



Aynor High School

Strategic Plan/School Renewal Plan

2012-2013

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.

Aynor High School Vision:

Aynor High 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 • Follow district plans for bridge year • Follow current curriculum documents • Provide professional development for staff • Conduct information sessions for stakeholders • Have two faculty members to complete Common Core Black Belt Certification 	2012-2013	District staff development funds	ELA and math instructors Curriculum Specialist Principal Assistant Principals	Classroom observations 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 with standards for courses lacking state standards <ul style="list-style-type: none"> • Teachers implement curriculum guides for students pursuing the HCS Occupational Diploma • Develop Rotation of Learning schedules with Learning Strategies teachers 	2012-2013	District staff development funds	Teachers Curriculum Specialist Principal	Classroom observations Lesson plans Consensus maps

<p>in standards and curriculum guides</p>	<ul style="list-style-type: none"> Utilize district learning specialists and curriculum specialist to conduct staff development for special education teachers Conduct collaboration sessions with special education department Support teachers with implementation of curriculum guides Conduct observations and CWTs to monitor implementation Hold biannual GBE meetings with teachers 			<p>Assistant Principals</p> <p>District Learning Specialists</p>	<p>Professional development agendas</p>
<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 district-identified intervention programs for all Tiers for ELA and Math 9-12 (Read 180 & System 44) Provide professional development for staff in identified programs Monitor implementation and provide support Collect data for program evaluation Schedule year-long English II/math Tech II for identified students during the 10th grade year. Schedule year-long English classes and embed Read 180 and System 44. Schedule year-long Algebra I/Math Tech II classes for at-risk students. 	<p>2012-2013</p>	<p>Federal, State, District, and School Funds</p>	<p>ELA and math instructors</p> <p>Curriculum Specialist</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>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 	<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 	<p>2012-2013</p>	<p>Federal, State, and District Funds</p>	<p>Special Education Teachers</p> <p>Instructional Aides</p> <p>Curriculum Specialist</p> <p>Principal</p>	<p>Master Schedule</p> <p>Usage Reports</p> <p>Student Progress Reports</p> <p>Classroom Walkthrough Data</p> <p>Lesson Plans</p>

<ul style="list-style-type: none"> Monitor implementation and provide support 	<p>strategies</p> <ul style="list-style-type: none"> 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 Create Rotation of Learning schedules for all Learning Strategies teachers Conduct CWTs to monitor implementation of learning rotations and literacy and numeracy strategies 			<p>Assistant Principals</p> <p>Guidance Counselors</p>	<p>IEPs</p>
<p>Develop a curriculum guide (PK – 12) for students with moderate to severe intellectual disabilities.</p>	<p>Implement and monitor curriculum guide (9–12) provided by the district for use with students with moderate to severe intellectual disabilities.</p> <ul style="list-style-type: none"> Have TMD/PMD teachers attend training Conduct CWTs to monitor instructional strategies 	<p>2012-2013</p>	<p>Federal, State, and District Funds</p>	<p>Special Education Teachers</p> <p>Curriculum Specialist</p> <p>Principal</p> <p>Assistant Principals</p>	<p>Master Schedule</p> <p>Usage Reports</p> <p>Classroom Walkthrough Data</p> <p>Lesson Plans</p> <p>IEPs</p> <p>Professional development agendas</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"> Continue to refine protocols and ensure implementation 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 Follow our district's Tier I, Tier II, and Tier III RtI model for placement guidelines 	<p>2012-2013</p>	<p>Federal, State, and District Funds</p>	<p>Teachers</p> <p>School Psychologist</p> <p>District Program Specialist</p> <p>Principal</p> <p>Assistant Principals</p>	<p>Special Education Referral Forms</p> <p>IEPs</p> <p>Student Permanent Records</p> <p>Student Data Management System</p>

<p>Support and refine International Baccalaureate (IB) programs across the District.</p> <ul style="list-style-type: none"> • Refine program advertisement, application process, and admittance process for IB Programs • Analyze student achievement results to determine the Return on Investment (ROI) 	<p>Inform students and parents/guardians of opportunities for admittance in a district International Baccalaureate (IB) program.</p> <ul style="list-style-type: none"> • Hold informational meetings school wide and district wide • Conduct IB tours • Mail invitations inviting parents and students to attend informational sessions and yours • Hold IB celebration in May • Post application and all IB information on schools' website • Conduct IGP conferences 	2012-2013	District Funds	<p>District Staff</p> <p>IB Coordinator</p> <p>Guidance Counselor</p> <p>Principal</p>	<p>Program Brochures</p> <p>HCS IB Website</p> <p>Application</p>
<p>Support and refine the curricular offerings at the Scholar's Academy</p> <ul style="list-style-type: none"> • Refine program advertisement, application process, and admittance process at Scholars Academy • Analyze student achievement results to determine the Return on Investment (ROI) 	<p>Inform students and parents/guardians of opportunities for admittance in the district's Scholar's Academy.</p> <ul style="list-style-type: none"> • Provide rising ninth graders and their parents with the HCS Program Guide for Secondary Schools 	2012-2013	District Funds	Program Coordinator	<p>Program Brochures</p> <p>HCS IB Website</p> <p>Application</p>
<p>Support and refine the curricular offerings at Early College High School</p> <ul style="list-style-type: none"> • Refine program advertisement, application process, and admittance process at Early College High School • Analyze student achievement results to determine the Return on Investment (ROI) 	<p>Inform students and parents/guardians of opportunities for admittance in the district's Early College High School.</p> <ul style="list-style-type: none"> • Provide rising ninth graders and their parents with the HCS Program Guide for Secondary Schools 	2012-2013	District Funds	Program Coordinator	<p>Program Brochures</p> <p>Application</p>
<p>Refine the curricular offerings at the Academy for Technology and Academics (ATA) and Academy for Arts, Science and Technology (AAST).</p> <ul style="list-style-type: none"> • Monitor program offerings and adjust based on students' interest and needs • Refine program advertisement, application process, and admittance process at both ATA and AAST • Analyze student achievement results to determine the Return on Investment (ROI) 	<p>Inform students and parents/guardians of opportunities for admittance in the district's Academy for Technology and Academics (ATA) and Academy for Arts, Science and Technology (AAST).</p> <ul style="list-style-type: none"> • Provide rising ninth graders and their parents with the HCS Program Guide for Secondary Schools • Conduct IGP conferences • Invite the ATA & AAST Programs to speak 	2012-2013	District Funds	Program Coordinator	<p>Program Brochures</p> <p>Application</p>

	to rising juniors about their programs and course offerings				
<p>Monitor, support, and refine the Connect program</p> <ul style="list-style-type: none"> Identify flexible schedule options for at-risk students Review and support the admittance process Explore curriculum options Analyze student achievement results to determine the Return on Investment (ROI) for the program 	<p>As appropriate, inform students and parents/guardians of opportunities for admittance in the district's Connect program.</p> <ul style="list-style-type: none"> Provide rising ninth graders and their parents with the HCS Program Guide for Secondary School 	2012-2013	District Funds	Program Coordinator	<p>Program Brochures</p> <p>Application</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> <ul style="list-style-type: none"> Conduct IGP conferences Host a Parent/Student night for parents and students interested in learning more about dual credit offerings 	2012-2013	District Funds	<p>HGTC Personnel</p> <p>Guidance Counselors</p> <p>Principal</p>	<p>HCS Dual Credit Guidelines</p> <p>HCS Website</p> <p>IGP Protocol</p>
<p>Create a STEM (Science, Technology, Engineering, and Mathematics) program for students who are interested and excel in mathematics and science.</p> <ul style="list-style-type: none"> Accept and screen applications and hire appropriate staff for the inaugural year. Expand the STEM program to include second year students for the 2012-13 school year; third year students in the 2013-14 school year and fourth year students in the 2014-15 school year Develop and implement a guaranteed and viable curriculum 	<p>Inform students and parents/guardians of opportunities for admittance in the STEM program through transition meeting and IGPs.</p> <ul style="list-style-type: none"> Provide rising ninth graders and their parents with the HCS Program Guide for Secondary Schools 	2012-2013	District Funds	<p>Program Coordinator</p> <p>Principal</p> <p>Guidance Counselors</p>	<p>Secondary Program Guide</p> <p>HCS Website</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 (both initial and credit recovery credit) for students Implement a full-time online virtual high school program 	<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"> 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 	2012-2013	State and District Funds	Program Coordinator	<p>Secondary Program Guide</p> <p>HCS Website</p> <p>Student Data Management System</p>

<ul style="list-style-type: none"> • 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"> • Expand the use of online content in homebound and home-based instruction as appropriate • Conduct IGP conferences and discuss online opportunities 				Master Schedule
Develop and annually update the Secondary Program Guides that will be provided to all students and parents as a part of the IGP meetings, which contain an overview of all secondary programs including Career and Technology Education programs offered within HCS.	Share annually updated Secondary Program Guides with students and parents as a part of the IGP meetings, which contain an overview of all secondary programs including Career and Technology Education programs offered within HCS. <ul style="list-style-type: none"> • Conduct IGP conferences 	2012-2013	District	Guidance Counselors Program Coordinator Principal	IGP Protocol HCS Website
Initiate unique concept schools and programs around which school clusters can organize their instructional offerings <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 	Share information regarding unique concept schools and programs with parents and students concerning instructional offerings around opportunities available <ul style="list-style-type: none"> • Provide rising ninth graders and their parents with the HCS Program Guide for Secondary Schools • Conduct IGP conferences 	2012-2013	District	Principal IB Program Coordinator Guidance Counselors Teachers IB Students	HCS Website HCS Program Guide
Implement comprehensive character development initiatives in all schools <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 	Develop the student handbook to promote character <ul style="list-style-type: none"> • Provide each student with a copy of the student handbook • Utilize the school's broadcast class to promote positive messages and character development such as positive attitudes and friends 	2012-2013	Federal, State, and District	Guidance Counselor Teachers Principal Assistant Principals	Lesson Plans Character Education Announcements and Brochures Student-Created

<ul style="list-style-type: none"> Promote and initiate character related community partnerships Provide ongoing support for the Covey Leadership model in Myrtle Beach Schools Integrate lessons on character education within elementary guidance sessions (individual, small group, and classroom) and these activities will be promoted within community activities. Allow sharing sessions during staff development meetings for counselors to share promotional activities being utilized for character education development of students. 	<ul style="list-style-type: none"> Highlight and celebrate students who display outstanding characters through district, state, and school awards such as Palmetto Girls and Boys State, the AHS Blue Jacket Award, and/or Reel Kids Award given by The Sun News 			Bullying Team	Materials and Activities Clubs and Organizations
<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"> Provide opportunity for ESOL teachers to share strategies with teachers Ensure effective teaching strategies are utilized in classrooms serving ESOL students Monitor ESOL instruction 	2012-2013	Federal, State, and District	Teachers Curriculum Specialist Principal Assistant Principals District Learning Specialist	ELDA Data Classroom Walkthroughs LEP Plan
<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 Implement Mentoring Mathematical Minds in grades 3-5 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 	<p>Implement protocols for gifted education programs</p> <ul style="list-style-type: none"> Utilize criteria for Honors and Accelerated course placement Follow policies and procedures for grade advancement Implement appropriate curricula Increase AP course offerings through IGP conferences Increase AP passage rates by monitoring instructional strategies and holding tutoring sessions Have AP teachers attend AP workshops and training as needed 	2012-2013	Federal, State, and District	Teachers Curriculum Specialist Guidance Counselors Principal District Program Coordinator GT and AP school	Master Schedule GT Referral Process GT Placement Guidelines CogAT data MAP data Student Data Management System

and Talented Identification and Services Plan				contacts	AP and Honors course syllabi and pacing guides
<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 walk-throughs using CWT tools • Develop and implement a CWT schedule for principal, assistant principals, and curriculum specialist • Monitor, analyze, and utilize CWT reports for trends • Plan additional school level professional development based on CWT results and teacher/student needs 	2012-2013	District and School Funding	<p>Teachers</p> <p>Curriculum Specialist</p> <p>Assistant Principal</p>	<p>District and School Staff Development Agendas</p> <p>CWT Data</p> <p>CWT Schedule</p> <p>Instructional Tips and Reference Sheets</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 after reviewing baseline data. • Administer and monitor results of benchmark assessments for science and social studies in grade 3-12 	<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 according to HCS curriculum map • Administer and monitor results of benchmark assessments for science and social studies in grade 9-12 • Provide school level professional development sessions for reviewing benchmark data and utilizing data for instructional decision making for science and social studies classes (Core Collaboration Sessions) • Utilize district learning specialists 	2012-2013	District, State, and School	<p>Teachers</p> <p>Curriculum Specialist</p> <p>Assistant Principals</p> <p>Principal</p> <p>District Learning Specialist</p>	<p>Support Documents</p> <p>District Curriculum Maps</p> <p>Collaboration Agenda</p> <p>Course Syllabi</p> <p>Lesson Plans</p> <p>CWT Data</p> <p>EOC Assessment Data</p> <p>Student Data Management System</p>

	<ul style="list-style-type: none"> Schedule year-long Biology I classes for at-risk students 				
<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 delivery of intervention strategies Monitor intervention data (Read 180, System 44) Effectively implement the District's credit-recovery program Educate students and parents in available choices for students needing a nontraditional setting through conferences Conduct IGP conferences (Grades 9-12) Utilize data from Explore, Plan and ACT Implement available programs and expand offerings to meet students' individual needs based on failure rates Utilize the PDSA process to focus on increasing the number of on-time graduates. 	2012-2013	District and School Funds	<p>Teachers</p> <p>Curriculum Specialist</p> <p>AHS Data Team</p> <p>Principal</p> <p>Assistant Principals</p> <p>Assistant Principal</p> <p>District Learning Specialists</p> <p>Data Quality and Attendance Clerks</p> <p>District Program Coordinators</p>	<p>College Readiness Profile</p> <p>School-level Graduation Record System (Notebook System)</p> <p>Credit Recovery Completion Reports</p> <p>IGP Reports</p> <p>Attention Intervention Plans</p> <p>Attendance Make-up Logs</p> <p>HCS Data Center</p> <p>PDSA Plans</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 Have foreign language teachers attend staff development based on teacher/student needs 	2012-2013	District and School Funds	<p>Foreign Language Teachers</p> <p>Curriculum Specialist</p> <p>District Learning Specialist</p>	<p>Master Schedule</p> <p>CWT Data</p> <p>Collaboration Agendas</p> <p>Lesson Plans</p> <p>Curriculum Maps</p>

				Principal Guidance Counselor	District Staff 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 opportunities for service learning integration into coursework 	2012-2013	School Funds	Club Sponsors Teachers Business Partners Principal	Service Learning Projects School to Work Documentation CATE Reports IB CAS Documentation
<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> <ul style="list-style-type: none"> Have guidance counselors communicate with HGTC liaison regarding dual credit classes and share information with faculty, staff, parents, and students 	2012-2013	District Funds	CATE Teachers District Program Coordinator Guidance Counselors Principal Curriculum Specialist	Articulation agreements
<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. 	<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 	2012-2013	Federal, State, and District	HCS Director of CATE and Guidance Principal Guidance Counselors Curriculum Specialist	Annual Guidance Accountability Report Guidance Meeting Agendas HCS Website GBES AHS Registration Guide

<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 				AHS Website
<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"> • 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 data team to identify areas and subgroups where persistent gaps occur • Implement and monitor appropriate intervention for all students whose achievement is below grade level • Schedule year-long English I and English II courses for at-risk students • Schedule year-long Math Tech I and Math Tech II courses for at-risk students • Implement and schedule year-long Read 180 and System 44 classes for students needing additional reading intervention 	2012-2013	Federal, State, District, School	Principal Assistant Principals Curriculum Specialist School Improvement Council Data Team Teachers Guidance Counselors	PDSAs State School Report Cards HCS Student Data Management System HCS Data System IEPs 504s Reading Intervention Data
Develop course guides for all secondary schools career and technology education (CATE) programs	Utilize course guides for all secondary schools career and technology education (CATE)	2012-13	Federal, State,	HCS Director of CATE and	Annual Guidance Accountability

<p>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 Power Schools and to the State Department. 	<p>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"> • Promote opportunities annually by showing a CATE highlight video showcasing high school and academy career and technology majors of study offered • Monitor and report students' participation in CATE opportunities, including shadowing, service learning, and completer status in Power Schools and to the district 		<p>and District</p>	<p>Guidance Executive Director of Secondary Schools Principal Guidance Counselors Curriculum Specialist CATE Department</p>	<p>Report Annual CATE Reports HCS Website SDE Website IGPs AHS Registration Guide HCS Secondary Schools Program Guide HCS Secondary Schools Program Meeting Agendas AHS 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. • Consistently Communicate/collaborate with workforce employers through FBLA and FFA • Conduct a Career Fair/Job fair annually • Host an Ed-Op day for juniors and seniors 	<p>2012-2013</p>	<p>State, District, and School</p>	<p>HCS Director of CATE and Guidance HCS Executive Director of Curriculum and Instruction Principal Assistant Principals Curriculum Specialist</p>	<p>College Career Day Brochures and Information Transition Meetings Email Communication</p>

				Career Development Facilitator	
<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, technology, and other identified opportunities 	<p>Align the school's 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 that are specifically designed to support PDSA goals and strategies Participate in district professional development for support staff that includes customer service, technology, and other identified opportunities Have teachers attend staff development training on a local, state, and national level based on school needs Conduct Core Collaboration sessions with the English, math, science, and social studies department 	2011-12	District and School Funds	Principal Curriculum Specialist Teachers Data Team Support Staff	PDSA Plans CWT Data School Data Professional Development Agendas
<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 	<p>Support and 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 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 Integrate a school instructional technology plan within PDSAs that: 	2012-2013	Federal, State, and District	District and School-level Technology Personnel Principals Assistant Principals Curriculum Specialist Teachers District Learning Specialists	Technology Proficiency Assessment Technology Inventory CWTs Professional Development Agendas Student-Created Products Software Usage Reports

<ul style="list-style-type: none"> Core Standards <ul style="list-style-type: none"> o Identifies digital resources that align with curriculum and instructional practices o 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 	<ul style="list-style-type: none"> o Supports implementation of the Common Core Standards o Identifies digital resources that align with curriculum and instructional practices o Ensure instructional technology is incorporated into school professional development plans <ul style="list-style-type: none"> • 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 students with small group individualized instructional strategies and access to telecommunications, sensory aids and other devices 				<p>IEPs</p> <p>504 Plans</p> <p>Online Course Data</p>
<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 	<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 encourage teachers to sign up for the laptop computer initiative for classroom teachers to encourage interactive technology in daily teaching and learning • Provide relevant technology training for all teachers who deliver that content area/standard • Utilize mobile wireless labs and hard-wired computer labs to facilitate student access to resources and large group instruction • Complete HCS Teacher Technology Assessment and require all teachers to exhibit proficiency in accordance with State and Federal laws • Follow criteria/procedure for all software purchases • Utilize interactive whiteboards (ex., Smartboards) in all 9-12 classrooms; 	<p>2012-2013</p>	<p>Federal, State, and District</p>	<p>District and School-level Technology Personnel</p> <p>Principals</p> <p>Assistant Principals</p> <p>Curriculum Specialist</p> <p>Teachers</p> <p>District Learning Specialists</p>	<p>Technology Proficiency Assessment</p> <p>Technology Inventory</p> <p>CWTs</p> <p>Professional Development Agendas</p> <p>Student-Created Products</p> <p>Software Usage Reports</p> <p>Online Course Data</p>

<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Have teacher attend staff development training for instructional technology as needed 				
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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"> • Participate in district professional development on the PDSA cycle • Develop PDSA plans targeting 3-4 goals as a priority such as increased overall passing rates for all end-of-course tests, increased passage rates for HSAP, increased passage rates for ACT/SAT, and increased on-time graduation rate. • 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 for schools to undertake after visits from Learning Specialists 	2012-2013	State, District, and School	<p>AHS Data Team</p> <p>Principal Assistant Principal</p> <p>Curriculum Specialist</p> <p>Teachers</p> <p>School Improvement Council</p>	<p>PDSAs</p> <p>Staff Development Plan</p> <p>Annual HSTW Site Annual Report</p> <p>School Performance Data</p> <p>CWTs</p>

<p>Implement Enrich data warehouse with analysis tools provided through SDE longitudinal data system</p>	<p>Use Enrich data warehouse with analysis tools provided through SDE longitudinal data system</p> <ul style="list-style-type: none"> • Conduct staff development with teachers regarding the Enrich data system • Utilize the Enrich system to pull data and analyze data through Data Team meetings, IEP meeting s, and IGP conferences 	<p>2012-2013</p>	<p>District</p>	<p>Curriculum Specialist Principal Assistant Principal Teachers Guidance Counselors</p>	<p>Enrich Reports</p>
<p>Provide training to district and school staff on utilizing statewide longitudinal data system program (Enrich); align training with data team processes</p>	<p>Provide professional development to school staff on utilizing statewide longitudinal data system program (Enrich); align training with data team processes</p> <ul style="list-style-type: none"> • Conduct staff development with teachers regarding the Enrich data system • Utilize the Enrich system to pull data and analyze data through Data Team meetings, IEP meeting s, and IGP conferences 	<p>2012-2013</p>	<p>District</p>	<p>Curriculum Specialist</p>	<p>Enrich Reports Staff Development Agendas</p>
<p>Design common district practices to evaluate the operational effectiveness of continuous improvement processes and the impact and effectiveness of various program initiatives.</p> <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 	<p>Evaluate the operational effectiveness of continuous improvement processes and the impact and effectiveness of various program initiatives at the school level.</p> <ul style="list-style-type: none"> • Implement district supported and endorsed programs and practices for program evaluation such Read 180 and System 44 • Monitor utilization reports from the Read 180 Program and System 44 Program 	<p>2012-2013</p>	<p>District</p>	<p>HCS Executive Director of Assessment and Program Evaluation Principal Assistant Principal Curriculum Specialist Teachers</p>	<p>School Performance Data Survey Data Program Usage and Progress Reports</p>

<p>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</p>	<p>Utilize data teams at the school level to continuously review student performance data and make decisions to improve teaching and learning.</p> <ul style="list-style-type: none"> Analyze school-level data including test scores, failure rates, graduation rates, report card data, HSTW data, and SAT/ACT data 	<p>2012-2013</p>	<p>State and District Funds</p>	<p>Principal Assistant Principals Curriculum Specialist Data Team</p>	<p>PDSA Plans School Performance Reports Data Team Agendas</p>
<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 Ensure implementation of a school data teams Provide professional development on Enrich Merge the RtI process with the school level data team work Align school level SMART goals with District Performance Goals Create school-level PDSA Plans based on data analysis 	<p>2012-2013</p>	<p>State and District Funds</p>	<p>Principal Assistant Principals Curriculum Specialist Data Team Teachers</p>	<p>PDSA Principal Conference Documents Enrich Reports GBE</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 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 Use student achievement data to adjust intervention groups 	<p>2012-2013</p>	<p>District</p>	<p>Principal Assistant Principals Curriculum Specialist Teachers Data Team</p>	<p>Enrich Reports HCS Data System Reports Master Schedule Tutorial Schedules Pacing Guides</p>

Use comparison and trend data from comparable schools and school systems to help evaluate student performance and system effectiveness.	Use comparison and trend data from comparable schools to help evaluate student performance and school effectiveness. <ul style="list-style-type: none"> Share information with Data Team and Department Chairs 	2012-2013	District	Principal Assistant Principals Curriculum Specialist Teachers Data Team	State Report Cards School Report Cards PDSA
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"> Monitor annual growth for all students grades 9-10 for Reading, Language, and Math MAP tests Monitor annual growth for all special education students grades 9-12 for Reading, Math, and Language MAP tests Monitor annual growth for all students enrolled in Read 180 classes and System 44 Classes 	2012-2013	District	Principal Assistant Principals Curriculum Specialist Teachers Data Team	MAP Growth Reports HSAP Projection Reports EOC Projections
Develop user-friendly online student achievement data reports for use by teachers and administrators	Utilize user-friendly online student achievement data reports for use by teachers and administrators <ul style="list-style-type: none"> Utilize online data reports during data team meetings, faculty meetings, IGP conferences, and departmental meetings 	2012-2013	District	Principal Assistant Principals Curriculum Specialist Teachers Data Team	Student Achievement Data Reports
Expand the District's performance measures to include student performance and stakeholder perceptions of the system	Analyze the District's performance measures to include student performance and stakeholder perceptions of the school <ul style="list-style-type: none"> Analyze data during data team meetings, SIC meetings, School Advisory Board 	2012-2013	District	Principal Assistant Principals Curriculum	School Report Card Surveys School Report Card

	meetings, and departmental meetings			Specialist Teachers Data Team SIC Council Guidance Counselors	
<p>Refine the Use of Formative and Summative Assessments</p> <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, common assessments, grading practices • Ensure the infrastructure is in place for electronic assessment 	<p>Use Formative and Summative Assessments</p> <ul style="list-style-type: none"> • Develop school implementation plan for assessments that accompany the Common Core standards • Provide professional development for staff on Common Core Standards, benchmarks, common assessments, grading practice • Use district provided electronic assessment • Continue implementation and utilization of benchmark tests, MAP tests, EOC tests, HSAP, SAT/ACT, AP, IB, PLAN, PSAT, and teacher created assessments 	2012-2013	District	Teachers Principal Assistant Principal Curriculum Specialist	<p>MAP Results</p> <p>Benchmark Results</p> <p>EOC Results</p> <p>HSAP Results</p> <p>School Performance and Student Assessment Data</p>

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 • Provide continued training and support to administrators on the utilization of the evaluation instruments. • Provide site training for all support, non-teaching professional and professional staff • Submit evaluation documentation by the Human Resources Department. • Conduct GBE conferences annually 	2012-2013	District	Principal Assistant Principals	SAFT-E Documentation GBEs 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 recruitment and retention of high-quality work force.</p> <ul style="list-style-type: none"> • Implement district strategies to recruit and retain a diverse staff. 	2012-2013	District	Principal Assistant Principal Curriculum Specialist	Statement of Intents 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 professional development programs.</p> <ul style="list-style-type: none"> • Analyze student achievement data during data team meetings, departmental meetings, and SIC meetings 	2012-2013	District	AHS Data Team Principal Assistant Principal Curriculum Specialist Teachers	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 implementation of professional development programs at the school and classroom level.</p> <ul style="list-style-type: none"> • Meet with faculty and staff regarding professional development • Utilize the HCS web postal and SD Online to monitor staff development opportunities and completion 	2012-2013	District	AHS Data Team Principal Assistant Principal Curriculum Specialist Teachers	CWTs PDSA Student Achievement Data Collaboration Agendas
<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 requirements of professional and classified employees. 	<p>Share offerings for comprehensive staff development trainings for staff members at all levels.</p> <ul style="list-style-type: none"> • Offer professional development in content and research-based strategies • Attend professional development and workshops in the integration of technology into the curriculum • Hold Tech Tuesday sessions for all staff members periodically throughout the school year 	2012-2013	District Funds	Principal Assistant Principal Curriculum Specialist Department Chairpersons Teachers	SD Online Reports Professional Development Agendas Collaboration Agendas School Mentoring Plan

<ul style="list-style-type: none"> Offer courses and workshops in the integration of technology into the curriculum. 				District Learning Specialists	
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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	Implement system to ensure there are no unwanted or unidentified visitors on any campus <ul style="list-style-type: none"> Utilize school security monitoring system Utilize school visitor identification system 	2012-2013	District	Principal Assistant Principals Front Office Staff Resource Officers	Crisis Management Plan Visitor Identification System Metal Detector Security Monitoring System
Install state-of-the-art monitoring systems in facilities	Utilize state-of-the-art monitoring systems in facilities <ul style="list-style-type: none"> Utilize school security monitoring system Utilize school visitor identification system 	2012-2013	District	Principal Assistant Principals Resource Officers	Visitor Identification System Security Monitoring System
Conduct needs assessment ratings for each school using approved educational specifications	Conduct school needs assessment ratings for approved educational specifications	2012-2013	District	Principal Assistant Principals Head Custodian	Annual Facilities Report
Research and utilize environmentally-friendly materials and equipment; and emerging green design for future additions and renovations	Utilize environmentally-friendly materials and equipment; and emerging green design for future additions and renovations	2012-2013	District	Custodial Staff Bookkeeper	Purchase Orders
Implement energy reduction systems using school energy conservation modules.	Implement energy reduction systems using school energy conservation modules.	2012-2013	District	All Staff	Energy Usage Report
Establish protocols for identifying, reporting and documenting maintenance and facility repair	Follow protocols for identifying, reporting and documenting maintenance and facility repair	2012-2013	District	Principal	School work orders

needs, using the SchoolDude work order system	needs, using the SchoolDude work order system			Assistant Principals Head Custodian School Secretary	
Maintain a 24/7 anonymous hotline for students/parents to report bullying or other school safety concerns	Use an 24/7 anonymous hotline for students/parents to report bullying or other school safety concerns	2012-2013	District	All Stakeholder	District Hotline Reports
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 representative 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 	2012-2013	District	Principal Assistant Principal Head Custodian	Crisis Management Plan Facility Request Forms 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 and maintain a higher utilization plan for each high schools and middle school 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	Principal Assistant Principal All Staff	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 at each school to improve student attendance. <ul style="list-style-type: none"> Monitor attendance daily Report truancy issues to the district office 	2012-2013	District funds	Attendance clerk Assistant Principals	AIPs Call logs Renaissance Program

				Teachers	
Designate a school leadership team member in every school whose is responsible for school safety, to include: <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 	Designate a school level leadership team member who is responsible for school safety, to include: <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 	2012-2013	District funds	Assistant Principals Principal All staff	Crisis Management Plan Disciplinary Reports HOBO reports Hearing Packets
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.	Review and make needed alterations to school level efforts and programs to address bullying, using the Safe Schools bullying model; Promote awareness of anti-bullying initiatives among employees, students, and parents. <ul style="list-style-type: none"> • Conduct bullying awareness meetings with students, faculty, staff, and parents 	2012-2013	District and school funds	Principal Assistant Principals Counselors Students All Staff	Safe Schools Bullying Plan Posters and Flyers AHS website HCS Hotline
Establish health care plans at each school for children with special health care needs	Establish health care plans at each school for children with special health care needs. <ul style="list-style-type: none"> • Have school nurse create health care plans for children with special health care needs 	2012-2013	District and state	School nurse	Health care plans
Implement wellness plan according to the guidelines of the Federal Child Nutrition and WIC Reauthorization Act that includes: <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 	Follow wellness plan according to the guidelines of the Federal Child Nutrition and WIC Reauthorization Act that includes: <ul style="list-style-type: none"> • Follow wellness plan for school breakfast and lunch services 	2012-2013	Federal, state, and district funds	Cafeteria Manager All cafeteria staff Principal Assistant Principals	School menus Food service orders Curriculum guides Nutritional guidelines Individual student goal sheets
Train staff on safety in the workplace	Train staff on safety in the workplace.	2012-2013	District funds	All staff Assistant	Completed Safe Schools Video Logs

				Principals Principal	
Establish and practice emergency preparedness procedures and disaster recovery protocols (data and operations)	Establish and practice emergency preparedness procedures and disaster recovery protocols (data and operations). <ul style="list-style-type: none"> • Conduct monthly fire drills • Conduct tornado and ear quake drills as scheduled 	2012-2013	District funds	Principal Assistant Principals All staff	Emergency Drills and District Office Submissions
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 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 	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. <ul style="list-style-type: none"> • Implement a written emergency action plan for each student with documented allergies. • Train faculty and staff 	2012-2013	District and state funds	School Nurse Principal	Individual Student Emergency Action Plans for students and staff Individual Healthcare Plan
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 	Respond to and take appropriate action in a timely manner any anonymous telephone tip line <ul style="list-style-type: none"> • Administration will follow-up with anonymous phone tips 	2012-2013	District funds	Principal Assistant Principals SRO	Disciplinary action reports SRO reports
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, as appropriate <ul style="list-style-type: none"> • Refer students needing additional counseling services to licensed professional organizations such as Waccamaw Mental Health 	2012-2013	State and district funds	Counselors Waccamaw Mental Health Counselors Director of Student Services Principals Assistant Principals	Behavior Intervention Plans Counselor logs SD online reports

<p>Provide safety and health guidelines and training to school staff and students in:</p>	<p>Provide safety and health guidelines and training to staff and students in:</p> <ul style="list-style-type: none"> • Personal health practices • School bus safety • PE procedures • Classroom and laboratory procedures • Indoor air quality 	<p>2012-2013</p>	<p>State, district, and school funds</p>	<p>Chemical Hygiene Officer School Nurse Director of Transportation Assistant Principals Head Custodian</p>	<p>Standard 17 Drill Chemical Hygiene Audit Chemical Hygiene Classroom Checklists Indoor Air Quality Report completed by Head Custodian Indoor Air Quality Survey completed by Head Nurse PE Syllabi with classroom procedures</p>
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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	Facilitate a communications needs analysis of school stakeholders	2012-2013	District and school	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 <ul style="list-style-type: none"> • Create the AHS Blogging Blue jacket blog site • Create a school Facebook page • Create a School Twitter page 	2012-2013	District and school funds	Principal School Webmaster	Daily announcements Student Publications 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"> • Participate in training on the acceptable use of social media • Create the AHS Blogging Blue jacket blog site • Create a school Facebook page • Create a School Twitter page 	2012-2013	District and school funds	Principal School Webmaster	Daily announcements Student Publications School Website School Social Networking Sites

<p>Design guidelines for print and electronic communications to ensure continuity of district branding</p> <ul style="list-style-type: none"> Support the communications efforts of district departments and schools to ensure consistency of message and design 	<p>Follow guidelines for print and electronic communications to ensure continuity of district and school branding.</p> <ul style="list-style-type: none"> Support the communications efforts of district and school departments to ensure consistency of message and design. Create the AHS Blogging Blue jacket blog site Create a school Facebook page Create a School Twitter page 	2012-2013	District and school funds	All staff Principal	School level publications and communications
<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"> Continue business partnerships with local business through FBLA, FFA, and FCA 	2012-2013	District and school funds	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, parents/guardians, and students of PowerSchool Parent Portal and webpages as communication venues</p> <ul style="list-style-type: none"> Implement 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 Provide parents with their personal access codes to create PowerSchool accounts to view their child's information 	2012-2013	District funds	Data Quality Clerk Principal Curriculum Specialist 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 level 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>	2012-2013	District and school funds	Webmaster District personnel Curriculum Specialist	SD online reports Teacher WebPages E-classroom or Edmodo

	<ul style="list-style-type: none"> Conduct technology training throughout the school year 			Principal	
Assist schools in developing meaningful parent/family involvement programs	<p>Develop meaningful parent/family involvement programs</p> <ul style="list-style-type: none"> Hold Parent/Teacher conferences twice annually Hold IB Informational sessions Invite parents to members of student organization groups such as Band Booster, Athletic Booster, etc. 	2012-2013	District and school funds	Principal Assistant Principals Instructional Coach Counselors All staff	Agendas for parent/guardian programs
<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 guideline 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
Seek venues to engage a wide variety of community stakeholders in dialogue about education and schools.	<ul style="list-style-type: none"> Hold Parent/teacher conferences Schedule an Open House twice per year inviting community members, faculty, staff, parents, and students 	2012-2013	School funds	Principal School Improvement Council Booster Club	Meeting Minutes
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>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> <ul style="list-style-type: none"> Share information at school improvement council meetings, local advisory board 	2012-2013	District and school funds	Principal Assistant Principals Webmaster All staff	School website School publications and broadcasts

	meetings, IB informational meetings, department meetings, data team meetings, Parent/Teacher conferences, and Open House				
<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 level webmaster</p> <ul style="list-style-type: none"> • Attend 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. 	2012-2013	District and school	Principal Webmaster	SD online reports School 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>Provide 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"> • Have ESOL teacher translate information to ESOL students and parents 	2012-2013	District and school	Principal Assistant Principals Counselors All staff	Communication logs and translated correspondences

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 at school level to ensure compliance by the District and all schools 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	Establish acceptable turnaround times for all school services provided to internal and external constituents	2012-2013	School funds	Principal Assistant Principals	Constituent correspondences Needs Assessment analysis

<p>Conduct an analysis of instructional and organizational effectiveness as a basis for improving the District</p> <ul style="list-style-type: none"> • Develop return-on-investment analysis on existing and new programs based upon data which correlate student achievement to financial and human capital resources. 	<p>Analyze instructional and organizational effectiveness as a basis for improving the school</p> <ul style="list-style-type: none"> • Provide documentation to district officials 	<p>2012-2013</p>	<p>State, district, and school funds</p>	<p>Principal Assistant Principals Curriculum Specialist</p>	<p>School surveys School performance data</p>
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Horry County Schools

PERFORMANCE GOALS

2011-16

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:	62.6	65.2	68.8	72.16	75.64	79.12	82.6
STATUS:							

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 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:	82.0	83.9					
SCHOOL	2010	2011	2012	2013	2014	2015	2016
GOAL:	63.2	56.7	61.02	65.34	69.66	73.98	78.3
STATUS:							

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:	86.5	91.8	92.44	93.08	93.72	94.36	95.0
STATUS:							

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:	78.3	81.2	82.96	84.72	86.48	88.24	90
STATUS:							

Performance Goal: EOC BIOLOGY

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

Measurement: State Physical Science 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:	N/A	81.3	83.04	84.78	86.52	88.26	90
STATUS:							

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 Physical Science 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:	56.5	57.4	61.92	66.44	70.96	75.48	80
STATUS:							

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:	16.5	53.9	54.97	56.04	57.11	58.18	59.25
STATUS:							

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:	1030	1010	US Avg	US Avg	US Avg	US Avg	US Avg
STATUS:							

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:		21.0	US Avg	US Avg	US Avg	US Avg	US Avg
STATUS:	20.3	20.3					
SCHOOL	2010	2011	2012	2013	2014	2015	2016
GOAL:	21.4	20.9	US Avg	US Avg	US Avg	US Avg	US Avg
STATUS:							

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:	92.4	88.2	89.56	90.92	92.28	93.64	95
STATUS:							

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:	62.6	65.2	68.16	71.12	74.08	77.04	80
STATUS:							

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:	91.7	91.1	91.88	92.66	93.44	94.22	95
STATUS:							

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:	63.2	56.7	61.36	66.02	70.68	75.34	80
STATUS:							

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:	90.0	86.1	86.88	87.66	88.44	89.22	90
STATUS:							

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:	89.9	95.9	96.72	97.54	98.36	99.18	100
STATUS:							

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:	71.4	80.7	82.56	84.42	86.28	88.14	90
STATUS:							

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:			75.92	79.94	83.96	87.98	92
STATUS:	n/a	71.9					

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:			94.48	95.86	97.24	98.62	100
STATUS:	86.2	93.1					

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:	93.3	94.0	94.4	94.8	95.2	95.6	96
Teachers GOAL: STATUS:	93.7	93.3	93.84	94.38	94.92	95.46	96

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:	68.9	72.7	72.7	72.7	72.7	72.7	72.7

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: STATUS:	83.2	85.5	87.4	89.3	91.2	93.1	95
<i>Teachers</i> GOAL: STATUS:	95.5	93.2	93.56	93.92	94.28	94.64	95
<i>Parents</i> GOAL: STATUS:	95.0	92.9	93.32	93.74	94.16	94.58	95

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: STATUS:	89.8	88.5	89.8	91.1	92.4	93.7	95
<i>Teachers</i> GOAL: STATUS:	100.0	95.6	95.6	95.6	95.6	95.6	95.6
<i>Parents</i> GOAL: STATUS:	90.2	89.7	90.76	91.82	92.88	93.94	95

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: STATUS:	91.2	83.8	86.04	88.28	90.52	92.76	95
<i>Teachers</i> GOAL: STATUS:	95.5	93.2	93.56	93.92	94.28	94.64	95
<i>Parents</i> GOAL: STATUS:	87.8	93.1	93.48	93.86	94.24	94.62	95

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

Executive Summary: Needs Assessment for Student Achievement

- Our overall percentage of on-time graduation rate is low. However, we have programs in place to help increase our on-time graduation rate. We expect to increase our on-time graduation rate by 10% for the next school year.
- Our overall HSAP passing rate is 86.1%. We will keep our overall passing rate for first-time test takers as a priority.
- We plan to increase the number of second-year students scoring proficient or advanced for HSAP ELA. Our students have decreased in numbers scoring proficient and advanced in ELA and grown in math. Continued remediation is needed for our at-risk learners.
- We plan to increase the number of second-year high school students scoring proficient or advanced for HSAP math. Continued remediation in math is needed for our at-risk learners.
- Overall our students score high in all of the EOC subject areas with the exception of U.S. History. The U.S. History EOC will be a high priority. Continued remediation and staff development is needed to help improve the overall passing average for the U.S. History EOC.

Executive Summary: Needs Assessment for School Climate

- The percentage of students who feel satisfied with their school learning environment has decreased over the last year. We will have a plan in place to address this area of need.
- The percentage of students who feel satisfied with their school relations has decreased over the past year. We have a plan in place to help increase the percentage of students who feel satisfied with their school relations.

Executive Summary: Needs Assessment for Teacher/Administrator Quality

- The percentage of classes taught by Highly Qualified teachers has been identified as 18.3%. Our teachers on staff for this school year are considered as Highly Qualified by the state of SC. We will continue to monitor this annually.