

School Renewal Plan Table of Contents

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Read to Succeed	

School Renewal Plan Cover Page

Renewal Plan for 5 Year Cycle: 2022/23 to 2026/27

School Name:	Calhoun County High
SIDN:	0901001
Plan Submission:	School utilizes Cognia
Grade Span:	9 To 12
District:	Calhoun
Address 1:	150 Saints Avenue
Address 2:	
City:	St. Matthews, SC
Zip Code:	29135
School Renewal Plan Contact Person:	Milton Howard
School Plan Contact Phone:	8036552652
School Plan E-mail Address:	mhoward@ccpsonline.net

Required Signature Page

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

Assurances for the School Renewal Plans

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

Required Printed Names and Signatures

<i>Superintendent</i>		
<u>Ferlondo Tullock</u> Printed Name	_____	_____
	Signature	Date
<i>Principal</i>		
<u>Milton Howard</u> Printed Name	_____	_____
	Signature	Date
<i>Chairperson, District Board of Trustees</i>		
<u>Gary Porth</u> Printed Name	_____	_____
	Signature	Date
<i>Chairperson, School Improvement Council</i>		
<u>Ronald Johnson</u> Printed Name	_____	_____
	Signature	Date
<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Melissa Peeples</u> Printed Name	_____	_____
	Signature	Date

Assurances for School Renewal Plan

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
N/A	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
No	Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
Yes	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

N/A	<p>Developmental Screening</p> <p>The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
N/A	<p>Half-Day Child Development</p> <p>The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
N/A	<p>Developmentally Appropriate Curriculum for PreK–3</p> <p>The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>
N/A	<p>Parenting and Family Literacy</p> <p>The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
Yes	<p>Recruitment</p> <p>The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
Yes	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>

Stakeholder Involvement for School Renewal Plan

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

	Position	Name
1.	Principal	Milton Howard
2.	Teacher	Brijesh Bala
3.	Parent/Guardian	Stacy Cokley
4.	Community Member	Everleen McFadden
5.	Paraprofessional	Sylvia Waddell
6.	School Improvement Council Member	Jamie Stephens
7.	Read to Succeed Reading Coach	NA
8.	School Read To Succeed Literacy Leadership Team Lead	Melissa Peeples
9.	School Read To Succeed Literacy Leadership Team Member	Debbie Gramling
OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the School Literacy Leadership Team for Read to Succeed		

District Requested Strategic/Renewal Plan Waiver

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

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

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

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

Not Applicable

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

Calhoun County Schools | 2020-2021

Calhoun County High School

Principal: Mr. Milton Howard

Phone:

803-874-3071

School Address:

150 Saints Avenue St. Matthews, SC 29135

Serving Grades: 9-12

Student Enrollment: 418

2020-2021 Overall Rating

0 out of 0

School performance is not yet rated based on the criteria to ensure all students meet the Profile of the SC Graduate

Support Status: Standard

Note on missing data: On March 26, 2021, the U.S. Department of Education and due to COVID-19. The results displayed within this report card should not be compared to those of other years due to the testing limitations as a result of the pandemic. In addition, these results may be incomplete and may not be representative of the make-up of the State, district, or school population.

Academic Achievement

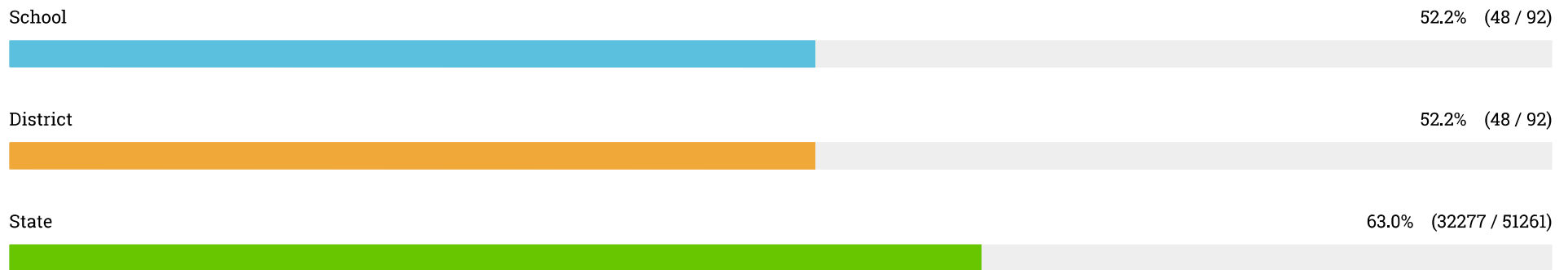
This indicator displays the End-of-Course test results for students in the four-year on-time graduation cohort file (includes graduates and non-graduates).

NOTE: Additional Achievement results disaggregated across subgroups can be found in the section of this website.

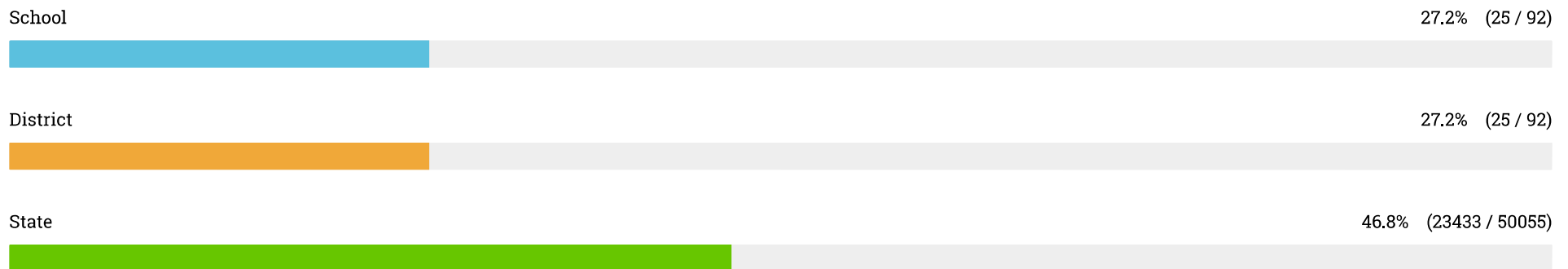
Overall Student Performance

End-of-Course Assessment Results in English 1 and Algebra 1

English - Scoring C or Higher



Algebra - Scoring C or Higher



Additional Information

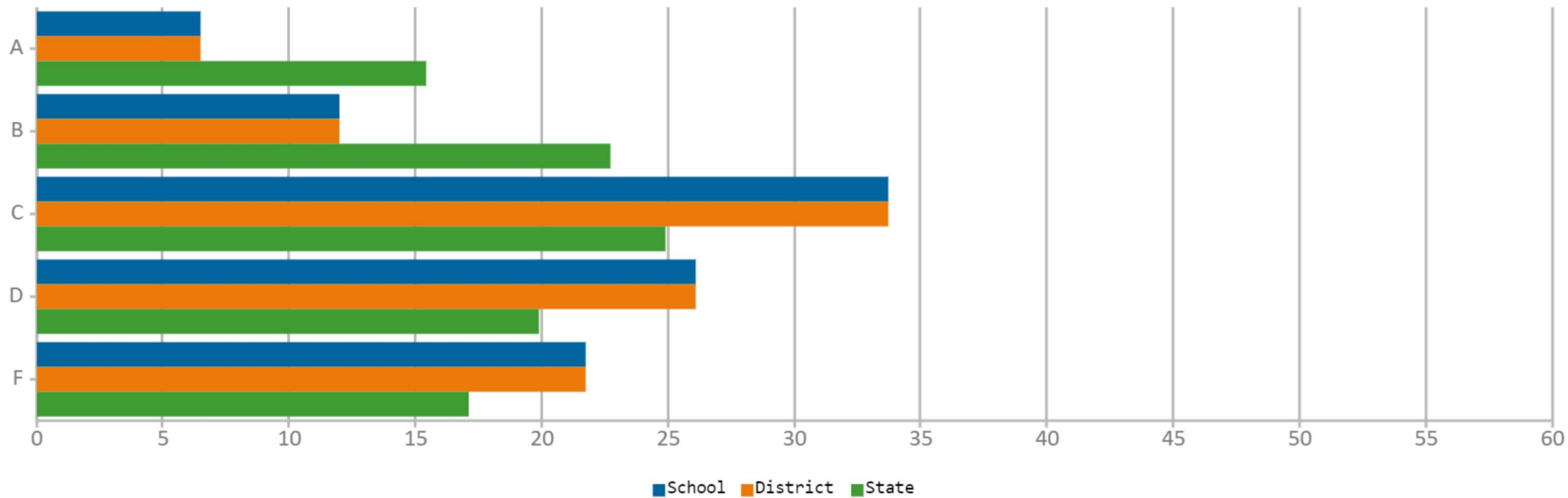
	Our School	Change from Last Year
Prime instructional time	93.7	N/A

Academic Achievement

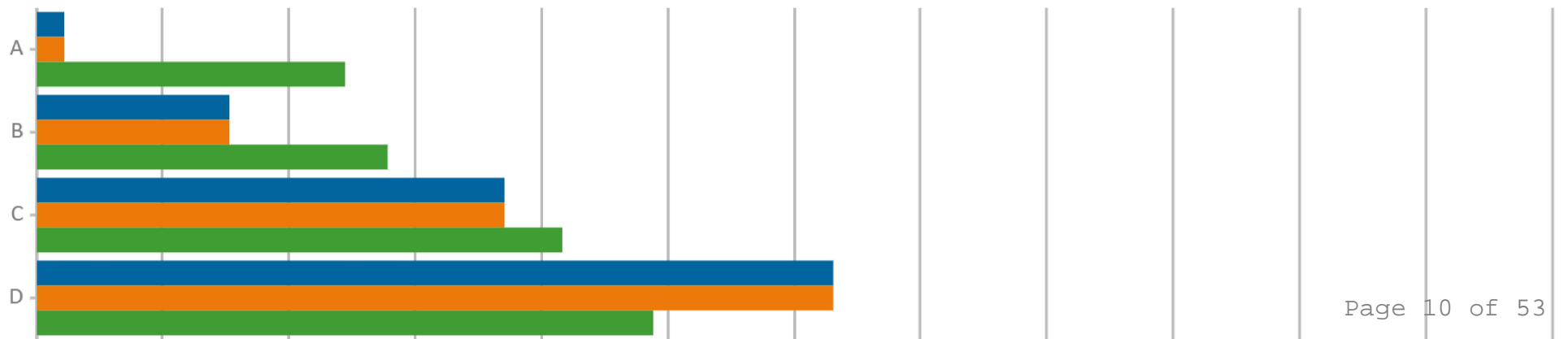
Details Student Performance across District and State

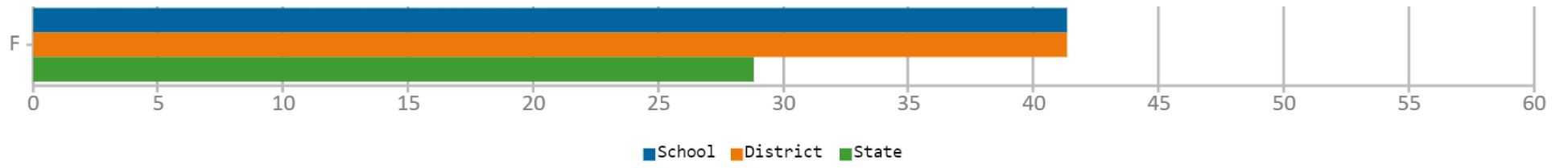
End-of-Course Assessment Results in English 1 and Algebra 1

English



Algebra

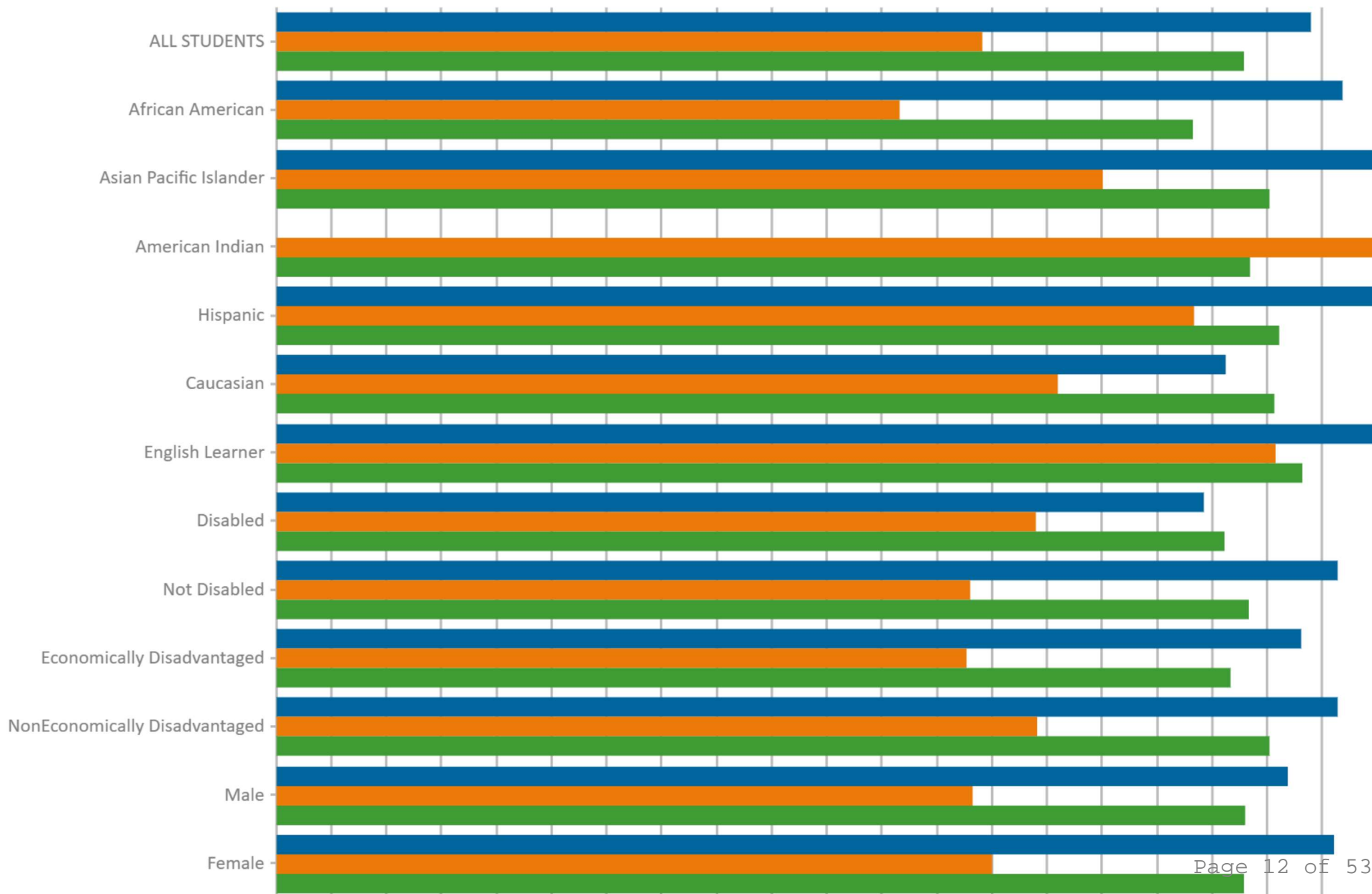


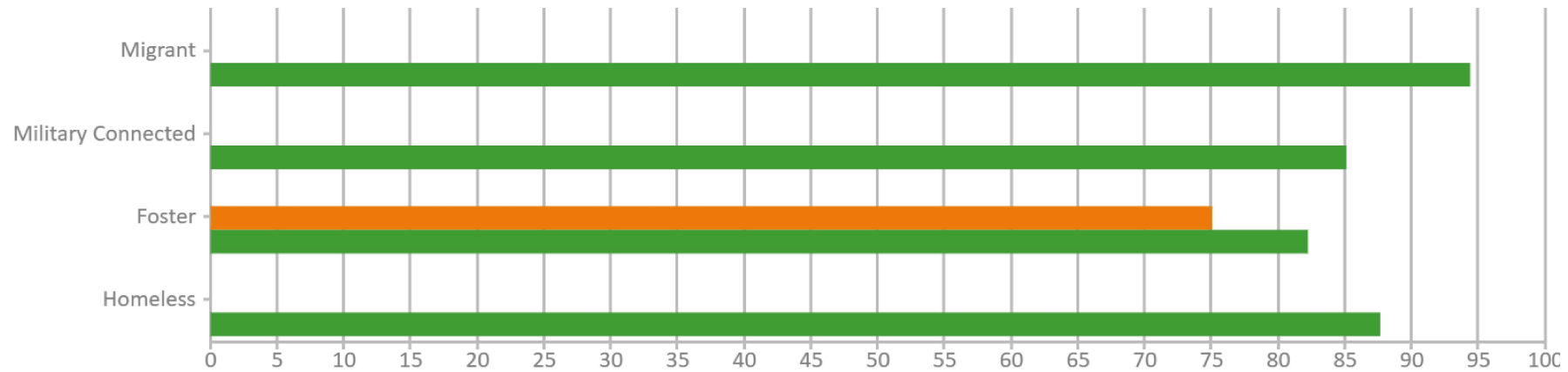


Academic Achievement

Participation Rate by Subgroup

School District State





Note on missing data: On March 26, 2021, the U.S. Department of Education and due to COVID-19. The results displayed within this report card should not be compared to those of other years due to the testing limitations as a result of the pandemic. In addition, these results may be incomplete and may not be representative of the make-up of the State, district, or school population.

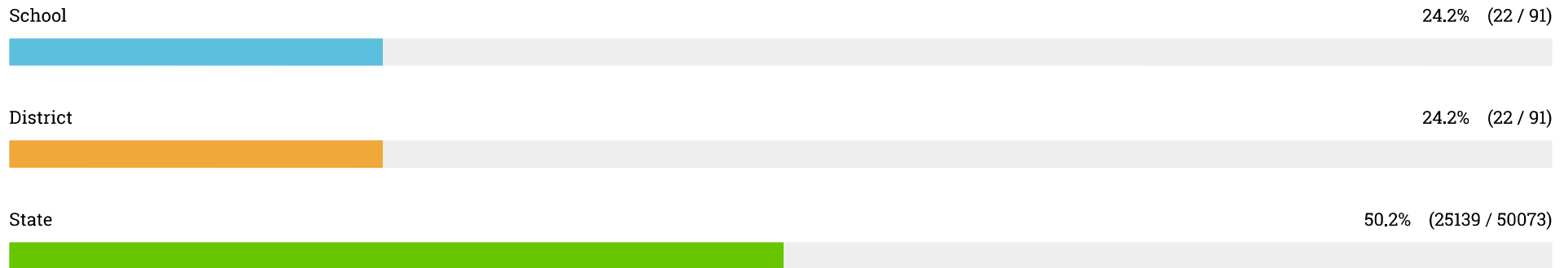
Preparing for Success

This indicator displays the End-of-Course test results for students in the four-year on-time graduation cohort file (includes graduates and non-graduates).

Overall Student Performance

End-of-Course Assessment Results in Biology and US History and the Constitution

Biology - Scoring C or Higher



US History and the Constitution - Scoring C or Higher



Additional Information

High School

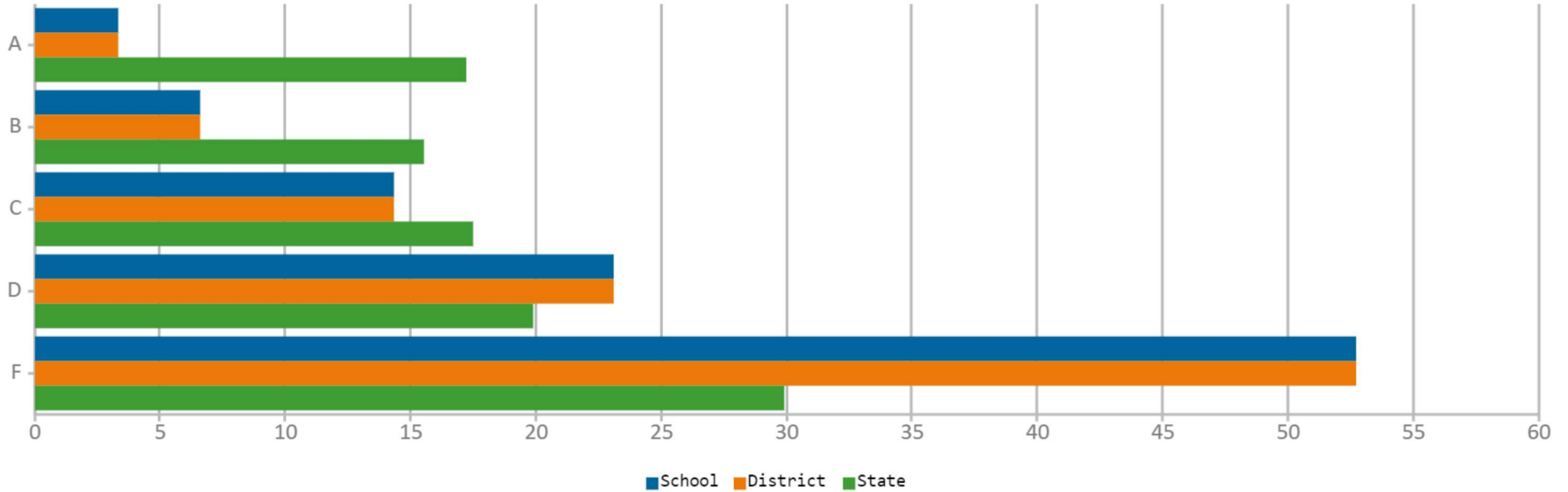
	School	
	%	N
Percentage of students enrolled in a US Government course who score at or above the designated passing score on the civics test	89.0	100

Preparing for Success

Details Student Performance across District and State

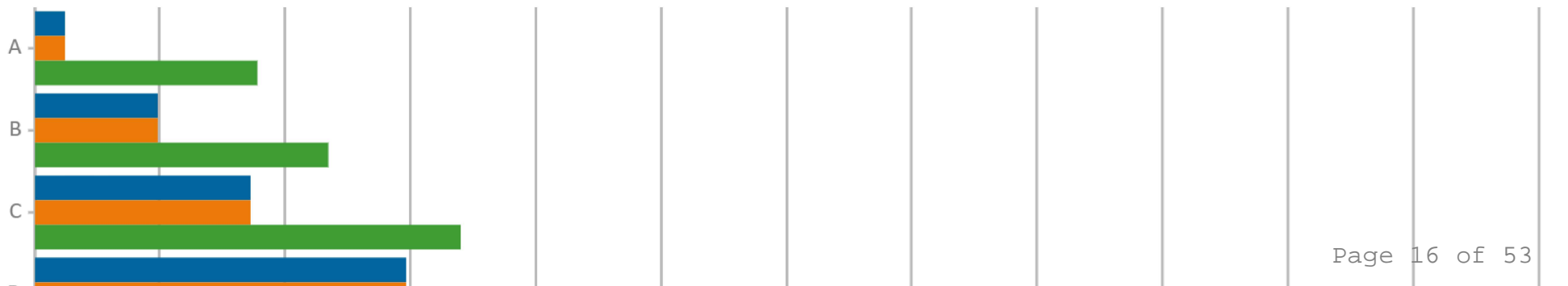
End-of-Course Assessment

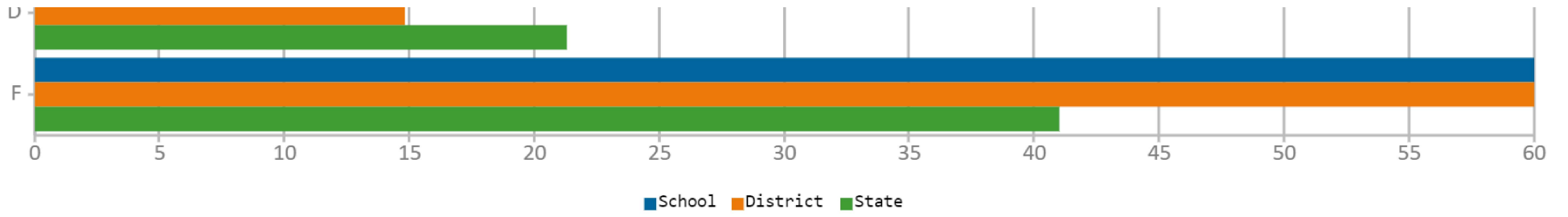
Biology



Note: Results from alternate assessments were included in the calculations where available.

US History and the Constitution



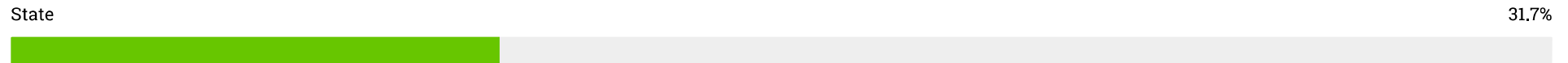
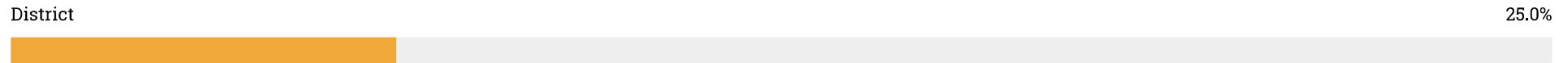


English Learners' Progress

English Learners –

The goal is that students who are learning the English language will become proficient in English within at least five years of their initial enrollment in public schools.

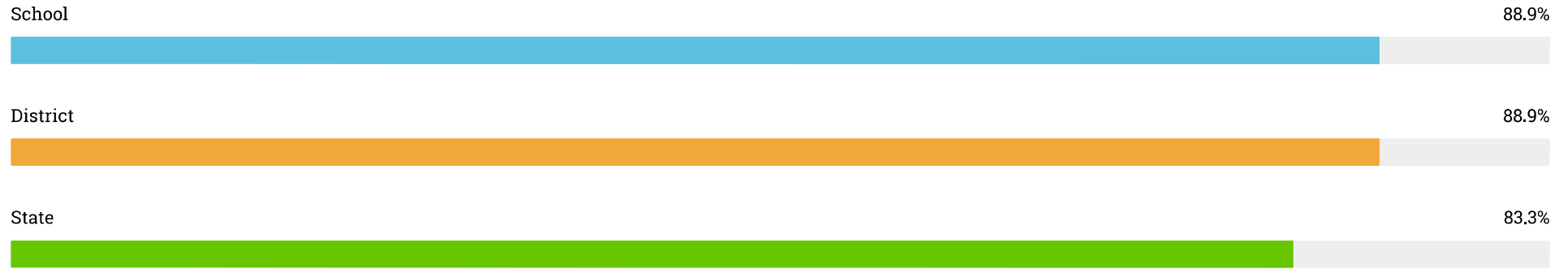
Percent of EL Students who met progress toward proficiency target



Percent of EL Students who Met Progress Toward Proficiency Target	Data N/A
Number of EL Students who Met Progress Toward Proficiency Target	Data N/A
Number of EL Students Assessed	13
Number of EL Students in EL Subgroup	19

Graduation Rate

On-Time Graduation Rate



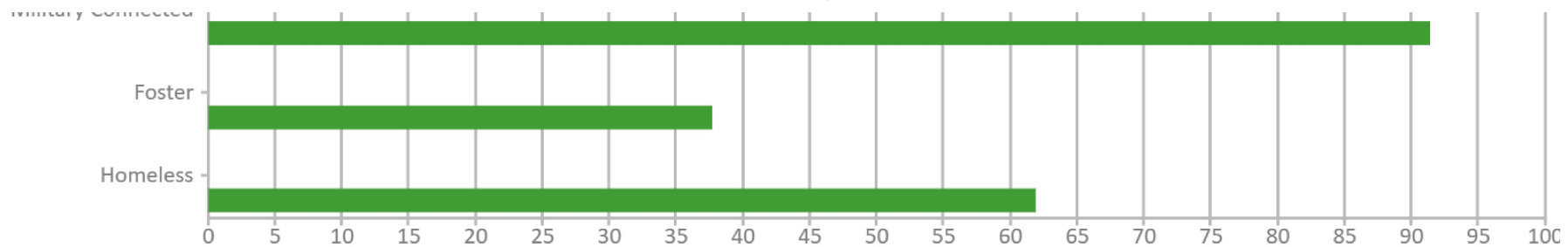
School Four-Year Cohort Graduation Rate

	2018	2019	2020	2021
School	89.3	90.6	86.3	88.9
District	89.3	90.6	86.3	88.9
State	81.0	81.1	82.2	83.3

Additional Information

	Our School	Change from Last Year
Annual Dropout Rate	0.2	Down from 0.7
Dropout Recovery Rate	N/AV	N/A





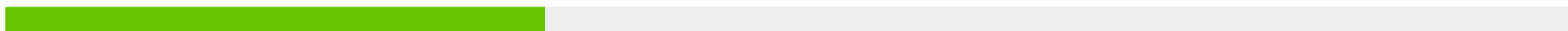
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College and Career Readiness

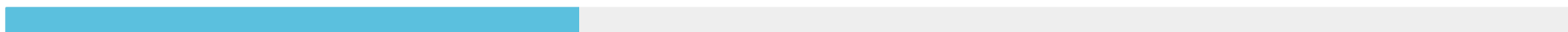
Students in the graduation cohort who are college OR career ready 68.7% (68 / 99)



Students in the graduation cohort who are college AND career ready 34.3% (34 / 99)



Students in the graduation cohort who are college ready 36.4% (36 / 99)



Students in the graduation cohort who are career ready 66.7% (66 / 99)



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

Additional Information

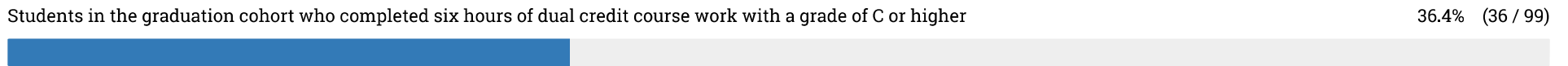
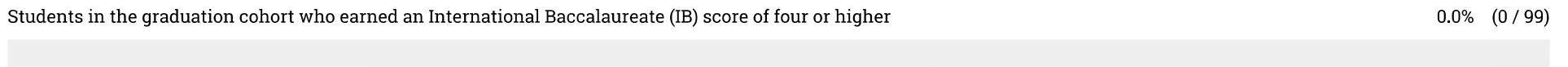
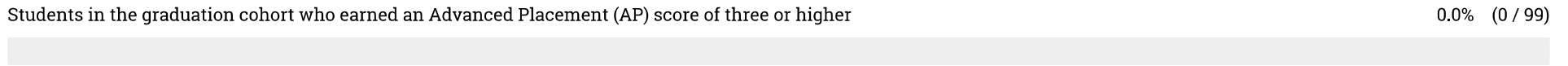
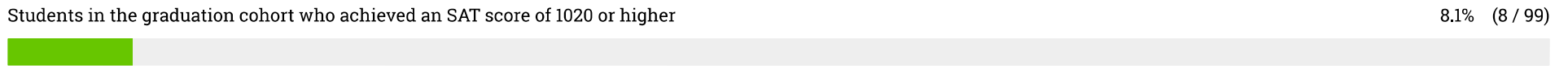
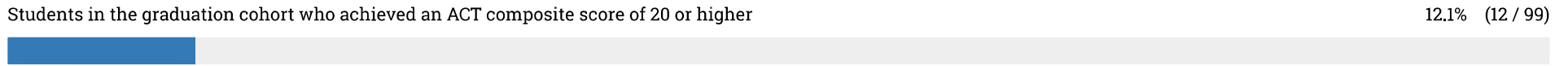
	Our School	Change from Last Year
Percentage of Students from prior year graduating class enrolled in a two- or four-year college or technical college pursuing an associates degree, certificate, or diploma in Fall following graduation	58.9	Up from 50.6
Number of students in the graduation cohort who have completed FAFSA forms	43	Down from 52
Percent of students in the graduation cohort completing college applications	89.9	Up from 87.3
Percent of students in the graduation cohort eligible for LIFE scholarship	24.2	Up from 21.6
Percent of students in the graduation cohort eligible for Palmetto Fellows scholarship	2.0	Down from 3.9

Career and Technical Education (CTE)

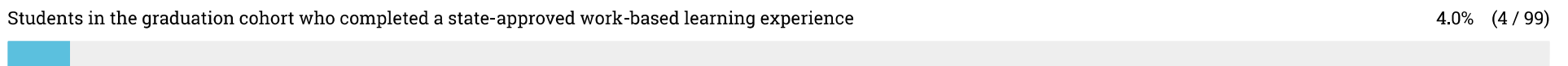
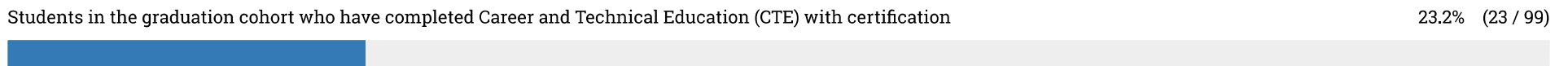
	Number
Students enrolled in CTE courses	281
CTE completers	38
Total students earning national or state credential	26
Industry Credentials earned by Career Cluster (A student may have earned multiple credentials)	
Agriculture Food and Natural Resources	0
Architecture & Construction	2
Arts, A/V Technology & Communications	0
Business Management & Administration	0
Education & Training	0
Finance	0
Government & Public Administration	Data N/A
Health Science	3
Hospitality & Tourism	0
Human Services	0
Information Technology	0
Law, Public Safety, Corrections & Security	0
Manufacturing	0
Marketing	0
Science, Technology, Engineering & Mathematics	0
Transportation, Distribution & Logistics	1
Other *	25

College and Career Readiness Details

College Ready



Career Ready

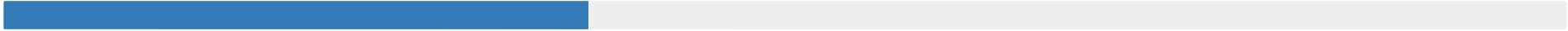


Students in the graduation cohort who earned a platinum, gold, or silver certificate on the career readiness assessment



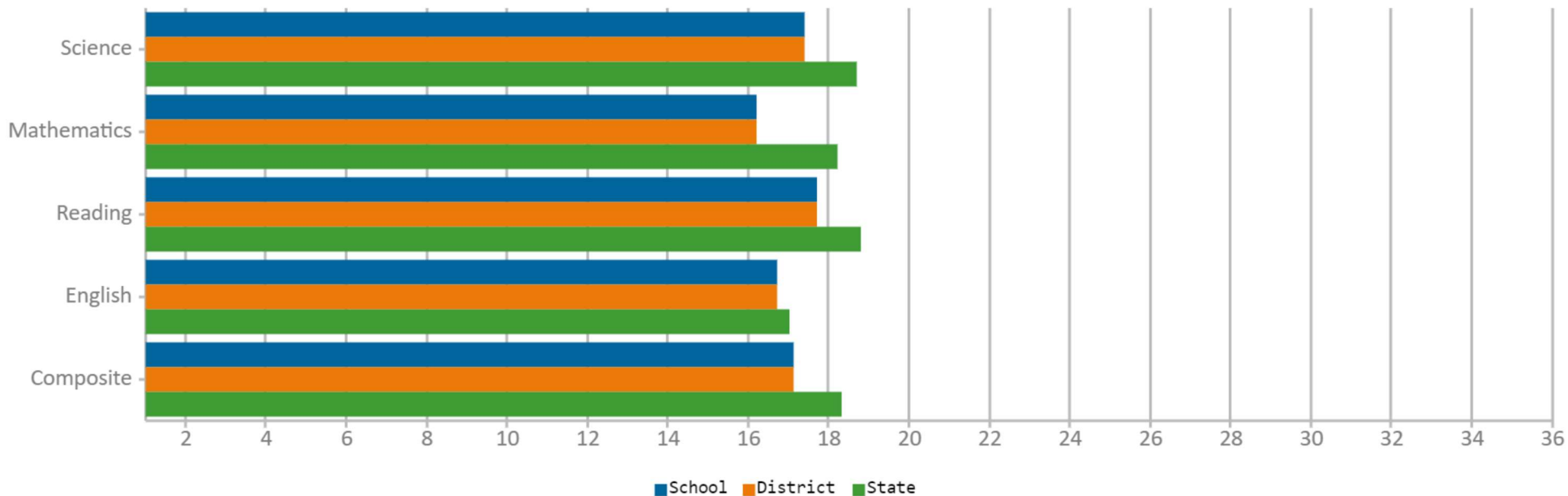
Students in the graduation cohort who took the ASVAB and scored 31 or higher

37.4% (37 / 99)

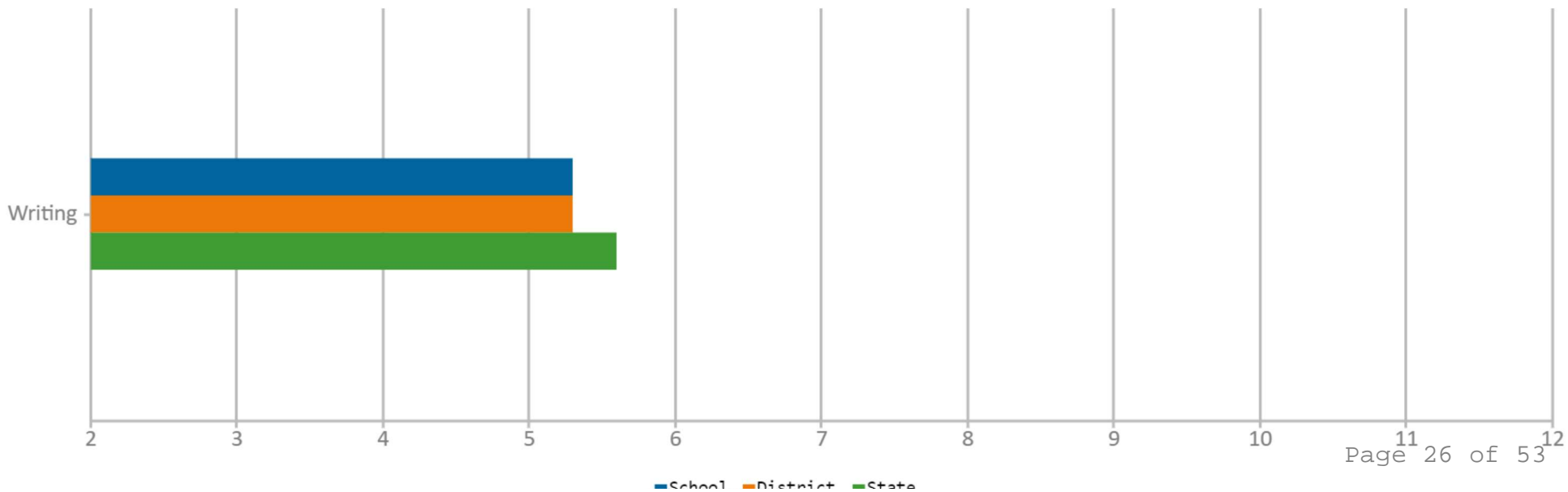


The ACT

Average ACT Score Achieved by Students During the 2020-2021 School Year



Average ACT Score Achieved by Students During the 2020-2021 School Year



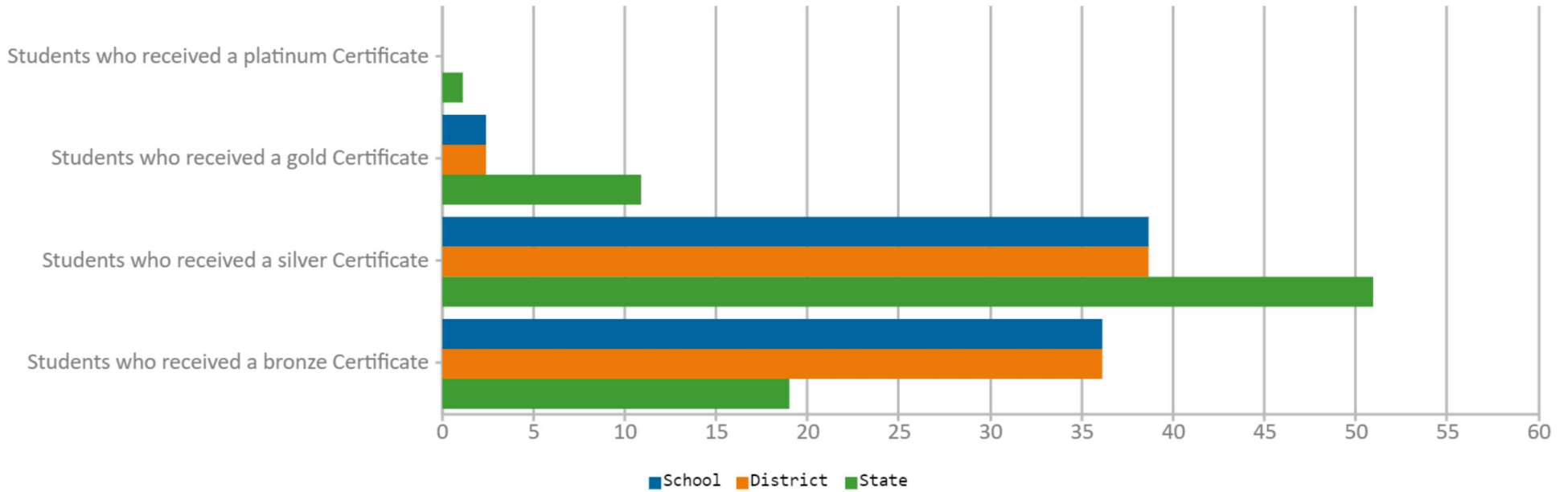
Percent of Students Meeting ACT College-Ready Benchmarks

English Benchmark Score: 18	Math Benchmark Score: 22	Reading Benchmark Score: 22	Science Benchmark Score: 23	All 4 Subjects
41.40	1.70	20.70	10.30	1.70

ACT® benchmarks are scores on the ACT subject-area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses. The ACT is a registered trademark of ACT, Inc.

Career Readiness Assessment

Percent of Students Earning Platinum, Gold, Silver, or Bronze Ready to Work (R2W) Certificate



Percent and Number of Students Taking Career Readiness Assessment and Earning Ready to Work (R2W) Certificate

	Total number of students who tested on all three tests.	Students who did NOT receive a Certificate		Students who DID receive a Certificate		Students who received a bronze Certificate		Students who received a silver Certificate		Students who received a gold Certificate		Students who received a platinum Certificate	
		%	N	%	N	%	N	%	N	%	N	%	N
Our School	83	22.9%	19	77.1%	64	36.1%	30	38.6%	32	2.4%	2	Data N/A	Data N/A
Our District	83	22.9%	19	77.1%	64	36.1%	30	38.6%	32	2.4%	2	Data N/A	Data N/A

Statewide	45012	18.1%	8162	81.9%	36850	19.0%	8533	50.9%	22928	10.9%	4910	1.1%	479
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Level score requirements for each certificate level

Certificate Level	Level Score Requirements	Certificate levels correspond to the skill requirements of profiled jobs in the ACT JobPro® database
Platinum	Minimum score of 6 on each of the three core subtests*	Indicates the skills required for approximately 99% of profiled jobs
Gold	Minimum score of 5 on each of the three core subtests*	Indicates the skills required for at least 93% of profiled jobs
Silver	Minimum score of 4 on each of the three core subtests*	Indicates the skills required for at least 69% of profiled jobs
Bronze	Minimum score of 3 on each of the three core subtests*	Indicates the skills required for at least 17% of profiled jobs

*The three core Career Readiness subtests are: Applied Mathematics, Reading for Information, and Locating Information.

Advanced Placement and International Baccalaureate®

Advanced Placement (AP) and International Baccalaureate (IB) are rigorous programs dedicated to educational excellence. AP and IB courses provide a challenging educational program that prepares students for selective universities and colleges. AP exams are scored on a scale of 1-5; IB exams are scored on a scale of 1-7.

	Advanced Placement	International Baccalaureate®
Percent of Exams with Passing Scores (: 3 OR higher/: 4 or higher)	Data N/A	Data N/A
Number of Students Taking Exam	Data N/A	Data N/A
Number of Exams Administered	Data N/A	Data N/A

Dual Enrollment

This measure provides the percentage of students (11th and 12th grade students) enrolled in dual credit / dual enrollment classes during the school year who obtain a grade that provides college credit (grade of C or better).

Number of students enrolled in Dual Enrollment Courses	93
Percent of students enrolled in Dual Enrollment Courses	47.0%
Percent of 11th/12th grade students who completed six hours of dual enrollment course work with a grade of C or higher	31.3%

The SAT

The SAT is a standardized test often used in the college admissions process. Its' aim is to assess the student's readiness for college. The current test consists of two 800 point sections testing Evidence-Based Reading and Writing (ERW) and Mathematics. The highest composite score on the SAT is 1600. Most students take the test, which is offered several times per year, during their junior or senior year of high school. The district and state averages are included for comparison. State averages for SAT data are based on regular public schools and do not include private schools in the state.

	Percent of Students Tested	Average Evidence-Based Reading and Writing Score	Average Math Score	Average Composite Score
Our School	15.0	547	509	1055
Our District	15.0	547	509	1055
Statewide	46.4	524	504	1028

The highest composite score on the SAT is 1600. For each of the two sections of the test, the highest score is 800.

Note: The new SAT data (as of 2017) cannot be compared to that of previous years because the redesigned SAT is a different assessment using a different scale.

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State Goals

Federal law requires that each state report card include long-term goals and measurements of interim progress for all students and defined subgroups of students. This section reports the long-term goals and performance of all students statewide. Information on subgroup performance may be found in the "" section on the main page.

State Goals	Baseline	Targets			Current Year
	2017	2020	2026	2035	2021
Percent scoring level 2 or above - English/ELA - All Students	74.2%	79.5%	82.1%	90.0%	Data N/A
Percent scoring level 2 or above - Math - All Students	75.8%	79.5%	82.1%	90.0%	Data N/A
Percent scoring level 3 or above - English/ELA - All Students	43.2%	47.7%	56.6%	70.0%	Data N/A
Percent scoring level 3 or above - Math - All Students	46.0%	50.0%	58.0%	70.0%	Data N/A
Percent of Students Graduating On-Time* (All Students)	82.6%	83.8%	86.3%	90.0%	Data N/A
Percent of EL Students meeting 70% proficiency target	31.0%	37.4%	50.2%	70.0%	Data N/A

*On-time graduation means graduation within four years of the initial enrollment in High School.

State Goals Defined As:

90% of Students at Level 2 or higher on following state assessments

70% of Students at Level 3 or higher on following state assessments

Level	Elementary/Middle Schools English language arts (ELA) and Math Based on SC READY Results	High School End-of-Course Assessment in English language arts (English 1) and Math (Algebra 1)	SC ALT*
	Does Not Meet Expectations	F	Emerging
2	Approaches Expectations	D	Foundational
3	Meets Expectations	C	Increasing
	Exceeds Expectations	B	Applied
		A	

*SC ALT - is an alternate assessment that is developed to meet the needs of students with significant disabilities who cannot participate in the regular assessment even with appropriate accommodations.

Note on missing data: On March 26, 2021, the U.S. Department of Education and due to COVID-19. The results displayed within this report card should not be compared to those of other years due to the testing limitations as a result of the pandemic. In addition, these results may be incomplete and may not be representative of the make-up of the State, district, or school population.

Student Engagement

Additional Information

	Our School	Change from Last Year
Percent of Students (7th and 8th grade) enrolled in high school credit courses	N/AV	N/A
Percent of students served by gifted and talented program	18.1	Up from 17.5
Percent of students retained	2.4	Down from 3.2
Principal's/Superintendent's/Director's years at school/district	2	Up from 1
Percent of classrooms with wireless access	100	No change
Percent of students served by 1:1 learning	100	No change
(Note: Data are from prior school year)	10.2	Down from 13.8
Percent of 8th Graders with Individual Graduation Plan (IGP)	N/AV	N/A

Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	Students	Parents
Number of surveys returned	33	200	15
Percent satisfied with learning environment	90.9%	86.5%	73.4%
Percent satisfied with social and physical environment	93.9%	90.0%	53.3%
Percent satisfied with school-home relations	78.8%	90.9%	73.4%

Classroom Environment

	Our School	Change from Last Year
Total Number of Teachers	28	No change
Teacher attendance rate	97.4	N/A
Average teacher salary	\$57,569	Up from \$56,991
Percent of teachers returning from previous year - current year	96.2	Up from 84
Percent of teachers returning from previous year - three year average	88.8	Up from 86.4
Percent of teacher vacancies for more than 9 weeks	0.0	Down from 3.6
Prime instructional time	93.7	N/A
Student-teacher ratio in core subjects	29.9 to 1	N/A
Percent of inexperienced teachers teaching in core classes	0.0	No change
Number of inexperienced teachers teaching in core classes	0	No change
Percent of out-of-field teachers teaching in core classes	0.0	No change
Number of out-of-field teachers teaching in core classes	0	No change

ESSA regulations require states to post on their report cards information about teachers with emergency or provisional credentials. South Carolina does not award emergency or provisional credentials, thus that metric is not listed.

Student Safety

Evaluations By Parents	Percent Agree/Strongly Agree	Total Responses
"My child feels safe at school."	66.6	15
"My child's teachers and school staff prevent or stop bullying at school."	60.0	15
Evaluations By Teachers	Percent Agree/Strongly Agree	Total Responses
"I feel safe at my school before and after hours."	97.0	33
"The rules for behavior are enforced at my school."	97.0	33

Unsafe Incident Information as reported in the 2020-2021 Incident Management System (IMS)

	Number of Incidents
Have there been any incidents involving a firearm?	No
Was a homicide committed at your school?	No
Incidents of rape or attempted rape	0
Incidents of sexual assault (not rape)	0
Incidents of robbery w/ weapon	0
Incidents of robbery w/ firearm or explosive	0
Incidents of robbery w/out weapon	0
Incidents of physical attack w/ weapon	0
Incidents of physical attack w/ firearm or explosive	0
Incidents of physical attack w/out weapon	0
Incidents of threats of physical attack w/ weapon	0
Incidents of threats of physical attack w/ firearm or explosive	0
Incidents of threats of physical attack w/out weapon	0
Incidents of possession of firearm or explosive	0
Students with in-school suspensions	0
Students with out of school suspensions	9
Students expelled	0
School related arrests and referrals to law enforcement	0

	Number of Incidents
Incidents of bullying and harassment	0

NOTE: For additional information, visit the National Civil Rights Data Collection (CRDC) website here:

Financial Data

School level Financial Information

	Our School	Change from Prev Year
Average teacher salary	\$57,569	Up from \$56,991
Percent of expenditures for instruction	56.0	Down from 57.0
Percent of expenditures for teacher salaries	49.3	Up from 45.4
Average administrator salary	\$93,526	Down from \$96,416
Percent of students in poverty (TANF, Medicaid, SNAP, foster child, homeless or migrant)	79.5	Up from 77.6
Prior fiscal year State & Local Personnel Per Pupil Expenditure	\$10,412	Up from 10231
Prior fiscal year Federal Personnel Per Pupil Expenditure	\$2,164	Up from 1959
Prior fiscal year State & Local Non-Personnel Per Pupil Expenditure	\$2,157	Down from 2522
Prior fiscal year Federal Non-Personnel Per Pupil Expenditure	\$611	Down from 806
Prior fiscal year Total State & Local Per Pupil Expenditure	\$12,569	Down from 12753
Prior fiscal year Total Federal Per Pupil Expenditure	\$2,775	Up from 2766
Prior fiscal year Total Per Pupil Expenditure	\$15,344	Down from 15519

Executive Summary of Needs Assessment Data Findings

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

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

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

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

Student Achievement	
High School (9 - 12)	
1.	<p>EOC: The data for Alg 1 is 52.3% below the state average of students scoring a C or higher, Biology is 61% below the state average of students scoring a C or higher, US History is 60.7% below the state average of students scoring a C or higher and Eng 2 is 12.15% below the state average of students scoring a C or higher. Best practices have been put in place to increase student achievement.</p> <p>Best Practices Examples: Student Support Period- A student support time has been placed in the school schedule for students to receive extra support in each of their classes during the instructional day. Ongoing Staff Professional Development- Teachers are going through professional development on improving instructional and assessment strategies. Teachers utilize what is learned in professional development to improve instruction and assessment. Classroom Observations- Administrators are providing coaching conferences with teachers after classroom observations. Teacher leaders are observing classrooms and providing feedback to peers.</p>
Teacher/Administrator Quality	
2.	<p>Quality professional development is essential to educators' growth and development. Currently, Calhoun County High School is dedicated to building educators' capacity through high-impact professional development opportunities. Calhoun County High School would like to continue building capacity by allowing teacher-to-teacher professional learning to occur.</p> <p>High-impact professional development opportunities which will greatly influence student achievement will occur through the following learning opportunities: Personalized Learning Professional Development- Teachers will be provided the opportunity to participate in professional development through the state department's office of personalize learning. Instructional and Assessment Professional Development- All teachers will receive ongoing professional development on unpacking standards, building cognitively aligned assessments, cognitive alignment of instructional strategies, data analysis, and culturally relevant pedagogy to improve teaching and learning at Calhoun County High School. High Impact professional development will greatly influence student achievement</p>
School Climate	
3.	<p>Teaching and learning is the primary focus at Calhoun County High School. The school is committed to ensuring the relationships among students/parents and school staff are conducive for a productive learning environment.</p> <p>Data: 73.4 of parents are satisfied with school-home relations</p> <p>Calhoun County High School will ensure relationships among the school parents and students will have a positive impact on the school culture through the plans listed below: Establish Parent Teachers Organization (PTO)- This organization will provide all stakeholders with the opportunity to collectively work together to better serve our students Continue with School Improvement Council (SIC)- This group of stakeholders will meet monthly to discuss ways to better improve school operations. Quarterly Town Hall Meetings- School administrators will meet quarterly with parents and students to review school data. These meetings will also allow parents and students the opportunity to provide input on how to improve our school.</p>

Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By the end of the 2026-2027 school year, the percentage of parents satisfied with home school relations will increase from 73.4% to 95%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
School report card	73.4	Projected Data: 77.72	82.04	86.36	90.68	95

Action Plan

Strategy #1: The school will recognize and showcase student achievement					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Recognize student achievement quarterly	2022-2027	Teachers and School Administrators	\$2,000	General Funds	Number of students and parents attending recognitions
Strategy #2: Create and CCHS Alumni Association					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. School counselors will create an alumni list from previous years and invite alumni to participate in school activities	2022-2027	School counselors, teachers and school administrators	NA	General Funds	Active alumni membership roster
Strategy #3: Establish a Parent/Teacher organization					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Invite parents and teachers to join PTO/SIC at Calhoun County High School	2022-2027	School administration and elected PTO/SIC members	NA	NA	PTO/SIC sign in and meeting agendas
Strategy #4: Quarterly Town Hall Meetings					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation

1. Invite parents and students to have a town hall meeting quarterly to review school data and receive input from stakeholders on how to improve the school.	2022-2027	School Administrators	NA	NA	Sign In- Sheets Presentations of school data
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Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By the end of the 2026-2027 school year, the percentage of students passing the Algebra 1 EOC with a C or higher will increase from 16.52% to 50% or higher.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
School Report Card	16.52	Projected Data: 23.216	29.912	36.608	43.304	50%

Action Plan

Strategy #1: Provide enrichment in the area of mathematics focusing on individual student needs					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Providing after-school tutoring in the area of mathematics	2022-2025	Math teachers, SPED teachers and School Administrators	\$88,000	ESSER 3 Funds	After school attendance logs
2. Provide enrichment during the school day	2022-2027	Math teachers	NA	General Funds	Saint Success time as identified in bell schedule
Strategy #2: Provide teachers with high-impact instructional and assessment strategies that are researched based.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide curriculum and instruction professional development on high-impact instructional and assessment strategies. All teachers will receive ongoing professional development on unpacking standards, building cognitively aligned assessments, cognitive alignment of instructional strategies, data analysis, and culturally relevant pedagogy to improve teaching and learning at Calhoun County High School.	2022-2027	School Administration	\$10,000	Grant Funded	PD Agenda/Schedule
Strategy #3: Provide students with academic and test-taking skills to be successful on the end of course exam.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Develop and administer district benchmarks 3 times a year	2022-2027	Math teachers and school administrators	NA	General Funds	Benchmark assessment data

2. Algebra 1 Blitz	2022-2027	Math Teacher and School Administrators	NA	General Funds	Benchmark assessment data
3. Provide students with advisory lessons on test-taking strategies	2022-2027	Advisory teachers and school counselors	NA	General Funds	Advisory Lessons

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By the end of the 2026-2027 school year, the percentage of students passing the US History EOC with a C or higher will increase from 14.5% to 50% or higher.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
School Report Card	14.5	Projected Data: 21.6	28.7	35.8	42.9	50

Action Plan

Strategy #1: Provide enrichment in the area of US History, focusing on individual student needs					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Providing after-school tutoring in the area of US History	2022-2025	History Department	\$10,000	ESSER 3 Funds	After school attendance logs
Strategy #2: Utilize saint success to provide enrichment in the area of US History					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide small group instruction to students during the instructional day	2022-2027	History Teacher	NA	General Funds	Student performance on formative and summative assessment within US History course
Strategy #3: Provide teachers with high impact instructional and assessment strategies that are research-based					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide curriculum and instruction professional development on high-impact instructional and assessment strategies. All teachers will receive ongoing professional development on unpacking standards, building cognitively aligned assessments, cognitive alignment of instructional strategies, data analysis, and culturally relevant pedagogy to improve teaching and learning at Calhoun County High School.	2022-2027	School administration	\$10,000	Grants	PD Agenda/ Schedule

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By the end of the 2026-2027 school year, the percentage of students passing the Biology EOC with a C or higher will increase from 15.3% to 50% or higher.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
School Report Card	15.3	Projected Data: 22.24	29.18	36.12	43.06	50

Action Plan

Strategy #1: Provide enrichment in the area of biology, focusing on individual student needs					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Providing after-school tutoring in the area of Biology	2022-2025	Science teachers	\$88,000	ESSER 3 Funds	After school attendance logs
2. Provide enrichment during the school day in the area of Biology	2022-2027	Science teachers	NA	General Funds	Saint success times as identified in bell schedule
Strategy #2: Implement science-based technology applications in the classroom					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Utilize technology applications to make learning fun, rigorous and relevant to students	2022-2027	Science teachers and school administration	\$2,000	Student instructional fees	Teacher integration and student use during class time
Strategy #3: Provide students with academic and test-taking skills to be successful on the end of course exam					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Develop and administer district benchmarks 3 times a year	2022-2027	Science teachers and school administrators	NA	General funds	Assessment data from benchmarks
2. Provide students with advisory lessons on test-taking strategies	2022-2027	Advisory teachers and school counselors	NA	General Funds	Advisory lessons
Strategy #4: Provide teachers with high impact instructional and assessment strategies that are researched based					

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide curriculum and instruction professional development on high-impact instructional and assessment strategies. All teachers will receive ongoing professional development on unpacking standards, building cognitively aligned assessments, cognitive alignment of instructional strategies, data analysis, and culturally relevant pedagogy to improve teaching and learning at Calhoun County High School.	2022-2027	School administration	\$10,000	Grants	PD Agenda/Schedule

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By the end of the 2026-2027 school year, the percentage of students passing the English 2 EOC with a C or higher will increase from 59.4% to 64% or higher.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
School Report Card	59.4	Projected Data: 60.32	61.24	62.16	63.08	64

Action Plan

Strategy #1: Implement literacy-based online programs that are aligned to SC State Standards.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Incorporate USA TestPrep, Achieve 3000, NoRedInk, and IXL into classroom lessons.	2022-2027	English Teachers, and School Administrators	NA	General Funds	Performance and usage reports reported from online programs
Strategy #2: Progress monitor master mastery of the state standards					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Develop and administer district benchmarks 3 times a year. Data will be reviewed to drive classroom instruction	2022-2027	English teachers and school administrators	NA	General Funds	Benchmark assessment data
2. Data conferences with students quarterly to track progress	2022-2027	English teachers and school administrators	NA	General Funds	Class meetings and goal setting; monitor data on a weekly basis
Strategy #3: Provide teachers with high-impact instructional and assessment strategies that are researched based					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Teachers will receive ongoing professional development on unpacking standards, building cognitively aligned assessments, cognitive alignment of instructional strategies, data analysis, and culturally relevant pedagogy to improve teaching and learning at Calhoun County High School.	2022-2027	School Administration	NA	NA	Increase in student achievement. Professional development schedule Examples of teacher work

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By the end of the 2026-2027 school year, 10% of teachers will lead professional development workshops for other teachers					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
School Administration Survey	0	Projected Data: 2%	4%	6%	8%	10%

Action Plan

Strategy #1: Survey teachers for their area of expertise for professional development presentations					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Create a survey to find out what teachers are interested in, their comfort level, and area of mastery for presentations	2022-2027	Teachers and school administrators	NA	General funds	Survey results
Strategy #2: Provide teachers with incentives for providing staff professional development					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Acquire incentives that will entice teachers to want to provide PD to colleagues	2022-2027	School and district administrators	\$5,000	Grants	List of incentives provided
Strategy #3: Identify and send staff to train for professional development opportunities					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Increase the number of teachers attending out-of-district professional development	2022-2027	School and district administrators	\$10,000	Title 1 and local grants	Out of district travel forms and staff development records