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School Renewal Plan Cover Page

Renewal Plan for 5 Year Cycle: 2021/22 to 2025/26 Upcoming School Year: 2023/24

School Name:	Lake City High
SIDN:	2103029
Plan Submission:	School utilizes Cognia
Grade Span:	9 To 12
District:	Florence County School District Three
Address 1:	652 N. Matthew Rd.
Address 2:	
City:	Lake City, SC
Zip Code:	29560
School Renewal Plan Contact Person:	Terrell Fleming
School Plan Contact Phone:	8433743321
School Plan E-mail Address:	tfleming@fsd3.org


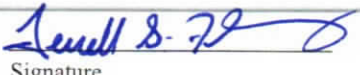
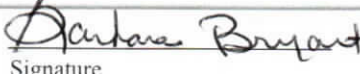
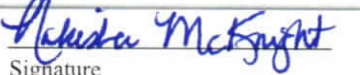
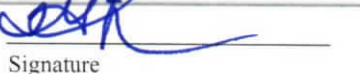
Required Signature Page

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

Assurances for the School Renewal Plans

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

Required Printed Names and Signatures

Superintendent		
<u>Dr. Laura Hickson</u> Printed Name	 Signature	<u>04-07-2023</u> Date
Principal		
<u>Mr. Terrell Fleming</u> Printed Name	 Signature	<u>3-27-2023</u> Date
Chairperson, District Board of Trustees		
<u>Ms. Barbara Bryant</u> Printed Name	 Signature	<u>4/6/23</u> Date
Chairperson, School Improvement Council		
<u>Mrs. Nakisha McKnight</u> Printed Name	 Signature	<u>3/27/2023</u> Date
School Read To Succeed Literacy Leadership Team Lead		
<u>Mrs. Tressia Gibbs</u> Printed Name	 Signature	<u>3/27/2023</u> Date

Assurances for School Renewal Plan

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
N/A	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
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).

Yes	<p>Developmental Screening The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
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>
Yes	<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>

Stakeholder Involvement for School Renewal Plan

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

	Position	Name
1.	Principal	Mr. Terrell Fleming
2.	Teacher	Ms. Tonia Wilson
3.	Parent/Guardian	Mrs. Edwina Clark
4.	Community Member	Ms. Makeeba Elmore
5.	Paraprofessional	Ms. Rechelle Jones
6.	School Improvement Council Member	Mrs. Nakisha McKnight
7.	Read to Succeed Reading Coach	Ms. Elisabeth Emhof
8.	School Read To Succeed Literacy Leadership Team Lead	Mrs. Tressia Gibbs
9.	School Read To Succeed Literacy Leadership Team Member	Mrs. Kim Hayes
<p>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</p>		

District Requested Strategic/Renewal Plan Waiver

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

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

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

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

Not Applicable

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

Lake City High School Needs Assessment

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Student Achievement:

College Readiness Assessment

Based on the 2022 ACT scores for 11th grade students, the composite score average was 13.4 which remained the same from the 2020 ACT composite score of 14.4. This score is well below the state average of 20.3. The average SAT score during the 2020-2021 school year was 864, which is the decrease from the previous year of 899. Based on this data, the school has identified the need to provide interventionists to work with students in an effort to close the achievement gap. Lake City High had 88 out of 145 seniors that were classified as College and/or Career Readiness.

End of Course Exams

Based on the 2021-2022 EOC scores, Algebra I scores decreased from 17.1% passage rate to a 13.4% passage rate. Biology I scores decreased from 17.1% passage rate to a 8.6% passage rate. English II scores decreased from a 36.7% passage rate to a 23.8% passage rate. US History scores increased from an 8.1% passage rate to a 10.8% passage rate. Because of the COVID-19 pandemic aftermath, there is a need to continue with extended school programs that will offer a blended learning opportunity to provide additional assistance to students for the purpose of academic achievement across all grade levels.

Graduation Rate, CCR & English Learners' Progress

Based on the 2021-2022 graduation rate increased from 70.3% to 73.5%. The number of students that College and Career Readiness increased from 37.8% to 49.5%. Our English Learners' Progress scores increased from 27.3% to 32.5% as a district.

Note: The new CCR results (as of 2020) cannot be compared to that of previous years because the cohort of students measured has changed from graduates to all students in the four year on-time graduation cohort (graduates and non-graduates).

Resources/Programs

USA Test Prep, TE21, Dreambox, LexiaRed Ink and Mastery Connect are utilized by our teachers to assess students on grade level standards through benchmarks in order to see where students need to be remediated and where instruction or additional instruction needs to take place based on content standards. These programs are aligned to the EOC exams and also can be used to prepare for ACT.

APEX is also used to assist with content recovery. This program allows teachers to help students gain skills they may be missing and also advance skills they currently have in all content areas.

Teacher/Administrator Quality

The staff of Lake City High School consists of 60 certified staff and 34 paraprofessional staff members. Many of the certified staff members hold advanced degrees but the current turnover rate at the school has been high over the past couple of years which results in a need for professional development for new teachers to the district/school and those new to the profession. New teacher orientation and Induction program has beneficial to new teachers coming to the district.

High Quality Professional Development

During the 2021-2022 school year, staff members participated in weekly professional development conducted by LCHS instructional coaches. Based on a current needs assessment conducted by the staff, the needs include more student engagement strategies, content specific instructional strategies, PBL training, data analysis including analysis of benchmark data and how data should impact instruction, behavior interventions (based on the discipline data) and teaching for mastery. PLC observations indicate teachers need support with differentiated and small group instruction management across subject areas. Additionally, teachers need support in working with students who are struggling with basic literacy and math skills.

School Climate

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Parent Involvement

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Lake City High School

Needs Assessment

Lake City High School is a ninth through twelfth grade school that currently serves 572 students. The high school is one of now two high schools in our district of approximately 2,946 students. The school's population is currently made up of 80% African American students, 15% Caucasian students, 4% Hispanic students and 1% other students. The population is 51% male and 49% female. Approximately 21% of the student population receives specialized education through the Office of Exceptional Children. Lake City High School is part of Florence School District Three which is located in the lower part of Florence County. The enrollment at Lake City High School has decreased over the past several years due to lack of industry in the rural area.

Student Achievement:

College Readiness Assessment

Based on the 2022 ACT scores for 11th grade students, the composite score average was 13.4 which remained the same from the 2020 ACT composite score of 14.4. This score is well below the state average of 20.3. The average SAT score during the 2020-2021 school year was 864, which is the decrease from the previous year of 899. Based on this data, the school has identified the need to provide interventionists to work with students in an effort to close the achievement gap. Lake City High had 88 out of 145 seniors that were classified as College and/or Career Readiness.

End of Course Exams

Based on the 2021-2022 EOC scores, Algebra I scores decreased from 17.1% passage rate to a 13.4% passage rate. Biology I scores decreased from 17.1% passage rate to a 8.6% passage rate. English II scores decreased from a 36.7% passage rate to a 23.8% passage rate. US History scores increased from an 8.1% passage rate to a 10.8% passage rate. Because of the COVID-19 pandemic aftermath, there is a need to continue with extended school programs that will offer a blended learning opportunity to provide additional assistance to students for the purpose of academic achievement across all grade levels.

Graduation Rate, CCR & English Learners' Progress

Based on the 2021-2022 graduation rate increased from 70.3% to 73.5%. The number of students that College and Career Readiness increased from 37.8% to 49.5%. Our English Learners' Progress scores increased from 27.3% to 32.5% as a district.

Note: The new CCR results (as of 2020) cannot be compared to that of previous years because the cohort of students measured has changed from graduates to all students in the four year on-time graduation cohort (graduates and non-graduates).

Resources/Programs

USA Test Prep, TE21, Dreambox, LexiaRed Ink and Mastery Connect are utilized by our teachers to assess students on grade level standards through benchmarks in order to see where students need to be remediated and where instruction or additional instruction needs to take place based on content standards. These programs are aligned to the EOC exams and also can be used to prepare for ACT.

APEX is also used to assist with content recovery. This program allows teachers to help students gain skills they may be missing and also advance skills they currently have in all content areas.

Teacher/Administrator Quality

The staff of Lake City High School consists of 60 certified staff and 34 paraprofessional staff members. Many of the certified staff members hold advanced degrees but the current turnover rate at the school has been high over the past couple of years which results in a need for professional development for new teachers to the district/school and those new to the profession. New teacher orientation and Induction program has beneficial to new teachers coming to the district.

High Quality Professional Development

During the 2021-2022 school year, staff members participated in weekly professional development conducted by LCHS instructional coaches. Based on a current needs assessment conducted by the staff, the needs include more student engagement strategies, content specific instructional strategies, PBL training, data analysis including analysis of benchmark data and how data should impact instruction, behavior interventions (based on the discipline data) and teaching for mastery. PLC observations indicate teachers need support with differentiated and small group instruction management across subject areas. Additionally, teachers need support in working with students who are struggling with basic literacy and math skills.

School Climate

Lake City High School has worked to decrease discipline infractions and continues to work in this area. During the 2021-2022 school year, there were 290 out of school suspensions and 86 in-school suspensions. There were 28 fights during the school year which is a slight increase from the previous year, but still very high. There were 15 incidents of simple assault which is very concerning. Administrators, as well as, teachers plan to focus on teaching students how to avoid conflict and handle issues in a positive manner. We have implemented PBIS and will continue to use this in the upcoming school year. Additionally, we plan to continue to offer services of our social emotional counselor and behavior interventionist.

Parent Involvement

As a result of our analysis of parent and stakeholder survey results, Lake City High School has determined one of our major areas of improvement continues to be improved home-school relationships, parental involvement, and school climate. Lake City High School has struggled some with parental involvement but has improved in this area through our parent academies and other parenting events. Since parent attendance tends to be more prevailing in connection to events in which their children perform, play athletics, or show off their own work, organizing parenting events around these types of events help to increase parental involvement. Lake City High School's use of social media including Facebook and other sites has also helped to reach parents. School Messenger is also used to reach parents through phone and email. Through the use of parent liaisons, this continues to be a focus. Our plans as we move forward are to continue to provide meaningful parent opportunities for engagement as well as promote a highly collaborative and leadership driven culture. Several areas of need in order to meet effective communication between home and school requires an ELL translator to translate school communications for our EL students and families; and additional parenting resources for our Parent Resource Center. Building partnerships with stakeholders and community agencies will be a continued priority as we work collaboratively to meet the needs of our students.

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Executive Summary of Needs Assessment Data Findings

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

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

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

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

Student Achievement	
High School (9 - 12)	
1.	The school's EOC scores are still below the state averages. There were some marginal improvements in some of the EOCs cores from the previous years based on district data. The US History scores continue to be a challenge as boot camps and other improvement strategies will continue to be implemented. The school will employ tutors to help with identified students and their needs. The school employed instructional coaches to help specially with EOC classes. The scores were impacted by students re-adjusting to in person learning. learning. The teachers, coaches and administrators feel that scores will increase once the majority of students return to in person learning. The scores will be disaggregated for trends to identify and target areas.
School Climate	
2.	The school continues to improve the overall school environment by implementing Positive, Behavior, Intervention, Support (PBIS). The students return to campus appears that they are enjoying being back in the school environment as indicated by several surveys. Our teachers made all of the need adjustments to provide quality instruction to for all students. The teacher's spirits remained high during the constant changes from the 2021-22 school year. The teacher retention rate for the 2021-2022 school year was 85%.
Other (such as district and/or school priorities)	
3.	The school showed a slight increase in the graduation rate in 2022 from 70.3% to 73.5%, but the graduation rate does not meet the school's expectation of 80% or higher. The school continues to implement APEX classes, afterschool, Saturday school, and summer school to assist students with attendance and credit recovery. The school have regular graduation tracking meetings to monitor graduating seniors' progress. The school will monitor all students and provide all of the academic assistance necessary for students to graduate on-time.
4.	Our College and/ or Career, Readiness (CCR) was 49.5% in 2022 based on the report card. Our CCR will drop based on the graduation tracking meeting because CCR has changed from graduates to all students in the four year on-time graduation cohort (graduates and non-graduates). There are intentional plans for more students to attend the Continuum which is a hub for the area college. A plan is in place for more students to take CTE course to continue the percent of students who are career ready. Also, all students will choose a career pathway that strategically outlines courses for graduation and CCR opportunities.

Performance Goal

Performance Goal Area:	District Priority					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2025-2026, our Graduation Rate will increase from 72% to 80% and our College and/or Career Readiness Rate will increase from 37.8% to 57%. Note: The new CCR results (as of 2020) cannot be compared to that of previous years because the cohort of students measured has changed from graduates to all students in the four year on-time graduation cohort (graduates and non-graduates)					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
Graduation Rate	72%	Projected Data: 74%	76%	77%	78%	80%
		Actual Data: 70.3%	73.5%			
College and/or Career Readiness Rate	37.8%	Projected Data: 37.8%	42.00%	47%	52%	57%
		Actual Data: 37.8%	49.5%			

Action Plan

Strategy #1: 1. High Schools will monitor all students and their transcripts from grades 9-12 to ensure students are ready for graduation in four years.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. High Schools will monitor all students and their transcripts from grades 9-12 to ensure students are ready for graduation in four years.	August 2021- June 2026	School Leadership Teams	n/a	n/a	Minutes from meetings Grad Rate and CCR tracking
2. Students will be offered credit recovery and initial credit as needed to ensure they have needed classes for graduation credit.	August 2021- June 2026	School Administration District Instructional Team	\$20,000	Title One Local Funds	Student Grades Planning meetings for courses - minutes Grad Rate Tracking and CCR tracking
3. Students will be offered boot camps and other review opportunities prior to state testing.	August 2021- June 2026	School Administration District Instructional Team	n/a	n/a	Minutes from meetings Grad tracking
4. Conduct monthly graduation meetings to target students who need extra support	August 2021-June 2026	District Instructional Team School Administration	n/a	n/a	Minutes from meetings Grad tracking
Strategy #2: Strategy #2 - Students will prepare for College and Career Readiness.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation

1. Students will use the WIN system to increase their level of understanding in Reading, Math and Data to help them to progress to a Level 3 which would have students obtain the status of CCR.	August 2023 - June 2025	Teachers	0	N/a	WIN System Reports
2. ACT/SAT Workshop: This workshop will serve to ensure students are prepared to meet the appropriate score of 20 on ACT or 1020 on SAT to obtain the status of CCR.	August 2023 - June 2026	Consultants	\$5,250.00	Priority	Priority Funds
3. No Red Ink Premium Site License/Live Virtual Training: This program will assist students in improving their level of understanding in the area of writing/English to help with English portion of the act/sat. The program would ensure teachers are able to provide feedback on writing assignments.	August 2023 - June 2026	Teachers	\$5,000.00 Instructional PD	Priority Funds	Reports from Program

Performance Goal

Performance Goal Area:	District Priority					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2025-2026, our chronic absenteeism rate will decrease from 16.46% to 12%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
Chronic Absenteeism Rate	16.46%	Projected Data: 16%	15%	14%	13%	12%
		Actual Data: 16.6%	33.6%			

Action Plan

Strategy #1: School officials will monitor weekly attendance and place students on attendance plans and/or truancy intervention plans as needed.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. School will send out attendance letters as well do calls out to notify parents when students are absent.	August 2021- June 2025	District Attendance Team School Attendance Teams	n/a	n/a	Minutes from meetings Attendance Tracking
2. School officials will schedule attendance meetings and/or truancy meetings as needed with students and their parents.	August 2021- June 2025	School Attendance Team District Attendance Team	n/a	n/a	Minutes of Meetings Attendance Data
3. School will offer incentives for class attendance and individual attendance.	August 2021- June 2025	School Attendance Team	\$3000	Local Funds	Attendance Data Documentation showing incentives given
4. School will use the following sites for attendance strategies for students and their schools : www.attendanceworks.org and http://absencesaddup.org/	August 2021- June 2025	District Attendance Team School Attendance Team	n/a	n/a	Documentation of strategies used Meeting minutes

Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2025-2026, a minimum of 85% of all stakeholders will be satisfied with the learning environment, the social and physical environment and the school-home relationships as measured by the state survey.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
Learning Environment Teachers Students Parents	T-47% S- 53% P-80%	Projected Data: T- 83.3% S- 75.4% P-72.7%	T- 60% S- 52% P-82%	T- 70% S- 62% P-83%	T- 80% S- 72% P-84%	T- 85% S- 85% P-85%
		Actual Data: T- 83.3% S- 75.4% P-72.7%	T-75.6% S-75.2%			
Social and Physical Environment Teachers Students Parents	T- 46% S- 53% P-81%	Projected Data: T- 86.1% S- 80.8% P-81.8%	T- 67% S- 74% P-83%	T- 77% S- 80% P-84%	T- 80% S- 83% P-84%	T- 85% S- 85% P-85%
		Actual Data: T- 86.1% S- 80.8% P-81.8%	T-82.5% S-74.5%			
Home-School Relations Teacher Students Parents	T- 39% S- 77% P-73%	Projected Data: T- 63.9% S- 74.5% P-69.7%	T- 40% S- 75% P-78%	T- 60% S- 80% P-82%	T- 75% S- 83% P-84%	T- 85% S- 85% P-85%
		Actual Data: T- 63.9%	T-			

		S- 14.5% P-69.7%	S-87.1%		
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Action Plan

Strategy #1: Strategy #1: Promote an educational climate and culture that enhances the safety and success of all children.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Continue to provide professional development trainings for employees district wide and school improvement councils on effective parent conferences, and how to involve parents and community in the educational process.	June 2021-June 2025	School Administrators Parent Liaisons	n/a	n/a	Agendas from Trainings
2. Develop a written home/school communication plan outlining how parents are informed of students' academic progress and revise as needed.	August 2021 - June 2025	Director of Communications School Leadership Teams	0	n/a	Communication Plan
3. Update and continue to implement the National Network of Parenting Partners' parental involvement plan.	August 2021-June 2025	Principal	n/a	n/a	Documentation from Parenting Partners
4. Continue to provide parent involvement workshops to help families support their child's educational development/academic achievement.	August 2021-June 2025	Principal Teachers Leadership Team	n/a	n/a	Workshop Agendas and Sign In Sheets
5. Administer and analyze a district-developed school climate survey 2 to 3 times a year. Use data to form a Plan of Action based on identified areas of need.	August 2021-June 2025	School Administrators District Safety Team	n/a	n/a	Survey Results Data Analysis Action Plan
6. Update district crisis management plans. Monitor school level plans. Carry out all monthly emergency drills.	August 2021-June 2025	School Administrators District Safety Team	n/a	n/a	Crisis Management Plans Documentation of Drills Safety Meetings

7. Each school will have at least 4 student clubs, to include the Dr. Ronald E. McNair Science Club. A plan will be developed for guidelines and implementation.	August 2021-June 2025	School Leadership Team	n/a	n/a	Club Meetings / calendar Club meetings
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Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT , as measured by HOW and WHEN .	By 2025-26, English EOC passage rate will increase from 57% to 70% and ACT Reading and English proficiency rates will increase to average composite score of 20 by 2025-2026.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
English EOC	57%	Projected Data: 60%	63%	65%	68%	70%
		Actual Data: 36.7%	23.8%			
ACT Reading and English	R- 16 Eng - 11	Projected Data: R- 16.5 Eng - 13	R-17 Eng - 15	R- 18 Eng - 17	R- 19 Eng - 19	R- 20 Eng - 20
		Actual Data: R - 14.7 Eng - 12.2	R- 13.1 Eng- 11			

Action Plan

Strategy #1: Establish a consistent alignment of our ELA/Literacy Program; to include curriculum, assessments, instructional strategies, and resources to support the needs of all students.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide professional development to all staff on the Profile of the SC Graduate: World Class Knowledge, World Class Skills, and Life and Career Characteristics. Provide literature to all stakeholders.	August 2021-June 2025	District Instructional Team School Leadership Team	n/a	n/a	Training documentation Agendas Sign In Shee
2. Develop a District Literacy Plan based on the SC State Literacy Plan. Track data on all subgroups. Create Action Plans addressing the needs based on the data obtained.	August 2021-June 2025	Director of Literacy School Leadership Team Instructional Coaches	n/a	n/a	Literacy Plan Training on plan documentation
3. Create informational pamphlets and newsletters sharing the Literacy Plan with all stakeholders and provide parental support to actively engage readers at home and how to support struggling readers.	August 2021-June 2025	Director of Literacy School Leadership Teams Instructional Coaches	n/a	n/a	Pamphlet/ newsletters
4. Provide professional development for the schools reviewing the District Literacy Plan while developing the School Literacy Plans.	August 2021-June 2025	Director of Literacy School Leadership Teams Instructional Coaches	n/a	n/a	Agendas Sign in Sheets

5. Provide professional development on the ELA SC College-and-Career Ready Standards.	August 2021-June 2025	District Instructional Team School Leadership Team Instructional Coaches	n/a	n/a	Agendas Sign-In Sheets Training Information
6. Create district-wide ELA Pacing Guides for each grade level. Include common assessments. Revise, edit, implement.	August 2021-June 2025	Director of Literacy School Leadership Team Instructional Coaches	n/a	n/a	Pacing guides Assessment Data
7. Attend State and local ELA professional development opportunities and share with appropriate personnel.	August 2021-June 2025	District Instructional Team School Leadership Team Instructional Coaches Classroom teachers	n/a	Local Funds Title One Funds	Training Information PLC agendas and Sign-In Sheets
8. Develop a Career Education Plan beginning at the elementary level, including Career Fairs at all grade levels. Research available resources. Identify district-wide program to implement across all grade levels.	August 2021-June 2025	School Counselors School Leadership Team CDFs	n/a	n/a	Career Fair documentation Agendas / Sign-In Sheets Plan

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2025-26, the math EOC passage rate will increase from 33% to 58% and ACT math proficiency rates will increase from 11 to an average composite score of 20.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
ACT Math	11	Projected Data: 13	15	17	19	20
		Actual Data: 14.9	14.3			
Math EOC	33%	Projected Data: 38%	43%	48%	53%	58%
		Actual Data: 17.1%	13.4%			

Action Plan

Strategy #1: Establish a consistent alignment of our mathematics program to include curriculum, assessments, instructional strategies and resources to support the needs of all students.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide professional development to all staff on the profile of the SC Graduate: world Class Knowledge, World Class Skills, and Life and Career Characteristics. Provide literature to all stakeholders.	August 2021-June 2025	District Instructional Team School Leadership Teams	n/a	n/a	Sign-In Sheets, Agendas
2. Develop a district math plan to increase the level of rigor in math instruction and implement the plan to track the data.	August 2021-June 2025	District Instructional Team Lead Teachers School Leadership Teams	n/a	n/a	Sign In Sheets Copy of math plan
3. Provide professional development for the schools reviewing the district math plan while developing the school math plans.	August 2021-June 2025	District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams	n/a	n/a	Sign-Sheets Agendas
4. Provide professional development on the math SC College and Career Ready Standards.	August 2021-June 2025	District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams	n/a	n/a	Sign-Sheets Agendas

5. Attend state and local math professional development opportunities and share with appropriate personnel.	August 2021-June 2025	School Leadership Team Math Leaders	\$2000	Title 1	Travel Requests Agendas
6. Create a district-wide math pacing guide for each grade level. Include common assessments. Revise, edit and implement.	August 2021-June 2025	District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams	n/a	n/a	Math plan Agendas from meetings Sign-In Sheets Data Analysis

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2025-2026, the ACT science portion will increase from 15 to an average composite score of 20 and the science EOC passage rate will increase from 46% to 66 percent.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
Science ACT	15	Projected Data: 16	17	18	19	20
		Actual Data: 15.2	14.2			
Science EOC	46	Projected Data: 50%	54%	58%	62%	66%
		Actual Data: 26.3%	8.6%			

Action Plan

Strategy #1: Strategy #1: Establish a consistent alignment of our Science Program; to include curriculum, assessments, instructional strategies, and resources to support the needs of all students.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide professional development to all staff on the Profile of the SC Graduate: World Class Knowledge, World Class Skills, and Life and Career Characteristics. Provide literature to all stakeholders.	August 2021-June 2025	District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams	n/a	n/a	Agendas Trainings/ Sign In Sheets
2. Provide all schools with a science curriculum that offers the latest research based instructional strategies. Encourage scientifically rich classroom environments. Promote the rigor, relevance, and integration of other disciplines in the science classrooms. Establish outside collaborative Science Partners.	August 2021-June 2025	District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams	n/a	n/a	Training Agendas Sign-In Sheets Documentation of Science Partners
3. Provide professional development on the SC Academic Standards and Performance Indicators for Science.	August 2021- June 2025	District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams	n/a	n/a	Training documentation Agenda Sign-In Sheets

4. Attend State and local Science professional development opportunities and share with appropriate personnel.	August 2021-June 2025	District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams	\$3000	Local Funds	PLC documentation Sign-In Sheets Agendas
5. Create district-wide Science pacing guides for all grade levels and include common assessments for the tested grades	August 2021-June 2025	District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams	n/a	n/a	Pacing Guides Agendas for trainings
6. Provide a science boot camp for all Biology EOC students	August 2021-June 2025	District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams	n/a	n/a	Sign In Sheet Plans for Boot Camp

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2025-2026, passage rate for the US History EOC test will increase from 37% to 57 percent.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
US History EOC Test	37%	Projected Data: 41%	45%	49%	53%	57%
		Actual Data: 8.1%	10.8%			

Action Plan

Strategy #1: Establish a consistent alignment of our Social Studies Program; to include curriculum, assessments, instructional strategies, and resources to support the needs of all students.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide professional development to all staff on the Profile of the SC Graduate: World Class Knowledge, World Class Skills, and Life and Career Characteristics. Provide literature to all stakeholders.	August 2021-June 2025	District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams	n/a	n/a	Agendas Training Materials
2. Provide professional development based on needs assessment survey.	August 2021 - June 2025	District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams	\$2000	Title II	Sign in Sheets Agendas Training Materials
3. Attend State and local Social Studies professional development opportunities and share with appropriate personnel.	August 2021-June 2025	District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams	\$2000	Local funds	Sign in Sheets Agendas Training Materials
4. Create a district-wide Social Studies pacing guide for all grade levels. Include common assessments. Revise, edit, implement.	August 2021 - June 2025	District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams	n/a	n/a	Pacing Guide Training Materials

5. Provide US History EOC boot camp to prepare students for testing.	August 2021 - June 2025	District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams	n/a	n/a	Sign In Sheet Agendas Training Materials
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Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2025-2026, ACT composite score for LCHS will increase from 15.8 to 22.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
ACT Scores - composite	15.8	Projected Data: 16	18	19	20	22
		Actual Data: 14.4	13.3			

Action Plan

Strategy #1: Increase the ACT composite score fto improve students opportunity for college entry.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Continue with ACT classes	August 2021- June 2025	English Teachers Math Teachers Principal and Leadership Team	n/a	n/a	Student enrollment Test scores TE 21 benchmarks
2. Continue with ACT workshop	August 2021- June 2025	Principal	\$2000	District fund	Test scores TE 21 benchmarks
3. Continue with ACT boot camps	August 2021- June 2025	English teachers Math teachers School administrators	n/a	n/a	Test Scores TE 21 benchmarks

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2025-2026, FSD3 will increase our teacher retention rate from 89% to a minimum of 97%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
District Data	89%	Projected Data: 93%	94%	95%	96%	97%
		Actual Data: 87.9%	85%			

Action Plan

Strategy #1: Establish professional development opportunities which will increase teacher proficiency in student achievement and teacher performance.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide professional development for all school leadership teams and teachers on best practices and effective coaching strategies	August 2021-June 2025	District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams	n/a	n/a	PLC documentation Agendas Training Materials
2. Using district evaluation data, identify areas of needed support and work with teachers to develop an improvement plan if needed	August 2021-March 2025	District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams	n/a	n/a	Data Analysis Improvement plans Agendas
3. Administer a needs assessment and survey yearly to determine teacher needs.	August 2021-June 2025	District Instructional Team School Leadership Teams	n/a	n/a	August 2021-June 2025
4. Data conferencing with teachers at least three times a year to discuss performance on benchmarks and other student data.	August 2021-June 2025	District Instructional Team Lead Teachers/ Instructional Coaches School Leadership	n/a	n/a	Data Conference Agendas Meeting Schedule

	Teams			
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