SCHOOL RENEWAL PLAN COVER PAGE
(Mandated Component)
SCHOOL INFORMATION AND REQUIRED SIGNATURES

Brookland-Cayce High SCHOOL   Lexington Two DISTRICT

SCHOOL RENEWAL PLAN FOR YEARS ___2017-2021___ *(five years)*

SCHOOL RENEWAL ANNUAL UPDATE FOR ___2017___ *(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

Linda Alford-Wooten		4-20-17
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. William B. James, Jr., Ph.D.		4/26/17
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Theodore Calcina		4/28/17
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Gregg L. Morton		4/20/17
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD
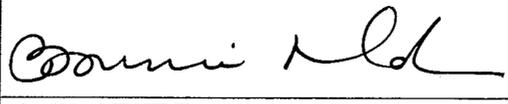
Bonnie Moskos		4/20/17
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: ___1300 State Street___

___Cayce, SC 29033___

SCHOOL'S TELEPHONE: (803) 791-5000

PRINCIPAL'S E-MAIL ADDRESS: gmorton@lex2.org

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.

POSITION	NAME

1. PRINCIPAL _____Gregg L. Morton_____

2. TEACHER _____Lee Bryant_____

3. PARENT/GUARDIAN _____Pamela Sulton_____

4. COMMUNITY MEMBER_____Amy Brant_____

5. SCHOOL IMPROVEMENT COUNCIL _____Theodore Calcina_____

6. Read to Succeed Reading Coach _____Pat Ogletree_____

7. School Read to Succeed Literacy Leadership Team Lead____Bonnie Moskos_____

8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)
   ** Must include the School Read to Succeed Literacy Leadership Team.

POSITION	NAME

_____

_____

*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.

__GM__ **Academic Assistance, PreK–3**
The district 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).

__GM__ **Academic Assistance, Grades 4–12**
The district 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).

__GM__ **Parent Involvement**
The district 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 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.

__GM__ **Staff Development**
The district 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*.

__GM__ **Technology**
The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

__GM__ **Innovation**
The district 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.

__GM__ **Collaboration**
The district (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).

__GM__ **Developmental Screening**

The district 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.

_GM_ Half-Day Child Development

The district 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.

_GM_ Developmentally Appropriate Curriculum for PreK–3

The district 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.

_GM_ Parenting and Family Literacy

The district 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.

_GM_ 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.

_GM_ 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.

District Strategic Plan Waiver Requests

The SBE has the authority to waive regulations pursuant to R. 43-261 (C) District and School Planning which states:

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.

☐ **Not Applicable**

1.	**Teachers teaching more than 1500 minutes**	N/A
2.	**Teachers teaching more than 4 preps**	N/A
3.	**Extension for initial District Strategic and School Renewal Plans**	N/A
4.	**High School Principal over two schools or grades more than 9-12**	N/A
5.	**Other (Write in justification space)**	N/A

6.	**Other (Write in justification space)**	N/A

TABLE OF CONTENTS

Comprehensive Needs Assessment

In being named a Transform SC site, Brookland-Cayce High School is working diligently to produce the ideal graduate who is college and career ready and able to compete in a 21st century society. To prepare our students, BCHS is organized into three learning academies. The Quest Academy, which targets the gifted and talented learner, completed another successful year and will have its second graduating cohort in June. i2Tech@BCHS, which is part of the New Tech national network focuses on a STEM curricula delivered through an integrated project-based learning platform, welcomed it's third cohort of 100 freshmen in 2016. The BC Legacy Academy focuses on preparing the well-rounded student to be college and career ready through grade-level communities and will use a project-based approach to learning. The passage rate of Advanced Placement exams rose for the fourth straight year along with the number of students taking AP exams moving towards our goal of matching the global average. The class of 2016 had 22 honor graduates. Additionally, the class of 2016 earned over $5,250,000 in scholarships and received over $25,000 in scholarships from the Brookland-Cayce High School Education Foundation. BCHS continued it's collaborative best practices via professional learning communities meeting weekly focusing on using data to drive instructional practices, a school-wide focus on project-based learning, ensuring a student centered learning environment, integrating technology and moving forward with a one to one technology initiative, as well as, research-based best practices to yield positive results in student achievement data. The school climate at BCHS is consistently ranked with high markings among teachers, parents, and students on our school report card. The school's positive climate is created through a multitude of community support ranging from our Brookland-Cayce High School Education Foundation to our School Improvement Council to our Booster Club.

EOCEP: *End-of-Course-Examination Program*
The Education Accountability Act of 1998 required the development of end-of-course examinations in gateway or benchmark courses. The examinations, which account for 20 percent of the students' final grade in each gateway or benchmark course, currently, include Algebra 1, English 1, US History and the Constitution, and Biology 1.
All public middle school, high school, alternative school, virtual school, adult education, and home school students who are enrolled in courses in which the academic standards corresponding to the EOCEP tests are taught must take the appropriate tests. Each examination is administered to the students at the end of the semester in which they are scheduled to complete the course.

EOCEP – Passing Scores

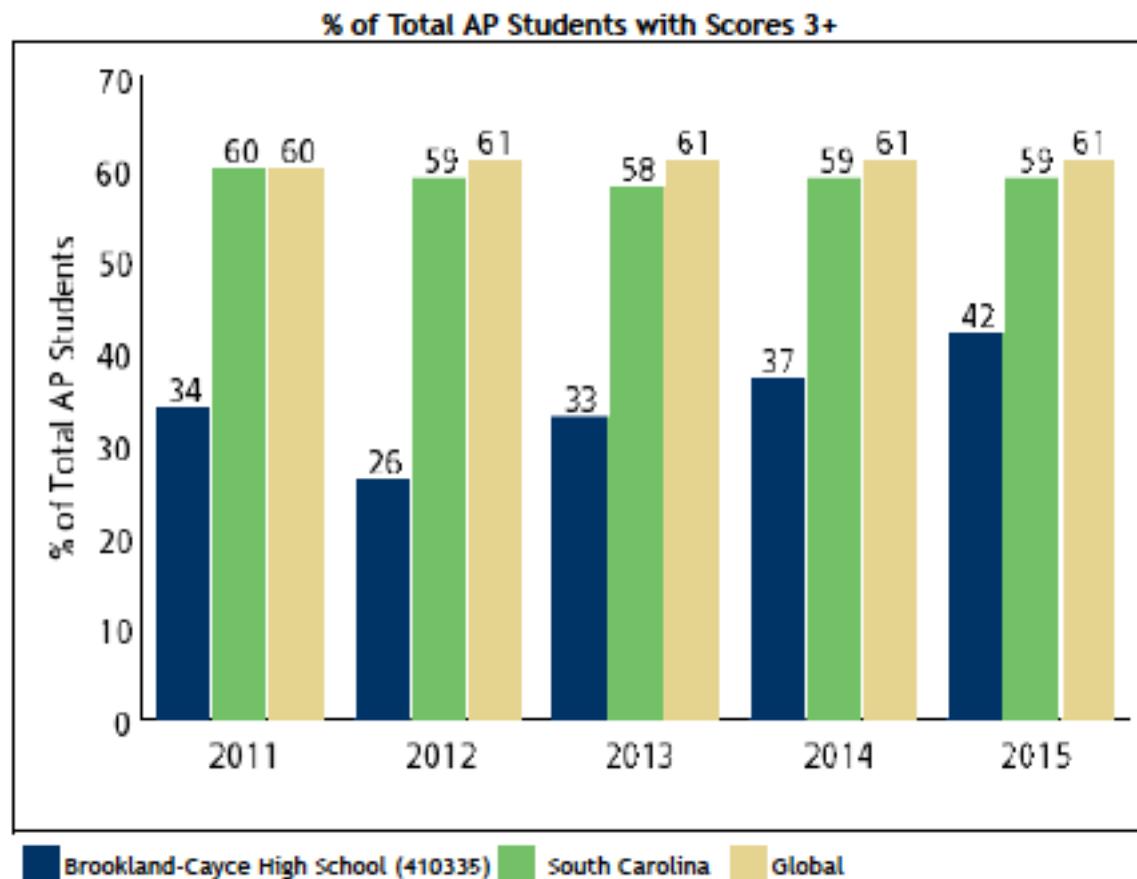|	2012	2013	2014	2015	2016
Algebra I	81	84.9	68.8	77.4	75.6
English I	53.9	51.5	59	58.5	69.3
Biology	83.6	74.8	74.1	82.2	79.6
US History & Constitution	51.5	57.8	72.2	58.3	66.5

AP: Advanced Placement Examination

AP examinations are taken each May by students at the culmination of an AP courses. All but one of the AP exams combine multiple-choice questions with a free-response section in either essay or problem-solving format. AP Studio Art, the sole exception, requires students to submit a portfolio for review.

The exams themselves are not tests of the students' mastery of the course material in a traditional sense. Rather, the students themselves set the grading rubrics and the scale for the "AP Grades" of each exam. The free response scores are combined with the results of computer-scored multiple-choice questions based upon a previously announced weighting. The Chief Reader for each subject, a college or university faculty member selected by ETS (Educational Testing Services) and The College Board, meets with members of ETS and sets the cutoff scores for each AP Grade. The Chief Reader's decision is based upon what percentage of students earned each AP Grade over the previous three years, how students did on multiple-choice questions that are used on the test from year to year, how he or she viewed the overall quality of the answers to the free response questions, how university students who took the exam in experimental studies did, and how students performed on different parts of the exam.

The AP Grades that are reported to students, high schools, colleges, and universities in July are on AP's five-point scale:
- o   5: Extremely well-qualified
- o   4: Well-qualified
- o   3: Qualified
- o   2: Possibly qualified
- o   1: No recommendation

% of Total AP Students with Scores 3+

Bar chart showing % of Total AP Students with Scores 3+ by year:

Year	Brookland-Cayce High School (410335)	South Carolina	Global
2011	34	60	60
2012	26	59	61
2013	33	58	61
2014	37	59	61
2015	42	59	61

ACT (originally abbreviation of American College Testing)

The ACT is a national college admission and placement examination. The ACT test assesses high school students' general educational development and their ability to complete college-level work.

The ACT is curriculum-based. The ACT is not an aptitude or an IQ test. Instead, the questions on the ACT are intended to directly relate to what students have learned in high school courses in English, mathematics, and science.

The multiple-choice tests cover four skill areas: English, mathematics, reading, and science.

The Writing Test, which is optional, measures skill in planning and writing a short essay.

The main four tests are scored individually on a scale of 1-36, and a Composite score is provided which is the average of the four scores.

SAT (originally abbreviation of Scholastic Aptitude Test)

The SAT is a standardized test for college admissions. The test is intended to assess a student's readiness for college. The SAT measures literacy and writing skills that are needed for academic success in college. The SAT also assesses how well students analyze and solve problems—skills they learned in school that they will need in college.

Possible scores range from 600 to 2400, combining test results from three 800-point sections (math, critical reading, and writing). Each section receives a score on the scale of 200–800. All scores are multiples of 10. Total scores are calculated by adding up scores of the three sections.

AT − Mean Scores

SCHOOL NAME	TEST YEAR	CRITICAL READING	MATH	WRITING	COMPOSITE
BROOKLAND-CAYCE HIGH CHOOL	2016	492	491	473	1456
BROOKLAND-CAYCE HIGH CHOOL	2015	484	482	453	1419
BROOKLAND-CAYCE HIGH CHOOL	2014	482	482	454	1418
BROOKLAND-CAYCE HIGH CHOOL	2013	471	488	442	1401
BROOKLAND-CAYCE HIGH CHOOL	2012	484	484	449	1416

CT − Mean Scores

School Name	Test Year	English	Math	Reading	Science	Composite
BROOKLAND-CAYCE HIGH CHOOL	2016	17.5	19.3	19.7	19.5	19.1
BROOKLAND-CAYCE HIGH CHOOL	2015	16.1	18.0	17.6	18.2	17.6

Graduation Rate

On-time Graduation Rate

2012	2013	2014	2015	2016
71.9	81.3	79.3	85.3	88.0

Executive Summary of Needs Assessment

Assessment data, discipline data, school report card data, professional development needs assessment data, and parent/teacher surveys were used as a basis to determine the needs of the school in the areas of student achievement, climate, and teacher and administrator quality. BCHS continued it's collaborative best practices via professional learning communities meeting weekly with a focus on using data to drive instructional practices, a school-wide focus on critical reading, ensuring a student centered learning environment, integrating technology and moving forward with a one to one technology initiative this year, as well as, research-based best practices to yield positive results in student achievement data.

MISSION, VISION, VALUES, AND BELIEFS

Mission…

Brookland-Cayce High School will produce responsible collaborators, resourceful learners, and contributing citizens.

Vision…

Brookland-Cayce High School will provide students with the academic and interpersonal skills necessary to compete successfully in a 21st century college, military or workforce.

We Believe... (What Guides Us)

· All staff must be highly qualified, caring and dedicated members of a professional learning community.
· The successful development of students is a collaborative effort of parents, schools, businesses, and the community.
· Students are valued individuals with unique physical, social, emotional, and intellectual needs.
· The commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed, life-long learners.
· A safe, physically comfortable, and supportive environment promotes student learning.
· Research-based instructional strategies must be implemented, monitored, and refined.
· Differentiated instruction is fundamental to meet the needs of ALL students.

SCHOOL RENEWAL PLAN FOR <u>2017-2022</u>   **DATE:**<u>4/25/17</u>

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

☐District Priority

PERFORMANCE GOAL: (Statement of desired progress or result over **five years**)	By 2022, students completing courses with EOCEP requirements will meet or exceed percent passing targets by content area: Algebra1– 90.6% English 1 – 84.3% Biology1 – 94.6% US History & Constitution – 81.5%
INTERIM PERFORMANCE GOAL: (One year goal)	By 2017, students completing courses with EOCEP requirements will meet or exceed percent passing targets by content area: Algebra1 – 78.6% English 1 – 72.3% Biology1 – 82.6% US History & Constitution – 69.5%
DATA SOURCES(S): (List types of data that will be collected or examined to measure progress.)	End of Course Examination Program (EOCEP) Data Results, EOC Benchmark Data

OVERALL MEASURES:

SOURCE: SCDE Report Card Data

Represents projections of improvement

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AVERAGE BASELINE		**2017–18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**
2016 Algebra I 75.6 English I 69.3 Biology I 79.6 US History 66.5	**Projected Data**	Algebra I 78.6 English I 72.3 Biology I 82.6 US History 69.5	Algebra I 81.6 English I 75.3 Biology I 85.6 US History 72.5	Algebra I 84.6 English I 78.3 Biology I 88.6 US History 75.5	Algebra I 87.6 English I 81.3 Biology I 91.6 US History 78.5	Algebra I 90.6 English I 84.3 Biology I 94.6 US History 81.5
	Actual Data					

ACTION PLAN FOR STRATEGY #1: Identify instructional and professional development needs to support students in all EOCEP gateway courses.	**EVALUATION**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Analyze EOCEP data and disaggregate by subgroups to identify areas of need and areas of strength. Use data to inform decision-making about curriculum, training, and resources.	Fall 2017-Ongoing	School Administration	$0	NA	Data Notebooks Data Team Minutes
2. Implement interventions to increase the pass rate and evaluate effectiveness of EOCEP gateway courses.	Fall 2017-Ongoing	School Administration	$0	NA	Written Implementation Plan for Interventions
3. Revise and enhance pacing guides for EOCEP courses.	Spring 2017-ongoing	School Administration/EOC content area teachers	$0	NA	Pacing Guides
4. Develop rubrics and other tools for administrators to check for fidelity of standards based instruction in EOCEP courses.	Spring 2017-ongoing	School Administration	$0	NA	Rubrics
5. Quarterly EOC progress review for all EOCEP teachers for the purpose of examining best practices and identifying strengths and areas for growth to evaluate current and future professional development.	Spring 2017-ongoing	School Administration	$0	NA	Meeting Notes
6. Develop common assessments in EOCEP courses.	Spring 2017-ongoing	School Administration/EOC content area teachers	$0	NA	Copies of Common Assessments
7. Use of USA Test Prep by all EOCEP teachers as outlined by the district instructional staff.	Spring 2017-ongoing	School Administration/EOC content teachers	$12,000	General fund	USA Test Prep Utilization Report

ACTION PLAN FOR STRATEGY #1: Identify instructional and professional development needs to support students in all EOCEP gateway courses.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
8.					
9.					
10.					

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ACTION PLAN FOR STRATEGY #2: Prepare all students to think critically and solve real world problems through the implementation of project based learning.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Provide continuous professional learning for staff in the pedagogy of project based learning (PBL).	Spring 2017-ongoing	Administration, Community leaders, department chairs	$12,000/year	District Professional Development Funds	School professional development plan
2. Continue the professional learning partnership with The New Tech Network	Spring 2017-ongoing	Administration, Community leaders, department chairs, NTN Instructional coach	$15,000/year	District Professional Development Funds	School professional development plan & New Tech Contract
3. Continued partnership with Transform SC	Spring 2017-ongoing	Administration, Community leaders, department chairs	$0	N/A	Site Visits and Sate Conference
4. Staff engagement in New Tech Protocols to ensure authentic PBL outcomes via common planning and professional learning communities.	Spring 2017-ongoing	Administration, Community leaders, department chairs	$0	N/A	Monthly Professional Learning calendars, agendas and sign-in sheets
5.					
6.					
7.					

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SCHOOL RENEWAL PLAN FOR <u>2017-2022</u>	DATE: <u>4/25/17</u>
Performance Goal Area: ☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐District Priority	
PERFORMANCE GOAL: (Statement of desired progress or result over **five years**)	By 2022, the four-year graduation rate for high school students will be 95% or higher.
INTERIM PERFORMANCE GOAL: (One year goal)	By 2018, the four-year graduation rate for high school students will be 95% or higher.
DATA SOURCES(S): (List types of data that will be collected or examined to measure progress.)	Student attendance reports, Student discipline reports, Student grades and credits earned, 9GR reports

OVERALL MEASURES:	To add a row, go to the last box and press the tab button.						
SOURCE: SCDE Report Card Data	**AVERAGE BASELINE**		**2017–18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**
	2016-88%	**Projected Data**	95%	95%	95%	95%	95%
		Actual Data					

ACTION PLAN FOR STRATEGY #1: Identify and support at promise students at all levels					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Conduct audits to monitor accuracy of data entry in Power School	Spring 2017-ongoing	Principal/API	0	NA	Copies of Audits
2. Provide ongoing training for key staff members based on finding (discipline, absences, etc.) to ensure accuracy of data. Review required field for specific programs (GT, Disabled, ELL)	Fall 2017-ongoing	Principal/API	0	NA	Training agendas and notes
3. Provide training on key indicators of disengagement	Fall 2017-ongoing	Guidance Coordinator	0	NA	Training agendas and notes
4. Utilize feedback from current students and graduates to plan program improvements	Spring 2017- ongoing	School Administration/ Guidance Department/ Departmental Leaders	0	NA	Notebook of collected feedback forms. Draft of program improvements

ACTION PLAN FOR STRATEGY #1: Identify and support at promise students at all levels					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
5. Revisit the attendance procedures for overall consistency for monitoring student attendance to include personal parent contact and development of attendance intervention plans	Fall 2017-ongoing	School Administration/ Attendance Personnel	0	NA	Minutes from periodic meetings with attendance personnel
6. Analyze data and identify the students who graduate and those who drop out. Data elements may include: gender, race, disability, socioeconomic status, attendance, co curricular activities, extracurricular activities, course grades, retentions, number of credits earned in the ninth grade, achievement data, and discipline referrals	Spring 2017-ongoing	School Administration/ Attendance Personnel	0	NA	Data Report Summary List of Graduates List of those who dropped out.
7. Utilize information gained through a common instrument administered in the 8th grade (e.g.: EXPLORE) to target extracurricular and co curricular opportunities to retain student engagement in high school	Spring 2017-ongoing	School Administration/ Guidance Department	0	NA	Information summary from common instrument Notes listing outcomes from review meeting.
8. Develop strategies to improve the rate of successful completion of Algebra I and English I by the end of the student's ninth grade year.	Fall 2017-ongoing	School Administration/ Algebra I and English I teachers	$2,500	Title II	Meeting Agenda and minutes
10. Utilize state's profile of an Ideal Graduate to guide decision making	Spring 2017-Ongoing	All Staff	0	N/A	Meeting Agenda and minutes

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ACTION PLAN FOR STRATEGY #2: Identify early warning signals criteria for drop-out prevention for at-promise students in grades 8-12					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Identify rising 9th – 12th graders considered at-risk for dropping out by using district criteria (such as below level reading and math as determined by MAP, classroom assessment data, discipline, attendance, and HSAP failures)	Fall 2017-ongoing	School Administration/ Guidance Department Academic Assistance SIT	$0	NA	Academic Assistance SIT agendas and minutes denoting identified students
2. Provide targeted interventions for identified students (such as extra time, practice opportunities within the school day and EOC course offerings)	Fall 2017-ongoing	School Administration Guidance Department Academic Assistance SIT	$0	NA	Academic Assistance SIT agendas and minutes denoting identified students and specific interventions
3. Enhance dropout prevention efforts and utilize multiple, proven pathways to graduation and course credit recovery	Fall 2017-ongoing	Administration Guidance Department Academic Assistance SIT	$6,500	At Risk Funds	Academic Assistance SIT agendas and minutes Guidance Dept. meeting agendas and minutes
4. Utilize the Pre-print 9 GR lists, including blank fields, for high schools prior to 45-day report for the purposes of (a) identifying dropouts and their current education status in order to re-enroll in school and develop a tiered support for graduation, (b) verifying the student's geographic location to collect documentation to validate the request of removal from the high school 9GR (c) evaluating lists by Adult Education personnel and district social worker	Fall 2017-Ongoing	School Administration/ Registrar/ Guidance Department	0	NA	Completed/Verified copy of the Pre-print 9 GR list

ACTION PLAN FOR STRATEGY #2: Identify early warning signals criteria for drop-out prevention for at-promise students in grades 8-12					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
5. Continue to research, support, and monitor the development and implementation of alternative learning models to include: Evening High School, Virtual Learning Models, Adult Education	Fall 2017-Ongoing	School Administration	0	NA	Written notes from meetings evaluating implementation efforts Data collection/follow up notebook for students leaving for an alternative learning model.
6. Pilot and Analyze Pilot of Extension Expulsion Model	Fall 2017-Ongoing	School Administration	$20,000	At Risk	Written notes from meetings evaluating implementation efforts Data collection/follow up notebook for students leaving for an alternative learning model.
7. Adult Education will re-evaluate all over-age students and the number of credits earned. Students will be enrolled in the district's Adult Ed diploma track program if 17 years old with 12 earned credits, but not fewer than 6 credits, earned. Documentation from Adult Education will be provided to the high schools to remove the student from the 9GR file. The Pair Education Center lab is now designated as the Adult Education diploma lab and staffed with two certified teachers. Over-age students and/or dropouts who want to come back can attend Tuesday-Thursday afternoons.	Fall 2017-Ongoing	Director of Instruction/Adult Education Director/Guidance Coordinator	0	N/A	Written notes from meetings evaluating implementation efforts Data collection/follow up notebook for students leaving for an alternative learning model.

SCHOOL RENEWAL PLAN FOR <u>2017-2022</u>   **DATE:**<u>4/25/17</u>

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

☐District Priority

ACTION PLAN FOR STRATEGY #2: Identify early warning signals criteria for drop-out prevention for at-promise students in grades 8-12					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
8. Implement district-wide advocacy/mentor model	Fall 2017-Ongoing	School Administration/Guidance Director	0	N/A	Program description
9.					
10.					

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