SCHOOL RENEWAL PLANS
COVER PAGE (Required)

School Name___Georgetown HS_____ School Telephone(843)546-8516 __

School Address   2500 Anthuan Maybank Dr.

Georgetown, SC 29440

District Contact__Dr. Diane Wingate_____ Telephone(843) 436-7156

E-mail dwingate@gcsd.k12.sc.us

Assurances

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

Required Printed Names and Signatures

Chairperson, Board of Trustees

Mr. Jim Dumm_____

| Printed Name | Signature | Date |

Superintendent

Dr. H. Randall Dozier_____

| Printed Name | Signature | Date |

School Principal

Mr. R. Craig Evans_____

| Printed Name | Signature | Date |

Chairperson, School Improvement Council

Mrs. Teressa Harrington_____

| Printed Name | Signature | Date |

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLANS
(Mandated Component)

List the names of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

	Position	Name
	Position	**Name**
1.	**Principal**	**Mr. R. Craig Evans**
2.	**Teachers**	**Mr. Robert Scott, Mrs. Kristen Altman, and Mr. Tripp Hartley**
3.	**Parent/Guardian**	**Ms. Janet Reown**
4.	**Community Member**	**Ms. Amy Brandon**
5.	**School Improvement Council**	**Mrs. Teressa Harrington**

6. **Others*** (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

Position	Name
Assistant Principal	**Alicia Johnson**
Media Specialist	**Bob Raven**
Science Department Chair	**Ivy Grayson**
Career and Technology Chair	**Darlene Nesbitt**
Guidance Department Chair	**Kim Finley**
NJROTC	**Capt. Carradean Brown**
Math Department Chair	**Nikki Davis-Greene**
Physical Education Department Chair	**Mike Ward**
Foreign Language/Fine Arts Department Chair	**Joey Smith**
Special Education Department Chair	**Holly Fesperman**
Social Studies Department Chair	**Dr. Larry Gates**

*   **REMINDER: If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.**

ASSURANCES FOR SCHOOL RENEWAL PLANS
(Mandated Component)

Act 135 Assurances

Assurances, checked and signed by the principal, attest that the district complies with all applicable Act 135 requirements.

☐   **<u>Academic Assistance, PreK–3</u>**
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).

☒   **<u>Academic Assistance, Grades 4–12</u>**
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).

☒   **<u>Parent Involvement</u>**
The school encourages and assists parents in becoming more involved in their children's education. Some examples of parent 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.

☒   **<u>Staff Development</u>**
The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the 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*.

☒   **<u>Technology</u>**
The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

☒   **<u>Innovation</u>**
The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

☐   **<u>Recruitment</u>**
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): Educational level of parent below high school graduation, 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.

☒   **<u>Collaboration</u>**
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).

☒   **<u>Developmental Screening</u>**
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.

☐   **<u>Half-Day Child Development</u>**
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, although they may be housed at locations with other grade levels or completely separate from schools.

☐ **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.

☐ **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 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-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover form dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

☒ **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.

_____   _____
Signature of Superintendent   Date

_____   _____
Signature of Principal   Date

TABLE OF CONTENTS (Mandated Component)

Include a table of contents to ensure inclusion of all required elements.

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS
(Mandated Component)

Georgetown High School is located in Georgetown, SC, and is one of the four public high schools in Georgetown County School District. The facility, located on Anthuan Maybank Drive, barely a mile from historic downtown Georgetown, is comprised of two major complexes. The high school building was completed in 1985 and replaced Winyah High School and Howard High School. Georgetown Career Center, opened in January of 1983, is connected to the high school building by walkways and a patio area. In 1994, the two institutions became integrated and formed Georgetown Comprehensive High School.
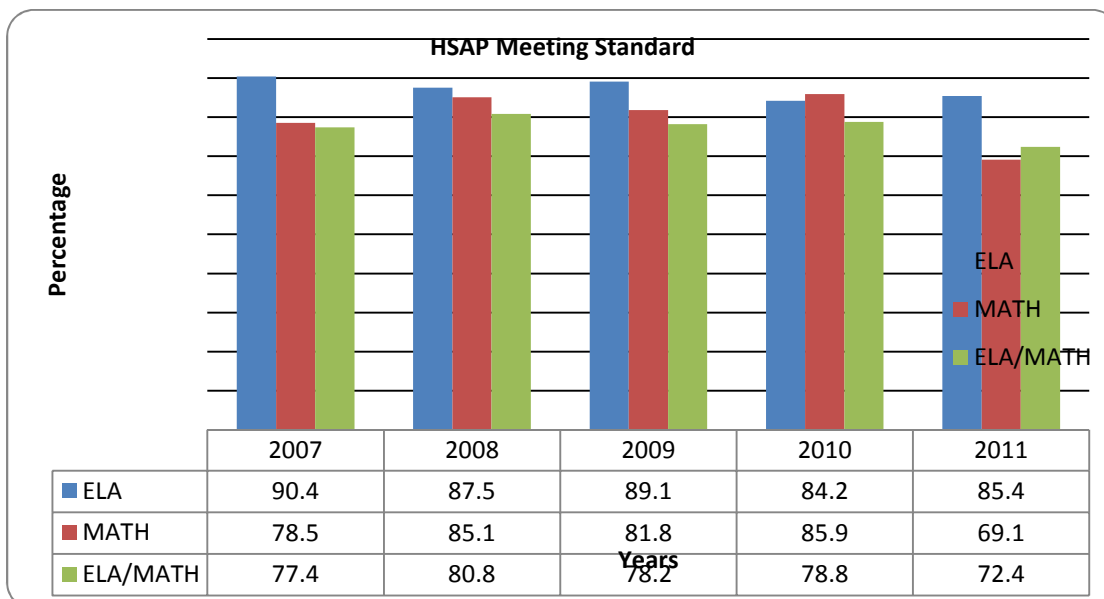
Currently, Georgetown High School serves 962 students in grades 9-12. Of those students, 49.9% are African-American, 3.4% are Hispanic, and 45.4% are Caucasian. At Georgetown High School, 64% of the students are on free or reduced lunch.   Seventeen percent of our students are in the Gifted and Talented Program whereas 14% are served by the Special Education Department.

In order to create a Strategic Plan, several sources of data were analyzed:
- The State of South Carolina Annual School Report Card
- Annual School Report Card Student Survey Responses
- Annual School Report Card Parent Survey Responses
- Annual School Report Card Teacher Survey Responses

The student performance data collected for the profile includes a summary of students' performances on district, state, and national level assessments. Data has been collected and analyzed for the High School Assessment Program (HSAP) exam and End-of-Course (EOC) tests. The State of South Carolina Annual School Report Card data is based on test scores, attendance, and graduation rates of students in grades nine through twelve. HSAP exam scores are based on how students perform on two subtests—reading and math. EOC tests are given for Algebra I/Algebra IB, English I, Biology, and US History.

From this information we were able to develop goals for increasing the percentage of students passing both parts of HSAP the first time and EOC tests and increasing the graduation rate. In addition, we are placing an emphasis on increasing the number of students who score Levels 3 or 4 on HSAP and the number of special education students passing HSAP.

HSAP Meeting Standard

	2007	2008	2009	2010	2011
ELA	90.4	87.5	89.1	84.2	85.4
MATH	78.5	85.1	81.8	85.9	69.1
ELA/MATH	77.4	80.8	78.2	78.8	72.4

HSAP Level 3 or Above

	2007	2008	2009	2010	2011
■ ELA	54.4	48.2	48	42.3	48.5
■ MATH	41.5	41.2	44.5	43.2	36.4

Years

Georgetown High School
End of Course - Passage Rates
2008-2011
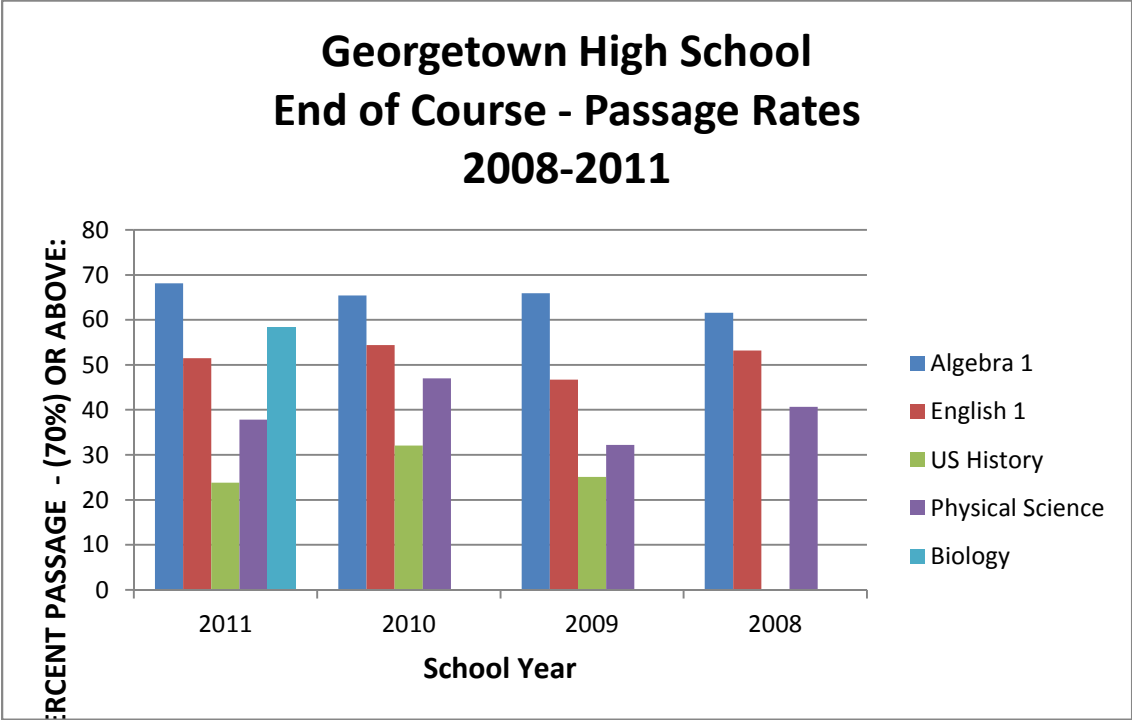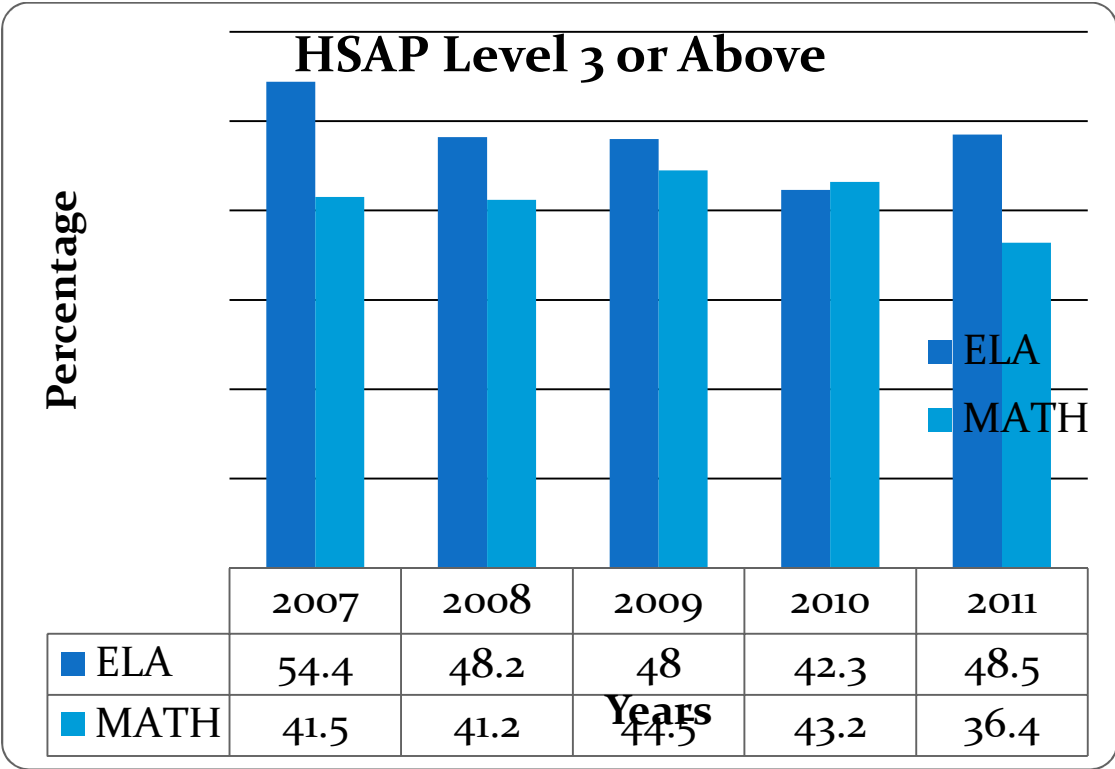
The survey of students revealed that they are generally satisfied with the learning environment, the social and physical environment, and with school-home relations. A survey of parents revealed that they are satisfied with the learning environment and school-home relations but only marginally satisfied with the social and physical environment. The teacher survey responses revealed that teachers are generally satisfied with the learning environment and the social and physical environment while only marginally satisfied with school-home relations.

DISTRICT=Georgetown ID=2201004   SCHOOL NAME=Georgetown High   GRADE=11

	QUESTION	% DISAGREE	% MOSTLY DISAGREE	% MOSTLY AGREE	% AGREE	N
1	My classes are challenging (not too easy; they make me think).	6.5	11.4	46.7	35.3	184
2	My teachers want me to understand what I am learning, not just remember facts.	3.8	8.2	47.8	40.2	184
3	My teachers expect students to learn.	2.7	7.7	35.2	54.4	182
4	My teachers expect students to behave.	2.7	3.8	35.0	58.5	183
5	My teachers spend enough time helping me learn.	11.5	16.9	43.7	27.9	183
6	My teachers help students when they do not understand something.	5.0	12.7	47.5	34.8	181
7	My teachers do a good job teaching me mathematics.	4.9	10.9	35.9	48.4	184
8	My teachers do a good job teaching me English language arts.	4.9	5.4	36.4	53.3	184
9	My teachers give tests on what I learn in class.	3.3	5.5	34.4	56.8	183
10	My teachers give homework assignments that help me learn better.	9.3	14.8	43.2	32.8	183
11	My classes are interesting and fun.	25.7	29.0	32.8	12.6	183
12	Students at my school believe they can do good work.	16.6	28.7	39.8	14.9	181
13	My teachers praise students when they do good work.	17.2	20.0	41.1	21.7	180
14	Work done by students can be seen on the walls of my school.	13.3	17.8	39.4	29.4	180
15	The textbooks and workbooks I use at my school really help me to learn.	15.5	31.5	34.3	18.8	181
16	The media center at my school has a good selection of books.	9.9	9.4	44.8	35.9	181
17	I use computers and other technology at my school to help me learn.	10.4	17.0	34.1	38.5	182
18	I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	20.9	19.8	39.6	19.8	182
19	The grounds around my school are kept clean.	15.3	19.1	47.0	18.6	183
20	The hallways at my school are kept clean.	9.3	15.4	50.0	25.3	182
21	The bathrooms at my school are kept clean.	56.8	29.0	9.8	4.4	183
22	Broken things at my school get fixed.	28.3	33.2	25.5	13.0	184
23	There is enough room for students to learn at my school.	7.7	13.7	48.1	30.6	183
24	Students at my school behave well in class.	35.9	32.6	23.4	8.2	184
25	Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	29.5	32.2	29.0	9.3	183
26	Students at my school know the rules and what happens when students break the rules.	6.5	15.2	31.0	47.3	184
27	The rules about how students should behave in my school are fair.	12.0	23.4	34.8	29.9	184
28	The rules for behavior are enforced at my school.	4.3	12.5	38.0	45.1	184
29	I feel safe at my school before and after school hours.	8.7	9.8	39.7	41.8	184
30	I feel safe at my school during the school day.	4.9	8.2	41.3	45.7	184
31	I feel safe going to or coming from my school.	4.3	4.9	34.8	56.0	184
32	Students from different backgrounds get along well at my school.	16.4	17.5	41.5	24.6	183
33	Teachers and students get along well with each other at my school.	17.6	26.4	36.3	19.8	182

Georgetown   2201004   Georgetown High

	PLEASE MARK HOW MUCH YOU AGREE OR DISAGREE WITH THE FOLLOWING	% STRONGLY DISAGREE	% DISAGREE	% AGREE	% STRONGLY AGREE	% DONT KNOW	N
1	My child's teachers give homework that helps my child learn.	0.0	4.2	50.0	37.5	8.3	24
2	My child's school has high expectations for student learning.	0.0	12.0	44.0	36.0	8.0	25
3	My child's teachers encourage my child to learn.	0.0	4.0	64.0	24.0	8.0	25
4	My child's teachers provide extra help when my child needs it.	4.3	21.7	47.8	26.1	0.0	23
5	I AM SATISFIED WITH THE LEARNING ENVIRONMENT AT MY CHILD'S SCHOOL.	4.0	28.0	40.0	24.0	4.0	25
6	My child's teachers contact me to say good things about my child.	20.8	45.8	16.7	16.7	0.0	24
7	My child's teachers tell me how I can help my child learn.	12.0	48.0	24.0	16.0	0.0	25
8	My child's teachers invite me to visit my child's classrooms during the school day.	16.7	41.7	20.8	16.7	4.2	24
9	My child's school returns my phone calls or e-mails promptly.	4.2	8.3	54.2	29.2	4.2	24
10	My child's school includes me in decision-making.	0.0	21.7	60.9	17.4	0.0	23
11	My child's school gives me information about what my child should be learning in school.	0.0	28.0	48.0	24.0	0.0	25
12	My child's school considers changes based on what parents say.	8.0	12.0	56.0	8.0	16.0	25
13	My child's school schedules activities at times that I can attend.	4.2	25.0	50.0	16.7	4.2	24
14	My child's school treats all students fairly.	4.2	29.2	20.8	20.8	25.0	24
15	The principal at my child's school is available and welcoming.	4.0	4.0	44.0	48.0	0.0	25
16	I AM SATISFIED WITH HOME-SCHOOL RELATIONS AT MY CHILD'S SCHOOL.	0.0	24.0	52.0	24.0	0.0	25
17	My child's school is kept neat and clean.	4.0	12.0	60.0	20.0	4.0	25
18	My child feels safe at school.	0.0	12.0	68.0	16.0	4.0	25
19	My child's teachers care about my child as an individual.	0.0	12.0	56.0	16.0	16.0	25
20	Students at my child's school are well-behaved.	16.0	24.0	24.0	4.0	32.0	25
21	I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY CHILD'S SCHOOL.	8.0	28.0	40.0	12.0	12.0	25

	PLEASE TELL US IF YOU DO THE FOLLOWING	% I DO THIS	% I DONT DO BUT WOULD LIKE TO	% I DONT DO & I DONT CARE TO	% ACTIVITY NOT OFFERED	N
22	Attend Open Houses or parent-teacher conferences.	76.0	24.0	0.0	0.0	25
23	Attend student programs or performances.	80.0	20.0	0.0	0.0	25
24	Volunteer for the school (bake cookies, help in office, help with school fund raising, etc.)	41.7	45.8	12.5	0.0	24
25	Go on trips with my child's school (out of town band contest, field trip to the museum, etc.)	26.1	39.1	17.4	17.4	23
26	Participate in School Improvement Council meetings.	20.8	50.0	12.5	16.7	24
27	Participate in Parent-Teacher-Student Organizations (PTA, PTO, etc.)	50.0	29.2	16.7	4.2	24
28	Participate in school committees (textbook committee, spring carnival committee, etc.)	16.0	44.0	32.0	8.0	25
29	Attend parent workshops (how to help my child with school work, how to talk to my	52.2	21.7	13.0	13.0	23

DISTRICT=Georgetown   ID=2201004   SCHOOL NAME=Georgetown High

	QUESTION	% DISAGREE	% MOSTLY DISAGREE	% MOSTLY AGREE	% AGREE	% DONT KNOW	N
1	My school provides challenging instructional programs for students.	1.2	3.7	27.2	67.9	0.0	81
2	Teachers at my school effectively implement the State Curriculum Standards.	0.0	0.0	23.5	75.3	1.2	81
3	Teachers at my school focus instruction on understanding, not just memorizing facts.	1.2	1.2	28.4	69.1	0.0	81
4	Teachers at my school have high expectations for students' learning.	4.9	3.7	29.6	61.7	0.0	81
5	There is a sufficient amount of classroom time allocated to instruction in essential skills.	0.0	7.4	24.7	67.9	0.0	81
6	Student assessment information is effectively used by teachers to plan instruction.	1.2	7.4	25.9	65.4	0.0	81
7	Effective instructional strategies are used to meet the needs of low achieving students.	1.2	9.9	27.2	61.7	0.0	81
8	My school offers effective programs for students with disabilities.	1.3	3.8	21.3	72.5	1.3	80
9	Instructional strategies are used to meet the needs of academically gifted students.	3.7	1.2	21.0	71.6	2.5	81
10	The level of teacher and staff morale is high at my school.	19.8	13.6	22.2	44.4	0.0	81
11	Teachers respect each other at my school.	3.7	3.7	25.9	66.7	0.0	81
12	Teachers at my school are recognized and appreciated for good work.	7.4	14.8	27.2	50.6	0.0	81
13	Students at my school are motivated and interested in learning.	9.9	18.5	24.7	46.9	0.0	81
14	There are sufficient materials and supplies available for classroom and instructional use.	6.2	12.3	30.9	50.6	0.0	81
15	Our school has a good selection of library and media material.	0.0	1.2	34.6	63.0	1.2	81
16	Our school has sufficient computers for instructional use.	4.9	13.6	27.2	54.3	0.0	81
17	Computers are used effectively for instruction at my school.	2.5	7.4	32.1	58.0	0.0	81
18	There are relevant professional development opportunities offered to teachers at my school.	3.7	12.3	23.5	60.5	0.0	81
19	The school administration communicates clear instructional goals for the school.	3.7	9.9	21.0	65.4	0.0	81
20	The school administration sets high standards for students.	6.2	8.6	19.8	65.4	0.0	81
21	The school administration has high expectations for teacher performance.	1.3	3.8	18.8	76.3	0.0	80
22	The school administration provides effective instructional leadership.	8.6	12.3	22.2	56.8	0.0	81
23	Student assessment information is used to set goals and plan programs for my school.	6.3	2.5	27.8	63.3	0.0	79
24	Teacher evaluation at my school focuses on instructional improvement.	8.6	9.9	24.7	56.8	0.0	81
25	School administrators visit classrooms to observe instruction.	11.3	12.5	18.8	57.5	0.0	80
26	The school administration arranges for collaborative planning and decision making.	7.4	6.2	21.0	65.4	0.0	81
27	I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	7.4	17.3	25.9	49.4	0.0	81
28	The grounds around my school are kept clean.	4.9	2.5	32.1	60.5	0.0	81
29	The hallways at my school are kept clean.	0.0	3.7	40.7	55.6	0.0	81
30	The bathrooms at my school are kept clean.	11.1	14.8	33.3	40.7	0.0	81
31	The school building is maintained well and repaired when needed.	7.4	16.0	33.3	43.2	0.0	81
32	There is sufficient space for instructional programs at my school.	1.2	3.7	30.9	64.2	0.0	81
33	Students at my school behave well in class.	11.3	22.5	35.0	31.3	0.0	80

MISSION, VISION, VALUES, AND BELIEFS (Optional)

THE MISSION OF GEORGETOWN HIGH SCHOOL

The mission of Georgetown High School, in cooperation with the home and community, is to provide educational opportunities for lifelong learning and for ethical, productive participation in a democratic society and the global community.

BELIEFS OF GEORGETOWN HIGH SCHOOL

1. Learning is a lifelong process.
2. Learning is more meaningful when it is relevant.
3. Each individual has self-worth, dignity, and rights that should be respected by all.
4. A safe and physically comfortable environment promotes student learning.
5. A diversified curriculum with extracurricular activities is important to the development of the total individual.
6. Everyone has the right to develop his/her full potential.
7. Everyone has the right to the opportunity for an education.
8. Students achieve better when they have positive self-esteem.
9. Cultural diversity enhances our learning environment.
10. Meeting essential human needs is vital to reaching one's potential.
11. Everyone can learn but at different rates and through different styles.
12. Positive role models are important.
13. Students learn best when they have appropriate opportunities for success.
14. High expectations challenge students to reach their potential.
15. Public education can promote good character.
16. Students have the opportunity to develop pride in personal appearance and behavior.
17. Education is the shared responsibility of home, school, and community.
18. Using current technology is essential to prepare students for success in tomorrow's world.

SCHOOL RENEWAL PLAN FOR <u>2012-2012</u>
Performance Goal Area:

DATE: <u>March 2013</u>

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)   ☐
District Priority

PERFORMANCE GOAL: (desired result of student learning)	1.1 The HSAP passage rate for first time test takers will be 100% by 2016. 1.2 The Number of first time test takers on HSAP who score 3 or 4 will increase by 5 percentage points each year.
INTERIM PERFORMANCE GOAL:	1.1 The HSAP passage rate for Spring 2012 for first time test takers will be 79%. 1.2 The number of first time test takers on HSAP who scores 3 or 4 will be 53% in Spring 2012
DATA SOURCE(S):	HSAP Score Reports

OVERALL MEASURES:

	Average Baseline	2011	2012	2013*	2014*	2015*	2016*
1.1 **1.2** 3's or 4's		72.9% 48%	75.6% 41%	85% 58%	90% 63%	95% 68%	100% 73%

* Represents projections of improvement

The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2011-12 and ends in 2015-16.

ACTION PLAN					EVALUATION
STRATEGY 1: Increase the overall percentage of ELA students passing HSAP. <u>**Activity**</u>	<u>**Timeline Start/End Date**</u>	<u>**Person Responsible**</u>	<u>**Estimated Cost**</u>	<u>**Funding Source**</u>	<u>**Indicators of Implementation**</u>
USA Test Prep	September 2012 – April 2013	George Palmer	$1500 per year	Act 135	Class management system
APEX-ELA Foundations Course	September 2012 – April 2013	George Palmer		District	Diagnostic Test Results, Student Progress Reports
After school HSAP Prep Program	Sept. 2012 – Oct. 2012 Feb. 2013 – April 2013	Alicia Johnson, Sharon Gordon, and George Palmer	NA	NA	Lesson Plans, Attendance Logs
Provide incentives • T-shirts • READ Posters – Students who do not have fines or overdue books, are entered into a drawing each time a book is checked out; random drawing to determine who get a poster made of the student with his/her favorite book . • HSAP Achievement Party (reward for students passing both parts of HSAP on the first attempt)	March – May 2013 September 2012 – May 2013 October 2012	Ginger Duke Jean Power and Erica Johnson Alicia Johnson	$5 per shirt NA $1500	Community donations NA PAWS	Acquisition of shirts Posters on display in Media Center Pizza Party and prizes in the Student Center
Calling system: call parents to apprise of workshops, after school help, and dates of testing	September 2012 – April 2013	Alicia Johnson and Kim Finley	NA	District	Calls made

Use of assessments to formulate instruction • 8th grade PASS scores • MAP scores • End-of Course Scores • Learning Express Advantage	August 2012- June 2013	All English teachers	N/A	District	Score Reports and Lesson Plans
Reading and Writing Across the Curriculum –All departments will require students to write at least three times per week. These may be bell ringer activities or exit slips. Training will be provided to all teachers to help them feel more comfortable with writing strategies.	August 2012 – June 2013	Department Heads and Administration, Barbara Goggans	NA	NA	Student Journals, Lesson Plans, Classroom Observations, Staff Development Agendas

ACTION PLAN					EVALUATION
STRATEGY 2: Increase the overall percentage of math students passing HSAP **Activity**	**Timeline Start/End Date**	**Person Responsible**	**Estimated Cost**	**Funding Source** (academic assistance, innovation, retraining, categorical funding, etc.)	**Indicators of Implementation**
Teachers who have HSAP Prep courses will have common planning time.	May 2012- August 2012	Craig Evans, Alicia Johnson, Kim Finley, Nikki Davis-Greene	NA	NA	Master Schedule, Lesson Plans
HSAP "Problem of the Day" in all 9th and 10th grade Math classes	August 2012 – June 2013	All Math Teachers	NA	NA	Compilation of HSAP Problems, Lesson Plans, Classroom Observations, Student Notebooks
After School HSAP Prep Program	Sept. 2012 – Oct. 2012 Feb. 2013 – April 2013	Alicia Johnson, Nikki Davis-Greene, and Jean Pieterse	NA	NA	Lesson Plans, Attendance Logs
Use of assessments to formulate instruction • 8th grade PASS scores • MAP scores • End-of Course Scores • Learning Express Advantage	August 2012- June 2013	All Math teachers	N/A	District	Score Reports and Lesson Plans
Pizza Party for all active participants in HSAP Prep Program after school	May 2013	Nikki Davis-Greene and Jean Pieterse	$200	Donations	Attendance Logs and Pizza Party
Math Across the Curriculum – Teachers in all subject areas will be required to incorporate math in the curriculum when applicable. Staff development training will be offered to assist teachers with this endeavor.	August 2012- June 2013	Alicia Johnson, Department Heads, and Jeannette Johnson	NA	NA	Lesson Plans, Classroom Observations, Student Work

ACTION PLAN					EVALUATION
STRATEGY 3: Increase the overall percentage of SPED students passing HSAP **Activity** (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)	**Timeline Start/End Date**	**Person Responsible**	**Estimated Cost**	**Funding Source** (academic assistance, innovation, retraining, categorical funding, etc.)	**Indicators of Implementation**
Create a math workshop class for incoming freshman who have low math scores and have a recommendation from current math teacher.	June 2012	GMS Math teachers, guidance, resource teachers, math teachers	NA	District	Lesson plans
Every Friday, all 9th and 10th grade Math and English classes would set aside 30 minutes at the beginning of each class to review HSAP skills.	Aug 2012-June 2013	Alicia Johnson, Sharon Gordon, Nikki Davis-Greene, Holly Fesperman, English and Math teachers	NA	NA	Lesson plans, Classroom Observations
Group students into resource classes according to math/ELA PASS and MAP scores in order to create focus groups	June- July 2012	Alicia Johnson, Larry Odom, Holly Fesperman	NA	NA	Class Rosters, Score Reports
Inclusion in 9th and 10th grade English and Math classes	Aug 2012-June 2013	Craig Evans, Alicia Johnson, Kim Finley, Holly Fesperman	NA	NA	Master Schedule, Student Assessment Results
Special Education teachers will call home to ensure that the parents of their students know about the after school HSAP workshops. The special education teachers will track their students' attendance at the after school sessions.	Sept. 2012 – Oct. 2012 Feb. 2013 – April 2013	All Special Education Teachers	NA	NA	Attendance logs, Phone Logs

SCHOOL RENEWAL PLAN FOR <u>2012-2012</u>   **DATE: <u>March 2013</u>**

Performance Goal Area:

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)   ☐
District Priority

PERFORMANCE GOAL: (desired result of student learning)	The overall passing percentage of students taking state EOC's will be 100% by 2016.
INTERIM PERFORMANCE GOAL:	The overall passing percentage of students taking state EOC's will be 57% by 2012.
DATA SOURCE(S):	South Carolina School Report Card

OVERALL MEASURES:

Average Baseline	2011	2012	2013*	2014*	2015*	2016*
English 1 Algebra 1 Biology US History	46.9%	57.2%	69%	81%	91%	100%

* Represents projections of improvement

The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2011-12 and ends in 2015-16.

ACTION PLAN						EVALUATION
STRATEGY: Increase students passing rate on all state EOC's. **Activity** (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)	**Timeline Start/End Date**	**Person Responsible**	**Estimated Cost**	**Funding Source** (academic assistance, innovation, retraining, categorical funding, etc.)		**Indicators of Implementation**
English Activities						
USA Test Prep	September 2012-May 2013	George Palmer	$1500 per year	Act 135		Class management system
APEX Unit Recovery	September 2012-May 2013	George Palmer	NA	District		Diagnostic Tests, Student Progress Reports
EOC workbooks	September 2012-May 2013	Ginger Duke/Sharon Gordon	$10 per book	Act 135		Student work, Lesson Plans
Email/telephone parents with testing information and reviews	December 2012, May 2013	All English I Teachers	NA	NA		Phone logs, Email Documentation
Inclusion: special education teacher working with regular ed. ELA teacher to promote student proficiency.	August 2012-June 2013	Craig Evans, Alicia Johnson, Kim Finley	NA	NA		Master Schedule, Student assessments
Math Activities						
Math teachers who teach Algebra I and/or IB will give quarterly benchmarks and offer incentives for those students who make a B or higher. Incentive would be decided by the teacher.	August 2012-June 2013	Algebra I, IA, and IB Teachers	NA	NA		Benchmark results

Inclusion: special education teacher working with regular ed. Math teacher to promote student proficiency	August 2012-June 2013	Craig Evans, Alicia Johnson, Kim Finley	NA	NA	Master Schedule, Student assessments
Use of assessments to formulate instruction • 8th grade PASS scores • MAP scores • Learning Express Advantage	August 2012- June 2013	Algebra I, IA, and IB Teachers	N/A	District	Score Reports and Lesson Plans
Science Activities					
Provide afterschool study sessions to review Biology content	Dec./Jan. 2012-2013 and May 2013	All Biology teachers	NA	NA	Attendance logs
Make assessments cumulative so that students will not forget beginning content. This is applicable for teachers with district and state EOC's.	August 2012- June 2013	All science teachers	NA	NA	Teacher assessments, Assessment Results
Use of APEX for review of content in class and for at home practice	August 2012- June 2013	All science teachers	NA	NA	Teacher lesson plans, APEX usage reports
Participate in workshops provided by district with help of EOC test prep	August 2012-June 2013	All Biology EOC teachers/ Pam Vereen	Varies	District	Sign in sheet, Resources provided

Align assessments with state standards. Teach at understanding level of Bloom's Taxonomy. • List standards on all assessments. • Eliminate questions that allow for recall • Word questions as suggested by state websites • Mini-test question from the o-drive	August 2012- June 2013	All science teachers	NA	NA	Student Assessment Results
Use real world examples to connect student experience with content taught	August 2012- June 2013	All science teachers	NA	NA	KWL Charts, teacher lesson plans
At the beginning of each semester, each science teacher will have a unit to teach note taking skills (two column notes, word walls, etc.) and test taking strategies.	August 2012- June 2013	All science teachers	NA	NA	Lesson Plans, student notebooks, classroom observations.
Social Studies					
Improve critical thinking skills through writing and discussion by incorporating open response questions in lessons and using document based questions at least twice per week.	August 2012-June 2013	Larry Gates and all Social Studies teachers	NA	NA	Lesson Plans, Classroom Observations, improvement of responses as noted by instructor, improvement on benchmark and State US History EOC tests
Differentiate instruction by: • Socratic discussions • Use of persuasive essays • Use of graphic organizers • Use of primary documents for writing prompts • Use of web-based resources such as Edmodo, Socrative.com, etc.	August 2012-June 2013	Larry Gates and all Social Studies teachers	NA	NA	Lesson Plans, Classroom Observations, Samples of Student Work, improvement on benchmark and State US History EOC tests

SCHOOL RENEWAL PLAN FOR <u>2012-2012</u>   **DATE: <u>March 2013</u>**
Performance Goal Area:

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)   ☐
District Priority

PERFORMANCE GOAL: (desired result of student learning)	The percentage of on-time students graduating in four years will be 98% or higher by 2016.
INTERIM PERFORMANCE GOAL:	The percentage of on-time students graduating in 2012 will be 90% or higher by 2012.
DATA SOURCE(S):	South Carolina School Report Card.

OVERALL MEASURES:	**Average Baseline**	**2011**	**2012**	**2013***	**2014***	**2015***	**2016***
		87.3%	86.3	92%	94%	96.1%	98%
	* Represents projections of improvement						

The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2011-12 and ends in 2015-16.

ACTION PLAN					EVALUATION
STRATEGY: Increase the on-time graduation rate for all students. **Activity** (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)	**Timeline Start/End Date**	**Person Responsible**	**Estimated Cost**	**Funding Source** (academic assistance, innovation, retraining, categorical funding, etc.)	**Indicators of Implementation**
APEX Credit Recovery/ Summer School	August 2012 – June 2013	Alicia Johnson, Kim Finley, Leigh Owens, Larry Odom	NA	District	Student Progress Reports
Virtual School	June 2012 – August 2013	Kim Finley, Leigh Owens, Larry Odom	NA	State	Final Grade Reports from SCVSP
HSAP Remediation classes in ELA and Math for Students who do not pass HSAP	August 2012 – June 2013	Craig Evans, Alicia Johnson, Kim Finley	NA	NA	Master Schedule, HSAP Score Reports
Extended Day in all Subjects	August 2012 – June 2013	All Teachers	NA	District	Student Report Cards/Transcripts and Teacher Passing Percentages
IGP Conferences	Jan. 2013 – May 2013	Kim Finley, Leigh Owens, Larry Odom	NA	NA	IGP Conference Form with Parent and Student Signatures
Optional Education	Aug. 2012 – June 2013	District	NA	District	Student Report Cards/Transcripts
31 Mentoring Program	Aug. 2012 – June 2013	Todd Rodenbeck	NA	NA	Attendance and Academic Data from Participants

SCHOOL RENEWAL PLAN FOR <u>2012-2016</u>   **DATE:<u>March 2012</u>**
Performance Goal Area:

☐Student Achievement   ☒Teacher/Administrator Quality   ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)   ☐
District Priority

PERFORMANCE GOAL: (desired result of student learning)	All teachers will be technology proficient by 2016.
INTERIM PERFORMANCE GOAL:	Staff development for technology that features hands on training will be provided to teachers.
DATA SOURCE(S):	Technology Needs Assessment; Technology Proficiency Test; Staff Development Plan; Lesson Plans; Classroom Observation; Technology Meeting Minutes

OVERALL MEASURES:	**Average Baseline**	**2011***	**2012***	**2013***	**2014***	**2015***	**2016***
	Proficient	NA	65%	75%	85%	95%	100%
	Developing	NA	35%	25%	15%	5%	0%
	* Represents projections of improvement						

The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2011-11 and ends in 2015-16.

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ACTION PLAN					EVALUATION
STRATEGY 1: A technology facilitation team featuring at least one representative from each department will exist for the purpose of promoting technology in the school and ensuring that teachers have access to technology. **Activity** (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)	**Timeline Start/End Date**	**Person Responsible**	**Estimated Cost**	**Funding Source** (academic assistance, innovation, retraining, categorical funding, etc.)	**Indicators of Implementation**
1. Meet at least bi-monthly to discuss technology issues.	2012-2016	Alicia Johnson, Bob Raven	0	0	Minutes of meetings
2. Work with the district Technology Facilitation Team to, for example, update the district technology plan, provide input for technology hardware and software purchases, and provide input for other technology decisions.	2012-2016	Bob Raven, Jean Power, Jo Clark, Sharon Gordon, Urica Brown, Hank Wortley, Brian Sweeney, Tonya Todd, Lisa Archer, Alicia Johnson, Craig Evans	0	District Funds/Technology Funds/Act 135 Funds	Technology Needs Assessment Survey Results
3. Send two representatives to periodic district technology meetings.	2012-2016	Jo Clark, Bob Raven	0	0	Minutes of meetings
4. Initiate contact with school faculty, teams, and departments to ascertain needs and develop plans to meet the identified needs. Evaluate technology purchase requests before sending on to school principal and Procurement Department.	2012-2016	Bob Raven, Jean Power, Jo Clark, Sharon Gordon, Urica Brown, Hank Wortley, Brian Sweeney, Tonya Todd, Lisa Archer, Alicia Johnson, Craig Evans	Varies depending on technology need	District Funds/Technology Funds/Act 135 Funds	Technology Needs Assessment Results and Purchase Orders

ACTION PLAN					EVALUATION
STRATEGY 2: Develop a Plan for Technology Staff Development **Activity** (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)	**Timeline Start/End Date**	**Person Responsible**	**Estimated Cost**	**Funding Source** (academic assistance, innovation, retraining, categorical funding, etc.)	**Indicators of Implementation**
1. A core group of teachers will work with a district hired technology coach on a monthly basis.	August 2011 – June 2012	District	District	District	Lesson Plans and Classroom Observations
2. The core group of teachers will meet together to discuss and troubleshoot potential technical difficulties in implementing the strategies	Aug. 2012 – October 2013	Mary Ann Owens, Kristen Altman, Carolyn Allison, Sean Griffin, Virginia Duke, Jean Power, Bob Raven	NA	NA	Meeting Notes
3. The core group of teachers will meet together with the school technology person to troubleshoot solutions to potential problems.	Aug. 2012 – October 2013	Mary Ann Owens, Kristen Altman, Carolyn Allison, Sean Griffin, Virginia Duke, Jean Power, Bob Raven	NA	District/ACT 135	Meeting Notes, Emails, Technology Work Orders
4. Monthly technology staff development with teachers sharing innovative technology lesson plans with other teachers.	September 2012 – May 2013	Mary Ann Owens, Kristen Altman, Carolyn Allison, Sean Griffin, Virginia Duke, Jean Power, Bob Raven	NA	District/ACT 135	Staff Development Needs Survey, Technology Proficiency Results, Meeting Agendas and Minutes, Classroom Observations and Lesson Plans
5. Moviemaker Course will be offered at GHS for recertification credit to expose teachers to ways to use this software in their lessons.	June 2012	Alicia Johnson, James Morgan, Debbie Jarrett	NA	State	Recertification Credit, Lesson Plans, Classroom Observations

SCHOOL RENEWAL PLAN FOR <u>2012-2016</u>   **DATE: <u>March 2013</u>**
Performance Goal Area:

☐Student Achievement   ☐Teacher/Administrator Quality   ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)   ☐
District Priority

PERFORMANCE GOAL: (desired result of student learning)	The percentage of students, teachers, and parents satisfied with the learning environment will increase from 59.3%, 75.3%, and 64%, respectively in 2011 to 90% in 2016.
INTERIM PERFORMANCE GOAL:	The percentage of students, teachers, and parents satisfied with the learning environment will increase from 59.3%, 75.3%, and 64%, respectively in 2011 to 65%, 79%, and 70% respectively in 2012.
DATA SOURCE(S):	South Carolina School Report Card, State Department of Education School climate Survey, Local Parent, Teacher, and Student Survey.

OVERALL MEASURES:	**Average Baseline**	**2011**	**2012**	**2013***	**2014***	**2015***	**2016***
	Students	59.3%	67.2%	75%	81%	85%	90%
	Teachers	75.3%	79.5%	83%	85%	87%	90%
	Parents	64.0%	65.5%	75%	80%	84%	90%
	* Represents projections of improvement						

The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2011-12 and ends in 2015-16.

ACTION PLAN						EVALUATION
STRATEGY: Provide a climate that is safe for learning **Activity** (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)	**Timeline Start/End Date**	**Person Responsible**	**Estimated Cost**	**Funding Source** (academic assistance, innovation, retraining, categorical funding, etc.)		**Indicators of Implementation**
Continue employment of a School Resource Officer	Aug. 2012 – June 2013	Craig Evans and District	NA	District		Crime Reports
Continue requiring visitors to ring the doorbell to be allowed in and providing all visitors with a Visitor's Pass.	Aug. 2012 – June 2013	Susan Venters and Denetta McCray	NA	District		Visitor Passes and Log of Visitors generated by the computer
Continue the collaboration and implementation of a system for signing in/out students	Aug. 2012 – June 2013	Susan Venters, Denetta McCray, and Katherine Mitchum	NA	District		Student Attendance Records, Absentee Reports, Log of Students Signing In and Out
Provide student/faculty IDs	Aug. 2012 – June 2013	Capt. Brown and Alvin Walker	NA	School and Student		Student and teachers wearing ID's at all times. Discipline log for students violating this policy.
All students must have blue passes in the hallways when allowed out of class.	Aug. 2012 – June 2013	Administration and All Teachers	NA	School		All students will present a blue pass when in the hallway.
All cars belonging to faculty, staff, and students are required to have parking stickers and park in designated spots	Aug. 2012 – June 2013	Administration and SRO	NA	NA		All cars will display parking stickers.
Conduct monthly fire drills and other drills as required.	Aug. 2012 – June 2013	Seth Hillman and Susan Venters	NA	NA		Safety Drill Reports
Continually increase the number of security cameras in the school	Aug. 2012 – June 2013	Craig Evans and District Administration	NA	District		Number of cameras

Conduct Advisor/Advisee Sessions on topics such as: • Social Media Etiquette • Anti-Bullying • Distracted Driving • Drinking and Driving • Character Education • Teen Suicide	At least six Advisor/Advisee periods during the 2012-2012 school year as determined by availability of guest speakers.	Alicia Johnson, Kim Finley, Leigh Owens, and Larry Odom	NA	School	Agendas for Advisor/Advisee sessions

SCHOOL RENEWAL PLAN FOR Georgetown HS   **DATE:March 2012**
Performance Goal Area:

☐Student Achievement   ☐Teacher/Administrator Quality   ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)   ☐
District Priority

PERFORMANCE GOAL: (desired result of student learning)	The percent of parents, students, and teachers satisfied with the social and physical environment will increase from 52%, 69.6% and 88.9% respectively in 2011 to 90%, 96%, and 99% respectively by 2016.
INTERIM PERFORMANCE GOAL:	The percent of parents, students, and teachers satisfied with the social and physical environment will increase from 52%, 69.6% and 88.9% respectively in 2011 to 60%, 75%, and 93% respectively in 2012.
DATA SOURCE(S):	School Report Card, State Department of Education Parent, Teacher, and Student Surveys Results

OVERALL MEASURES:	**Average Baseline**	**2011***	**2012***	**2013***	**2014***	**2015***	**2016***
	Parents	52%	72.4%	65%	72%	80%	90%
	Students	69.6%	72.6%	82%	88%	93%	96%
	Teachers	88.9%	93.1%	95%	97%	98%	99%

The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2011-11 and ends in 2015-16.

ACTION PLAN					EVALUATION
STRATEGY 1: Provide a clean, attractive, and positive physical environment. _____**Activity**_____ (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)	**Timeline Start/End Date**	**Person Responsible**	**Estimated Cost**	**Funding Source** (academic assistance, innovation, retraining, categorical funding, etc.)	**Indicators of Implementation**
1. Provide a checklist for custodians with expected tasks to be performed	2012-2013	Troy Burgess	0	0	Inspections and Results of Teacher, Parent, and Student Surveys
2. Establish and implement a uniform system for removing broken/discarded equipment and furniture.	2012-2013	Jean Power, Bob Raven, Troy Burgess, Craig Evans, Kelley Kelly	0	0	Fixed Assets Inventory
3. Collaboration among student groups to do school beautification projects (ex: memorial garden, flower garden at front entrance, bulletin boards, etc.)	2012-2013	Craig Evans, Alvin Walker, Alicia Johnson, Seth Hillman, and Club Sponsors	$300	Fundraiser Activities	Photos of improved areas

ACTION PLAN					EVALUATION
STRATEGY 2: Recognize Positive Achievements of Students and Teachers **Activity** (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)	**Timeline Start/End Date**	**Person Responsible**	**Estimated Cost**	**Funding Source** (academic assistance, innovation, retraining, categorical funding, etc.)	**Indicators of Implementation**
Character Education Students of the Month(one student from each grade level who best exemplify the Character Word of the Month)	2012-2016	Susan Venters, Sharon Gordon	$200	Character Education Funds	Display of Student Photos in Student Center and published in the <u>Georgetown Times</u>
Character Education Party (Students who have not discipline referrals and are debt free with the media center, cafeteria, textbooks, etc. are allowed to attend a party in which pizza and drinks are served. Students are also eligible to win door prizes.	Dec. 2012 and May 2013	Alvin Walker, Sharon Gordon, Michele Prudhomme	$2500	PAWS and Character Education Funds	Pizza party and prizes
Employee of the Month	Sept. 2012 through May 2013	Craig Evans, Alicia Johnson, Seth Hillman, Alvin Walker	$150	Pepsi provides a case of drinks and Chick-Fil-A provides a gift card.	Display of Photo in the Student Center
Kennel Club Display – Each teacher chooses one of his/her students to become a member. These students exemplify traits of good character and serve as positive role models at GHS.	Twice Yearly (10/2012 and 3/2013)	Alicia Johnson, Erica Johnson	NA	NA	Display Case in Main Hallway with student photos and a statement from the nominating teacher about the student
Career and Technology Student of the Month	August 2012 through May 2013	Business Education Department	NA	NA	Display of student photos in Career Center
Volunteer of the Year Recognition	April 2013	Craig Evans	NA	District	Volunteer is recognized at a luncheon provided by the district and their name is displayed on wall in Student Center.

Support Staff of the Year	February 2013	Craig Evans and Alicia Johnson	NA	School Funds and District	The Support Staff of the Year is provided a gift from GHS and recognized at a luncheon provided by the district.
Teacher of the Year	February 2013	Craig Evans and Alicia Johnson	NA	School Funds and District	The Teacher of the Year is given a gift from GHS and recognized at a banquet provided by the district. The TOY also has his/ her designated parking spot. The person's name is also displayed on a wall in the Student Center.
Teachers are given treats and/or meals monthly at faculty meetings and/or holidays by PAWS.	Aug. 2012 – June 2013	PAWS Board Members	Varies	Fund Raisers	Teacher treats, meals, etc.
Honor Roll Recognition	Oct. 2012, January 2013, March 2013, and June 2013	Craig Evans, Kim Finley	Cost of postage	School Funds	Display in Student Center, Letter from Principal, Special Parking Space, Published in newspaper
HSAP and EOC Achievement Party (reward for students passing both parts of HSAP on the first attempt and passing EOC the previous school year)	October 2012	Alicia Johnson	$1500	PAWS	Pizza Party in the Student Center
TAG – Students who are caught doing well are given a "Dog Tag." All students receiving a dog tag will be entered in a monthly drawing for a prize.	Aug. 2012 – June 2013	Administration and Teachers	NA	NA	Drawing held each month.
Monthly Newsletter	September 2012 – May 2013	Michele Prudhomme	NA	District	A newspaper class will publish a monthly newsletter and will feature good news stories.
Daily News Program – Students will broadcast a daily news program incorporating photos and videos shot at school activities and athletic events.	August 2012 – September 2013	Bob Raven	$1500	District and Technology Funds	Daily News Program broadcast school wide