

ANDERSON DISTRICT FIVE

Westside High School

STRATEGIC PLAN

SY 2018-19 through 2022-23

Current Plan Year: 2018-19 Year 1



Kory G. Roberts
Principal

Thomas A. Wilson
Superintendent

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District Five	School
MISSION	MISSION
<i>To educate students who are college and career-ready and will positively contribute to an ever-changing world.</i> <i>Revised December 2013/Reviewed 2018</i>	Westside High School's mission is to educate all students with the knowledge and skills to be lifelong learners, to provide opportunities that ensure students are college and career-ready, and to produce graduates who contribute positively to an ever-changing global society.
VISION	VISION
<i>To provide a superior school system empowering students to reach their potential through academics, arts, and athletics.</i> <i>Revised December 2013</i>	To provide an excellent educational experience that empowers students to reach their full potential through academics, athletics, and the arts.

WE BELIEVE STUDENTS LEARN BEST WHEN...

Developed January 2018

- **How does this vision take shape in the day-to-day operations of Westside High School?**
- **A nurturing, caring family, instilled with a joy of learning and life, appreciating cultural diversity and united in support of democracy**
- **A family in which everyone shares responsibility and is respected as an individual with his or her own visions, goals, beliefs, and ideas**
- **A family which believes all people can learn and experience success**

Our Beliefs:

- * **We believe in the institution of public education, where the student is our central focus, and where we should educate the total student.**
- * **We believe each student is entitled to quality public education.**
- * **We believe every student has the responsibility to earnestly participate in the educational process.**
- * **We believe learning is the business of public schools and that knowledge and skills are our product.**
- * **We believe that family involvement and broad based community support is critical in the development of the student.**

- * We believe students have different educational needs and that each individual has worth and potential for growth and development.**
- * We believe effective education helps students apply knowledge.**
- * We believe ethical values and positive self-image contribute to the success of the individual and society.**
- * We believe the understanding of diversity, including ethnic differences, can promote harmony and mutual respect in our society.**
- * We believe with every right comes responsibility.**
- * We believe shared decision-making improves the educational process.**
- * We believe every student is entitled to a safe, secure, and positive learning environment.**
- * We believe the quality of life in our community is improved by increasing the educational levels of our population.**
- * We believe each individual will be treated with dignity and respect.**

Demographic Data

	# Students	White	Black	Hispanic	Asian	Mixed	SpEd	ESOL	GT	Poverty Index	*Student 3 Yr Transfer Rate	# Teachers	Teacher Experience Avg.	# Admin
District Five	13237	52%	33%	8%	1%	6%	13%	7%	24%	63.28	NA	937	14	52
South Fant Early Education	162	18%	62%	10%	3%	7%	17%	0%	0%	94.32	NA	14	9	1
West Market Early Education	192	39%	36%	13%	0%	12%	15%	0%	0%	94.12	NA	13	16	1
Calhoun Aca. of the Arts	636	40%	44%	8%	1%	7%	14%	6%	9%	71.75	37%	42	15	2
Centerville Elementary	751	56%	28%	6%	1%	9%	10%	7%	5%	69.87	32%	46	15	2
Concord Elementary	608	69%	15%	5%	2%	8%	9%	5%	16%	50.81	18%	44	17	2
Homeland Park Primary	451	28%	48%	16%	0%	8%	14%	13%	0%	92.31	41%	35	12	2
McLees Elementary	632	67%	20%	5%	0%	8%	18%	6%	6%	70.61	15%	44	13	2
Midway Elementary	741	72%	15%	4%	4%	5%	19%	8%	18%	34.9	13%	55	16	2
Nevitt Forest Elementary	497	18%	68%	5%	0%	10%	13%	3%	2%	91.1	39%	39	11	2
New Prospect Elementary	528	37%	46%	11%	0%	6%	17%	9%	4%	82.33	28%	39	13	2
North Pointe Elementary	576	68%	16%	7%	5%	4%	15%	7%	14%	42.21	15%	37	13	2
Varennes Elementary	404	24%	50%	18%	0%	8%	16%	16%	2%	95.76	27%	29	12	2
Whitehall Elementary	523	38%	42%	11%	2%	7%	11%	9%	3%	83.72	35%	39	12	2
Glenview Middle	714	59%	28%	5%	2%	6%	12%	6%	41%	51.33	16%	50	12	3
McCants Middle	686	59%	26%	8%	3%	4%	13%	8%	39%	50.73	22%	52	15	3
Robert Anderson Middle	1188	46%	36%	11%	1%	7%	13%	10%	20%	69.89	21%	81	14	5
Southwood Aca. of the Arts	342	69%	22%	5%	1%	2%	9%	4%	95%	42.31	23%	39	14	2
Anderson Five Career Campus	There are 882 students that rotate through AVCC daily from TLH and WHS.										NA	30	13	2
Anderson Five Charter	82	91%	7%	0%	0%	0%	5%	2%	39%	56.67	NA	7	19	1
T.L. Hanna High	1880	60%	30%	5%	2%	3%	11%	4%	50%	42.86	12%	105	14	6
Westside High	1643	49%	38%	8%	0%	5%	13%	6%	30%	67.48	10%	97	12	6

*Using matched MAP for K to 2nd gr
 *Using matched SC Ready for 3rd to 5th gr
 *Using cohort Grad Rate file for 9th to 12th gr

School	Students Matched	Data Used	Test Years	Starting #	# Stayed	# Transferred	Transfer %	New Students in 2017 (transferred in)
CALHOUN	3rd to 5th	SC Ready	2015 & 2017	101	64	37	37%	20
CENTERVILLE	3rd to 5th	SC Ready	2015 & 2017	119	81	38	32%	20
CONCORD	3rd to 5th	SC Ready	2015 & 2017	146	120	26	18%	9
HOMELAND PARK	K to 2nd	MAP	2015 & 2017	106	63	43	41%	21
McLEES	3rd to 5th	SC Ready	2015 & 2017	107	91	16	15%	7
MIDWAY	3rd to 5th	SC Ready	2015 & 2017	142	124	18	13%	18
NEVITT FOREST	3rd to 5th	SC Ready	2015 & 2017	94	57	37	39%	14
NEW PROSPECT	3rd to 5th	SC Ready	2015 & 2017	81	58	23	28%	12
NORTH POINTE	3rd to 5th	SC Ready	2015 & 2017	68	58	10	15%	5
VARENNES	3rd to 5th	SC Ready	2015 & 2017	108	79	29	27%	22
WHITEHALL	3rd to 5th	SC Ready	2015 & 2017	81	53	28	35%	17
GMS	6th to 8th	SC Ready	2015 & 2017	211	178	33	16%	26
MMS	6th to 8th	SC Ready	2015 & 2017	223	175	48	22%	39
RAMS	6th to 8th	SC Ready	2015 & 2017	195	154	41	21%	24
SAA	6th to 8th	SC Ready	2015 & 2017	108	83	25	23%	2

School and District Renewal Plan Signature Page

School Renewal Plan Cover Page

Renewal Plan for 5 Year Cycle: 2018/19 to 2022/23

School Name:	Westside High
SIDN:	0405048
Plan Submission:	
Grade Span:	9 To 12
District:	Anderson 05
Address 1:	806 Pearman Dairy Road
Address 2:	
City:	Anderson, SC
Zip Code:	29625
School Renewal Plan Contact Person:	Sharon King-Hanley
School Plan Contact Phone:	864-260-5230
School Plan E-mail Address:	sharonking-hanley@anderson5.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. §§5-135-100 et seq. (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§5-18-1300 et seq. (Supp. 2004)), and SRE Regulation 43-281. 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 affirmations 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 signatures below attest that the schooldistrict complies with all applicable assurance requirements including ACT 135 assurance pages.

Required Printed Names and Signatures

<i>Superintendent</i>		
<u>Tam Wilson</u> Printed Name	 Signature	<u>2/28/18</u> Date
<i>Principal</i>		
<u>Krey Roberts</u> Printed Name	 Signature	<u>2/7/18</u> Date
<i>Chairperson, District Board of Trustees</i>		
<u>Tommy Price</u> Printed Name	 Signature	<u>2/7/18</u> Date
<i>Chairperson, School Improvement Council</i>		
<u>Curtis Smith</u> Printed Name	 Signature	<u>2-7-18</u> Date
<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Sharon King-Hanley</u> Printed Name	 Signature	<u>2/7/18</u> Date

Assurances for School Renewal Plan

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).
Yes	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.
Yes	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.
Yes	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).

N/A	<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>
N/A	<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>
N/A	<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>
Yes	<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>
N/A	<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>
Yes	<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>

Stakeholders Involvement for School Renewal Plan

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	Kory Roberts
2.	Teacher	Destinee Johnson
3.	Parent/Guardian	Lisa Senn
4.	Community Member	Ken Roberts
5.	Paraprofessional	Mary Foggie
6.	School Improvement Council Member	Curtis Smith
7.	Read to Succeed Reading Coach	Sharon King-Hanley
8.	School Read To Succeed Literacy Leadership Team Lead	Sharon King-Hanley
9.	School Read To Succeed Literacy Leadership Team Member	Bess Wurst
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		

Requested Waivers



Anderson School District Five

P.O. Box 439 / 400 Pearman Dairy Road • Anderson, SC 29622
Phone: (864) 260-5000 • Fax: (864) 260-4463 • www.anderson5.net

DISTRICT WAIVER REQUEST

April 17, 2018

Ms. Darlene Prevatt, Team Leader
Office of Federal & State Accountability
South Carolina Department of Education
1429 Senate Street, Suite 501A
Columbia, SC 29201

Re: Regulation 43-205 Waiver Request



Dear Ms. Prevatt:

Anderson School District Five hereby requests the State Board of Education to waive compliance from Regulation 43-205(IV)(B)(3)(b) and 43-205(IV)(B)(3)(c) for the teachers in the middle and high schools in our district.

One of our district's Teacher/Administrator Quality performance goals is that, "100% of teachers are properly certified for all courses taught each year." SBE Regulation 43-205 states that teachers cannot instruct for over 1,500 minutes or have more than four preparations. Several teachers in our middle and high schools currently teach more than 1,500 minutes per week and are assigned classes requiring more than four (4) preparations per day to ensure all students are taught by properly certified instructors.

Regulation 43-205(IV)(B)(3)(b) and 43-205(IV)(B)(3)(c) interferes with the Teacher/Administrator Quality goal set forth in a plan accepted by the district's board of trustees and stakeholders.

Any attempt to reorganize our entire school system structure to be in compliance with the teacher preparation limits would be a disruption to the existing district strategic and school renewal plans already implemented under Regulation 43-261. We, therefore, ask that the waiver apply to ~~the remaining term of~~ our district's strategic and school renewal plans. Thank you in advance for your consideration to this waiver request.

Sincerely,

Tom Wilson
District Superintendent

Needs Assessment Data

Link to data> <http://anderson5data.weebly.com/>





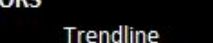





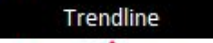




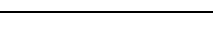
Provide the link to your school's most recent School Report Card

LINK>> -

<https://ed.sc.gov/data/report-cards/state-report-cards/2017/view/?y=2017&t=H&d=0405&s=048>

Directions: Provide additional school's needs assessment data including both formative and summative assessments used to gauge student learning. (Charts, graphs, or other formats of data may be used.)

Insert the level appropriate Accountability Measures below

ACCOUNTABILITY MEASURES				
FOUR YEAR GRADUATION RATE				
Grad Rate	2015	2016	2017	Trendline
TLH	83.0	86.0	88.0	
WHS	72.0	76.0	80.0	
A5CS	67.0	78.0	83.0	
District	78.0	81.0	83.4	
State	80.0	83.0	84.6	
COMPOSITE SCORE - SENIORS				
SAT	2015	2016	2017	Trendline
TLH	1465	1478	1080	
WHS	1322	1311	998	
District	1408	1432	1053	
State	1428	1446	1044	
Nation	1462	1453	1060	
Test was re-normed. New test cannot be compared to past years. 2017 becomes a baseline				
COMPOSITE SCORE - SENIORS				
ACT	2015	2016	2017	Trendline
TLH	22.3	19.1	19.3	
WHS	18.7	15.8	16.4	
A5CS	19.9	17.1	17.4	
District	20.7	17.6	17.9	
State	20.2	18.5	18.4	
Nation	21.0	20.8	21.0	
COMPOSITE SCORE - JUNIORS				
ACT	2015	2016	2017	Trendline
TLH	18.6	19	18.1	
WHS	15.2	16.3	15.8	
A5CS	17.1	17.4	16.6	
District	17.0	17.7	17.1	
State	17.9	18.2	17.7	

2018-19 Executive Summary of Needs Assessment Data Findings

Utilizing the AdvancED School/System Quality Factors Diagnostic and State Accountability Metrics

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, including sub-groups

Students will demonstrate annual improvement in graduation rates, SAT and ACT scores, ACT WorkKeys scores, and End of Course test scores.

ACCOUNTABILITY MEASURES

Grad Rate	FOUR YEAR GRADUATION RATE			Trendline
	2015	2016	2017	
TLH	83.0	86.0	88.0	
WHS	72.0	76.0	80.0	
A5CS	67.0	78.0	83.0	
District	78.0	81.0	83.4	
State	80.0	83.0	84.6	

Strength: Westside High has shown continuous growth in its Four Year Graduation Rate from 2015-2017. We will continue to focus on improving this area.

High School (9–12) End-of-Course: EOC data indicate that our high schools need to improve their EOC passing rate. Goals are provided in this Strategic Plan to address these EOC concerns.

ACCOUNTABILITY MEASURES

Algebra	PASSAGE RATE (A-B-C) (70%)				PASSAGE RATE (A-B-C-D) (90%)			
WHS	52	47	20		81	69	59	
District	71	66	46		89	82	75	
State	66	65	45		86	82	75	
EOC	PASSAGE RATE (A-B-C) (70%)				PASSAGE RATE (A-B-C-D) (90%)			
WHS	27	36	34		53	62	61	
District	55	58	54		74	76	74	
State	58	62	56		75	79	77	
EOC	PASSAGE RATE (A-B-C)				PASSAGE RATE (A-B-C-D)			
WHS	62	58	49		75	75	66	
District	67	68	58		79	82	73	
State	65	63	59		78	76	74	
EOC	PASSAGE RATE (A-B-C)				PASSAGE RATE (A-B-C-D)			
WHS	41	46	44		63	70	64	
District	52	49	50		71	70	69	
State	46	52	48		70	71	68	

Highlighted results above indicate new baseline data due to new cut scores being implemented.

High School (9–12) End-of-Course Demographic Gap: In regard to our majority and minority groups, a gap exists between our minority groups (African American and Hispanic) and our majority group (white) in ALL EOC tested areas. (see table below)

Goals are provided in this Strategic Plan to address these EOC Demographic Gap concerns.

EOC DEMOGRAPHIC ACCOUNTABILITY MEASURES

EOC Algebra		PASSAGE RATE (A-B-C-D) Majority/Minority Gap					
<i>WHS White</i>	66.7						
<i>WHS Black</i>	51.1	-15.6		0		0	
<i>WHS Hispanic</i>	59.3	-7.4		0		0	
<i>District White</i>	82.8						
<i>District Black</i>	61.5	-21.3		0		0	
<i>District Hispanic</i>	75	-7.8		0		0	
EOC English		PASSAGE RATE (A-B-C-D) Majority/Minority Gap					
<i>WHS White</i>	77.9						
<i>WHS Black</i>	46.5	-31.4		0		0	
<i>WHS Hispanic</i>	50	-27.9		0		0	
<i>District White</i>	85.8						
<i>District Black</i>	54.8	-31		0		0	
<i>District Hispanic</i>	71.7	-14.1		0		0	

EOC DEMOGRAPHIC ACCOUNTABILITY MEASURES

EOC Biology		PASSAGE RATE (A-B-C-D) Majority/Minority Gap					
<i>WHS White</i>	76.7						
<i>WHS Black</i>	57.8	-18.9		0		0	
<i>WHS Hispanic</i>	50	-26.7		0		0	
<i>District White</i>	83.3						
<i>District Black</i>	59.1	-24.2		0		0	
<i>District Hispanic</i>	62.1	-21.2		0		0	
EOC USHC		PASSAGE RATE (A-B-C-D) Majority/Minority Gap					
<i>WHS White</i>	80						
<i>WHS Black</i>	47.1	-32.9		0		0	
<i>WHS Hispanic</i>	71.4	-8.6		0		0	
<i>District White</i>	82						
<i>District Black</i>	48	-34		0		0	
<i>District Hispanic</i>	76.3	-5.7		0		0	

Teacher/Administrator Quality

Report card data indicate that District Five needs to improve its teacher retention rate and teacher attendance rate.

Goals are provided in this Strategic Plan to address these Teacher/Administrator Quality concerns.

2017 (baseline for 2018-19 Strategic Plan)	
Teachers returning from previous year	81.2%
Teacher attendance rate	95.3%

School Climate

Report card data indicate that District Five is above average on a majority of the School Climate metrics below.

Goals are provided in this Strategic Plan to improve on each of these metrics.

2017 (for 2018-19 Strategic Plan)	Teachers	Students*	Parents*
Percent satisfied with learning environment	89%	74%	86%
Percent satisfied with social and physical environment	90%	80%	84%
Percent satisfied with school-home relations	63%	85%	76%

GOALS AND ACTION PLANS

Five Year Monitoring Key

2018-19	Black
2019-20	Red Font
2020-21	Blue Font
2021-22	Green Font
2022-23	Orange Font

District Goals

- Anderson School District Five's Absolute Rating will be Excellent on its South Carolina Report Card
- Anderson School District Five's Growth Rating will be Good or better on its South Carolina Report Card
- In order to achieve the overarching goals above, the state accountability components that factor into State Report Card ratings were identified and SMART goals written for each.

School Goals

- Westside High School's Absolute Rating will be Excellent on its South Carolina Report Card
- Westside High School's Growth Rating will be Good or better on its South Carolina Report Card
- In order to achieve the overarching goals above, the state accountability components that factor into State Report Card ratings were identified and SMART goals written for each. These goals and action plans are contained below.

Performance Goal Area: *Required	<input checked="" type="checkbox"/> Student Achievement*	<input type="checkbox"/> Teacher/Administrator Quality*	<input type="checkbox"/> School/District Climate*	<input type="checkbox"/> District Priority Category:		
PERFORMANCE GOAL ACADEMIC AREA: <input checked="" type="checkbox"/> 4yr Grad Rate <input type="checkbox"/> SAT <input type="checkbox"/> ACT <input type="checkbox"/> WorkKeys <input type="checkbox"/> AP <input type="checkbox"/> EOC-Alg <input type="checkbox"/> EOC-Eng <input type="checkbox"/> EOC-Bio <input type="checkbox"/> EOC-USHC <input type="checkbox"/> SC Ready ELA <input type="checkbox"/> SC Ready Math <input type="checkbox"/> SC PASS SS <input type="checkbox"/> SC PASS Science <input type="checkbox"/> MAP Reading <input type="checkbox"/> MAP Math <input type="checkbox"/> Early Childhood <input type="checkbox"/> Other:						
PERFORMANCE GOAL: In the academic area checked above, our school will increase 0.5 percentage points over the next five years.						
INTERIM PERFORMANCE GOAL: Meet annual targets below.						
DATA SOURCE(s): <input checked="" type="checkbox"/> SC Report Card <input type="checkbox"/> District Generated <input type="checkbox"/> SCDOE/DRC <input type="checkbox"/> OTHER:	BASELINE 80%	2018–19 Target	2019–20 Target	2020–21 Target	2021–22 Target	2022–23 Target
4 Year Graduation Rate	Projected Data	80.1	80.2	80.3	80.4	80.5
	Actual Data					
	Hit/Miss Goal					
<i>Per SBE Regulation 43-261, 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.</i>						

ACTION PLAN: Graduation Rate					EVALUATION
ACTIVITY	TIMELINE (Start End Dates)	PERSON RESPONSIBLE	ESTIMATE D COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Instructional Vision - Theory of Action for each school	2019-2023	Asst. Superintendent Secondary	0	NA	
Digital Integration and Convergence	2019-2023	Asst. Superintendent	0	NA	
Problem-Based Learning	2019-2023	Secondary	\$8000	Prof. Devt.	
Workforce Development Soft Skills	2019-2023	Asst. Superintendent	\$1000	Prof. Devt.	
Implement National Dropout Institute recommendations	2019-2023	Asst. Superintendent	0	NA	
Increase the percentage of elementary and middle school students "meeting standard" on formative and summative tests (see goals for MAP, SC Ready, PASS)	2019-2023	Asst. Superintendent Elementary Asst. Superintendent Secondary	0	NA	

Performance Goal Area: *Required	<input checked="" type="checkbox"/> Student Achievement*	<input type="checkbox"/> Teacher/ Administrator Quality*	<input type="checkbox"/> District/District Climate*	<input type="checkbox"/> District Priority Category:
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PERFORMANCE GOAL ACADEMIC AREA:

- 4yr Grad Rate
 SAT
 ACT
 WIN CCR Assessment
 AP
 EOC-Alg
 EOC-Eng
 EOC-Bio
 EOC-USHC
 SC Ready ELA
 SC Ready Math
 SC PASS SS
 SC PASS Science
 MAP Reading
 MAP Math
 Early Childhood
 Other PRIORITY Area>

PERFORMANCE GOAL: In the academic area checked above, our school will increase 5 points over the next five years. *NOTE: As of 2017-18, third year students have the option to take this assessment, but are not required to take the assessment. Also, these goals will only be valid if the SAT is not re-normed in the next five years and the state of SC does not change the option to take the assessment to a requirement to take the assessment.*

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s): <input checked="" type="checkbox"/> SC Report Card <input type="checkbox"/> District Generated <input type="checkbox"/> SCDOE/DRC <input type="checkbox"/> OTHER:	BASELINE	2018–19 Target	2019–20 Target	2020–21 Target	2021–22 Target	2022–23 Target
	998					
SAT	Projected Data	999	1000	1001	1002	1003
	Actual Data					
	Hit/Miss Goal					

Per SBE Regulation 43-261, 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 district report cards.

ACTION PLAN: SAT					EVALUATION
ACTIVITY	TIMELINE (Start End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. SAT Preparation Software and classes	2019-2023	High School Principals	\$5000	PDSI, Title I, II, III Federal, District, State funds	school-based evidence
2. Provide students with test taking strategies and materials.	2019-2023	Strategies, CP, AP, IB, Honors Teachers	\$15,000	PDSI, Title I, II, III Federal, District, State funds	school-based evidence
3. Infuse SAT-type questions in classroom assessments.	2019-2023	Strategies, CP, AP, IB, Honors Teachers	0	N/A	school-based evidence

Performance Goal Area: <i>*Required</i>	<input checked="" type="checkbox"/> Student Achievement*	<input type="checkbox"/> Teacher/Administrator Quality*	<input type="checkbox"/> District/District Climate*	<input type="checkbox"/> District Priority Category:		
PERFORMANCE GOAL ACADEMIC AREA:						
<input type="checkbox"/> 4yr Grad Rate <input type="checkbox"/> SAT <input checked="" type="checkbox"/> ACT Seniors <input type="checkbox"/> WIN CCR Assessment <input type="checkbox"/> AP <input type="checkbox"/> EOC-Alg <input type="checkbox"/> EOC-Eng <input type="checkbox"/> EOC-Bio <input type="checkbox"/> EOC-USHC <input type="checkbox"/> SC Ready ELA <input type="checkbox"/> SC Ready Math <input type="checkbox"/> SC PASS SS <input type="checkbox"/> SC PASS Science <input type="checkbox"/> MAP Reading <input type="checkbox"/> MAP Math <input type="checkbox"/> Early Childhood <input type="checkbox"/> Other PRIORITY Area>						
PERFORMANCE GOAL: In the academic area checked above, our school will increase 2.5 points over the next five years.						
<i>NOTE: As of 2017-18, high school seniors have the option to pay to take this assessment, but are not required by the state to take the assessment. These goals will only be valid if the ACT is not re-normed in the next five years and if the state of SC does not change the option to take the assessment to a requirement to take the assessment.</i>						
INTERIM PERFORMANCE GOAL: Meet annual targets below.						
DATA SOURCE(s): <input type="checkbox"/> SC Report Card <input type="checkbox"/> District Generated <input checked="" type="checkbox"/> SCDOE/DRC <input type="checkbox"/> OTHER:	BASELINE 16.4	2018–19 Target	2019–20 Target	2020–21 Target	2021–22 Target	2022–23 Target
ACT Seniors	Projected Data	16.9	17.4	17.9	18.4	18.9
	Actual Data					
	Hit/Miss Goal					
<i>Per SBE Regulation 43-261, 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 district report cards.</i>						

ACTION PLAN: ACT Seniors					EVALUATION
ACTIVITY	TIMELINE (Start End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide students with test taking strategies and materials.	2019-2023	Strategies, CP, AP, IB, Honors Teachers	\$15,000	PDSI, Title I, II, III Federal, District, State funds	school evidence
2. ACT Preparation Software and classes	2019-2023	High School Principals	\$5,000	PDSI, Title I, II, III Federal, District, State funds	school evidence
3. Infuse ACT-type questions in classroom assessments.	2019-2023	Strategies, CP, AP, IB, Honors Teachers	0	N/A	school evidence

Performance Goal Area: <i>*Required</i>	<input checked="" type="checkbox"/> Student Achievement*	<input type="checkbox"/> Teacher/Administrator Quality*	<input type="checkbox"/> District/District Climate*	<input type="checkbox"/> District Priority Category:		
PERFORMANCE GOAL ACADEMIC AREA: <input type="checkbox"/> 4yr Grad Rate <input type="checkbox"/> SAT <input checked="" type="checkbox"/> ACT Juniors <input type="checkbox"/> WIN CCR Assessment <input type="checkbox"/> AP <input type="checkbox"/> EOC-Alg <input type="checkbox"/> EOC-Eng <input type="checkbox"/> EOC-Bio <input type="checkbox"/> EOC-USHC <input type="checkbox"/> SC Ready ELA <input type="checkbox"/> SC Ready Math <input type="checkbox"/> SC PASS SS <input type="checkbox"/> SC PASS Science <input type="checkbox"/> MAP Reading <input type="checkbox"/> MAP Math <input type="checkbox"/> Early Childhood <input type="checkbox"/> Other PRIORITY Area>						
PERFORMANCE GOAL: In the academic area checked above, our school will increase 2.5 points over the next five years. <i>NOTE: As of 2017-18, third year students have the option to take this assessment, but are not required by the state to take the assessment. These goals will only be valid if the ACT is not re-normed in the next five years and if the state of SC does not change the option to take the assessment to a requirement to take the assessment.</i>						
INTERIM PERFORMANCE GOAL: Meet annual targets below.						
DATA SOURCE(s): <input checked="" type="checkbox"/> SC Report Card <input type="checkbox"/> District Generated <input type="checkbox"/> SCDOE/DRC <input type="checkbox"/> OTHER:	BASELINE 15.8	2018–19 Target	2019–20 Target	2020–21 Target	2021–22 Target	2022–23 Target
ACT Juniors	Projected Data	16.3	16.8	17.3	17.8	18.3
	Actual Data					
	Hit/Miss Goal					
<i>Per SBE Regulation 43-261, 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 district report cards.</i>						

ACTION PLAN: ACT Juniors					EVALUATION
ACTIVITY	TIMELINE (Start End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Infuse ACT-type questions in classroom assessments.	2019-2023	Strategies, CP, AP, IB, Honors Teachers	0	N/A	school evidence
1. Provide ACT/SAT Prep classes	2019-2023	High School Principals	\$5,000	PDSI, Title I, II, III Federal, District, State funds	school evidence
3. ACT Preparation Software and classes	2019-2023	Strategies, CP, AP, IB, Honors Teachers	\$15,000	PDSI, Title I, II, III Federal, District, State funds	school evidence

Performance Goal Area: <i>*Required</i>	<input checked="" type="checkbox"/> Student Achievement*	<input type="checkbox"/> Teacher/Administrator Quality*	<input type="checkbox"/> District/District Climate*	<input type="checkbox"/> District Priority Category:		
PERFORMANCE GOAL ACADEMIC AREA: <input type="checkbox"/> 4yr Grad Rate <input type="checkbox"/> SAT <input type="checkbox"/> ACT <input checked="" type="checkbox"/> WIN CCR Assessment <input type="checkbox"/> AP <input type="checkbox"/> EOC-Alg <input type="checkbox"/> EOC-Eng <input type="checkbox"/> EOC-Bio <input type="checkbox"/> EOC-USHC <input type="checkbox"/> SC Ready ELA <input type="checkbox"/> SC Ready Math <input type="checkbox"/> SC PASS SS <input type="checkbox"/> SC PASS Science <input type="checkbox"/> MAP Reading <input type="checkbox"/> MAP Math <input type="checkbox"/> Early Childhood <input type="checkbox"/> Other PRIORITY Area>						
PERFORMANCE GOAL: In the academic area checked above, our school will increase _____ percentage points over the next five years.						
<h2 style="color: #c00000;">WIN CCR Assessment has replaced WorkKeys. 2018 will be a baseline year.</h2>						
INTERIM PERFORMANCE GOAL: Meet annual targets below.						
DATA SOURCE(s): <input type="checkbox"/> SC Report Card <input type="checkbox"/> District Generated <input type="checkbox"/> SCDOE/DRC <input type="checkbox"/> OTHER:	BASELINE ?	2018–19 Target	2019–20 Target	2020–21 Target	2021–22 Target	2022–23 Target
WIN CCR Assessment	Projected Data	?	?	?	?	?
	Actual Data					
	Hit/Miss Goal					
<i>Per SBE Regulation 43-261, 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 district report cards.</i>						

ACTION PLAN: WIN CCR Assessment					EVALUATION
ACTIVITY	TIMELINE (Start End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Career Readiness Courseware (CRC) will be used to prepare students for WIN.	2019-2023	Guidance Counselors and CDFs	0	N/A	
2. Students will connect with SCOIS	2019-2023	Guidance Counselors and CDFs	0	N/A	
3. Students will connect with Naviance	2019-2023	Guidance Counselors and CDFs	\$50000	Instructional Budget	
4. The CCR (College and Career Ready) class will be required for Freshmen and an electronic portfolio will be a final senior project	2019-2023	Guidance Counselors and CDFs	0	N/A	
5. English I (through 2020) students will have an increased focus on text dependent analysis, which will help develop skills in finding evidence within a text (reading for information)	2019-2023	English Teachers	0	N/A	
6. Use created "You Tube" questions and explanations for possible test items to show daily in first period class	2019-2023	Career Development Facilitators	0	N/A	

Performance Goal Area: <i>*Required</i>	<input checked="" type="checkbox"/> Student Achievement*	<input type="checkbox"/> Teacher/Administrator Quality*	<input type="checkbox"/> District/District Climate*	<input type="checkbox"/> District Priority Category:		
PERFORMANCE GOAL ACADEMIC AREA: <input type="checkbox"/> 4yr Grad Rate <input type="checkbox"/> SAT <input type="checkbox"/> ACT <input type="checkbox"/> WIN CCR Assessment <input checked="" type="checkbox"/> AP <input type="checkbox"/> EOC-Alg <input type="checkbox"/> EOC-Eng <input type="checkbox"/> EOC-Bio <input type="checkbox"/> EOC-USHC <input type="checkbox"/> SC Ready ELA <input type="checkbox"/> SC Ready Math <input type="checkbox"/> SC PASS SS <input type="checkbox"/> SC PASS Science <input type="checkbox"/> MAP Reading <input type="checkbox"/> MAP Math <input type="checkbox"/> Early Childhood <input type="checkbox"/> Other PRIORITY Area>						
PERFORMANCE GOAL: In the academic area checked above, our school will increase percent passing by 10 percentage points over the next five years.						
INTERIM PERFORMANCE GOAL: Meet annual targets below.						
DATA SOURCE(s): <input checked="" type="checkbox"/> SC Report Card <input type="checkbox"/> District Generated <input checked="" type="checkbox"/> SCDOE/DRC <input type="checkbox"/> OTHER:	BASELINE 55	2018–19 Target	2019–20 Target	2020–21 Target	2021–22 Target	2022–23 Target
AP All Tests	Projected Data	57	59	61	63	65
	Actual Data					
	Hit/Miss Goal					
<i>Per SBE Regulation 43-261, 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 district report cards.</i>						

ACTION PLAN: AP All Tests					EVALUATION
ACTIVITY	TIMELINE (Start End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide training and professional development for teachers	2019-2023	HS Principal	\$3000	Instructional Budget	
2. Students may use USA Test Prep or other AP exam practice.	2019-2023	Asst. Principal for Instruction	\$4000	Instructional Budget	

Performance Goal Area: <i>*Required</i>	<input checked="" type="checkbox"/> Student Achievement*	<input type="checkbox"/> Teacher/Administrator Quality*	<input type="checkbox"/> District/District Climate*	<input type="checkbox"/> District Priority Category:		
PERFORMANCE GOAL ACADEMIC AREA: <input type="checkbox"/> 4yr Grad Rate <input type="checkbox"/> SAT <input type="checkbox"/> ACT <input type="checkbox"/> WIN CCR Assessment <input type="checkbox"/> AP <input checked="" type="checkbox"/> EOC-Alg <input type="checkbox"/> EOC-Eng <input type="checkbox"/> EOC-Bio <input type="checkbox"/> EOC-USHC <input type="checkbox"/> SC Ready ELA <input type="checkbox"/> SC Ready Math <input type="checkbox"/> SC PASS SS <input type="checkbox"/> SC PASS Science <input type="checkbox"/> MAP Reading <input type="checkbox"/> MAP Math <input type="checkbox"/> Early Childhood <input type="checkbox"/> Other PRIORITY Area>						
<p>1- PERFORMANCE GOAL: In the academic area checked above, our school will increase 10 percentage points over the next five years.</p> <p>2- PERFORMANCE GOAL: In the academic area checked above, our school will increase 5 percentage points over the next five years.</p> <p><i>NOTE: These goals will only be valid if the Algebra I EOC is not revised due to state standards updates or if the assessment is re-normed in the next five years. Also, these goals will no longer be valid if the state of SC changes the EOC requirement from Algebra I to another math course.</i></p>						
INTERIM PERFORMANCE GOAL: Meet annual targets below.						
DATA SOURCE(s): <input checked="" type="checkbox"/> SC Report Card <input type="checkbox"/> District Generated <input checked="" type="checkbox"/> SCDOE/DRC <input type="checkbox"/> OTHER:	BASELINE 20	2018–19 Target	2019–20 Target	2020–21 Target	2021–22 Target	2022–23 Target
1. EOC Algebra I (ABC)	Projected Data	22	24	26	28	30
	Actual Data					
	Hit/Miss Goal					
DATA SOURCE(s): <input checked="" type="checkbox"/> SC Report Card <input type="checkbox"/> District Generated <input checked="" type="checkbox"/> SCDOE/DRC <input type="checkbox"/> OTHER:	BASELINE 59	2018–19 Target	2019–20 Target	2020–21 Target	2021–22 Target	2022–23 Target
2. EOC Algebra I (ABCD)	Projected Data	60	61	62	63	64
	Actual Data					
	Hit/Miss Goal					

ACTION PLAN: EOC Algebra I					EVALUATION
ACTIVITY	TIMELINE (Start End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Ensure curriculum alignment with standards being assessed.	August 2018 - June 2023	Instructional Services - Secondary Programs	\$1200	General Fund	Curriculum Guide
Incorporate test practice utilizing USA Test Prep or workbooks.	August 2018 - June 2023	Instructional Services - Secondary Programs	\$5000	General Fund	Observation Usage Reports
Continue providing year long Algebra I AB for students needing remediation in math.	August 2018 - June 2023	Instructional Services - Secondary Programs	Teacher Cost?	None	Student Enrollment and Classroom Observation
Usage of Imagine Math program in the Algebra I AB course.	August 2018 - June 2023	Instructional Services - Secondary Programs	\$10,000		Weekly reports to Director of Secondary
Training in and usage of small group personalized learning (Tabor Rotation).	August 2018-June 2023	Instructional Services-Secondary Programs	15,000	Title II PD	Classroom Observation

Performance Goal Area: <i>*Required</i>	<input checked="" type="checkbox"/> Student Achievement*	<input type="checkbox"/> Teacher/Administrator Quality*	<input type="checkbox"/> District/District Climate*	<input type="checkbox"/> District Priority Category:
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PERFORMANCE GOAL ACADEMIC AREA:

- 4yr Grad Rate
 SAT
 ACT
 WIN CCR Assessment
 AP
 EOC-Alg
 EOC-Eng
 EOC-Bio
 EOC-USHC
 SC Ready ELA
 SC Ready Math
 SC PASS SS
 SC PASS Science
 MAP Reading
 MAP Math
 Early Childhood
 Other PRIORITY Area>

- PERFORMANCE GOAL:** In the academic area checked above, our school will increase 10 percentage points over the next five years
- PERFORMANCE GOAL:** In the academic area checked above, our school will increase 5 percentage points over the next five years.

NOTE: These goals will only be valid if the English I EOC is not revised due to state standards updates or if the assessment is re-normed in the next five years. Also, these goals will no longer be valid if the state of SC changes the EOC requirement from Algebra I to another English course.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s): <input checked="" type="checkbox"/> SC Report Card <input type="checkbox"/> District Generated <input checked="" type="checkbox"/> SCDOE/DRC <input type="checkbox"/> OTHER:	BASELINE	2018–19 Target	2019–20 Target	2020–21 Target	2021–22 Target	2022–23 Target
	34					
1- EOC English I (ABC)	Projected Data	36	38	40	42	44
	Actual Data					
	Hit/Miss Goal					
DATA SOURCE(s): <input checked="" type="checkbox"/> SC Report Card <input type="checkbox"/> District Generated <input checked="" type="checkbox"/> SCDOE/DRC <input type="checkbox"/> OTHER:	BASELINE	2018–19 Target	2019–20 Target	2020–21 Target	2021–22 Target	2022–23 Target
	61					
2- EOC English I (ABCD)	Projected Data	62	63	64	65	66
	Actual Data					
	Hit/Miss Goal					

ACTION PLAN: EOC English I					EVALUATION
ACTIVITY	TIMELINE (Start End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Ensure curriculum alignment with standards being assessed.	August 2018 - June 2023	Instructional Services - Secondary Programs	\$1200	General Fund	Curriculum Guide
Incorporate test practice utilizing USA Test Prep or workbooks.	August 2018 - June 2023	Instructional Services - Secondary Programs	\$5000	General Fund	Observation Usage Reports
Incorporate Turnitin to assist students in collaboration in writing, using rubrics, and student review.	August 2018-June 2023	Instructional Services- Secondary	\$13,000		Usage Reports
Provide ELA teachers with text dependent analysis professional learning.	August 2018- June 2023	Instructional Services	\$10,000	PD - Title II	Sign-in Sheets

Performance Goal Area: <i>*Required</i>	<input checked="" type="checkbox"/> Student Achievement*	<input type="checkbox"/> Teacher/Administrator Quality*	<input type="checkbox"/> District/District Climate*	<input type="checkbox"/> District Priority Category:		
PERFORMANCE GOAL ACADEMIC AREA: <input type="checkbox"/> 4yr Grad Rate <input type="checkbox"/> SAT <input type="checkbox"/> ACT <input type="checkbox"/> WIN CCR Assessment <input type="checkbox"/> AP <input type="checkbox"/> EOC-Alg <input type="checkbox"/> EOC-Eng <input checked="" type="checkbox"/> EOC-Bio <input type="checkbox"/> EOC-USHC <input type="checkbox"/> SC Ready ELA <input type="checkbox"/> SC Ready Math <input type="checkbox"/> SC PASS SS <input type="checkbox"/> SC PASS Science <input type="checkbox"/> MAP Reading <input type="checkbox"/> MAP Math <input type="checkbox"/> Early Childhood <input type="checkbox"/> Other PRIORITY Area>						
1-PERFORMANCE GOAL: In the academic area checked above, our school will increase 10 percentage points over the next five years.						
2-PERFORMANCE GOAL: In the academic area checked above, our school will increase 5 percentage points over the next five years.						
<i>NOTE: These goals will only be valid if the Biology I EOC is not revised due to state standards updates or if the assessment is re-normed in the next five years. Also, these goals will no longer be valid if the state of SC changes the EOC requirement from Biology I to another science course.</i>						
INTERIM PERFORMANCE GOAL: Meet annual targets below.						
DATA SOURCE(s): <input checked="" type="checkbox"/> SC Report Card <input type="checkbox"/> District Generated <input checked="" type="checkbox"/> SCDOE/DRC <input type="checkbox"/> OTHER:	BASELINE 49	2018–19 Target	2019–20 Target	2020–21 Target	2021–22 Target	2022–23 Target
1-EOC Biology (ABC)	Projected Data	51	53	55	57	59
	Actual Data					
	Hit/Miss Goal					
DATA SOURCE(s): <input checked="" type="checkbox"/> SC Report Card <input type="checkbox"/> District Generated <input checked="" type="checkbox"/> SCDOE/DRC <input type="checkbox"/> OTHER:	BASELINE 66	2018–19 Target	2019–20 Target	2020–21 Target	2021–22 Target	2022–23 Target
2-EOC Biology (ABCD)	Projected Data	67	68	69	70	71
	Actual Data					
	Hit/Miss Goal					

ACTION PLAN: EOC Biology					EVALUATION
ACTIVITY	TIMELINE (Start End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Ensure curriculum alignment with standards being assessed.	August 2018 - June 2023	Instructional Services - Secondary Programs	\$1200	General Fund	Curriculum Guide
Incorporate test practice utilizing USA Test Prep or workbooks.	August 2018 - June 2023	Instructional Services - Secondary Programs	\$5000	General Fund	Observation Usage Reports
Usage of online laboratory simulations via Explore Learning's Gizmos	August 2018-June 2023	Instructional Services- Secondary Programs	\$8000	State Science Kit Funding	Usage Reports

Performance Goal Area: <i>*Required</i>	<input checked="" type="checkbox"/> Student Achievement*	<input type="checkbox"/> Teacher/Administrator Quality*	<input type="checkbox"/> District/District Climate*	<input type="checkbox"/> District Priority Category:		
PERFORMANCE GOAL ACADEMIC AREA: <input type="checkbox"/> 4yr Grad Rate <input type="checkbox"/> SAT <input type="checkbox"/> ACT <input type="checkbox"/> WIN CCR Assessment <input type="checkbox"/> AP <input type="checkbox"/> EOC-Alg <input type="checkbox"/> EOC-Eng <input type="checkbox"/> EOC-Bio <input checked="" type="checkbox"/> EOC-USHC <input type="checkbox"/> SC Ready ELA <input type="checkbox"/> SC Ready Math <input type="checkbox"/> SC PASS SS <input type="checkbox"/> SC PASS Science <input type="checkbox"/> MAP Reading <input type="checkbox"/> MAP Math <input type="checkbox"/> Early Childhood <input type="checkbox"/> Other PRIORITY Area>						
1-PERFORMANCE GOAL: In the academic area checked above, our school will increase 10 percentage points over the next five years.						
2-PERFORMANCE GOAL: In the academic area checked above, our school will increase 5 percentage points over the next five years.						
<i>NOTE: These goals will only be valid if the USHC EOC is not revised due to state standards updates or if the assessment is re-normed in the next five years. Also, these goals will no longer be valid if the state of SC changes the EOC requirement from USHC to another social studies course.</i>						
INTERIM PERFORMANCE GOAL: Meet annual targets below.						
DATA SOURCE(s): <input checked="" type="checkbox"/> SC Report Card <input type="checkbox"/> District Generated <input checked="" type="checkbox"/> SCDOE/DRC <input type="checkbox"/> OTHER:	BASELINE 44	2018–19 Target	2019–20 Target	2020–21 Target	2021–22 Target	2022–23 Target
1-EOC US History (ABC)	Projected Data	46	48	50	52	54
	Actual Data					
	Hit/Miss Goal					
DATA SOURCE(s): <input checked="" type="checkbox"/> SC Report Card <input type="checkbox"/> District Generated <input checked="" type="checkbox"/> SCDOE/DRC <input type="checkbox"/> OTHER:	BASELINE 64	2018–19 Target	2019–20 Target	2020–21 Target	2021–22 Target	2022–23 Target
2-EOC US History (ABCD)	Projected Data	65	66	67	68	69
	Actual Data					
	Hit/Miss Goal					

ACTION PLAN: EOC US History					EVALUATION
ACTIVITY	TIMELINE (Start End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Ensure curriculum alignment with standards being assessed.	August 2018 - June 2023	Instructional Services - Secondary Programs	\$1200	General Fund	Curriculum Guide
Incorporate test practice utilizing USA Test Prep or workbooks.	August 2018 - June 2023	Instructional Services - Secondary Programs	\$5000	General Fund	Observation Usage Reports

Performance Goal Area: <i>*Required</i>	<input type="checkbox"/> Student Achievement*	<input checked="" type="checkbox"/> Teacher/Administrator Quality*	<input type="checkbox"/> District/District Climate*	<input type="checkbox"/> District Priority Category:		
PERFORMANCE GOAL ACADEMIC AREA: <input type="checkbox"/> 4yr Grad Rate <input type="checkbox"/> SAT <input type="checkbox"/> ACT <input type="checkbox"/> WIN CCR Assessment <input type="checkbox"/> AP <input type="checkbox"/> EOC-Alg <input type="checkbox"/> EOC-Eng <input type="checkbox"/> EOC-Bio <input type="checkbox"/> EOC-USHC <input type="checkbox"/> SC Ready ELA <input type="checkbox"/> SC Ready Math <input type="checkbox"/> SC PASS SS <input type="checkbox"/> SC PASS Science <input type="checkbox"/> MAP Reading <input type="checkbox"/> MAP Math <input type="checkbox"/> Early Childhood <input checked="" type="checkbox"/> Other PRIORITY Area> Teacher Attendance						
PERFORMANCE GOAL: In the area checked above, our school will increase 0.2 percentage point over the next five years.						
INTERIM PERFORMANCE GOAL: Meet annual targets below.						
DATA SOURCE(s): <input checked="" type="checkbox"/> SC Report Card <input type="checkbox"/> District Generated <input type="checkbox"/> SCDOE/DRC <input type="checkbox"/> OTHER:	BASELINE 95.3	2018–19 Target	2019–20 Target	2020–21 Target	2021–22 Target	2022–23 Target
Teacher Attendance	Projected Data	95.34	95.38	95.42	95.46	95.5
	Actual Data					
	Hit/Miss Goal					
<i>Per SBE Regulation 43-261, 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.</i>						

ACTION PLAN: Teacher Attendance					EVALUATION
ACTIVITY	TIMELINE (Start End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Add 96% teacher attendance goal to every school strategic plan.	2019-2023	Principal	0	NA	Attendance Rate as reported to state
Develop an incentive plan to improve attendance with quarterly awards district wide	2019-2023	Human Resources	\$400-\$800	Donations	Incentive Plan and quarterly winners
Provide principals with teacher AESOP attendance reports four times per year for required review with teachers	2019-2023	Human Resources	0	NA	Aesop
Pay for sick leave balance over 90 days	2019-2023	Director of Finance	\$10,000	General Fund	

Performance Goal Area: <i>*Required</i>	<input type="checkbox"/> Student Achievement*	<input checked="" type="checkbox"/> Teacher/Administrator Quality*	<input type="checkbox"/> District/District Climate*	<input type="checkbox"/> District Priority Category:		
PERFORMANCE GOAL ACADEMIC AREA: <input type="checkbox"/> 4yr Grad Rate <input type="checkbox"/> SAT <input type="checkbox"/> ACT <input type="checkbox"/> WIN CCR Assessment <input type="checkbox"/> AP <input type="checkbox"/> EOC-Alg <input type="checkbox"/> EOC-Eng <input type="checkbox"/> EOC-Bio <input type="checkbox"/> EOC-USHC <input type="checkbox"/> SC Ready ELA <input type="checkbox"/> SC Ready Math <input type="checkbox"/> SC PASS SS <input type="checkbox"/> SC PASS Science <input type="checkbox"/> MAP Reading <input type="checkbox"/> MAP Math <input type="checkbox"/> Early Childhood <input checked="" type="checkbox"/> Other PRIORITY Area> Teacher Retention						
PERFORMANCE GOAL: In the area checked above, our school will increase 0.5 percentage points over the next five years.						
INTERIM PERFORMANCE GOAL: Meet annual targets below.						
DATA SOURCE(s): <input checked="" type="checkbox"/> SC Report Card <input type="checkbox"/> District Generated <input type="checkbox"/> SCDOE/DRC <input type="checkbox"/> OTHER:	BASELINE 81.2	2018–19 Target	2019–20 Target	2020–21 Target	2021–22 Target	2022–23 Target
Teacher Retention	Projected Data	81.3	81.4	81.5	81.6	81.7
	Actual Data					
	Hit/Miss Goal					
<i>Per SBE Regulation 43-261, 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.</i>						

ACTION PLAN: Teacher Retention					EVALUATION
ACTIVITY	TIMELINE (Start End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Cultivate Collaboration by providing at least one common planning time weekly.	2019-2023	Principals	0	NA	
Empower teachers with innovative professional development that is growth oriented	2019-2023	District Personnel		Title II	
Coach teachers using the SC Teaching Standards Model that provides support as well as	2019-2023	Human Resources	0	ADEPT Funds	
Create and maintain a safe, positive work environment	2019-2023	All personnel	0	General Fund	
Build strong mentor program for new teachers	2019-2023	Human Resources	\$18,000	Title II	
Grow leaders with Assistant Principal Academy	2019-2023	Student Services Administrator	5000	General Fund	
Incorporate Administrative Assistants to allow teachers who want to grow to gain experience	2019-2023	Human Resources	50,000	General Fund	

Performance Goal Area: <i>*Required</i>	<input type="checkbox"/> Student Achievement*	<input type="checkbox"/> Teacher/Administrator Quality*	<input checked="" type="checkbox"/> District/District Climate*	<input type="checkbox"/> District Priority Category:
PERFORMANCE GOAL ACADEMIC AREA: <input checked="" type="checkbox"/> Other PRIORITY Area> Climate				
Climate				
PERFORMANCE GOAL: In the area checked above, our district will increase 5.0 percentage points over the next five years.				
INTERIM PERFORMANCE GOAL: Meet annual targets below.				

2017 (for 2018-19 Strategic Plan)	Teachers		Students*		Parents*	
Percent satisfied with learning environment – BASELINE 2017	89.1%	Actual	73.8%	Actual	86.4%	Actual
2018	90.1%		74.8%		87.4%	
2019	91.1%		75.8%		88.4%	
2020	92.1%		76.8%		89.4%	
2021	93.1%		77.8%		90.4%	
2022	94.1%		78.8%		91.4%	
	Teachers		Students*		Parents*	
Percent satisfied with social and physical environment- BASELINE 2017	90.4%		79.5%		83.8%	
2018	91.4%		80.5%		84.8%	
2019	92.4%		81.5%		85.8%	
2020	93.4%		82.5%		86.8%	
2021	94.4%		83.5%		87.8%	
2022	95.4%		84.5%		88.8%	
	Teachers		Students*		Parents*	
Percent satisfied with school-home relations- BASELINE 2017	62.7%		85.1%		75.7%	
2018	63.7%		86.1%		76.7%	
2019	64.7%		87.1%		77.7%	
2020	65.7%		88.1%		78.7%	
2021	66.7%		89.1%		79.7%	
2022	67.7%		90.1%		80.7%	

ACTION PLAN: Climate					EVALUATION
ACTIVITY	TIMELINE (Start End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Involve stakeholders in the strategic planning process	2019-2023	Strategic Planning Coordinator	0	NA	
Survey parents using the Climate and Culture Survey through each school in the fall and spring	2019-2023	Strategic Planning Coordinator	0	NA	
Survey students using the Student Engagement Survey	2019-2023	Strategic Planning Coordinator	0	NA	
Survey teachers and staff using the Climate and Culture Survey through each school in the fall and spring	2019-2023	Strategic Planning Coordinator	0	NA	
Build relationships with local business and industry leaders	2019-2023	Strategic Planning Coordinator	0	NA	
Build relationships with state and local political affiliates.	2019-2023	Strategic Planning Coordinator	0	NA	