

SCHOOL RENEWAL PLAN

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Read to Succeed

NEEDS ASSESSMENT DATA

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

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.)

[2017 Chesnee High School School Report Card](#)

[2017-2018 Chesnee High School EOCEP Data](#)

[2017 Chesnee High School Junior ACT Data](#)

[2018 Ready to Work Data](#)

[2017-2018 Parent Survey Data](#)

[2017-2018 Student Survey Data](#)

[2017-2018 Teacher Survey Data](#)

[2017 Chesnee High School eleot Observations Results](#)

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, including sub-groups
<i>Early Childhood/Primary (PK–2):</i>
<i>Elementary/Middle (3–8):</i>
<p><i>High School (9–12):</i></p> <ul style="list-style-type: none"> • Our on-time graduation rate (% of students entering high school in 9th grade and graduated in at least 4 years) of 84.8% is higher than in the past 5 years and higher than the state rate, remains lower than our district rate. We will continue our efforts to provide opportunities that encourage students to stay in school and graduate on time. • An analysis of our Algebra I/Intermediate Algebra EOC data for the past 3 years shows that our percent passing has decreased considerably to 71.5% in 2018. With the exception of 2017 when our percent passing fell to 70.2%, we have consistently been above the state percent passing but below the district average. The implementation of the Algebra 2 EOC within the next 5 years makes it necessary for us to work with individual teachers to identify areas for improvement in instruction and assessment. • Our English I EOC percent passing reached an all-time low in 2017 at 67.7% and was below the state percent passing for the first time. We saw much improvement in 2018 at 82.6%, but our percent passing is still below the district average. The implementation of the English II EOC in 2019-2020 makes it necessary for us to work with individual teachers to identify areas for improvement in instruction and assessment. • Our Biology EOC percent passing for 2018 at 68.6% was the lowest in recent years. We have consistently been above the state percent passing and even with our low 2018 average, remain so. However, we have also consistently been below the district percent passing. We will work with individual teachers to identify areas for improvement in instruction and assessment. • Our U.S. History EOC percent passing reached an all-time high in 2016 at 76.9% but dropped considerably in 2017 to 69.5% yet has remained above the state percent passing. In 2018 our percent passing improved slightly to 70.5%, but fell below the state and district averages. We will work with

individual teachers to identify areas for improvement in instruction and assessment.

- An analysis of our *College and Career Readiness* data indicates the need to continue efforts to increase scores and data in a number of areas. Our *ACT* composite score for Juniors saw a decrease from 18.3 in 2016 to 17.9 in 2018 placing us below both the state and district scores. Our *SAT* composite score for Juniors in 2018 was 931. An analysis of our *Ready to Work* data indicates a need to increase the number of students receiving a silver or better certificate on the Reading for Information test. Of our students tested, 81.1% received a silver or better certificate placing us above the district percentage, but below the state percentage. We also see a need to increase the number of students enrolled in our *dual credit* classes.

Teacher/Administrator Quality

- After reviewing data from our state test scores, there is a need to continue to develop and to strengthen our *TLT* process.
- After reviewing the data from our eleot observations, there is a need to provide *professional development opportunities* to teachers for effective use of instructional technology, for setting learning goals with students, and personalized professional development for teachers to meet their individual needs.

School Climate

- An analysis of responses on the past 3 years school report card surveys indicate that in 2018, 86% of parents and 82.3% of students are *Satisfied with Learning Environment* of our school, a decrease from 2017. Our parent and student groups are less satisfied with the learning environment than are our teachers. We have a need to clearly communicate our expectations for learning and to provide effective feedback on learning to our students and parents.
- An analysis of responses on the past 3 years school report card surveys indicate a decrease in 2018 of the percentage of teachers (86%) and students (84.4%) who are *Satisfied with Home and School Relations*. The percentage of teachers satisfied saw an increase in 2017 to 93.4%, but a dramatic drop in 2018. The percent of students satisfied had steadily declined over the past 3 years. The percent of parents satisfied with home and school relations increased in 2018 to 68%, but percentage is the lowest of the 3 groups. We have an obvious need to strength communications among the members of this group.
- Data from our last 3 school report cards indicates a decrease in our *Teacher Attendance* rate in 2018 to 94.4% after an increase to 96.1% in 2017. We have a need to implement strategies that encourage teacher attendance which would have a positive effect on our overall test scores.
- Data from our last 3 school report cards indicates a decrease in our *Student Attendance* rate in 2018 to 93.6% after an increase to 94.1% in 2017. We have a need to implement strategies that encourage teacher attendance which would have a positive effect on our overall test scores.

Other (such as district and/or school priorities)

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Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
 District Priority

(* required)

PERFORMANCE 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 school report cards.

The percentage of students graduating high school on time based on the graduation cohort will increase from 84.8% in 2017-2018 to 94% in 2022-2023.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s): SC ESSA School Report Card	84.8%	Projected Data	86.4%	88.4%	90.4%	92.4%	94.0%
		Actual Data					

ACTION PLAN FOR STRATEGY #1: Credit Recovery as well as unit/content recovery will be offered.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Utilize APEX software as credit recovery opportunity for both courses and unit/content.	August 2018-June 2023	Credit Recovery Instructor Teachers		District Funds	Course progress through APEX Reports Teacher Records
2. Utilize APEX for homebound instruction as well as for long-term substitutes	August 2018-June 2023	Guidance Counselors Teachers		District Funds	Course progress through APEX Reports Homebound Records Teacher Records
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ACTION PLAN FOR STRATEGY #2: Students at risk for dropping out will receive academic interventions.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Utilize our Data Wall to make teachers aware of students identified at-risk for dropping out of school.	August 2017-June 2023	Instructional Coaches	\$50 yearly	School Funds	Photographs of the Data Wall
2. Utilize our Eagle Intervention RtI program to match at-risk students with a mentor	August 2017-June 2023	RtI Coordinator Teacher Mentors	No Cost	NA	RtI Mentoring logs Grade Reports
3. Utilize our MTSS framework to provide incentives encouraging students to stay in school	August 2017-June 2023	PBIS Team Teachers	NA	School Funds	Teacher and Student of the Month Certificates Incentives for Achievement
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Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
 District Priority

(* required)

PERFORMANCE 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 school report cards.

The percentage of students passing English I and English II EOC tests with grades of C or better will increase from 59.8% in 2017-2018 to 70.0% in 2022-2023.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s): State EOC Scores	59.8%	Projected Data	61.8%	63.8%	65.8%	67.8%	70.0%
		Actual Data					

ACTION PLAN FOR STRATEGY #1: Implement effective instructional practices, programs and assessment strategies to increase the percentage of English I and English II scoring C or better on EOC.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Utilize a Language Arts Curriculum that is aligned to SC State Standards through the use of guided reading, reading workshop, and writing workshop	August 2018-June 2023	Teachers Instructional Coaches Principal District Leadership	NA	NA	Lesson Plans Classroom Observations
2. Provide support to teachers on best practices, assessment strategies, and use of instructional software such as Newsela, Albert io, and USA Testprep.	August 2018-June 2023	Instructional Coaches Principal District Leadership	NA	District Funds	Lesson Plans Usage Reports Classroom Observations
3. Provide support to teachers on analysis of and effective use of benchmark data	August 2018-June 2023	Instructional Coaches Principal	NA	NA	Teacher /Coach Conferences and Planning Lesson Plans Classroom Observations

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ACTION PLAN FOR STRATEGY #2: Provide support to students who will take English I and English II to increase the percentage of scoring C or better on EOC.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Students use available instructional software such as USA Testprep, Albert io, etc. for review and remediation	August 2018-June 2023	Classroom Teachers Principal District Leadership	NA	District Funds	Usage Reports Lesson Plans Formative Assessments
2. Provide after-school tutoring in English	August 2018-June 2023	ELA teachers Principal	\$25 per week	District Funds	Sign-in logs

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Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
 District Priority

(* required)

PERFORMANCE 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 school report cards.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

The percentage of students passing Algebra I and Algebra II EOC tests with grades of C or better will increase from % in 2017-2018 to % in 2022-2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s): State EOC Scores	59.8%	Projected Data	61.8%	63.8%	65.8%	67.8%	70.0%
		Actual Data					

ACTION PLAN FOR STRATEGY #2:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
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Schools will complete and upload the appropriate Exemplary Literacy Classroom Reflection Tool on the SCDE Read to Succeed Web page at <https://ed.sc.gov/instruction/early-learning-and-literacy/read-to-succeed1/reading-plans-state-district-and-school/> .

Refer to the *Directions for Completing District and School Reading Plans* for additional information on the SCDE Read to Succeed Web page at <https://ed.sc.gov/instruction/early-learning-and-literacy/read-to-succeed1/reading-plans-state-district-and-school/> .

For further Read to Succeed questions, please contact the Office of Early Learning and Literacy at 803-734-2577.