

School Renewal Plan Cover Page

Renewal Plan for 5 Year Cycle: 2021/22 to 2025/26

School Name:	Hemingway High
SIDN:	4501006
Plan Submission:	School utilizes Cognia
Grade Span:	9 To 12
District:	Williamsburg
Address 1:	402 South Main Street
Address 2:	PO Box 1509
City:	Hemingway, SC
Zip Code:	29554
School Renewal Plan Contact Person:	Donna Palmer Lewis
School Plan Contact Phone:	843-558-9413
School Plan E-mail Address:	dplewis@wcsd.k12.sc.us

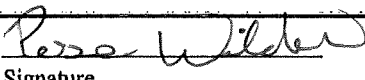
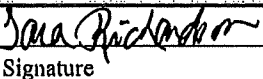
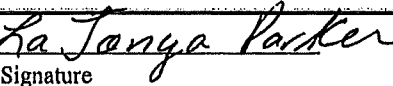
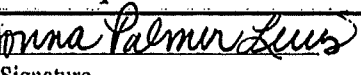
Required Signature Page

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

Assurances for the School Renewal Plans

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

Required Printed Names and Signatures

<i>Superintendent</i>		
<u>Rose H. Wilder</u> Printed Name	 Signature	<u>4/15/2021</u> Date
<i>Principal</i>		
<u>Tara Richardson</u> Printed Name	 Signature	<u>4/15/2021</u> Date
<i>Chairperson, District Board of Trustees</i>		
<u>Inactive</u> Printed Name	_____ Signature	_____ Date
<i>Chairperson, School Improvement Council</i>		
<u>LaTonya W. Parker</u> Printed Name	 Signature	<u>4/15/2021</u> Date
<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Donna Palmer Lewis</u> Printed Name	 Signature	<u>4/15/2021</u> Date

Assurances for School Renewal Plan

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
N/A	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
Yes	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

Yes	<p>Developmental Screening</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>
Yes	<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	Tara Richardson
2.	Teacher	Charlie Richards
3.	Parent/Guardian	La Tonya Parker
4.	Community Member	Teresa Brooks
5.	Paraprofessional	Rontrececía Platt
6.	School Improvement Council Member	Lori Flegler
7.	Read to Succeed Reading Coach	N/A
8.	School Read To Succeed Literacy Leadership Team Lead	Donna Palmer Lewis
9.	School Read To Succeed Literacy Leadership Team Member	Kim Avant
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/>

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>)	Not Applicable
2. Teachers teaching more than 1500 minutes (<i>SBE Regulation 43-205</i>)	The School District of Williamsburg County requests The State Board of Education to waive compliance from Regulation 43-205(IV)(B)(3)(b) for the teachers in the secondary schools in the district. This regulation interferes with the Student Achievement goal set forth in The School Renewal. Due to teacher shortages, some teachers will be asked to teach more than 1500 minutes per week in order to support student progress and academic proficiency.
3. Teachers teaching more than 4 preps (<i>SBE Regulation 43-205</i>)	The School District of Williamsburg County requests The State Board of Education to waive compliance from Regulation 43-205(IV)(B)(3)(c) for the teachers in the secondary schools in the district. This regulation interferes with the Teacher Administrator Quality goal set forth in The School Renewal Plan. Due to teacher shortages, some teachers will be asked to teach more than four preparations per day in order to support student progress and academic proficiency.
4. High School Principal over two schools or grades more than 9-12 (<i>SBE Regulation 43-205</i>)	The School District of Williamsburg County requests The State Board of Education to waive compliance from Regulations 43-205 (A)(1)(a) and 43-205 (A)(1)(b) for Hemingway High School. This regulation interferes with the Teacher Administrator Quality goal set forth in The School Renewal Plan.
5. Other (Include the SBE Regulation number to be waived)	The School District of Williamsburg County requests The State Board of Education to waive compliance from Regulations 43-231(II), 43-234 (VI)(C)(2), and 43-234(II)(B) for all schools. These regulations interfere with the Teacher Administrator Quality and The Student Achievement goals set forth in The School Renewal plan. We anticipate that the operation of a Virtual Learning Program will require flexibility in the length of the school day and the seat-time requirements to obtain course credits. We will focus on the quality of instruction provided rather than of the length of the day.
6. Other (Include the SBE Regulation number to be waived)	

DISTRICT OR SCHOOL PLAN

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NEEDS ASSESSMENT DATA

Provide the link to your school’s most recent State Report Card:

<https://screportcards.ed.sc.gov/overview/?q=eT0yMDE5JnQ9SCZzaWQ9NDUwMTAwNg>

Directions: Provide additional school’s needs assessment data including both formative and summative assessments used to gauge student learning, **especially if any performance goals are using data not found in the state report card.** (Charts, graphs, or other formats of data may be used.)

In response to the rigor outlined in the “Profile of the South Carolina Graduate” as set forth by the South Carolina State Department of Education, Hemingway High School has boldly implemented curricular and academic measures to ensure student success. As the smallest high school in Williamsburg County, Hemingway High School currently serves approximately 276 public school students in grades 9-12.

The 2021-22 Needs Assessment for Hemingway High School includes the following:

- to increase reading, writing, and math proficiency
- to increase academic rigor through the implementation of the district curriculum
- to provide meaningful professional development activities to administrators, teachers, and staff
- to implement an MTSS Academic Plan to support students at their point of need
- to implement an MTSS Behavior/SEL Plan to support the behavioral and social-emotional needs of students
- to employ a behavioral specialist
- to monitor school-level PowerSchool Reports

Student Achievement

The South Carolina State Department of Education has outlined a rigorous, learning framework entitled “The Profile of the South Carolina Graduate.” Consequently, the results from The NWEA MAP Assessments were administered to the students of Hemingway High School. The aforementioned assessment results were reported as follows:

Grade - MAP Math	Did Not Meet	Approaches	Met	Exceeds
9 – From Fall ‘20 until Winter ‘20	21.5%	33%	38%	7.5%
10 – From Fall ‘20 until Winter ‘20	28%	24%	42%	6%

Table 1 – When examining the grade-level data from NWEA MAP in reading for Hemingway High School, almost half (49%) of students are At or Above the Norm Grade Level RIT.

Grade - MAP Reading	Did Not Meet	Approaches	Met	Exceeds
9 – From Fall ‘20 until Winter ‘20	28.5%	21%	47%	2.5%
10 – From Fall ‘20 until Winter ‘20	24%	17%	43%	4.5%

Table 2 – When examining the grade-level data from NWEA MAP in math for Hemingway High School, 46.7% of students are At or Above the Norm Grade Level RIT.

Graduation Rate	2018	2019	2020
STATE	81	81.1	82.2
WCSD	80.6	73.1	84.3
HHS	76%	77%	91.9%

Table 3 – A summary of the graduation data indicates that over 80% of students who enter Hemingway High School in Grade 9 successfully graduate.

2019 EOC			2020 EOC			2021 EOC's		
HHS		State Avg.	HHS		State Avg.	HHS		State Avg.
Alg. I	23.8%	54.9%	Alg. I	82.6%	N/A	Alg. I	N/A	N/A
Bio. I	21.3%	54.4%	Bio. I	7.1%	N/A	Bio. I	8.3%	N/A
Eng. I	13.8%	56.3%	Eng. II	N/A	N/A	Eng. II	26.3%	N/A
USHC	12.3%	47.7%	USHC	24.2%	N/A	USHC	0%	N/A

Table 4 – The table above delineates the longitudinal EOCEP Data from Hemingway High School

Hemingway High Sch.	2019	2020	2021
ACT Data	14.1 State Avg. 18.6	14.5 State Avg. -18.1	N/A
SAT Data	822 State Avg-1021	779 State Avg.- 1019	N/A

Table 5 – The table above delineates college-readiness data for Hemingway High School

WIN/R2W	33.8% – 2019 60.9% – State Avg.	31.8% – 2020 N/A – State Avg.	N/A – 2021 N/A – State Avg.
ASVAB	8.7% - 2019	33.3% - 2020	N/A - 2021
CCR	12.5%	*37.1% - 2020	N/A - 2021

Table 6 – The table above delineates Hemingway High School's Career Readiness Data

School Climate

School discipline remains an area of concern.

Discipline Data	2018-2019	2019-2020
Total Disciplinary Incidents	62.9%	59.6%
Out-of-School Suspensions	48.2%	40.0%
Expulsions	0.4%	0.0%

Table 7 – The information above outlines the percent of students who experienced disciplinary incidents, the percent of students who received out-of-school suspensions, and the percent of student who were expelled from school for the School Years 2018-2019 and 2019-2020. The data reflects a decrease in disciplinary incidents.

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

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

Student Achievement, including sub-groups

Early Childhood/Primary (PK-2):

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Elementary/Middle (3-8):

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High School (9-12):

Hemingway High School students begin taking EOCEP's while enrolled in Algebra I, Biology I, English II, and USHC. These examinations align with The SCCCR Standards and count as 20% of the class final average. Less than half of the students at Hemingway High School are meeting the benchmark of scoring an 80% or higher. Therefore, an emerging pattern of low achievement is reflected through this data. Hemingway High School must remain diligent in its efforts to prepare students for success towards being college and career ready. We will continue to implement a school-wide Multi-tiered Systems of Support Academic plan to ensure that all students' needs are being met with fidelity.

Teacher/Administrator Quality

Hemingway High School strives to retain a quantity of quality, certified teachers. Professional development opportunities have been and will continue to be readily available for certified personnel and non-certified, instructional employees. Hemingway High School will continue to offer quality, staff development to ensure that all teachers continue to increase rigor, to raise student achievement, and to improve instruction. As evidenced by The Teacher Quality Survey given by the SCDE, in 2018 over 96% of teachers were satisfied with the total learning environment. The school will work diligently toward meeting the professional development needs of each teacher. All instructional faculty and staff will also be given the opportunity to incorporate standards-based technology into their classrooms and lessons. Increased professional development opportunities will be made available to assist in meeting all federal and state requirements. There is an increasing need for ongoing, embedded professional development in best practices, research-based strategies, data analysis, training teacher leaders, and ELEOT and SCTS 4.0 Rubrics

School Climate

Hemingway High School remains committed to improving the overall culture of the school. There is a renewed sense of urgency towards mastering the fundamentals of reading and the other content areas to improve efficacy, to reduce discipline, and to increase rigor; along with developing and building leadership capacity and character skills with *The Leader in Me* character education system by The Covey Organization. This comprehensive, school-improvement model coupled with a school-wide MTSS Behavior/SEL plan will enable the school address students’ needs, as necessary. This ability to be proactive and address students’ behavioral issues, as well as their social-emotional learning will lead to further decreases in school suspensions. The increased, instructional time will be used to deepen the level of engagement and embedded critical requisites of The South Carolina CCR Standards in language arts and math.

**Other (such as district and/or school priorities)
Parental Involvement**

The 2019 SCDE Survey reveals that more than 70% of parents are satisfied with the overall learning environment of Hemingway High School. The administration continuously desires to increase parenting opportunities for involvement. Parents are invited to attend Awards Day Programs, Parenting Bi-Monthly Workshops, Open House/PTO, Parent /Teacher Conferences, School Improvement/Title I meetings, and other events throughout the school year. The current administration, faculty, and staff members are diligently working to incorporate positive change by maintaining an open-door policy with all parents and ongoing parental communications. The parenting liaison will also increase this focus with support to students and their families in building stronger academic behaviors, self-esteem, parenting skills, literacy, and attitudes toward school by strengthening knowledge in core subject areas, increasing college and career readiness. Finally, Hemingway High School increase parental involvement through continued use of The “Connect 5” System for ongoing parental contacts;

(*The number of reported classroom behaviors which interrupted instruction for the 2018 – 2019 academic year as reported in PowerSchool.)

Gifted and Talented (*District Only*)

PERFORMANCE GOAL AREA: (* required)

Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal (**Districts only**)

- Student Achievement*** Teacher/Administrator Quality*
- School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* District Priority
- Gifted and Talented: Academic Gifted and Talented: Social and Emotional
- Gifted and Talented: Artistic Gifted and Talented: Other
-

PERFORMANCE GOAL:

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include:
WHO will do WHAT, as measured by HOW and WHEN.

Goal: By 2026:

- EOCEP** – The percentage of students meeting the benchmark of 80 or above will increase by 5 percentage points on English I, Algebra I, United States History and Constitution, and Biology I, annually
- WIN** – The percentage of students earning Platinum, Gold, or Silver will increase 5 percentage points, annually
- SAT** – The composite score will increase by 5%, annually
- ACT** – The composite score will increase by 5% annually.
- CTE Completers** – The percentage of completers earning a state or national certification will increase by 5 percentage points, annually
- ASVAB** – The percentage of students make a 31 or higher will increase by 5 percentage points, annually
- GRADUATION RATE** – The percentage of student graduating will increase by 5 percentage points, cumulatively

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):

See below

AVERAGE BASELINE:

Assessment	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	202-2026
English II Projected Data	26.3%	31.3%	36.3%	41.3%	46.3%	51.3%
English II Actual Data						
Algebra I Projected Data	82.6%	87.6%	92.6%	97.6%	100%	100%
Algebra I Actual Data						
US History	0.0%	5.0%	10%	15%	20%	25%

Projected Data						
US History Actual Data						
Biology I Projected Data	8.3%	13.3%	18.3%	23.3%	28.3%	33.3%
Biology I Actual Data						
WIN Projected Data	31.8%	36.8%	41.8%	46.8%	51.8%	56.8%
WIN Actual Data						
ACT Composite Projected Data	14.5%	15.2%	16.0%	16.8%	17.6%	18.5%
ACT Composite Actual Data						
SAT Composite Projected Data	779	818	859	902	947	994
SAT Composite Actual Data						
CTE Completers Projected Data	37.1%	42.1%	47.1%	52.1%	57.1%	62.1%
CTE Completer Actual Data						
ASVAB Projected Data	33.3%	38.3%	43.3%	48.3%	53.3%	58.3%
ASVAB Actual Data						
Graduation Rate Projected Data	91.9%	92.9%	93.9%	94.9%	95.9%	96.9%
Graduation Rate Actual Data						

Action Plan for Strategy 1: Hemingway High School will provide professional development opportunities to all teachers.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide professional development on test-taking skills with organized practice and progress monitoring	2021-2026 Ongoing	Principal Instructional Coach	\$9,000	Title I	Agendas, Certificates of Attendance, Sign-in Sheets, Professional Development Plan
2. Provide professional development on evidence-based strategies for data-driven instruction	2021-2026 Ongoing	Principal Instructional Coach	\$15,000	Title I	School Professional Development Plan, Individual Student Data Growth Triangulation Sheets
3. Provide professional development on utilizing MAP data to determine individual growth measures and learning targets	2021-2026 Ongoing	Principal Instructional Coach	\$5,000	Title I	Individual Student Data Growth Triangulation Sheets
4. Provide professional development on using text-dependent analysis to improve writing skills across the curriculum	2021-2026 Ongoing	Principal Instructional Coach	\$1,000	Title I	School Professional Development Plan

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Action Plan for Strategy 2: Hemingway High School will retain highly qualified teachers.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide common planning for core-area teachers	2021-2026 Ongoing	Principal	\$2,500	General Fund	Master Schedule
2. Provide teachers with standards-based curriculum supplies and materials	2021-2026 Ongoing	Principal	\$25,000	Title I	Student Achievement Results, Surveys

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Action Plan for Strategy 3: Hemingway High School will implement a school-wide MTSS academic plan to address the needs of all students.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Implement the MTSS Academic plan	2021-2026 Ongoing	Principal Assistant Principals Instructional Coach	\$2,500	General Fund	Professional Development Agenda, MTSS Plan, Sign-in Sheets, Meeting Minutes
2. Monitor implementation of the MTSS Academic plan to include evidence-based instructional strategies.	2021-2026 Ongoing	Principal Assistant Principals Instructional Coach	\$2,000	General Fund	Classroom Observations, Master Schedule, Results of Tiered Instruction, Team Meeting Agendas, Meeting Minutes, Sign-in Sheets
3. Assess effectiveness of MTSS Academic plan	2021-2026 Ongoing	Principal Assistant Principals Instructional Coach	\$500	General Fund	Evidence binder, Assessment Results
4. Revise/Refine MTSS Academic plan	2021-2026 Ongoing	Principal Assistant Principals Instructional Coach	\$2,500	General Fund	Revised/Refined MTSS Academic plan, Agendas, Meeting Minutes, Sign-in Sheets

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

PERFORMANCE GOAL AREA: (* required)

Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal (**Districts only**)

- Student Achievement* **Teacher/Administrator Quality***
- School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* District Priority
- Gifted and Talented: Academic Gifted and Talented: Social and Emotional
- Gifted and Talented: Artistic Gifted and Talented: Other
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PERFORMANCE GOAL:

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include:
WHO will do WHAT, as measured by HOW and WHEN.

Goal: By 2026, Hemingway High School will implement the district curriculum to improve student academic performance as measured by a 5 percentage-point increase in the percent of students scoring 80 or higher on the EOCEP subtests, annually.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):

EOCEP

AVERAGE BASELINE:

Assessment	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	202-2026
English II Projected Data	26.3%	31.3%	36.3%	41.3%	46.3%	51.3%
English II Actual Data						
Algebra I Projected Data	82.6%	87.6%	92.6%	97.6%	100%	100%
Algebra I Actual Data						
US History Projected Data	0.0%	5.0%	10%	15%	20%	25%
US History Actual Data						
Biology I Projected Data	8.3%	13.3%	18.3%	23.3%	28.3%	33.3%
Biology I Actual Data						

Action Plan for Strategy 1: Hemingway High School will implement the district curriculum.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Organize teams of master teachers to roll out and model curriculum	2021-2026 Ongoing	Principal	\$24,000	Title I General Fund	List of Team Members, Agendas, Sign-in Sheets
2. Collaborate on the use of specific content-area guides	2021-2026 Ongoing	Principal Instructional Coach	\$5,000	Title I General Fund	Teacher Observation Schedule
3. Adhere to the guidelines and pacing of the curriculum	2021-2026 Ongoing	Principal Observers	\$500	Title I General Fund	Teacher Observation Forms, Teacher Signatures, Surveys
4. Collaborate to ensure an appropriate level of implementation	2021-2026 Ongoing	Principal Instructional Coach	\$10,000	Title I General Fund	Common Planning, List of Team Members, Sign-in Sheets

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

Action Plan for Strategy 2: Hemingway High School will provide professional development for teachers and administrators on curriculum implementation.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Implement a school-wide professional development plan	2021-26 Ongoing	Principal Instructional Coach	\$8,000	Title I General Fund	School Professional Development Plan, Agendas, Sign-in Sheets
2. Provide professional development on the implementation of the district curriculum	2021-2026 Ongoing	Principal Instructional Coach	\$15,000	Title I General Fund	School Professional Development Plan, Agendas, Sign-in Sheets

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PERFORMANCE GOAL AREA: (* required)

Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal (**Districts only**)

- Student Achievement* Teacher/Administrator Quality*
- School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* District Priority
- Gifted and Talented: Academic Gifted and Talented: Social and Emotional
- Gifted and Talented: Artistic Gifted and Talented: Other
-

PERFORMANCE GOAL:

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include:

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

Goal: By 2026, the out-of-school suspension rate will decrease by 2% annually from 40.0% as measured by PowerSchool incident management reports.

PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):

PowerSchool

AVERAGE BASELINE:

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Projected Data	38.0%	36.0%	34.0%	32.0%	30.0%
Actual Data					

Action Plan for Strategy 1: Hemingway High School will implement a school-wide MTSS Behavior/SEL Plan.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Develop a school-wide Behavior/SEL plan	2021-2026 Ongoing	Principal Assistant Principals	\$6,000	General Fund	School-wide Behavior/SEL Plan, Agendas, Meeting Minutes, Sign-in Sheets
2. Prepare for implementation of the plan through professional development activities with all stakeholders	2021-2026 Ongoing	Principal Assistant Principals	\$2,500	General Fund	Agenda, Meeting Minutes, Sign-in Sheets
3. Implement the plan	2021-2026 Ongoing	Principal Assistant Principals	\$12,000	General Fund	Observations Records, Data Collection
4. Monitor and assess implementation of the plan	2021-2026 Ongoing	Principal Assistant Principals	\$4,000	General Fund	MTSS artifacts, Evidence Binder, Surveys
5. Revise/Refine the plan	2021-2026 Ongoing	Principal Assistant Principals	\$1,000	General Fund	Revised/Refined Behavior-Social-Emotional Plan, Agendas, Meeting Minutes, Sign-in Sheets

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Action Plan for Strategy 2: Hemingway High School will support the Behavior/SEL plan through the use of a Behavior Specialist.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Employ a Behavior Specialist	2021-2026 Ongoing	Principal	\$40,000	Title I General Fund	Contract
2. Require attendance at all district-level professional development opportunities designed to support MTSS Behavior-Social-Emotional plan	2021-2026 Ongoing	Principal	\$5,000	General Fund	Agendas, Sign-in Sheets, Certificates of Attendance, Reflection Notes
3. Provide supplies and materials needed to implement the MTSS Behavior-Social-Emotional plan	2021-2026 Ongoing	Principal	\$15,000	General Fund	Supplies and Materials, Invoices, Accounts Payable Documentation
4. Analyze mid-year and end-of-year data/evidence	2021-2026 Ongoing	Principal Behavior Specialist	\$2,000	General Fund	MTSS Action Plan, PowerSchool Data Reporting

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Action Plan for Strategy 3: Hemingway High School will monitor school-level PowerSchool reports.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Implement the district-wide system for monitoring incident reports through PowerSchool	2021-2026 Ongoing	Principal PowerSchool Operator	\$6,000	General Fund	WCSD Student Handbook, Guidance Document
2. Provide professional development on the analysis of PowerSchool data	2021-2026 Ongoing	Principal Behavior Specialist	\$1,000	General Fund	Progress Report
3. Implement progress monitoring of reports and data	2021-2026 Ongoing	Behavior Specialist	\$5,000	General Fund	PowerSchool Data, RTI referrals
4. Coordinate assurances for annual review of data	2021-2026 Ongoing	Principal Behavior Specialist	\$4,000	General Fund	MTSS Action Plan, PowerSchool Data

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