Avg	US Avg	US Avg	US Avg
STATUS:	1321	1376					

Performance Goal: ACT

The average ACT score (combined) for high school seniors will be equal to the national average.

Measurement: ACT combined average

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:		21.1	US Avg	US Avg	US Avg	US Avg	US Avg
STATUS:	20.3	20.3					
SCHOOL	2010	2011	2012	2013	2014	2015	2016
GOAL:			US Avg	US Avg	US Avg	US Avg	US Avg
STATUS:	18.1	18					

Performance Goal: HSAP

At least 95% of second-year high school students will pass HSAP English language arts by 2016.

Measurement: HSAP ELA (% at Diploma Level 2 or higher)

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			92.0	93.0	94.0	95.0	95.0
STATUS:	88.0	91.6					
SCHOOL	2010	2011	2012	2013	2014	2015	2016
GOAL:			89.6	90.9	92.2	93.5	95.0
STATUS:	82.6	88.3					

Performance Goal: HSAP

At least 80% of second-year high school students will meet the state's proficiency standard in English language arts by 2016.

Measurement: HSAP ELA (% at Proficiency: Level 3 or Level 4)

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			75.0	76.5	78.0	79.0	80.0
STATUS:	56.8	73.4					
SCHOOL	2010	2011	2012	2013	2014	2015	2016
GOAL:			60.9	65.7	70.5	75.3	80.0
STATUS:	51.8	56.1					

Performance Goal: HSAP

At least 95% of second-year high school students will pass HSAP mathematics by 2016.

Measurement: HSAP Math (% at Diploma Level 2 or higher)

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			88.5	90.5	92.0	93.5	95.0
STATUS:	85.5	86.8					
SCHOOL	2010	2011	2012	2013	2014	2015	2016
GOAL:			86.4	88.6	90.8	93.0	95.0
STATUS:	81.5	84.2					

Performance Goal: HSAP

At least 80% of second-year high school students will meet the state's proficiency standard in mathematics by 2016.

Measurement: HSAP Mathematics (% at Proficiency: Level 3 or Level 4)

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			72.0	74.0	76.0	78.0	80.0
STATUS:	55.6	69.7					
SCHOOL	2010	2011	2012	2013	2014	2015	2016
GOAL:			59.5	64.6	69.7	74.8	80.0
STATUS:	50.5	54.4					

Performance Goal: HSAP

At least 90% of second-year high school students will pass both sections of the state's exit exam on first attempt by 2016.

Measurement: HSAP ELA and Math (% at Level 2 or higher)

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			85.0	86.5	88.0	89.0	90.0
STATUS:	81.3	83.6					
SCHOOL	2010	2011	2012	2013	2014	2015	2016
GOAL:			82.5	84.4	86.3	88.2	90.0
STATUS:	73.6	80.6					

Performance Goal: HSAP

By 2016, 100% of high school students will have passed both sections of the state's exit exam within two years after taking it the first time.

Measurement: Longitudinal HSAP ELA and Math (% at Level 2 or higher) comparing second-year high school students' results to the matched students' results (Spring) two years later.

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			95.0	96.5	98.0	99.0	100.0
STATUS:	92.1	93.8					
SCHOOL	2010	2011	2012	2013	2014	2015	2016
GOAL:			93.5	95.1	96.7	98.3	100.0
STATUS:	86.8	91.9					

Performance Goal: GRADUATION RATE (4 Year)

At least 90% of high school students will earn standard high school diplomas within four years or less after entering the ninth grade (i.e., on time) by 2016.

Measurement: 4-Year Graduation Rate by State Accountability formula

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			78.0	81.0	84.0	87.0	90.0
STATUS:	68.6	75.0					
SCHOOL	2010	2011	2012	2013	2014	2015	2016
GOAL:			78.7	81.5	84.3	87.1	90.0
STATUS:	76.2	75.9					

Performance Goal: GRADUATION RATE (5 Year)

At least 92% of high school students will earn standard high school diplomas within five years or less after entering the ninth grade by 2016.

Measurement: 5-Year Graduation Rate by State Accountability formula

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			77.0	83.0	86.0	89.0	92.0
STATUS:	n/a	69.7					
SCHOOL	2010	2011	2012	2013	2014	2015	2016
GOAL:			79.7	82.8	85.9	89.0	92.0
STATUS:	n/a	76.6					

Performance Goal: CONFERENCES

At least 100% of parents/guardians will participate in a conference with school personnel about their child's academic performance every year.

Measurement: State Report Card "Parents attending conferences" percentage

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			100.0	100.0	100.0	100.0	100.0
STATUS:	95.7	97.8					
SCHOOL	2010	2011	2012	2013	2014	2015	2016
GOAL:			97.1	97.8	98.5	99.2	100.0
STATUS:	97.6	96.4					

Performance Goal: ATTENDANCE

The attendance rate for students and teachers will be at least 96% each year.

Measurement: Attendance records (Using 135-day ADA as basis for students, end-of-year for teachers)

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
Students GOAL: STATUS:	95.6	95.5	96.0	96.0	96.0	96.0	96.0
Teachers GOAL: STATUS:	94.1	94.8	96.0	96.0	96.0	96.0	96.0
SCHOOL	2010	2011	2012	2013	2014	2015	2016
Students GOAL: STATUS:	95.4	94.7	95.0	95.3	95.6	95.9	96.0
Teachers GOAL: STATUS:	94.4	94.3	94.6	94.9	95.2	95.5	96.0

Performance Goal: ADVANCED DEGREES

The percentage of teachers with an advanced degree will increase to 65% by 2016.

Measurement: Percentage of teachers with advanced degrees, as reported on annual State Report Card

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL: STATUS:	57.3	58.9	60.5	62.0	63.0	64.0	65.0
SCHOOL	2010	2011	2012	2013	2014	2015	2016
GOAL: STATUS:	61.2	61.2	62.0	62.8	63.6	64.4	65.0

Performance Goal: SURVEY

At least 95% of students, parents and teachers surveyed indicate that they are satisfied with the learning environment in their school.

Measurement: State's annual survey of parents, teachers and students using "Strongly Agree" and "Agree" responses to item

Interim Goals and Status:

SCHOOL	2010	2011	2012	2013	2014	2015	2016
<i>Students</i> GOAL:			79.9	83.7	87.5	91.3	95.0
STATUS:	84.1	76.1					
<i>Teachers</i> GOAL:			82.7	85.8	88.9	92.0	95.0
STATUS:	88.5	79.6					
<i>Parents</i> GOAL:			83.9	86.7	89.5	92.3	95.0
STATUS:	85.2	81.1					

Performance Goal: SURVEY

At least 95% of students, parents and teachers surveyed indicate that they are satisfied with the social and physical environment in their school.

Measurement: State's annual survey of parents, teachers and students using "Strongly Agree" and "Agree" responses to item

Interim Goals and Status:

SCHOOL	2010	2011	2012	2013	2014	2015	2016
<i>Students</i> GOAL:			80.6	84.2	87.8	91.4	95.0
STATUS:	86.0	77.0					
<i>Teachers</i> GOAL:			93.0	93.5	94.0	94.5	95.0
STATUS:	88.7	92.5					
<i>Parents</i> GOAL:			73.3	78.6	83.9	89.2	95.0
STATUS:	77.4	68.4					

Performance Goal: SURVEY

At least 95% of students, parents and teachers surveyed indicate that they are satisfied with home and school relations at their school.

Measurement: State's annual survey of parents, teachers and students using "Strongly Agree" and "Agree" responses to item

Interim Goals and Status:

SCHOOL	2010	2011	2012	2013	2014	2015	2016
<i>Students</i> GOAL:			82.4	85.5	88.6	91.7	95.0
STATUS:	80.2	79.3					
<i>Teachers</i> GOAL:			73.8	79.1	84.4	89.7	95.0
STATUS:	67.9	68.5					
<i>Parents</i> GOAL:			87.2	89.1	91.0	92.9	95.0
STATUS:	72.2	85.3					

Performance Goal: REPORT CARD GROWTH

The district and each school will have at least an "Average" Growth rating each year on the State Report Card.

Measurement: State report card Growth rating weighted formula

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			Avg/Good	Avg/Good	Avg/Good	Avg/Good	Avg/Good
STATUS:	Good	Average					
SCHOOL	2010	2011	2012	2013	2014	2015	2016
GOAL:			Avg/Good	Avg/Good	Avg/Good	Avg/Good	Avg/Good
STATUS:	At-Risk	Below Avg.					

Additional School-Level Performance Goals

Performance Goal: HSAP

At least 78% of students with disabilities will meet the state's proficiency standard in ELA by 2016.

Measurement: HSAP ELA (% at Proficiency: Level 3 or Level 4)

Interim Goals and Status:

SCHOOL	2010	2011	2012	2013	2014	2015	2016
GOAL:			34.0	45.0	56.0	67.0	78.0
STATUS:	0	23.1					

Performance Goal: EOC

The pass rate on EOC Exams for African American students will increase to 89% by 2016, thus eliminating the achievement gap.

Measurement: State EOC pass rate average by Group

Interim Goals and Status:

SCHOOL	2010	2011	2012	2013	2014	2015	2016
GOAL:			60.0	67.0	74.0	82.0	89.0
STATUS:	18.3	53.0					

Executive Summary

Analysis of data collected during our needs assessment indicates a need for improvement in the following areas:

- Student achievement as measured by state End-of-Course Exams
 - English 1
 - Biology
 - US History
- Student achievement as measured by HSAP
 - ELA proficiency
 - Math proficiency
- Narrowing of the achievement gap between White and African-American students
 - State End-of-Course Exams pass rate average
- Disabled students' achievement as measured by HSAP
 - ELA proficiency