

SCHOOL STRATEGIC PLAN

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Read to Succeed (*Link provided, no upload*)

NEEDS ASSESSMENT DATA

2019 State Report Card for Districts and Schools Data: <https://ed.sc.gov/data/report-cards/state-report-cards>

STUDENT ACHIEVEMENT:

***NOT RATED IN 2020**

2019 EOCEP DATA

EOCEP	% Scoring C or higher	% D or higher
Algebra 1	21.3	64.9
English 1^	18.1	70.2
U. S. History	24.3	52.9
Biology	8.4	43.2

^ Exam will change to English 2 for 2020 SY

STUDENT ACHIEVEMENT:

***NOT RATED IN 2020**

2019 READY TO WORK DATA

Test	Average %
Platinum	1.4%
Gold	4.2%
Silver	31.0%
Bronze	39.4%

STUDENT ACHIEVEMENT:

***NOT RATED IN 2020**

2019 ACT DATA

Test	Average Score
English	12.5
Reading	15.1
Mathematics	14.8
Science	14.2

Classroom Environment – 2019 Data

Not Rated in 2020

Number of Teachers	28	Same as previous year
Teachers returning from previous year	72.7	Down from 78.8
Percentage of teacher vacancies for more than 9 weeks	0.0	Up from 4.0
Professional development days/teacher	6.4	Down from 7.2
Percentage of teachers with advanced degrees	53.6	Down from 71.4

Student Engagement – 2019 DATA

Not Rated in 2020

	Teachers	Students	Parents
Percent satisfied with learning environment	60%	72.8%	88.9%
Percent satisfied with social and physical environment	60%	76.7%	83.3%
Percent satisfied with school-home relations	20%	87.1%	75%

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/>

Student Achievement, including sub-groups
<i>Early Childhood/Primary (PK–2):</i>
<i>Elementary/Middle (3–8):</i>
<i>High School (9–12):</i> There is a strong need for an academic and career focused intervention program to offset the low academic performance of ninth grade students attending Allendale-Fairfax High School. Based on 2019 I-READY Winter diagnostic, over 70% of the 9 th graders entering the high school in the Fall of 2020 scored two or more grade levels behind. Even though the district’s 2020 graduation rate of 87.3% exceeds the state’s average, the economics of the county makes it imperative that we increase the graduation rate. Education is a vital key to changing the impact of poverty in the county.
Teacher/Administrator Quality
As many schools of poverty have found, professional learning is needed for teachers who teach minority and students of poverty. Professional learning is needed in the areas of building positive student/teacher relationships, implementing effective instructional strategies, such as differentiated instruction, and increasing academic rigor and higher order thinking through questioning. These types of professional learning will increase student engagement and promote self-ownership of learning. Therefore, we find it necessary to increase our focus on training teachers through strong professional development and leadership opportunities.
School Climate
As noted in many of our data review meetings, one of our biggest areas of opportunity for improving school climate is in student morale. This can be remedied through positive cultural improvements, implementation of student recognition programs, and mentoring programs for both males and females. One core belief is that education is the key to overcoming poverty, and a strong education can only be obtained through a well-managed school that promotes positive culture and engagement.
Other (such as district priorities)

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

(* required)

☐ District Priority

*Gifted and Talented Requires
1 Academic Goal and 1 Additional
Goal*

☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional

☐ Gifted and Talented: Other

PERFORMANCE GOAL: 1A

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.

By June 2026, students in Grades 9 through 12 will demonstrate academic proficiency on state standardized assessments by meeting or exceeding the benchmarks specified.

- EOCEP – The percentage of students passing an EOC course (with a score of 60 or better), will increase at least fifteen annually.
- ACT / WIN – The percentage of students who score Silver or higher will increase annually at least fifteen percent.
- The ACT – The average score will increase by at least three percent or more annually.

INTERIM PERFORMANCE GOAL:1A Meet annual targets below.

Overall Measures:	Average Baseline 2018-2019		2021-22	2022-23	2023-24	2024-25	2025–2026
* Represents projections of improvement		Projected Data	74.29%	85.43%	98.24%	100%	100%
Source: EOCEP (Algebra I)	64.6%	Actual Data	TBD	TBD	TBD	TBD	TBD
* Represents projections of improvement		Projected Data	49.68%	57.13%	65.7%	75.5%	86.89%
Source: EOCEP (Biology I)	43.2%	Actual Data	TBD	TBD	TBD	TBD	TBD
* Represents projections of improvement		Projected Data	TBD	TBD	TBD	TBD	TBD
Source: EOCEP (English 2)*	^TBD	Actual Data	TBD	TBD	TBD	TBD	TBD
* Represents projections of improvement		Projected Data	60.83	69.96%	80.45%	92.52%	100%

Source: EOCEP (USHC)	52.9%	Actual Data	TBD	TBD	TBD	TBD	TBD
* Represents projections of improvement		Projected Data	42.09%	48.4%	55.66%	64.01%	73.62%
Source: ACT WorkKeys (Silver or higher)	36.6%	Actual Data	TBD	TBD	TBD	TBD	TBD
* Represents projections of improvement		Projected Data	12.88%	13.26%	13.65%	14.06%	14.49%
Source: The ACT (English)	12.5	Actual Data	TBD	TBD	TBD	TBD	TBD
* Represents projections of improvement		Projected Data	15.24%	15.7%	16.17%	16.65%	17.15%
Source: The ACT (Mathematics)	14.8	Actual Data	TBD	TBD	TBD	TBD	TBD
* Represents projections of improvement		Projected Data	15.55%	16.01%	16.50%	16.99%	17.5%
Source: The ACT (Reading)	15.1	Actual Data	TBD	TBD	TBD	TBD	TBD
* Represents projections of improvement		Projected Data	14.62%	15.06%	15.51%	15.98%	16.46%
Source: The ACT (Science)	14.2	Actual Data	TBD	TBD	TBD	TBD	TBD
* Represents projections of improvement		Projected Data	14.72%	15.17%	15.62%	16.09%	16.57%
Source: The ACT (Composite)	14.3	Actual Data	TBD	TBD	TBD	TBD	TBD

ed.sc.gov/data/test-scores/national-assessment

ACTION PLAN FOR STRATEGY #1: <i>Provide effective standards-based instruction in core curricular areas.</i>					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Revise as needed grades 9-12 instructional curriculum / pacing guides aligned with state standards for each core curricular area.	August 2022 – June 2026	Teachers Instructional Coaches	\$1000	General Fund	Pacing Guides
Provide instructional coaching in core content area for grades 9-12 teachers.	August 2022 – June 2026	Administration Instructional Coaches	\$143,000	Title One	Staff Roster, Dept. Meeting Agendas Observations
Evaluate and review subscription renewal annually on all instructional software and its effect on student achievement.	August 2022 – June 2026	Director of C&I Administration	\$20,000	Priority Funds Title One	Software Data Reports
Use of formative assessment data to guide instruction core content	August 2022 – June 2026	Administration Instructional Coaches Teachers	\$0	In-Kind	Data Notebook Lesson Plans
On-going professional development on creating and using appropriate assessments, support documents, and effective instructional strategies, infusing technology, and problem-based learning	August 2022 – June 2026	Administration Instructional Coaches Teachers	\$2,500	Priority Funds Title One State Fund	Agendas Sign-in Sheets POs for Services
Training to support instruction for special populations such as students with special needs (IEPs), English Language Learners (ELLs), students with disabilities (Section 504), McKinney -Vento, Academically G&T, and Artistically G&T	August 2022 – June 2026	Coordinator of Special Services Title III 504 Coordinator Compliance Specialist Director of C&I	\$2,000	Title I Title III	Meeting Notifications List of Special Populations Team Members Agendas Sign-in Sheets Meeting Minutes

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ACTION PLAN FOR STRATEGY #2: Use data to improve instruction and student achievement.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Maintain contracts for instructional technology such as My Learning Plan, Educators Handbook, On-Course, Mastery Connect, USA Test Prep, Gizmos, Study.com, Writable, etc.	August 2022 – June 2026	Director of C&I Director of Federal & Accountability and Federal Programs Director Principal	\$10,000 \$17,000	Priority Funds Title One	Contracts Purchase Orders
Maintain a data team to analyze school, state, and federal data to improve instruction.	August 2022 – June 2026	Administration Instructional Coaches	\$0	In-Kind	Meeting Schedule Agendas Sign-In Sheets Minutes
Use performance evaluations, teacher observations, and feedback conference minutes to identify training needs.	August 2022 – June 2026	Director of C&I Administration Instructional Coaches	\$0	In-Kind	Performance Evaluations Teacher Observations Feedback Conferences
Survey administrators, faculty, and staff to identify technology training needs.	August 2022 – June 2026	Director of Technology	\$0	In-Kind	Survey Instrument Survey Results

Performance Goal Area:

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

(* required)

☐ District Priority

*Gifted and Talented Requires
1 Academic Goal and 1 Additional
Goal*

☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional

☐ Gifted and Talented: Other

PERFORMANCE GOAL: 2

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.

By June 2026, the four-year graduation rate will be at least 90% to meet or exceed Districts Like Ours as projected in the table below.

INTERIM PERFORMANCE GOAL: Meet interim targets below.

Overall Measures:	Average Baseline 2019-20		2021-22	2022-23	2023-24	2024-25	2025–2026
* Represents projections of improvement		Projected Data	88.3%	89.3%	90%	90%	90%
Source: AFHS Report Card	87.3%	Actual Data	TBD	TBD	TBD	TBD	TBD

ACTION PLAN FOR STRATEGY #1: Implement practices that increase high-school's graduation rate and allows students to meet the Profile of the SC Graduate.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Continue to implement High-School's That Wok model by focusing on two key practices: academic students and teachers working together.	August 2022 – June 2026	CTE Director Administration	\$10,000 \$10,000	HSTW Priority Funds	Agendas Meeting Minutes Master Schedule
Continue to implement an effective Credit Recovery Program (Acellus) beyond the regular school day.	August 2022 – June 2026	School Counselor Teachers	\$10,000	CARE Act Funds	Program Guidelines Rosters Report Cards Student Sign-in Sheets
Continue to implement AVID secondary program to increase college and career readiness.	August 2022 – June 2026	Administration Assistant Superintendent AVID Site Coordinator AVID Teacher	\$75,000 \$10,000	EEDA Title One Priority Funds	
Provide virtual courses to increase advance college and career course offerings.	August 2022 – June 2026	School Counselor Administration	\$0	In-Kind	Report Cards Transcripts
Expand opportunities for dual-credit through USC-Salkehatchie and Denmark Technical College.	August 2022 – June 2026	School Counselor Administration	\$7500	Priority Funds General Fund	Student Transcripts
Expand opportunities for AP Courses	August 2022 – June 2026	School Counselor Administration	\$0	In-Kind	Master Schedule
Expand Career and Technology Education field study and virtual tour opportunities	August 2022 – June 2026	CTE Director	\$8000	Perkins Funds	Student Contracts MOAs Student Log Sheets
Continue to provide a system of extra help by offering weekly after school help session by departments.	August 2022 – June 2026	School Counselor Teachers Administration	\$0	In-Kind	Teacher Time Sheets After-School Course Lists Attendance Rosters
Update Media Center content with high interest informational texts	August 2022 – June 2026	Media Specialist Administration	\$10,000	Priority Funds	Inventory Lists MC Sign-In Sheets

Expand opportunities in the arts	August 2022 – June 2026	School Counselor Administration	\$10,000	General	Master Schedule Student Work Samples
Expand college awareness field studies and virtual tour opportunities	August 2022 – June 2026	School Counselor GCDF Administration	\$7,500	Priority Funds	Purchase Orders Field Trip Forms

To add a row, go to the last box and press the tab button

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

(* required) ☐ District Priority

Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
☐ Gifted and Talented: Other

PERFORMANCE GOAL: 2

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.

By June 2026, 100% of all classes will be taught by R2S endorsed teachers.

INTERIM PERFORMANCE GOAL: Meet interim targets below.

Overall Measures:	Average Baseline 2018-2019		2021-22	2022-23	2023-24	2024-25	2025–2026
* Represents projections of improvement		Projected Data	74.3%	84.3	94.3	100%	100%
Source: 180-Day HQ Summary	64.3%	Actual Data	TBD	TBD	TBD	TBD	TBD

ACTION PLAN FOR STRATEGY #1: Support opportunities to become R2S endorsed					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Attend career fairs to recruit R2S endorsed teachers.	August 2022 – June 2026	Human Resources	\$2,000	Title Two	Travel Requests Career-Fair Sign-in Sheets
Training for teachers in aligning SLOs to incorporate research-based instructional	August 2022 – June 2026	Assistant Superintendent Administration	\$0	Priority Funds	Agenda Teacher Generated SLOs SLO Performance Rubric

literacy practices to improve learner outcomes					
Provide resources and materials for teachers who are willing to take the R2S course via district developed cohorts	August 2022 – June 2026	Assistant Superintendent Principal	\$3,000	General Fund	Certificates of Completion

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

(* required)

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PERFORMANCE GOAL: 2

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.

To improve school climate, AFHS will decrease discipline infractions by all students at a rate of 15% per year.

INTERIM PERFORMANCE GOAL: Meet interim targets below.

Overall Measures:	Average Baseline 2018-2019		2021-22	2022-23	2023-24	2024-25	2025-2026
* Represents projections of improvement		Projected Data	<492 referrals	< 418 referrals	< 355 referrals	< 302 referrals	< 256 referrals
Source: Surveys: School Referral Data/Educator's Handbook	579 Referrals	Actual Data	TBD	TBD	TBD	TBD	TBD

ACTION PLAN FOR STRATEGY #1: Provide an ongoing discipline awareness program for students focused on behavioral expectations and student discipline procedures.

EVALUATION

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Continue to provide consistent enforcement of the uniform district Code of Conduct	August 2022 – June 2026	Administration	\$0	In-Kind	Student and Staff Handbook

Implement and monitor MTSS and positive behavior modification programs (PBIS and RIPPLE EFFECT)	August 2022 – June 2026	Administration Teachers	\$10,000	Special Education General Fund Donations	PBIS Schedule Stations MTSS Schedule Ripple Effect Schedule
Continue to provide student assemblies and mentoring programs that promote conflict resolution, cyber bullying, recognizing bullying, and gang awareness.	August 2022 – June 2026	Administration School Counselor GCDF District PBIS Coordinator	\$3500	Title One General Fund	Agenda Handouts Sign-In Sheets
Continue to provide comprehensive guidance program for all students	August 2022 – June 2026	School Counselor GCDF	\$0	General Fund	Comprehensive Guidance Model Curriculum