

School Renewal Plan Table of Contents

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School Renewal Plan Cover Page

Renewal Plan for 5 Year Cycle: 2016/17 to 2020/21 Upcoming School Year: 2017/18

School Name:	Calhoun County High
SIDN:	0901001
Plan Submission:	School utilizes AdvancED
Grade Span:	9 To 12
District:	Calhoun 01
Address 1:	150 Saints Avenue
Address 2:	
City:	St. Matthews, SC
Zip Code:	29135
School Renewal Plan Contact Person:	Barry Charley
School Plan Contact Phone:	8038743071
School Plan E-mail Address:	bcharley@ccpsonline.net

Required Signature Page

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

Assurances for the School Renewal Plans

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

Required Printed Names and Signatures

<i>Superintendent</i>		
<u>Dr. Steve A. Wilson</u> Printed Name	_____	_____
	Signature	Date
<i>Principal</i>		
<u>Mr. Barry Charley</u> Printed Name	_____	_____
	Signature	Date
<i>Chairperson, District Board of Trustees</i>		
<u>Mr. Gary Porth</u> Printed Name	_____	_____
	Signature	Date
<i>Chairperson, School Improvement Council</i>		
<u>Mrs. Beverly Isgett</u> Printed Name	_____	_____
	Signature	Date
<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Mrs. Janet Gilchrist</u> Printed Name	_____	_____
	Signature	Date

Assurances for School Renewal Plan

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
N/A	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
N/A	Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Not Checked	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
Yes	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Not Checked	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

Yes	<p>Developmental Screening The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
Not Checked	<p>Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
Not Checked	<p>Developmentally Appropriate Curriculum for PreK–3 The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>
Not Checked	<p>Parenting and Family Literacy The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
Not Checked	<p>Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
Not Checked	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>

Stakeholder Involvement for School Renewal Plan

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

	Position	Name
1.	Principal	Mr. Barry Charley
2.	Teacher	Ms. Tracy Watson
3.	Parent/Guardian	Ms. Debra Fredrick
4.	Community Member	Mrs. Janice Crosland
5.	Paraprofessional	
6.	School Improvement Council Member	Mrs. Angela Brown
7.	Read to Succeed Reading Coach	NA
8.	School Read To Succeed Literacy Leadership Team Lead	Mrs. Janet Gilchrist
9.	School Read To Succeed Literacy Leadership Team Member	School Leadership Team
	OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the School Literacy Leadership Team for Read to Succeed	
	Assistant Principal	Mr. Chris Mack

District Requested Strategic/Renewal Plan Waiver

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

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

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

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

Not Applicable

District Waiver Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
1. Extension for initial District Strategic and School Renewal Plans (<i>SBE Regulation 43-261</i>)	
2. Teachers teaching more than 1500 minutes (<i>SBE Regulation 43-205</i>)	
3. Teachers teaching more than 4 preps (<i>SBE Regulation 43-205</i>)	
4. High School Principal over two schools or grades more than 9-12 (<i>SBE Regulation 43-205</i>)	
5. Other (Include the SBE Regulation number to be waived)	
6. Other (Include the SBE Regulation number to be waived)	

Executive Summary of Needs Assessment Data Findings

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

State Report Card for districts and schools data: <http://ed.sc.gov/data/report-cards/state-report-cards/>

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

Student Achievement	
High School (9 - 12)	
1.	<p>Calhoun County High School compiles and utilizes a data book to drive instruction and to improve student performance in all areas. Teachers receive training and staff development related to improvement of instruction in the classroom. Students play an integral role in the goal setting and celebrations for success.</p> <p>We must continue to focus on improvement in reading comprehension, offering real-world explanations, making connections within and among subject areas, problem solving skills, and mathematics computation.</p> <p>Efforts to support all students in earning a high school diploma are important to our community, state, and the country</p>
Teacher/Administrator Quality	
2.	<p>All of the teachers at Calhoun County High School work diligently to provide a quality education for all students. They participate in high quality professional development activities which focus on raising student achievement. All stakeholders operate on the premise that EVERYONE on the campus is responsible for student achievement.</p> <p>The overall morale of the faculty and staff is positive as is indicated by high retention rates.</p>
School Climate	
3.	<p>All of the stakeholders at Calhoun County High School play an integral role in the success of the school. Parents, teachers, students, and community members work together to ensure student success.</p> <p>All stakeholders take pride in an upgraded facility.</p> <p>The administration and staff make every effort to ensure the academic success of each student. Many programs are offered to assist student success including, but not limited to, monthly advisement sessions, group guidance sessions, individual guidance sessions, test preparation workshops, parent workshops, credit recovery, dual enrollment opportunities, virtual learning opportunities, a mentoring program, after-school homework sessions, and alternative education.</p> <p>Students are empowered to take an active role in their academic process by developing grade level, data-driven goals.</p> <p>All stakeholders work collectively to support student success.</p>

Performance Goal

Performance Goal Area:	Read to Succeed: Assessment Plan					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2021, 100% of CCHS students will score at least 1070 on the Achieve 3000.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
Achieve 3000 Level Set Performance scores	50%	Projected Data: 60%	70%	80%	90%	100%
		Actual Data: 64.3%				

Action Plan

Strategy #1: All students will take the Level Set Examination bi-annually.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Administer Level Set examination through English classes.	2016-2021	Administration Media Specialist Teachers	\$25000.00	District	Level Set reports
2. Explore the possibility of adding an additional reading class for Tier 2 students.	2016-2021	District Staff Administration	\$60000.00	District	Filled position

Performance Goal

Performance Goal Area:	Read to Succeed: Instructional Plan					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2021, CCHS will have secured 100% funding to add an additional teacher to work with students to ensure that 100% meet the 1070 Level Set goal.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
Level Set data	50%	Projected Data: 60%	70%	80%	90%	100%
		Actual Data: 80%				

Action Plan

Strategy #1: Collect Level set data to support the request for an additional teacher for reading.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Collect Level Set data	2016-2021	Administration Media Specialist Teachers	na	na	Level Set Reports State ELA Test Scores
2. Disaggregate Level Set data within professional learning communities.	2016-2021	Administration Professional Learning Communities Media Specialist	na	na	Data Reports Minutes from meetings Sign in sheets
3. Develop action plans within the professional learning communities to address reading weaknesses.	2016-2021	Administration Professional Learning Communities	na	na	Sign in sheets Copies of plans

Performance Goal

Performance Goal Area:	Read to Succeed: Leadership					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2021, CCHS will have implemented at two programs to ensure 100% Students will be college and career ready readers.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
Reading Levels and Lexile scores	50%	Projected Data: 60%	70%	80%	90%	100%
		Actual Data: 65%				

Action Plan

Strategy #1: Incorporate a plan for school wide reading					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. All students will participate in specific reading activities (Achieve 300) on a daily basis.	2016-2021	English Teacher Administration Guidance Media Specialist	\$25,000	District	Level Set data Achieve 3000 reports
2. CCHS students will be exposed to college and career readiness activities.	2016-2021	Guidance Administration Teachers Consultants	\$1500.00	District	ACT Scores Work Keys Scores IGPs
3. The School Literacy Team will develop a plan to incorporate additional time within the school day to support reading improvement.	2016-2021	School Literacy Team Media Specialist Administration Guidance	na	na	Achieve 3000 Level set and reports. State Test Scores

Performance Goal

Performance Goal Area:	Read to Succeed: Parent and Community Involvement					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2021, 100% of parents will attend academic meetings to receive information regarding the reading level and academic performance of their child.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
Parent attendance at reading and academic meetings	95%	Projected Data: 96%	97%	98%	99%	100%
		Actual Data: 96.5%				

Action Plan

Strategy #1: Communicate convenient times for parents to meet through newsletters, postcards, and electronic messaging systems					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Coordinate quarterly parent academic meetings that are convenient for the parents.	2016-2021	Administration Media Specialists Guidance Instructional Technology	\$150.00	school	Newsletters copies of correspondence Report to the Community
2. Schedule at least two school wide parent teacher conferences during the school year.	2016-2021	Administration Teachers Media Specialist Instructional Technology	na	na	Sign in sheets

Performance Goal

Performance Goal Area:	Read to Succeed: Professional Learning					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2021, 100% of CCHS teachers will earn the add on reading endorsement to their professional certificate.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
Reading Endorsement	0	Projected Data: 60%	70%	80%	90%	100%
		Actual Data: 20%				

Action Plan

Strategy #1: Enroll teachers in the State mandated course for high school reading endorsement.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Create small professional learning communities.	2016-2021	Administration Teachers	na	na	Sign in sheets PLC list
2. Introduce the State mandated reading course for high school teachers.	2016-2021	Administration Media Specialist Instructional Technology	na	na	Sign in sheets
3. Enroll teachers in a State mandated reading course for high school teachers.	2016-2021	Administration	na	na	Course registration roster

Performance Goal

Performance Goal Area:	Read to Succeed:Community Partnerships					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2021, CCHS will host at least three school/community partnership meetings.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
School/community collaboration meetings	50%	Projected Data: 60%	70%	80%	90%	100%
		Actual Data: 65%				

Action Plan

Strategy #1: Increase the participation on the CATE Advisory Board.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Invite new business and community partners to attend CATE Advisory Board meetings.	2016-2021	Administration CATE Advisory Chair Teachers Guidance	na	na	Sign in sheets Advisory Board Roster Meeting minutes
2. Host a College and Career Day utilizing business partners, college representatives and community members.	2016-2021	Guidance Administration CATE Teachers Instructional technology	na	na	sign in sheets College Applications Internships Job shadowing placement

Performance Goal

Performance Goal Area:	Read to Succeed: Student Outcomes					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2021, 100% of CCHS students will read well enough to enter the college or career of their choice following high school graduation.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
The number of students entering post secondary education and the work force.	60%	Projected Data: 65%	70%	80%	90%	100%
		Actual Data: 68%				

Action Plan

Strategy #1: Students will participate in college and career readiness preparation activities.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Students will participate in college and career readiness preparation activities.	2016-2021	Guidance Administration Teachers Media Specialist	\$1500.00	District Federal	Sign in sheets College Entrance Exam Reports
2. Tenth and eleventh grade students will participate in ACT/Work Keys preparation courses.	2016-2021	ACT/Work Keys instructor Guidance Administration	Teacher salary	District	Student grades Test score results

Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2021, 100% of parents will participate in academic conferences and school based activities.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
Parent Participation	95%	Projected Data: 96%	97%	98%	99%	100%
		Actual Data: 96.2%				

Action Plan

Strategy #1: Increase parental involvement at the school.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Communicate with parents using a monthly newsletter, brochures, progress reports, interim reports, report cards, parent/teacher conferences, parent grade level nights, annual school report to the community, school websites, teacher websites, Parent School Compact, Literacy Celebrations, Power School Parent Portal, Remind, emails, and telephone calls.	2016-2021	Administrators Guidance Teachers Staff	\$2500.00	Title 1	Copies of Correspondence
2. Continue Parent Nights: Grade Level, EOC, Open House, Senior Night, IGP Conferences, and Rising Freshman Orientation	2016-2021	Administrators Guidance Teachers	\$1000.00	Title 1	Sign in sheets
3. Continue to promote the Community Resource Center which provides parenting support materials.	2016-2021	Administrators Guidance JFanning	na	na	sign in sheets

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2021, 100% of students taking EOCEP examinations will score at least 70%					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
English I	53.1%	Projected Data: 64.5%	70%	80%	90%	100%
		Actual Data: 46.6%				
Algebra I	78.5%	Projected Data: 80%	85%	90%	95%	100%
		Actual Data: 75%				
US History	41.1%	Projected Data: 64.5%	70%	80%	90%	100%
		Actual Data: 46.3%				
Biology	59.0%	Projected Data: 64.5%	70%	80%	90%	100%
		Actual Data: 56.6%				

Action Plan

Strategy #1: Scores for EOCEP will increase as the result of additional academic assistance, computer assisted instruction, and academic achievement recognition.

<p style="text-align: center;">Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation based research, innovation initiatives etc.)</p>	<p style="text-align: center;">Timeline Start/End Dates</p>	<p style="text-align: center;">People Responsible</p>	<p style="text-align: center;">Estimated Cost</p>	<p style="text-align: center;">Funding Source</p>	<p style="text-align: center;">Indicators of Implementation</p>
<p>1. Provide lunch time, after school, and Saturday tutoring sessions for all students needing additional/individual academic assistance.</p>	<p>2016-2021</p>	<p>Administration Teachers Guidance</p>	<p>na</p>	<p>na</p>	<p>Data Test grades Interim reports Report Cards</p>
<p>2. Provide computer assisted instructional programs and teacher generated credit recovery.</p>	<p>2016-2021</p>	<p>Administration Guidance Teachers</p>	<p>na</p>	<p>na</p>	<p>Computer generated documentation from Achieve 3000, APEX, IXL, ect.</p>
<p>3. Continue special incentives for students scoring 100% on the test.</p>	<p>2016-2021</p>	<p>Administration</p>	<p>500.00</p>	<p>District</p>	<p>EOCEP test scores</p>
<p>4. Continue an after-school homework program for high school students</p>	<p>2016-2021</p>	<p>Administration Guidance Teachers</p>	<p>15,000.00</p>	<p>District</p>	<p>Sign in sheets Classroom performance data</p>
<p>5. Provide benchmark assessments to assess students' strengths and weaknesses related to the EOCEP</p>	<p>2016-2021</p>	<p>C.Johnson J. Gilchrist</p>	<p>25,000</p>	<p>Title I</p>	<p>Data analysis of student performance on EOCEP exam</p>
<p>6. Provide Test prep sessions during advisement.</p>	<p>2016-2021</p>	<p>Administration Guidance Teachers</p>	<p>na</p>	<p>na</p>	<p>Rosters Test Schedules</p>

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2021, 100% of the students taking the ACT/SAT will score at or above the State average					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
ACT	17.1	Projected Data: 18	19	20	21	22
		Actual Data: 18.1%				
SAT	852	Projected Data: 950	955	960	965	978
		Actual Data: 900				

Action Plan

Strategy #1: Continue to incorporate a comprehensive ACT/SAT improvement					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Incorporate sample SAT/ACT questions and/or word of the day into the daily ELA and math lessons.	2016-2021	Administration ELA Teachers Math Teachers	na	na	ACT/SAT
2. Provide SAT/ACT prep workshops for registered test-takers before test administration. On in the spring and one in the fall	2016-2021	C. Murdaugh Guidance Administration	3,000.00	District	ACT/SAT scores sign in sheets
3. Submit an application to become an SAT/ACT official testing site	2016-2021	C. Johnson Guidance	na	na	Listed as an official test site in the ACT/SAT manuals
4. Offer Gold Card incentives to students scoring at least 1000 on the SAT and 21 on the ACT	2016-2021	C. Johnson Guidance	na	na	Number of God Cards issued ACT/SAT tests score rosters
5. Offer Gold Card incentives to students scoring at least 1000 on the SAT and 21 on the ACT	2016-2021	C. Johnson Guidance	na	na	Number of God Cards issued ACT/SAT tests score rosters
6. Administer the PLAN to all tenth graders and the PSAT to selected tenth graders in preparation for SAT/ACT.	2016-2021	Administration Guidance	1,000.00	District	Test rosters Test scores

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2021, 100% of the students will pass all State required exams before graduation.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
Graduation Rate	92%	Projected Data: 94%	96%	97%	98%	100%
		Actual Data: 91.9%				

Action Plan

Strategy #1: The attendance and retention rate will increase for all students					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Continue a school wide mentoring program through Advisor/Advisee Program	2016-2021	Administration Guidance	na	na	Rosters Schedules of meetings
2. Maintain an Intervention Team for at-risk students	2016-2021	Administration Guidance Teachers	na	na	Team minutes and referrals
3. Continue the In-School Suspension Program	2016-2021	Administration In-School Coordinator	30,000	District	Sign in sheets Discipline data
4. Continue credit recovery, content recovery, and attendance make up.	2016-2021	Administration	na	na	Attendance Documentation Grades Progress Reports

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2021, 100% professional development strategies will be designed to increase the overall academic reading performance of students.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
Professional Development	75%	Projected Data: 80%	85%	90%	95%	100%
		Actual Data: 80%				

Action Plan

Strategy #1: We will provide professional development opportunities to improve instruction.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Continue to incorporate the 10 Key Practices of High Schools that Work.	2016-2021	C.Johnson J.Gilchrist C.Mack Guidance Teachers Staff	na	na	Lesson Plans Classroom Observations
2. Continue Data Analysis Workshops.	2016-2021	C. Johnson J.Gilchrist	\$100.00	District	Assessment data Sign in sheets Agenda
3. Conduct Professional Development Sessions related to Best Practices in High Schools including higher order thinking skills, assessment, lesson planning, questioning techniques, and infusing technology.	2016-2021	C.Murdaugh J.Sexton C.Johnson J.Gilchrist J. Fanning Teachers	na	na	Classroom Observations Meeting notes Agendas Sign in sheets
4. Provide a workshop to provide teachers strategies in meeting the needs of students of poverty.	2016-2021	C.Johnson J.Gilchrist	na	na	Sign in sheets Agendas
5. Utilize EVASS to store, retrieve, and dis-aggregate testing data.	2016-2021	C. Johnson J. Gilchrist C.Mack	na	na	Data
6. Provide Professional Development related to the Google Chromebook initiative in order to effectively infuse technology into instruction.	2016-2021	J.Sexton C.Johnson J.Gilchrist Teachers	\$5000.00	District	Classroom Observations Student Test Data



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

- Lenses of Assessment**
- A Comprehensive System of Assessment
- Summative Assessment
ACT, Work Keys, End of Course, ASVAB, Accuplacer, CASE 21
 - Formative Assessment
Star Reading, Achieve 3000
 - Data Teams
 - Collecting Data, Analyzing, Establishing Goals and Look-fors, Creating Action Plans
 - Documentation of Data

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
A1. Teachers use a comprehensive formative assessment system.			X	Anecdotal Notes, Sample Writings, Writing about Reading, Note-taking Samples, Data Books, PLC's, Benchmark Analysis, Individual Assessment, Achieve 3000, Quarterly Reports, Learning Differences Documentation to include IEPs, 504s, and SLO's
A2. Teachers make instructional decisions for students based on data.			X	
A3. Teachers work together in teams to collect and analyze data, establish goals and look-fors for students, and create action plans for students			X	
A4. Teachers collect and analyze data to determine targeted, effective in-class intervention.			X	



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B. This school provides supplemental instruction by teachers who have a literacy teacher add-on endorsement and is offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both.

Lenses of Assessment
 Assessing for Supplemental Instruction

- Reading Process
- Small Group and Individual

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
B1. Teachers notice, teach, and prompt for use of strategic reading behaviors.				Additional Personnel is needed to implement item B. of the Reflection.
B2. Teachers and students collaborate to set measurable short term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished.				
B3. Teachers provide targeted, effective in-class intervention which -must provide individual and small-group instruction; and -must be 30 minutes in addition to 90 minutes of daily reading and writing instruction.				



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C. This school utilizes a system for helping parents understand how they can support the student as a reader at home.				
Lenses of Assessment				
Assessing for Family Support of Literacy Development				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
C1. Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters.			x	Agendas from parent nights, Sign-in Sheets from parent nights, Newsletters, Grade Level nights, Reading Rewards Program, IGP's, Parent Contact Documentation, Remind, SIC minutes



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D. This school provides for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.				
Lenses of Assessment				
Assessing for Research-Based Instructional Practices:				
<ul style="list-style-type: none"> • Standards: South Carolina College and Career Ready Standards • Achieve 3000 				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
D1. Teachers ensure that instruction is short and focused so that students practice new behaviors and processes by reading and writing authentic texts for the majority of the instructional time.			X	Teacher Observations, Schedules, Lesson Plans, Achieve 3000, TDA documentation, Review/Revise student reflections and analysis
D2. Teachers monitor student engagement in reading and writing and use this data to confer with students.			X	
D3. Teachers use Shared Reading Experiences (literary texts and informational texts) and Shared Writing to scaffold student success and build fluency.			X	
D4. Teachers use shared writing experiences to scaffold student success and build fluency.			X	



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D. This school provides for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data. (continued)				
Lenses of Assessment				
Assessing for Research-Based Instructional Practices:				
<ul style="list-style-type: none"> • Standards: South Carolina College and Career Ready Standards • Achieve 3000 				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
D5. Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using challenging texts.			X	Teacher Observations, Schedules, Lesson Plans, Achieve 3000, TDA documentation, Review/Revise student reflections and analysis
D6. Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, speaking, and inquiring.			X	
D7. Teachers provide opportunities for students to develop deep conceptual knowledge in a discipline by using the habits of reading, writing, talking, and thinking, which that discipline values and uses. (McConachie et.al, 2006)			X	



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D. This school provides for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data. (continued)				
Lenses of Assessment Assessing for Research-Based Instructional Practices: <ul style="list-style-type: none"> • Integration of Disciplinary Literacy Standards: South Carolina College and Career Ready Standards, Achieve 3000				
	Rarely	Sometimes	Routinely	
D8. Teachers use the South Carolina College and Career Ready Standards when planning instruction.			X	



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

Lenses of Assessment
 Assessing for Reading Engagement:

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

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
E1. Teachers provide students choice in what they read, write, and research.			X	Student Engagement Inventories, Schedules, Book Inventories, Library Collection data, e-books for every area of instruction, media correspondence to faculty, students, etc., collection is aligned to the curriculum
E2. The teachers monitor reading and writing engagement and use that data to conference with students when needed to increase reading and writing volume.			X	
E3. Teachers reflect on and eliminate activities that interfere with text reading and writing.			X	
E4. Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time.			X	
E5. Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms.			X	



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F. This school provides teacher and administrator training in reading and writing instruction.				
Lenses of Assessment				
Assessing for Professional Development				
<ul style="list-style-type: none"> • Literacy Competencies for Middle and Secondary Teachers • Literacy Competencies for Administrators • South Carolina College and Career Ready Standards • Standards for Professional Learning 				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
F1. Teachers participate in professional learning opportunities based on data through <ul style="list-style-type: none"> ○ Study groups ○ Collaboration with school coach ○ Book clubs ○ Teacher action research ○ Collaborative planning ○ Peer coaching 			x	Agendas, Sign-in Sheets, Professional Reading Logs, Written Reflections of Practice Action Research Notes, Lesson Plans, PLC's
F2. Administrators participate in professional learning opportunities within and outside the school based on personal needs and/or school-wide data: <ul style="list-style-type: none"> ○ Study groups ○ Collaboration with school coach ○ Book Clubs 		x		



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G. This school develops strategically planned partnerships with county libraries, state and local arts organizations, volunteers, social service organizations, community partners and school media specialists to promote reading and writing.				
Lenses of Assessment Assessing for Literacy Partnerships				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
G1. Teachers and/or schools participate in strategically planned and developed partnerships in order to promote reading and writing. <ul style="list-style-type: none"> • County libraries are used to increase the volume of reading in the community over the summer • State and local arts organizations • Volunteers • Social service organizations • School media specialists 			X	Sign-in Logs, Plans for the Partnerships, Acknowledgement of the Partnerships, Documentation of Actions, Record of Programs Libraries Offer, Board Presentations, Public Announcements, CATE Advisory Board Meeting agendas and minutes, SIC, OC Tech Advisory Meeting minutes and agendas
G2. Specific actions are taken to foster partnerships.			X	



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H. This school embeds practices reflective of an exemplary literacy-rich environment.				
Lenses of Assessment				
Assessing for Inquiry-based Learning: <ul style="list-style-type: none"> • Immersion, Investigation, Coalescing, Going Public • Read Aloud/Shared Reading • Independent reading, writing, researching • South Carolina College and Career Ready Standards for Inquiry • Profile of the South Carolina Graduate 				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
H1. Teachers use predictable structures (Immersion, Investigation, Coalescing, and Going Public) so that students construct knowledge by reading and writing authentic texts for a majority of the instructional time.	X			
H2. Teachers integrate content-specific reading, writing, and researching into ELA in order to provide the authentic experiences necessary to become more proficient researchers and readers and writers.	X			
H3. Teachers provide large blocks of time for instruction and practice in order for students to sustain work on reading, writing, and	X			



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Assessing for Inquiry-based Learning:				
<ul style="list-style-type: none"> • Immersion, Investigation, Coalescing, Going Public • Read Aloud/Shared Reading • Independent reading, writing, researching • South Carolina College and Career Ready Standards for Inquiry • Profile of the South Carolina Graduate 				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
researching.				
H4. Teachers ensure texts and materials are organized and easily accessible by students.		X		Lesson plans, Google classroom
H5. Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms.		X		Achieve 3000, ebooks, media resources
H6. Teachers prominently display artifacts reflective of student learning.		X		



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Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none">• Saints Success offers students the opportunity to improve reading, writing, and comprehension.• Achieve 3000 provides reading lexiles and reading levels to support efforts toward college and career readiness.• The district is committed to support reading at the high school level.• Teachers empower students to be accountable for their own learning through innovative instructional practices.• Professional Learning Communities support improvement in student learning.• One-to one technology has been implemented to provide continuous access to materials designed to prepare students for college and careers.• Parents participate in school initiatives at highest levels of involvement.	<ul style="list-style-type: none">• Offer a Reading course through the SC Department of Education to provide a reading endorsement for every classroom teacher.• Add personnel to support students whose reading level is not college or career ready.

Goals and Action Steps Based on Analysis of Data



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Goal #1: By August 2017, CCHS will add an additional teacher to work with students to ensure that 100% meet the 1070 Level Set goal.	Action Steps: District approval of position Interview for position Orient hire for instruction to begin in August 2017 Administer Level Set Place students
Goal #2: By 2021, 100% of CCHS teachers will earn the add-on reading endorsement to their professional certificate.	Action Steps: District Approval and Support to initiate the course Begin course as a part of PLC's in August 2017.
Goal #3:	Action Steps:

References

McConachie, S., Hall, M., Resnick, L., Ravi, A.K., Bill, V.L., Bintz, J., & Taylor, J.A. (2006, October). Task, text, and talk. *Educational Leadership*, 64(2),8-14.