

SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

SCHOOL INFORMATION AND REQUIRED SIGNATURES

BATTERY CREEK HIGH SCHOOL

BEAUFORT COUNTY SCHOOL DISTRICT

SCHOOL RENEWAL PLAN FOR YEARS 2014-2019 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2014-2015 (*one year*)

Assurances

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

CHAIRPERSON, BOARD OF TRUSTEES

William Evans		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. Jeffrey Moss		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Robert Averill		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Edmond Burnes		
PRINTED NAME	SIGNATURE	DATE

SCHOOL Battery Creek High School
ADDRESS: 1 Blue Dolphin Drive, Beaufort, SC 29906

SCHOOL'S TELEPHONE: (843)322-5500

PRINCIPAL'S E-MAIL ADDRESS: Edmond.Burnes@beaufort.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

<u>POSITION</u>	<u>NAME</u>
1. <u>PRINCIPAL</u>	Edmond Burnes
2. <u>TEACHER</u>	Kenneth Hoffman
3. <u>PARENT/GUARDIAN</u>	Melina Lee
4. <u>COMMUNITY MEMBER</u>	Donald Goodwine
5. <u>SCHOOL IMPROVEMENT COUNCIL</u>	Dusty Lanning
6. <u>OTHERS*</u> (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<u>POSITION</u>	<u>NAME</u>
Assistant Principal	Senfronia Smith
Office Manager	Diane Grooms
Graduation Coach	Carizma Thomas
Parent	Michelle Morgan
Student (Junior Class President)	Kierra Grayson

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

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

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

 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).

 X **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).

 X **Parent Involvement**

The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child’s individual test results and an interpretation of the results, providing parents with information on the district’s curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s EVALUATION/EVIDENCES, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

 X **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*.

 X **Technology**

The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

 X **Innovation**

The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

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 no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

X 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).

X 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.

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, although they may be housed at locations with other grade levels or completely separate from schools.

Developmentally Appropriate Curriculum for PreK–3

The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

X Parenting and Family Literacy

The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

X 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.

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EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

Today's career opportunities are becoming increasingly competitive, and our society has experienced exponential growth in technological advances. It is our job, as a school, to provide students with optimum learning experiences. These experiences will allow students to graduate with a clear pathway and enable them to compete in today's marketplace.

As we take a look at our student achievement results, we see pockets of success. However, we are also aware of the fact that there are areas of challenges. The majority of students who have been identified as gifted and talented are, for the most, attaining desired results. Too many students who were not identified as gifted and talented, on the other hand, are not meeting our student achievement expectations. Closing the achievement gap between historically high-performing and historically low-performing students continues to be a challenge. In addition, students with individualized education plans are performing far below our expectations.

Specifically, our student achievement data reflects our need to improve our on-time graduation rate by improving our longitudinal exit exam passage rate. The longitudinal passage rate is the percent of students who pass all portions of the exit exam by the spring semester of their scheduled senior year, and the rate has fallen short of being above average. Additionally, there needs to be a balance in the improvement of passage rates on end-of-course exams, as well as the HSAP Exit Exam when taken the first time.

Our action plans have been designed to include strategies that will increase the likelihood that we will meet our performance goals. The plans involve all stakeholders. To meet the needs of students today, highly effective teaching is paramount. To ensure that teachers remain highly effective in their profession, we feel as though it is very important to provide professional growth opportunities. It is also incumbent upon the administration to provide teachers with the necessary support to maintain a highly conducive learning environment.

As we continue to strive towards educational excellence, we understand that the expectations are becoming increasingly higher for all stakeholders. Educators, parents, students, and community members must share in decision making and become even more involved in the education of "America's Promise," our children.

MISSION, VISION, VALUES, AND BELIEFS

DISTRICT

Mission

The Beaufort County School District, through a personalized learning approach, will prepare graduates who compete and succeed in an ever-changing global society and career marketplace.

Vision

We will work with families and our diverse community to ensure that students perform at an internationally competitive level in a learning environment that is safe, nurturing and engaging.

Core beliefs

We believe:

- Every student can learn using his or her valuable and unique talents and skills.
- Learning takes place when the physical, emotional, social and intellectual well-being of all students is assured at every level and during every transition.
- High expectations of the school community positively impact student success.
- Early childhood learning experiences form the foundation of future school success.
- Students learn best when they are engaged and provided with opportunities for problem solving and active participation.
- All students are entitled to learning experiences so that they can become competent and confident in the skills and knowledge needed to become successful and productive citizens.
- Investment, involvement and connection of all members of the school community are essential to a student's success.
- Frequent informal and formal assessment aligned to clearly defined learning objectives will provide improved student achievement.
- The collection, analysis and use of data from a variety of sources are critical to making decisions.
- Students should be prepared to compete and contribute in a changing global and multilingual society.

MISSION, VISION, VALUES, AND BELIEFS

SCHOOL

Mission

Battery Creek High School's mission is to offer a diverse and culturally rich curriculum tailored to students' needs and abilities.

Vision

Battery Creek High School will provide an engaging, relevant, and rigorous curriculum in a safe, orderly, and diverse environment to ensure that each student will achieve his or her intellectual and creative potential and graduate with a clear path of action to become a productive citizen.

Core Beliefs

We believe that:

- Our first priority is to provide all students an opportunity to learn.
- Each student can become an independent life-long learner. +
- Every student has a right to services and resources.
- Students must learn to make appropriate decisions.
- Students must take an active part in their learning.
- Teachers, staff, administrators, students, parents, and community members share the responsibility of supporting the learning environment.
- Effective programs prepare students for the world of work or post-secondary education.
- High expectations for student achievement and ongoing evaluation of programs and curriculum lead to continuous improvement.
- Cultural diversity promotes individual growth and positive self-concepts.
- Students learn in different ways and must be exposed to a variety of instructional approaches.
- Students must be allowed to demonstrate achievement through a variety of assessments.
- Students must learn to be responsible for their words and actions if they are to become productive citizens.

SCHOOL RENEWAL PLAN FOR BATTERY CREEK HIGH SCHOOL

DATE: 0425/2014

Performance Goal Area:

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

PERFORMANCE GOAL 1:
(Statement of desired progress or result over five years)

Purpose and Direction: Beaufort County School District maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

INTERIM PERFORMANCE GOAL: (One year goal)

1. Engage in a comprehensive process to review, revise and communicate that our purpose is to create student success.
2. Foster collaboration with community stakeholders and use their knowledge, skills and resources to support student learning.
3. Use system-wide strategies to listen to and communicate with stakeholders.
4. Communicate expectations and results for student learning and goals for improvement to all stakeholders.
5. Commit to a student-centered culture based on shared values and beliefs regarding teaching and learning. Support challenging, equitable educational programs and learning experiences for all students. Each school will develop a shared set of values and beliefs and build climate and culture to support the district's mission and vision.

DATA SOURCE(S):
(List types of data that will be collected or examined to measure progress.)

HSAP Exit Exam content area results, field-testing, and benchmark exams

OVERALL MEASURES:

SOURCE: Graduation Rate Data

AVERAGE BASELINE		2014-15	2015-16	2016-17	2017-18	2018-19
70%	Projected Data	80%*	82%*	84%*	86%*	88%*
	Actual Data					

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

* Represents projections of improvement

ACTION PLAN FOR STRATEGY					EVALUATION/EVIDENCE
#1: Engage in a comprehensive process to review, revise and communicate that our purpose is to create student success.					
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Implement Cluster School Improvement Council meetings once a semester.	August 2014 - May 2019	E. Burnes, SIC Chair	\$0	N/A	Meeting agenda, sign-in sheets
2. Continue with BCHS newsletter distribution times (8 times)	August 2014 - May 2019	Principals, Staff	\$2,000	Building, general fund	Number of mailings
3. Implement Student Recognition Night by grade level	August 2014 - May 2019	E. Burnes, G. Sanchez, S. Smith, N. Richardson	\$1,000	Building, general fund	Parent and student attendance records
4. Continue participation in District Wide 9 th Grade Orientation Day	August 2014 - May 2019	E. Burnes, G. Sanchez, S. Smith, 9 th grade academy	\$0	N/A	Parent attendance records

ACTION PLAN FOR STRATEGY #2: Foster collaboration with community stakeholders and use their knowledge, skills and resources to support student learning.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Continue to actively recruit volunteers within the community.	August 2014 - May 2019	E. Burnes, School's Public Relations Coordinator	\$0	N/A	List of Volunteers, Supporting Documentation
2. Continue to advertise volunteer opportunities and resources through school website, newsletters, and messenger	August 2014 - May 2019	E. Burnes, Website Manager, Public Relations Coordinator	\$0	N/A	Supporting Documentation
3. Continue to collaborate with school level and district levels volunteer coordinators to increase the volunteer participation within the school	August 2014 - May 2019	E. Burnes, School's Public Relations Coordinator	\$0	N/A	Meeting Notes, List of Volunteers
4. Continue to actively develop relationships with business partners.	August 2014 - May 2019	E. Burnes, School's Public Relations Coordinator, SIC	\$0	N/A	Meeting Notes, Supporting Documentation

ACTION PLAN FOR STRATEGY #2: Foster collaboration with community stakeholders and use their knowledge, skills and resources to support student learning.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
5. Provide Instruction related to healthy choices and nutrition through health courses	August 2014 - May 2019	Health Instructors	\$0	N/A	Documented Student Participation
6. Through, food services, provide student advisory mentorship through monthly meetings to encourage healthy food choices	August 2014 - May 2019	Food Services, Student Advisory Board	\$0	N/A	Meeting Notes and Documented Student Participation
7. Utilize parent and community volunteers to improve student achievement in the areas of need identified through diagnostic assessment	August 2014 - May 2019	E. Burnes, G. Sanchez, S. Smith	\$0	N/A	Community meetings, i.e. SIC
8. Continue to participate in “Bring Your Parents to School Day” district initiative	August 2014 – May 2019	E. Burnes, G. Sanchez, S. Smith, D. Grooms	\$0	N/A	Visitation Documentation

ACTION PLAN FOR STRATEGY #2: Foster collaboration with community stakeholders and use their knowledge, skills and resources to support student learning.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
9. Continue providing a mentoring program that is reviewed and assessed annually	August 2014 - May 2019	BCHS TAP Leadership Team, District Trained Mentors	\$0	N/A	Copy of assessment tool and results on file
10. Complete and Update Yearly Individual Graduation Plans (IGP) for each student grades 9-11	Ongoing	Teachers, Guidance Counselors, Principals, Parents, Students, Business Partners, Career Development Facilitator	\$10,000	Low country Consortium and Regional Education Centers (REC), AVID	Students should maintain a 2.5 in chosen career pathways choice. Declaration of a “major” by end of 10th grade. Monitor timeline accomplishments of IGP.
11. Partner with Literacy Volunteers of the Low Country Group to provide ESOL services to parents of ESOL students	August 2014 - May 2019	E. Burnes, Literacy Volunteers of the Low Country	0	N/A	Enrollment and sign in documentation

ACTION PLAN FOR STRATEGY #3: Use system-wide strategies to listen to and communicate with stakeholders.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Implement quarterly “BCHS town hall meetings”.	August 2014 - May 2019	E. Burnes, Other School Leadership Team Members, SIC	\$0	N/A	Meeting Agenda, List of Participants
2. Continue facilitation of informed monthly SIC meetings	August 2014 - May 2019	E. Burnes, SIC Chair	\$0	N/A	SIC Agenda/Minutes
3. Continue to solicit increased participation in PTSO	August 2014 - May 2019	G. Sanchez, PTSO Chair	\$0	N/A	PTSO Agenda/Minutes
4. Engage stakeholders in Parent Honor Roll and Parent University initiatives	August 2014 - May 2019	E. Burnes, D. Murray, V. Farrow, D. Grooms	\$200	General Funds, Donations	Meeting Agenda/notes, sign-in sheets

ACTION PLAN FOR STRATEGY #4: Communicate expectations and results for student learning and goals for improvement to all stakeholders.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Continue publication of semi-quarterly newsletters	August 2014 - May 2019	E. Burnes, D. Grooms	\$2,000	General Funds	Published Document
2. Continue publication of schools' annual report	August 2014 - May 2019	E. Burnes	\$500	General Funds	Published Document
3. Maintain current and informative websites	August 2014 - May 2019	C. McKnight, D. Grooms	\$0	N/A	Website

ACTION PLAN FOR STRATEGY #5: Commit to a student-centered culture based on shared values and beliefs regarding teaching and learning. Support challenging, equitable educational programs and learning experiences for all students. Each school will develop a shared set of values and beliefs and build climate and culture to support the district’s mission and vision.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Continue monthly leadership team meetings	August 2014 - May 2019	E. Burnes	\$0	N/A	Agendas/Notes
2. Continue Faculty and Cluster meetings	August 2014 - May 2019	E. Burnes, S. Smith, G. Sanchez, K. Swinton, TAP Mentor and Career Teachers	\$0	N/A	Agendas/Meeting Notes/Minutes
3. Encourage regular department meetings	August 2014 - May 2019	E. Burnes, G. Sanchez, S. Smith	\$0	N/A	Agendas/Meeting Notes/Minutes
4. Continue to implement and support TAP tenets and Initiatives	August 2014 – May 2019	E. Burnes, G. Sanchez, S. Smith. K. Swinton, Mentor Teachers	N/A	N/A	TAP Documentation
5. Ensure that professional development plans are based on assessment data and	August 2014 - May 2019	E. Burnes, G. Sanchez, S. Smith	N/A	N/A	Copy of needs assessment

ACTION PLAN FOR STRATEGY #5: Commit to a student-centered culture based on shared values and beliefs regarding teaching and learning. Support challenging, equitable educational programs and learning experiences for all students. Each school will develop a shared set of values and beliefs and build climate and culture to support the district’s mission and vision.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
teacher needs					
6. Provide adequate professional development and personnel to address the academic needs of students	August 2014 - May 2019	E. Burnes, G. Sanchez, S. Smith	\$50,000	District professional development funds	Agendas, Teacher pupil ratio assignments, and student diagnostic tests
7. Provide appropriate Data Room for TAP Cluster Meetings for teachers to disaggregate data and make data driven instructional decisions	August 2014 - May 2019	E. Burnes, S. Smith, G. Sanchez, K. Swinton, TAP Mentor Teachers,	\$0	N/A	Room Identified

SCHOOL RENEWAL PLAN FOR BATTERY CREEK HIGH SCHOOL

DATE:04/25/2014

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

PERFORMANCE GOAL 2: (Statement of desired progress or result over five years)

Resources and Support Systems: *Beaufort County School District has resources and provides services in all schools that support its purpose and direction to ensure success for all students.*

INTERIM PERFORMANCE GOAL: (One year goal)

1. Mentor qualified professional staff capable of fulfilling assigned roles and responsibilities.
2. Assign professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge and experience).
3. Ensure that all staff participate in a continuous program of professional development.
4. Assign sufficient staff to meet the vision and purpose of each school.
5. Budget sufficient resources to support educational programs and implement plans for improvement.
6. Monitor all financial transactions through a recognized, regularly audited accounting system.
7. Provide an environment that is safe and orderly for all occupants.
8. Provide technology infrastructure to supports schools’ teaching, learning and operational needs.
9. Develop and keep current a written security and crisis management plan with appropriate training for stakeholders.
10. Ensure that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral and educational and career planning.
11. Provide appropriate support for students with special needs.
12. Provide services that support the counseling, assessment, referral, educational and career planning needs of all students.

DATA SOURCE(S):
(List types of data that will be collected or examined to measure progress.)

HSAP Exit Exam content area results, field-testing, and benchmark exams

OVERALL MEASURES:

SOURCE: Longitudinal HSAP Exit Exam Passage Rate

AVERAGE BASELINE		2014-15	2015-16	2016-17	2017-18	2018-19
88%	Projected Data	94.3%*	95%*	95.3%*	95.6%*	96%*
	Actual Data					

* Represents projections of improvement

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ACTION PLAN FOR STRATEGY #1: Mentor qualified professional staff capable of fulfilling assigned roles and responsibilities.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Develop or adopt programs and practices to improve the performance and retention rates of highly qualified staff.	August 2014 - May 2019	E. Burnes, Assistant Principals, and Mentor Teachers	\$0	N/A	New Teacher Training Support Meeting Sign- In, Cluster Sign-In, School Based Professional Development Sign- In
2. Continue with “BCHS New Teacher Basic Training” program for staff members new to the school, district, and profession.	August 2014 - May 2019	E. Burnes, Assistant Principals, and Mentor Teachers	\$0	N/A	New Teacher Training Support Meeting Sign- In
3. Continue to provide support for TAP tenets and initiatives	August 2014 - May 2019	E. Burnes, Assistant Principals, Master Teacher, and Mentor Teachers	\$0	N/A	Cluster Sign-In, TAP Rollout Sign-In, TSI Sign-In, TAP Observation Records, TAP Walk-through Records
4. Ensure that teacher Individual Growth Plans are based on teacher need.	August 2014 - May 2019	E. Burnes, Assistant Principals, Master Teacher, and Mentor Teachers	\$0	N/A	TAP Individual Growth Plans, TAP Observation Records, TAP Walk-through Records

ACTION PLAN FOR STRATEGY #1: Mentor qualified professional staff capable of fulfilling assigned roles and responsibilities.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
5. Continue to actively encourage qualified staff to participate in district SAFE-T and Induction Mentoring Programs	August 2014 - May 2019	E. Burnes, Assistant Principals, and Mentor Teachers	\$0	N/A	School Based SAFE-T and Induction Teacher Building Orientation Sign -In, SAFE-T and Induction Team Mentor Assignments

ACTION PLAN FOR STRATEGY #2: Assign professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge and experience).					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Continue to maintain equitable staff experience levels throughout the school.	August 2014 - May 2019	E. Burnes	\$0	N/A	Staff Listing and Documentation of Credentials
2. Ensure that professional development plans are based on assessment data and teacher needs	August 2014 - May 2019	E. Burnes, G. Sanchez, S. Smith	N/A	N/A	Copy of needs assessment
3. Continue to encourage participation in SCDOE and other district sponsored professional development in the area of best practices	August 2014 - May 2019	E. Burnes, G. Sanchez, S. Smith	\$15,000	Title I Funds	Registration & Attendance
4. Continue to provide professional	August 2014 - May 2019	E. Burnes, G. Sanchez, S. Smith	N/A	N/A	Agendas, sign-in sheets, teacher documentation

ACTION PLAN FOR STRATEGY #2: Assign professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge and experience).					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
development in the analysis and implementation of diagnostic assessments to increase student achievement					
5. Provide professional development and coaching to facilitate differentiation in classroom instruction	August 2014 - May 2019	E. Burnes, G. Sanchez, S. Smith	N/A	N/A	Teacher documentation, teaching units, pre and post tests
6. Provide teachers with opportunities to make on-site visits to other schools/classes	August 2014 - May 2019	E. Burnes, G. Sanchez, S. Smith	\$1,000	ATA	Agendas, trip requests

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ACTION PLAN FOR STRATEGY #3: Ensure that all staff participates in a continuous program of professional development.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Establish an ongoing system of tracking, monitoring, assessing and analyzing the effectiveness of professional development programs.	August 2014 - May 2019	E. Burnes, S. Smith	\$0	N/A	Cluster Sign-In, School Based Professional Development Sign-In, Out of District Professional Development Requests, In District Professional Development Requests, My Learning Plan Professional Development Records
2. Create a supportive and fulfilling work environment with conditions that support professional development time.	August 2014 - May 2019	E. Burnes	\$0	N/A	School Based Professional Development Survey Results, TAP and NIET Survey Results
3. Provide adequate professional development and personnel to address the academic needs of students	August 2014 - May 2019	E. Burnes, G. Sanchez, S. Smith	\$50,000	District professional development funds	Agendas, Teacher pupil ratio assignments, and student diagnostic tests

ACTION PLAN FOR STRATEGY #3: Ensure that all staff participates in a continuous program of professional development.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
4. Acknowledge staff accomplishments on a regular basis	August 2014 - May 2019	E. Burnes, G. Sanchez, S. Smith	N/A	N/A	Copy of acknowledgements and dates

ACTION PLAN FOR STRATEGY #4: Assign sufficient staff to meet the vision and purpose of each school.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Ensure that the Master Schedule meets the vision and purpose of the school.	August 2014 - May 2019	E. Burnes, Master Scheduling Committee	\$0	N/A	Copy of Master Schedule
2. Continue to actively participate in and provide support for the SC GEARUP program	August 2014 - May 2019	E. Burnes	\$0	N/A	GEARUP State and Regional Report, Class of 2017 Graduation Progress Report
3. Provide adequate professional development and personnel to address the academic needs of students	August 2014 - May 2019	E. Burnes, G. Sanchez, S. Smith	\$50,000	Title I Funds	Agendas, Teacher pupil ratio assignments, and student diagnostic tests
4. Ensure that appropriate TAP training takes place for all staff	August 2014 - May 2019	E. Burnes	\$50,000	Title I	Training Agendas, Attendance Documentation

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ACTION PLAN FOR STRATEGY #5: Budget sufficient resources to support educational programs and implement plans for improvement.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Ensure that provisional district allocated funds/resources are aligned to student achievement needs.	August 2014 - May 2019	E. Burnes	\$0	N/A	Title 1 Plan and Audit Report, Students Assessment Results
2. Effectively use Title 1 funds to provide differentiated professional development for all staff members	August 2014 - May 2019	E. Burnes, S. Smith	\$0	N/A	School Based Professional Development Sign - In, Title 1 Plan and Audit Report, My Learning Plan Records
3. Effectively use Title 1 and SC GEARUP funds to support assistive during the regular school day and after school instruction	August 2014 - May 2019	E. Burnes, S. Smith, C. Thomas	\$0	N/A	Title 1 Plan and Audit Report, GEARUP Budget Report

ACTION PLAN FOR STRATEGY #5: Budget sufficient resources to support educational programs and implement plans for improvement.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
4. Develop a 9 th grade mentoring program – where high achieving and purposefully assigned 9 th grade students to mentor.	August 2014 - May 2019	-9 th grade Administrators Lead Staff (3) Guidance (2)	\$1,000	Building Fund Grants	Completed Checklists Questionnaires

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ACTION PLAN FOR STRATEGY #6: Monitor all financial transactions through a recognized, regularly audited accounting system.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Maintain qualified employees on staff with professional certifications.	August 2014 - May 2019	E. Burnes	\$0	N/A	SCDE Highly Qualified Report, School Based Employee Records
2. Continue to provide professional development and personnel to address the academic needs of students	August 2014 - May 2019	E. Burnes, G. Sanchez, S. Smith	\$50,000	District professional development funds	Agendas, Teacher pupil ratio assignments, and student diagnostic tests
3. Participation in SCDOE and other district sponsored professional development in the area of best practices	August 2014 - May 2019	E. Burnes, G. Sanchez, S. Smith	\$15,000	Title I Funds	Registration & Attendance

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ACTION PLAN FOR STRATEGY #7: Provide an environment that is safe and orderly for all occupants.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Develop, establish and maintain short- and long-term planning processes to provide a safe and orderly environment for all students.	August 2014 - May 2019	E. Burnes, S. Smith, G. Sanchez	\$0	N/A	PBIS Activity Documentation, Survey Results
2. Develop and train a PBIS team to plan and implement PBIS strategies to reward students for positive behaviors	August 2014 - May 2019	E. Burnes, PBIS Team	\$0	N/A	PBIS Activity Documentation
3. Create a Discipline Committee that monitors progress of yearly target numbers	August 2014 - May 2019	E. Burnes, PBIS Team	\$0	N/A	Team formed
4. Establish monthly character education programs in line with the PBIS initiatives	August 2014 - May 2019	E. Burnes, G. Sanchez, S. Smith	\$0	N/A	Documented Student Participation
Continue Challenge Day	August 2014 -	E. Burnes, B.	\$0	N/A	Documented Student

ACTION PLAN FOR STRATEGY #7: Provide an environment that is safe and orderly for all occupants.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
Program	May 2019	Hampton			Participation
5. Reinforce Character Education Skills in Team 9 Reach classes	August 2014 - May 2019	G. Sanchez, Team 9 Reach Instructors	\$0	N/A	Documented Student Participation and Class Rosters

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ACTION PLAN FOR STRATEGY #8: Provide technology infrastructure to supports schools' teaching, learning and operational needs.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Provide training for teachers on using available technology equipment, software and applications to increase student achievement.	August 2014 - May 2019	E. Burnes, Instructional Technology Coach	\$0	N/A	Training Agenda/Documentation, Sign-In Sheets
2. Determine a schedule for replacing televisions with federally compliant HD-TVs and current video distribution system with a state-of-the-art Media Retrieval System.	August 2014 - May 2019	Media Specialists	\$10,000	8% Technology Funds and/or Capital Improvement Funds	New Equipment Installed
3. Create and submit a spreadsheet of the timeline for updating, replacing, and increasing student workstations and expanding infrastructure to	August 2014 - May 2019	Media Specialists Technology Dept.	\$20,000	8% Technology Funds	All work stations replaced by May 2016, Infrastructure in place by August 2014

ACTION PLAN FOR STRATEGY #8: Provide technology infrastructure to supports schools' teaching, learning and operational needs.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
support the increase.					
4. Perform a technology needs assessment via data collection (surveys, meetings) while upgrading and maintaining the existing environment.	As needed	Technology Coordinator, Technology Committee	\$275,000	District	World Class Infrastructure

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

ACTION PLAN FOR STRATEGY #9: Develop and keep current a written security and crisis management plan with appropriate training for stakeholders.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Regularly review existing plans, equipment and security measures with in-house staff and independent personnel trained in law enforcement.	August 2014 - May 2019	E. Burnes, G. Sanchez	\$0	N/A	Meeting Agenda and Sign-In
2. Update and maintain relationships with local emergency management services.	August 2014 - May 2019	E. Burnes, G. Sanchez	\$0	N/A	Contact Logs
3. Conduct ongoing training and monitoring of staff in emergency management procedures.	August 2014 - May 2019	E. Burnes, G. Sanchez	\$0	N/A	Emergency Drill Schedule

ACTION PLAN FOR STRATEGY #10: Ensure that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral and educational and career planning.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Base guidance services' procedures and staff-student ratios on state and nationally recognized standards.	August 2014 - May 2019	E. Burnes	\$0	N/A	District Based Monthly Guidance Directors Meeting Agenda, School Based Quarterly Guidance Meeting
2. Involve guidance services in classroom instruction to address differences in culture, values and lifestyles.	August 2014 - May 2019	E. Burnes, Director of Guidance	\$0	N/A	Lesson Plans and Observation Records
3. Educate parents, school staff and students about guidance services and outside resources.	August 2014 - May 2019	E. Burnes, Guidance Counselors	\$0	N/A	Parent University Agenda and Sign-In
4. Monitor parent, school staff, student and guidance counselor satisfaction with guidance	August 2014 - May 2019	E. Burnes	\$0	N/A	Student and Parent Survey Results

ACTION PLAN FOR STRATEGY #9: Develop and keep current a written security and crisis management plan with appropriate training for stakeholders.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
services and administration.					
5. Establish meeting student needs for guidance services as the primary mission. Other functions, such as administration and testing services, shall be addressed only after students' guidance services needs have been met.	August 2014 - May 2019	E. Burnes	\$0	N/A	Student and Parent Survey Results

ACTION PLAN FOR STRATEGY #11: Provide appropriate support for students with special needs.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Improve special needs graduation rates with a focus on job readiness and other post-secondary opportunities.	August 2014 - May 2019	E. Burnes, S. Smith, SPED Instructors	\$0	N/A	Graduation Rate Statistics, Other Supporting Documentation
2. Support programs to identify students with special needs, and expand opportunities for special education students	August 2014 - May 2019	E. Burnes, S. Smith, SPED Instructors, Guidance Counselors	\$0	N/A	Student IEP and IGP Meeting Records, Student and Parent Survey, Title 1 Survey
3. Educate parents, school staff and students about services available for special needs students, including gifted and talented, and the criteria to access those services.	August 2014 - May 2019	E. Burnes, S. Smith, SPED Instructors, Guidance Counselors	\$0	N/A	Parent University Agenda and Sign- In, IGP Meeting Records, Student and Parent Survey, Title 1 Survey
4. Monitor parent, school staff and	August 2014 - May 2019	E. Burnes, S. Smith, SPED Instructors,	\$0	N/A	Title 1 Survey, IEP Parent Survey

ACTION PLAN FOR STRATEGY #11: Provide appropriate support for students with special needs.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
student satisfaction levels with services for students with special needs.		Guidance Counselors			
5. Ensure appropriate training for staff who work with special needs students, including gifted and talented.	August 2014 - May 2019	E. Burnes	\$25,000	Title 1, General Funds	Training Agenda, Registration Documents

ACTION PLAN FOR STRATEGY #12: Provide services that support the counseling, assessment, referral, educational and career planning needs of all students.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Annually update individual graduation plans for all students in grades 8-12.	August 2014 - May 2019	Guidance Counselors	\$0	N/A	Documented IGP's
2. Increase the percentage of students graduating from high school "on time" in four years.	August 2014 - May 2019	E. Burnes, Guidance Counselors, Teachers	\$0	N/A	Graduation Rate Statistics, Supporting Documentation
3. Develop Advisor/Advisee program to allow teachers to merge student career plans into instruction.	August 2014 - May 2019	E. Burnes, S. Smith	\$0	N/A	Advisor/Advisee Schedule of Topics, RTI time document in Master Schedule
4. Annually decrease the percentage of students receiving in-school suspension, out-of-school suspension and expulsion.	August 2014 - May 2019	E. Burnes, S. Smith, G. Sanchez	\$2000	PBIS and Title I Funds	Disciplinary Data

SCHOOL RENEWAL PLAN FOR Battery Creek High School

DATE: 04/25/2014

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

PERFORMANCE GOAL 3:

(Statement of desired progress or result over five years)

Teaching and Assessing For Student Learning: *Beaufort County School District's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.*

INTERIM PERFORMANCE GOAL:

(One year goal)

1. Provide equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.
2. Promote active engagement of students in the learning process, including opportunities for them to apply higher-order thinking skills.
3. Allocate and protect instructional time to support student learning.
4. Provide for articulation and alignment among grade levels within the school.
5. Implement interventions to help students meet expectations for learning.
6. Provide comprehensive information and media services that support curricular and instructional programs.
7. Ensure that all students and staff members have regular and ready access to instructional technology and a comprehensive collection of materials that supports the curricular and instructional program.
8. Teachers will participate in collaborative learning communities and other professional learning to improve instruction and student learning.
9. Teachers will implement schools' Instructional processes in support of student learning.
10. Ensure that mentoring, coaching and induction programs support instructional improvement consistent with schools' values and beliefs about teaching and learning.
11. Engage families in meaningful ways in their children's educations and keep them informed of their children's learning progress.
12. Gather, analyze and use data and research in making curricular and instructional choices.
13. Monitor school climate and take appropriate steps to ensure that it is conducive to student learning.
14. Monitor and adjust curriculum, instruction and assessment systematically in response to data from multiple assessments of student learning and examinations of professional practice.
15. School leaders will monitor and support the improvement of instructional practices to ensure student success.
16. Ensure grading and reporting practices on clearly defined criteria that represent the attainment of content knowledge and skills and that are consistent across grade levels and courses.

DATA SOURCE(S):

(List types of data that will be collected or examined to measure progress.)

Field testing, Ninth Grade End-of-Course, Benchmark testing, MAP testing, and USA Testprep results

OVERALL MEASURES:

SOURCE: HSAP Exit Exam First-Attempt Passage Rate

AVERAGE BASELINE		2014-15	2015-16	2016-17	2017-18	2018-19
78%	Projected Data	84.4%*	87.4%*	90.4%*	93.4%*	96.4%*
	Actual Data	40				

* Represents projections of

ACTION PLAN FOR STRATEGY #1: Provide equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Ensure that the curriculum in each grade level or course provides students with the opportunity to develop knowledge, thinking and life skills so that they may be successful at the next level.	August 2014 - May 2019	E. Burnes, S. Smith	\$0	N/A	Rubicon Atlas, Lesson Plans, Department Meeting Agendas, Academy Meeting Agendas
2. Provide incentives to encourage students to take more than the minimum requirements, i.e. special recognition and enhanced diploma	August 2014 - May 2019	G. Sanchez, S. Smith	\$10,371.00	Title I Funds	Guidance conference logs
3. Academic acceleration and enrichment courses	August 2014 - May 2019	E. Burnes, S. Smith, K. Richardson	\$0	N/A	Schedules and enrollment

ACTION PLAN FOR STRATEGY #1: Provide equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
will be an integral component of the secondary curriculum					
4. Adjust our school schedule to include classes for individual students at their instructional level	August 2014 - May 2019	E. Burnes, G. Sanchez, S. Smith, J. Frazier	\$0	N/A	Master schedule, lesson plans, teacher observation
5. Provide a student incentive program for outstanding performance on achievement tests	August 2014 - May 2019	E. Burnes, D. Grooms	\$50.00 maximum per student	Title I Funds	List of awardees
6. Provide adequate professional development and personnel to address the academic needs of students	August 2014 - May 2019	E. Burnes, G. Sanchez, S. Smith	\$50,000	Title I Funds	Agendas, Teacher pupil ratio assignments, and student diagnostic tests
7. Increase the number of students who	August 2014 - May 2019	E. Burnes, S. Smith, G. Sanchez, K.	\$0	N/A	Schedules and Enrollment Data

ACTION PLAN FOR STRATEGY #1: Provide equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
enroll in higher level coursework including AP, and PreAP coursework with additional increases in non-traditional AP courses that allow students to earn college credit while in high school		Richardson, AVID Coordinator			

ACTION PLAN FOR STRATEGY #2: Promote active engagement of students in the learning process, including opportunities for them to apply higher-order thinking skills.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Ensure the implementation and application of instructional practices that require active student engagement and higher-order thinking.	August 2014 - May 2019	E. Burnes, S. Smith	\$0	N/A	Cluster Meeting Agendas, Lesson Plans, Observation and Walk-through Records
2. Ensure teacher participation in district and school level best practice professional development activities	August 2014 - May 2019	E. Burnes, S. Smith	\$0	N/A	Professional Development Agenda and Registration
3. Continue to implement the use of Research Based Strategies as outline by the TAP Instructional Model	August 2014 - May 2019	E. Burnes S. Smith, G. Sanchez	\$0	N/A	Agendas, Teacher pupil ratio assignments, and student diagnostic tests

ACTION PLAN FOR STRATEGY #2: Promote active engagement of students in the learning process, including opportunities for them to apply higher-order thinking skills.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
4. Continue the implementation of the DROP Everything and Do Math and EOCEP Blast Incentives	August 2014 - May 2019	E. Burnes, Staff Presenters	\$5000	Title I	DEADM and EOCEP Blast Schedule and Events

ACTION PLAN FOR STRATEGY #3: Allocate and protect instructional time to support student learning.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Ensure that school-wide procedures are in place to maximize instructional time	August 2014 - May 2019	E. Burnes	\$0	N/A	Bell Schedules
2. Ensure that the Master Schedule meets the instructional and developmental needs of all students.	August 2014 - May 2019	E. Burnes, S. Smith, Guidance Counselors	\$0	N/A	Copy of Master Schedule, Student Data

ACTION PLAN FOR STRATEGY #4: Provide for articulation and alignment among all levels of schools.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Implement rigorous, organized curricula consistently across all grade levels and courses to meet the needs of all learners	August 2014 - May 2019	E. Burnes, S. Smith. Teachers	\$0	N/A	Rubicon, Lesson Plans, Observation and Walk-through Records
2. Provide a curriculum that appropriately supports personalized student transitions across grade levels and school sites.	August 2014 - May 2019	E. Burnes, S. Smith. Teachers	\$0	N/A	Rubicon, Lesson Plans, Observation and Walk-through Records
3. Implement Cluster content and grade level vertical and horizontal articulation meetings	August 2014 - May 2019	E. Burnes, S. Smith. Teachers	\$0	N/A	Rubicon, Lesson Plans, Observation and Walk-through Records, Department and Academy Meeting Agendas

ACTION PLAN FOR STRATEGY #5: Implement interventions to help students meet expectations for learning.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Anticipate, design and employ interventions that support student academic growth and development and that address the needs of learners at all ability levels.	August 2014 - May 2019	E. Burnes, S. Smith, Guidance Counselors	\$0	N/A	RTI and Advisor-Advisee Schedule/Calendar of Events
2. Underachievers, as determined from 8 th grade PASS and teacher assessment, will be identified and given extra help by purchasing and using software, such as APEX Enrichment and USA Testprep Modules	August 2014 - May 2019	E. Burnes, K. Richardson, S. Smith	\$10,000	District, IDEA, Title I Funds	Agendas, sign in sheets, lesson plans, Pre and Post Tests
3. Test taking strategies will be incorporated into all areas of	August 2014 - May 2019	E. Burnes, S. Smith	\$0	N/A	Lesson plans and Benchmark scores

ACTION PLAN FOR STRATEGY #5: Implement interventions to help students meet expectations for learning.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
instruction of 9 th and 10 th grade students					
4. Adjust our school schedule to include classes for individual students at their instructional level	August 2014 - May 2019	E. Burnes, G. Sanchez, S. Smith, J. Frazier	\$0	N/A	Master schedule, lesson plans, teacher observation
5. School Wide “Drop Everything and Do Math”	August 2014 - May 2019	All Classroom Teachers	\$36,500.00	Title I Funds	Lesson Plans
6. Provide after-school academic assistance with opportunities for enrichment and mentoring	August 2014 - May 2019	After-School Coordinator S. Smith G. Sanchez E. Burnes	\$0	N/A	After-school attendance, Unit Plans, and mentor sign-ins
7. Provide a peer-tutoring/mediation program for under achieving students	August 2014 - May 2019	Administrative PBIS Team Teacher Cadet Instructor NHS Advisor	\$0	N/A	Agendas, sign-in sheets, attendance
8. Community Mentors	August 2014 -	E. Burnes, PBIS	\$0	N/A	Master schedule, or sign-in/out

ACTION PLAN FOR STRATEGY #5: Implement interventions to help students meet expectations for learning.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
for discipline & Academic Tutoring	May 2019	Team, School Social worker, S. Smith, School to Work coordinator			sheets.
9. Continue implementing the Lady's and Gentleman's Club Initiatives	August 2014 - May 2019	E. Burnes, Designated Staff	\$5000	Title I	Meeting/Event Agendas, Other Supporting Documentation
10. Provide adequate professional development and personnel to address the academic needs of SPED students	August 2014 - May 2019	E. Burnes, B. Hunt, G. Sanchez, and S. Smith	\$1000	Title I Funds	Agendas, Teacher pupil ratio assignments, and student diagnostic tests
11. Disclosure of SPED student accommodations to teachers in a timely manner so that they may implement individualized instruction, as per	August 2014 - May 2019	SPED Teachers	\$0	N/A	Preparation booklets, software or guides.

ACTION PLAN FOR STRATEGY #5: Implement interventions to help students meet expectations for learning.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
State requirements.					
12. Provide pullouts in HSAP enrichment in the specific areas of SPED student weaknesses	August 2011 – May 2014	S. Smith, K. Hoffman, and E. Burnes	\$0	N/A	Schedules and enrollment

ACTION PLAN FOR STRATEGY #6: Provide comprehensive information and media services that support curricular and instructional programs.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Integrate, align and support information and media services across all grade levels, and which support courses that prepare 21st Century learners for a global society and career marketplace.	August 2014 - May 2019	E. Burnes, S. Smith, Dr. C. McKnight	\$0	N/A	Media Services Budget and Academic Report, Annual Technology Plan and Report, New Equipment Distribution
2. Determine a schedule for replacing televisions with federally compliant HD-TVs and current video distribution system with a state-of-the-art Media Retrieval System.	August 2014 - May 2019	Media Specialists	\$10,000	8% Technology Funds and/or Capital Improvement Funds	New Equipment Installed
3. Create and submit a spreadsheet of the timeline for updating, replacing, and	August 2014 - May 2019	Media Specialists, Technology Dept.	\$20,000	8% Technology Funds	All out of date work stations replaced by May 1, 2016 Infrastructure in place by August 1,

ACTION PLAN FOR STRATEGY #6: Provide comprehensive information and media services that support curricular and instructional programs.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
increasing student workstations and expanding infrastructure to support the increase.					2014
4. Perform a technology needs assessment via data collection (surveys, meetings) while upgrading and maintaining the existing environment.	August 2014 - May 2019	Technology Coordinator, Technology Committee	\$275,000	District	World Class Infrastructure

ACTION PLAN FOR STRATEGY #7: Ensure that all students and staff members have regular and ready access to instructional technology and a comprehensive collection of materials that supports the curricular and instructional program.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Ensure instructional and technological resources are current, accessible and replenished in alignment with required curricular and instructional programs	August 2014 - May 2019	E. Burnes, S. Smith, Instructional Technology Coach	\$8000	General and District Funds	Evidence of Current Technological Resources
2. Ensure that all staff participate in all district and school level instructional technology professional development	August 2014 - May 2019	E. Burnes, S. Smith	\$0	N/A	Professional Development Agendas, Sign-in Sheets
3. Continue to collaborate with district instructional technology personnel	August 2014 - May 2019	E. Burnes, S. Smith, Instructional Technology Coach	\$0	N/A	Technology Plan, Instructional Technology Meeting Agendas and Sign- In

ACTION PLAN FOR STRATEGY #7: Ensure that all students and staff members have regular and ready access to instructional technology and a comprehensive collection of materials that supports the curricular and instructional program.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
to provide technological support					
4. Implement quarterly student technology days as a part of an Advisor Advisee program to provide training and support with instructional technology	August 2014 - May 2019	E. Burnes, S. Smith, Instructional Technology Coach	\$0	N/A	Master Schedule, RTI/Advisor-Advisee Schedule/Calendar of Events

ACTION PLAN FOR STRATEGY #8: Teachers will participate in collaborative learning communities and other professional learning to improve instruction and student learning.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Establish professional learning communities across grade levels and courses to ensure teacher collaboration to increase student achievement.	August 2014 - May 2019	E. Burnes, S. Smith, TAP Master and Mentor Teachers	\$0	N/A	Career Teacher Cluster Assignment Roster
2. Continue to implement weekly TAP Cluster meetings.	August 2014 - May 2019	E. Burnes, TAP Leadership Team	\$0	N/A	Cluster Cycle Long Range Plans, Cluster Attendance Records
3. Implement monthly data meetings by content area and grade levels	August 2014 - May 2019	E. Burnes, Department Chairs	\$0	N/A	Schedule of Events, Meeting Agenda and Sign-In
4. Implement quarterly Cluster Vertical articulation meetings by content area	August 2014 - May 2019	E. Burnes, S. Smith. Department Chairs	\$0	N/A	Schedule of Events, Meeting Agenda and Sign-In

ACTION PLAN FOR STRATEGY #9: Teachers will implement schools' Instructional processes in support of student learning.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Ensure the use of research-based teaching and learning strategies to engage all students in rigorous and relevant learning.	August 2014 - May 2019	E. Burnes, S. Smith, TAP Master and Mentor Teachers	\$0	N/A	Lesson Plans, Observation and Walk-through Records
2. Continue to provide professional development in the analysis and implementation of diagnostic assessments to increase student achievement	August 2014 - May 2019	E. Burnes, G. Sanchez, S. Smith	N/A	N/A	Agendas, sign-in sheets, teacher documentation
3. Provide professional development and coaching to facilitate differentiation in classroom instruction	August 2014 - May 2019	E. Burnes, G. Sanchez, S. Smith	N/A	N/A	Teacher documentation, teaching units, pre and post tests
4. Provide teachers with	August 2014 -	E. Burnes, G.	\$1,000	Title I	Agendas, trip requests

ACTION PLAN FOR STRATEGY #9: Teachers will implement schools' Instructional processes in support of student learning.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
opportunities to make on-site visits to other schools/classes	May 2019	Sanchez, S. Smith			
5. Continue to use Data Room for TAP Cluster Meetings for teachers to disaggregate data and make data driven instructional decisions	August 2014 - May 2019	E. Burnes, S. Smith, G. Sanchez, K. Swinton, TAP Mentor Teachers,	\$0	N/A	Room Identified

ACTION PLAN FOR STRATEGY #10: Ensure that mentoring, coaching and induction programs support instructional improvement consistent with schools' values and beliefs about teaching and learning.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Implement coaching, mentoring and induction programs that consistently support quality instruction that is aligned within the school to the district values and beliefs about teaching and learning.	August 2014 - May 2019	E. Burnes, S. Smith, TAP Master and Mentor Teachers	\$0	N/A	TAP and Non-TAP Mentor Assignments, TAP Leadership Meeting LRP, New Teacher Basic Training Session Agenda and Sign-In
2. Continue monthly "BCHS New Teacher Boot Camp program for new teachers.	August 2014 - May 2019	E. Burnes, S. Smith, TAP Master and Mentor Teachers	\$0	N/A	Meeting Agenda and Sign-In
3. Ensure that all TAP Mentor Teachers and the Master teacher attend and receive regular and updated professional	August 2014 - May 2019	E. Burnes	\$10000	Title I	Training Agendas, Registration

ACTION PLAN FOR STRATEGY #10: Ensure that mentoring, coaching and induction programs support instructional improvement consistent with schools' values and beliefs about teaching and learning.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
development.					
4. Continue to encourage qualified staff members to participate in district level mentor trainings and programs	August 2014 - May 2019	E. Burnes	\$0	N/A	Professional Leave Requests, My Learning Plan Records
5. Ensure that all Induction and SAFE-T Teachers are assigned a district trained Mentor	August 2014 - May 2019	E. Burnes, S. Smith	\$0	N/A	Mentor Assignments

ACTION PLAN FOR STRATEGY #11: Engage families in meaningful ways in their children’s educations and keep them informed of their children’s learning progress.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Regularly communicate with families regarding their children’s learning. Provide meaningful opportunities for families to participate actively in their children’s educations.	August 2014 - May 2019	E. Burnes, Administrative and Guidance Staff	\$0	N/A	Call Logs, Meeting Logs, Parent University Agenda and Sign-In
2. Continue with Parent University and Parent Honor Roll Initiatives	August 2014 - May 2019	E. Burnes, Designated Staff	\$9000	Title I	Parent University Agenda and Sign-In,
3. Implement quarterly Grade level Parent Nights	August 2014 - May 2019	E. Burnes, Designated Staff	\$3000	Title I	Parent University Agenda and Sign-In
4. Implement a “Bring Your Parent to School Day”	August 2014 - May 2019	E. Burnes, Designated Staff	\$0	N/A	Parent University Agenda and Sign-In

ACTION PLAN FOR STRATEGY #11: Engage families in meaningful ways in their children’s educations and keep them informed of their children’s learning progress.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
5. Implement quarterly “BCHS Town Hall Meetings”	August 2014 - May 2019	E. Burnes, School Leadership Team	\$0	N/A	Sign-in Sheets, Meeting Agendas

ACTION PLAN FOR STRATEGY #12: Gather, analyze and use data and research in making curricular and instructional choices.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Establish a systematic, collaborative process to ensure that teachers have opportunities to analyze and use student assessment data to inform instructional and curricular decisions.	August 2014 - May 2019	E. Burnes, S. Smith, K. Hoffman	\$0	N/A	Department Meeting Agenda and Sign-In, Cluster Cycle LRP's, Cluster Attendance Records
2. Regularly review curriculum, instruction and assessment with the expectation that modifications will be based on best practices and multiple sources of data.	August 2014 - May 2019	E. Burnes, S. Smith, TAP Leadership Team	\$0	N/A	Rubicon, TAP Leadership Team Meeting Agendas

ACTION PLAN FOR STRATEGY #12: Gather, analyze and use data and research in making curricular and instructional choices.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
3. Implement quarterly “Teacher Instructional and Data Feedback” conferences between teachers and school administration	August 2014 - May 2019	E. Burnes, S. Smith, TAP Leadership Team	\$0	N/A	Lesson Plans, Observation and Walk-through Records, Meeting Record, Teacher Individual Growth Plans
4. Regularly discuss TAP assessment data with TAP and School Based Leadership teams as appropriate.	August 2014 - May 2019	E. Burnes, S. Smith, TAP Leadership Team	\$0	N/A	Meeting Agenda and Sign- In
5. Implement monthly department and/or grade level meetings to discuss school wide data to make instructional decisions.	August 2014 - May 2019	E. Burnes, S. Smith, Department Chairs	\$0	N/A	Meeting Agenda and Sign- In

ACTION PLAN FOR STRATEGY #13: Monitor school climate and take appropriate steps to ensure that it is conducive to student learning.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Ensure an environment that supports the academic, physical, social, emotional and cultural safety of all students that allows learners to maximize their potential.	August 2014 - May 2019	E. Burnes, S. Smith, G. Sanchez	\$0	N/A	School Safety Plan, , Survey Results
2. Develop and train a PBIS team to plan and implement PBIS strategies to reward students for positive behaviors	August 2014 - May 2019	E. Burnes, PBIS Team	\$0	N/A	Training and Implementation Documentation
3. Establish monthly character education programs in line with the PBIS initiative	August 2014 - May 2019	E. Burnes, G. Sanchez, S. Smith	\$0	N/A	Schedule of Planned Activities
4. Re-establish the Challenge Day Program	August 2014 - May 2019	E. Burnes, B. Hampton	0	N/A	Schedule of Planned Activities

ACTION PLAN FOR STRATEGY #13: Monitor school climate and take appropriate steps to ensure that it is conducive to student learning.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
5. Reinforce Character Education Skills in Team 9 Reach classes	August 2014 - May 2019	G. Sanchez, Team 9 Reach Instructors	\$0	N/A	Schedule of Planned Activities, Team 9 Reach Teacher Lesson Plans

ACTION PLAN FOR STRATEGY #14: Monitor and adjust curriculum, instruction and assessment systematically in response to data from multiple assessments of student learning and examinations of professional practice.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Regularly review curriculum, instruction and assessment with the expectation that modifications will be based on best practices and multiple sources of data.	August 2014 - May 2019	E. Burnes, S. Smith, TAP Leadership Team	\$0	N/A	Rubicon, Lesson Plans, Observation and Walk-through Records
2. Implement quarterly “Teacher Instructional and Data Feedback” conferences between teachers and school administration	August 2014 - May 2019	E. Burnes, S. Smith, G. Sanchez	\$0	N/A	Lesson Plans, Observation and Walk-through Records, Meeting Record, Teacher Individual Growth Plans
3. Regularly discuss TAP assessment data with TAP and School Based Leadership teams as appropriate.	August 2014 - May 2019	E. Burnes, S. Smith, TAP Leadership Team, Non TAP Leadership Team	\$0	N/A	Meeting Agenda and Sign- In

ACTION PLAN FOR STRATEGY #14: Monitor and adjust curriculum, instruction and assessment systematically in response to data from multiple assessments of student learning and examinations of professional practice.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
4. Implement monthly department and/or grade level meetings to discuss school wide data to make instructional decisions.	August 2014 - May 2019	E. Burnes, S. Smith, Department Chairs	\$0	N/A	Schedule/Calendar of Events, Meeting Agenda and Sign- In,

ACTION PLAN FOR STRATEGY #15: School leaders will monitor and support the improvement of instructional practices to ensure student success.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Ensure best practices in instruction to positively impact student achievement	August 2014 - May 2019	E. Burnes, S. Smith, TAP Leadership Team	\$0	N/A	Lesson Plans, Observation and Walk-through Records, Meeting Record, Teacher Individual Growth Plans
2. Implement quarterly “Teacher Instructional and Data Feedback” conferences between teachers and school administration	August 2014 - May 2019	E. Burnes, S. Smith, TAP Leadership Team	\$0	N/A	Lesson Plans, Observation and Walk-through Records, Meeting Record, Teacher Individual Growth Plans
3. Conduct regular walkthroughs and formal observations followed by differentiated feedback and coaching.	August 2014 - May 2019	E. Burnes, S. Smith, TAP Leadership Team	\$0	N/A	Lesson Plans, Observation and Walk-through Records, Meeting Record, Teacher Individual Growth Plans
4. Continue to encourage staff participation in all district based	August 2014 - May 2019	E. Burnes, S. Smith	\$0	N/A	My Learning Plan Records

ACTION PLAN FOR STRATEGY #15: School leaders will monitor and support the improvement of instructional practices to ensure student success.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
professional development activities.					

ACTION PLAN FOR STRATEGY #16: Ensure grading and reporting practices on clearly defined criteria that represent the attainment of content knowledge and skills and that are consistent across grade levels and courses.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Establish and maintain consistent grading and reporting practices across grade levels and courses that reflect clearly defined criteria and the attainment of content knowledge and skills.	August 2014 - May 2019	E. Burnes, S. Smith, J. Frazier	\$0	N/A	PowerTeacher Gradebook

SCHOOL RENEWAL PLAN FOR Battery Creek High School

DATE:04/25/2014

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

PERFORMANCE GOAL 4:
(Statement of desired progress or result over five years)

Documenting & Using Results for Continuous Improvement: *Beaufort County School District implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.*

INTERIM PERFORMANCE GOAL: (One year goal)

1. Establish performance measures for student learning that yield information that is reliable, valid and free of bias.
2. Develop and implement a comprehensive assessment system for assessing progress toward meeting expectations for student learning.
3. Use student assessment data to improve teaching and learning processes. Survey teachers to determine needs to assessments and academic audits.
4. Use the district’s systematic analysis of instructional and organizational effectiveness to improve student performance.
5. Communicate and explain the results of student performance and school effectiveness to all stakeholders in a timely manner.
6. Use expanded comparison and trend data of student performance from comparable schools in evaluating effectiveness.
7. Demonstrate verifiable growth in student performance using formal and informal assessments.
8. Maintain a secure, accurate and complete student records system in accordance with state and federal regulations.

DATA SOURCE(S):
(List types of data that will be collected or examined to measure progress.)

MAP testing in grades 9 and 10, Benchmark and field testing, USA Testprep results

OVERALL MEASURES:

SOURCE: Overall End-of-Course Exam Passage Rate

AVERAGE BASELINE		2014-15	2015-16	2016-17	2017-18	2018-19
64%	Projected Data	72.8%*	74.8%*	76.8%*	78.8%*	80.8%*
	Actual Data					

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

* Represents projections of improvement

ACTION PLAN FOR STRATEGY #1: Establish performance measures for student learning that yield information that is reliable, valid and free of bias.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Use PASS, MAP, EOC, on-time high school graduation rate, HSAP, Lexile Levels, ACT/SAT and ESEA Waiver Scores – all of which are reliable, valid and free of bias – to monitor student achievement.	August 2014 - May 2019	E. Burnes, All Certified Staff	\$0	N/A	Student Data, Documentation of Strategies Implemented
2. Develop data teams to analyze data at district, cluster and school levels to identify strengths, weaknesses and action plans.	August 2014 - May 2019	E. Burnes, All Certified Staff	\$0	N/A	Student Data, Documentation of Strategies Implemented
3. Analyze performance measures and growth measures together, with consideration given to the performance of	August 2014 - May 2019	E. Burnes, All Certified Staff	\$0	N/A	Student Standardized Test and Benchmark Data

ACTION PLAN FOR STRATEGY #1: Establish performance measures for student learning that yield information that is reliable, valid and free of bias.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
student demographic categories within the school.					

ACTION PLAN FOR STRATEGY #2: Develop and implement a comprehensive assessment system for assessing progress toward meeting expectations for student learning.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Continue to administer MAP testing for all 9 th and 10 th graders	August 2014 - May 2019	E. Burnes, S. Smith, K. Hoffman	\$0	N/A	Assessment Data
2. Administer South Carolina's state standards assessments.	August 2014 - May 2019	E. Burnes, S. Smith, K. Hoffman	\$0	N/A	Assessment Data
3. Continue to administer a district-wide technology proficiency assessment.	August 2014 - May 2019	E. Burnes, S. Smith, Dr. C. McKnight	\$0	N/A	Assessment Documentation
4. Develop and Implement school-wide common assessments (benchmarks) in science, social studies and writing.	August 2014 - May 2019	E. Burnes, S. Smith, K. Hoffman	\$0	N/A	Assessment Data

ACTION PLAN FOR STRATEGY #3: Use student assessment data to improve teaching and learning processes. Survey teachers to determine needs to assessments and academic audits.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Survey teachers to determine their needs for professional development related to understanding and using data and academic audits.	August 2014 - May 2019	E. Burnes, S. Smith	\$0	N/A	Survey Results
2. Use survey results to provide professional development that helps classroom teachers understand and use assessment data.	August 2014 - May 2019	E. Burnes, S. Smith	\$0	N/A	Survey Results, Professional Development Agendas, Sign-in Sheets
3. Ensure that instructional coaches or other designees (i.e., district subject coordinators) meet with teachers on a regular basis to discuss assessment	August 2014 - May 2019	E. Burnes, R. Hendricks	\$0	N/A	Meeting Agendas

ACTION PLAN FOR STRATEGY #3: Use student assessment data to improve teaching and learning processes. Survey teachers to determine needs to assessments and academic audits.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
data and its use for driving instruction.					
4. Use multiple sources of data to make accurate and effective decisions on instruction.	August 2014 - May 2019	E. Burnes, S. Smith, K. Hoffman, TAP Leadership Team	\$0	N/A	Assessment Data

ACTION PLAN FOR STRATEGY #4: Use the district’s systematic analysis of instructional and organizational effectiveness to improve student performance.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Use student assessment data to evaluate instructional and organizational effectiveness.	August 2014 - May 2019	E. Burnes, S. Smith	\$0	N/A	Student Assessment Data
2. Document community involvement, including parents, businesses, and faith-based, charitable and civic organizations.	August 2014 - May 2019	E. Burnes, D. Grooms, C. Thomas	\$0	N/A	Event Agendas, Sign-in Sheets
3. Evaluate the effectiveness of community involvement quantitatively and qualitatively.	August 2014 - May 2019	E. Burnes, D. Grooms, C. Thomas	\$0	N/A	Survey Data

ACTION PLAN FOR STRATEGY #5: Communicate and explain the results of student performance and school effectiveness to all stakeholders in a timely manner.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Continue to produce an annual “Community Report” that details academic performance, financial efficiencies, budgetary challenges and student demographics. Make reports available in multiple languages.	August 2014 - May 2019	E. Burnes	\$500	General Funds	Copy of Report
2. Continue to develop annual informational brochures for each school in the district containing pertinent information, including student testing performance, to be available in multiple languages.	August 2014 - May 2019	E. Burnes	\$1000	General Funds	Copy of Brochure
3. Hold informational meetings for parents and other	August 2014 - May 2019	E. Burnes	\$0	N/A	Meeting Agendas, Sign-in Sheets

ACTION PLAN FOR STRATEGY #5: Communicate and explain the results of student performance and school effectiveness to all stakeholders in a timely manner.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
stakeholders to discuss the results and meaning of student performance on standardized tests.					

ACTION PLAN FOR STRATEGY #6: Use expanded comparison and trend data of student performance from comparable schools in evaluating effectiveness.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Use PASS, MAP, EOC, on-time high school graduation rates, HSAP, Lexile Levels, ACT/SAT, and ESEA waiver scores to compare changes in school performance locally, statewide and nationally.	August 2014 - May 2019	E. Burnes, S. Smith, K. Hoffman	\$0	N/A	Student Assessment Data (District, State, and National)
2. Compare South Carolina schools and districts using performance and growth measures, together with comparison of student demographic categories within schools.	August 2014 - May 2019	E. Burnes, S. Smith, K. Hoffman	\$0	N/A	Student Assessment Data (District and State)
3. Upon implementation of South Carolina's	August 2014 -	E. Burnes, S. Smith,	\$0	N/A	Student Assessment Data (District

ACTION PLAN FOR STRATEGY #6: Use expanded comparison and trend data of student performance from comparable schools in evaluating effectiveness.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
state standards assessments, compare local data with schools and districts similar to ours.	May 2019	K. Hoffman			and State)

ACTION PLAN FOR STRATEGY #7: Demonstrate verifiable growth in student performance using formal and informal assessments.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Maintain current formal assessments through the use of MAP, USA Testprep and writing benchmarks.	August 2014 - May 2019	E. Burnes, S. Smith, K. Hoffman	\$0	N/A	Student Assessment Data
2. Develop a school wide database of common formative assessments by grade level and subject area.	August 2014 - May 2019	E. Burnes, S. Smith, K. Hoffman	\$0	N/A	Student Assessment Instruments

ACTION PLAN FOR STRATEGY #8: Maintain a secure, accurate and complete student records system in accordance with state and federal regulations.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Continue to use the current records management systems of PowerSchool and Testview.	August 2014 - May 2019	E. Burnes, S. Smith, K. Hoffman, J. Frazier	\$0	N/A	PowerSchool Records
2. Establish a process of accountability for student data management.	August 2014 - May 2019	E. Burnes, S. Smith, K. Hoffman, J. Frazier	\$0	N/A	PowerSchool Records
3. Ensure that data is entered correctly and in a timely manner.	August 2014 - May 2019	E. Burnes, S. Smith, K. Hoffman, J. Frazier	\$0	N/A	PowerSchool Records

SCHOOL RENEWAL PLAN FOR Battery Creek High School

DATE: 04/25/2014

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

PERFORMANCE GOAL 5:
(Statement of desired progress or result over five years)

Governance and Leadership: *Beaufort County School District operates under governance and leadership that promote and support student performance and system effectiveness.*

INTERIM PERFORMANCE GOAL: (One year goal)

1. Schools will ensure compliance with applicable local, state, and federal laws, policies, and regulations.
2. Schools will use an EVALUATION/EVIDENCE process that results in improved professional practice and student success.
3. Schools will operate in a consistent manner with the district’s beliefs, purpose, and direction.
4. Schools will employ a system that provides accurate analysis and thorough review of student performance and school effectiveness.
5. Schools will provide teachers and students with opportunities to lead.

DATA SOURCE(S):
(List types of data that will be collected or examined to measure progress.)

MAP and Benchmark testing results, USA Testprep and Ninth grade end-of-course exam results

OVERALL MEASURES:

SOURCE: HSAP Exit Exam

AVERAGE BASELINE		2014-15	2015-16	2016-17	2017-18	2018-19
20%	Projected Data	26.2%*	30%*	35%*	40%*	45%*
	Actual Data					

* Represents projections of improvement

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ACTION PLAN FOR STRATEGY #1: Schools will ensure compliance with applicable local, state and federal laws, policies and regulations.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Perform ongoing audits of student files and records to ensure compliance standards and accuracy.	August 2014 - May 2019	E. Burnes, J. Frazier, G. Moultrie, Guidance Counselors	\$0	N/A	Student Records
2. Conduct monthly school based SPED meetings to ensure that all IEP documentation is accurate and in compliance	August 2014 - May 2019	E. Burnes, S. Smith	\$0	N/A	Student Records
3. Conduct monthly school based ESOL meetings to ensure that all ESOL documentation is accurate and in compliance	August 2014 - May 2019	E. Burnes, G. Sanchez	\$0	N/A	Student Records

ACTION PLAN FOR STRATEGY #2: Schools will use an EVALUATION/EVIDENCE process that results in improved professional practice and student success.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Research and provide professional development to improve professional practice and student success.	August 2014 - May 2019	E. Burnes, S. Smith, TAP Leadership Team	\$0	N/A	Lesson Plans, Observation and Walk-through Records, Meeting Record, Teacher Individual Growth Plans,
2. Use ongoing teacher EVALUATION/EVIDENCE processes to measure classroom effectiveness.	August 2014 - May 2019	E. Burnes, S. Smith, TAP Leadership Team	\$0	N/A	Lesson Plans, Observation and Walk-through Records, Meeting Record, Teacher Individual Growth Plans
3. Continue to implement all the tenets of TAP	August 2014 - May 2019	E. Burnes, S. Smith, TAP Leadership Team	\$0	N/A	Lesson Plans, Observation and Walk-through Records, Meeting Record, Teacher Individual Growth Plans
4. Implement quarterly “Instructional and Data Feedback” conferences between teachers and administration	August 2014 - May 2019	E. Burnes, S. Smith, TAP Leadership Team	\$0	N/A	Lesson Plans, Observation and Walk-through Records, Meeting Record, Teacher Individual Growth Plans

ACTION PLAN FOR STRATEGY #3: Schools will operate in a consistent manner with the district's beliefs, purpose, and direction.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Align leadership and instructional efforts to the district's beliefs, purpose, and direction.	August 2014 - May 2019	E. Burnes	\$0	N/A	Lesson Plans, Observation and Walk-through Records
2. Continue to comply with and implement district based academic and instructional initiatives.	August 2014 - May 2019	E. Burnes	\$0	N/A	Lesson Plans, Observation and Walk-through Records, Meeting Record, Teacher Individual Growth Plans
3. Continue to encourage staff participation in all district initiatives and professional development activities	August 2014 - May 2019	E. Burnes, S. Smith	\$0	N/A	Meeting Agendas, Sign-in Sheets,
4. Continue to regularly communicate district	August 2014 - May 2019	E. Burnes	\$0	N/A	Weekly Newsletters

ACTION PLAN FOR STRATEGY #3: Schools will operate in a consistent manner with the district's beliefs, purpose, and direction.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
expectations to all stakeholders					

ACTION PLAN FOR STRATEGY #4: Schools will employ a system that provides accurate analysis and thorough review of student performance and school effectiveness.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Use uniform guidelines and standards that support student achievement goals and ensure consistent measurement.	August 2014 - May 2019	E. Burnes, S. Smith	\$0	N/A	Supporting Documentation
2. Improve student academic performance and educator	August 2014 - May 2019	E. Burnes	\$0	N/A	Supporting Documentation

ACTION PLAN FOR STRATEGY #4: Schools will employ a system that provides accurate analysis and thorough review of student performance and school effectiveness.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
effectiveness.					
3. Use technology to help students reach their academic goals and prepare them for a technology-rich future.	August 2014 - May 2019	E. Burnes, S. Smith, AI Teachers	\$0	N/A	Supporting Documentation

ACTION PLAN FOR STRATEGY #5: Leadership and staff will provide teachers and students with opportunities to lead.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Develop opportunities for teachers to assume shared and distributed leadership	August 2014 - May 2019	E. Burnes	\$0	N/A	Meeting Agendas, Other Supporting Documentation

ACTION PLAN FOR STRATEGY #5: Leadership and staff will provide teachers and students with opportunities to lead.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
roles to provide personal development and assist with student development.					
2. Encourage and foster professional growth to prepare staff and students for future roles beyond the school district.	August 2014 - May 2019	E. Burnes, S. Smith	\$0	N/A	Meeting Agendas, Other Supporting Documentation
3. Encourage students to develop authentic and meaningful leadership roles in order to prepare them for college and/or careers after graduation.	August 2014 - May 2019	E. Burnes, C. Thomas, Guidance Counselors	\$0	N/A	Meeting Agendas, Other Supporting Documentation