



Academy for the Arts, Science, & Technology

STRATEGIC PLAN

2022-2027

January 2022

Our Vision:

The Academy for the Arts, Science, & Technology, as part of Horry County Schools', vision is to be a premier, world-class school system in which every student acquires an excellent education. Our schools will be welcoming centers organized around high-quality teaching and learning.

Our Beliefs:

*Our vision is guided by a set of **Beliefs** that serve as the foundation for all our efforts. Foremost, we believe that ...*

Our purpose is to develop the potential within each student and ensure that all graduates reflect the knowledge, skills, and life and career characteristics embedded in the Profile of the South Carolina Graduate in order that they become productive members of their community, able to adapt to a diverse, ever-changing world.

We also believe that ...

We have the obligation to challenge every student to meet higher academic standards than his/her current level.

In order to accomplish this, we believe that ...

Our students deserve exceptional and passionate staff who share our CORE VALUES. Our core values are stated as expectations for staff members:

- * **We put service to students above all else.**
- * **We take responsibility for the success of all students.**
- * **We care passionately about our work with students.**
- * **We build strong positive relationships with students, staff, parents, and community.**
- * **We model and promote civility and integrity.**

We must also provide support for continuous improvement for students and staff.

We believe ...

Our students' learning opportunities are enhanced when multiple approaches for learning are provided and positive relationships are formed.

And...

- * **All students should have access to world-class knowledge based upon rigorous standards in language arts and math for career and college readiness, multiple languages, science, technology, engineering, mathematics (STEM), the arts and social sciences.**
- * **Our graduates will possess world-class skills reflecting creativity and innovation, critical thinking and problem solving, collaboration and teamwork, communication, information, media and technology, and knowing how to learn.**
- * **Our students will demonstrate critical life and career characteristics to include integrity, self-direction, global perspective, perseverance, work ethic, and interpersonal skills well beyond graduation.**

We also believe ...

All who share our schools deserve a safe, respectful and nurturing environment.

Finally, acknowledging that we all have a role in reaching our vision, we believe that ...

Partnerships among family, community and school are imperative to students' social and academic success.

School Renewal Plan Cover Page

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

District:	Horry
Plan Cycle:	2022/23 - 2026/27
School Year:	2022/23
District:	Horry
SIDN:	2601996
Plan Submission:	District and all district schools utilize Cognia
Address 1:	895 International Drive
Address 2:	
City:	Myrtle Beach
Zip Code:	29579
School Plan Contact Person:	Kelly Wilson
School Plan Contact Phone:	843-903-8460
School Plan Contact E-mail Address:	kwilson@horrycountyschools.net

Required Signature Page

The district strategic 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 district strategic planning contact, the district Read to Succeed Leadership Team Lead, and the district Gifted and Talented coordinator are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the District Strategic Plans

The assurance pages following this page have been completed and the district superintendent signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 (S.C. Code Ann. §59-139-10 et seq. (Supp. 2004)); EAA (S.C. Code Ann. §59-18-1300 et seq. (Supp. 2004)); District and School Planning (SBE Regulation 43-261); Student Health and Fitness Act (S.C. Code Ann. §59-10-330); Read to Succeed (S.C. Code Ann. §59-155-180 et seq.); Gifted and Talented (SBE Regulation 43-220); and Proficiency-Based System Plans (SBE Regulation 43-234); and General Grant including Terms and Conditions for SCDE Grant Programs as seen on the following assurance pages.

Required Printed Names	
Superintendent	Dr. Rick Maxey
Signature:	
Principal	Kelly Wilson
Signature:	
Chairperson, District Board of Trustees	Ken Richardson
Signature:	
Chairperson, School Improvement Council	Melissa Bornfreund
Signature:	

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))		
<input type="checkbox"/>	Yes	Academic Assistance, PreK–3
<input type="checkbox"/>	No	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).
<input checked="" type="checkbox"/>	N/A	
<input type="checkbox"/>	Yes	Academic Assistance, Grades 4–12
<input type="checkbox"/>	No	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).
<input checked="" type="checkbox"/>	N/A	
<input checked="" type="checkbox"/>	Yes	Parent Involvement
<input type="checkbox"/>	No	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.
<input type="checkbox"/>	N/A	
<input checked="" type="checkbox"/>	Yes	Staff Development
<input type="checkbox"/>	No	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.
<input type="checkbox"/>	N/A	
<input checked="" type="checkbox"/>	Yes	Technology
<input type="checkbox"/>	No	The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

<input type="checkbox"/>	N/A	
<input checked="" type="checkbox"/>	Yes	Innovation
<input type="checkbox"/>	No	The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input type="checkbox"/>	N/A	
<input checked="" type="checkbox"/>	Yes	Collaboration
<input type="checkbox"/>	No	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).
<input type="checkbox"/>	N/A	
<input type="checkbox"/>	Yes	Developmental Screening
<input type="checkbox"/>	No	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.
<input checked="" type="checkbox"/>	N/A	
<input type="checkbox"/>	Yes	Half-Day Child Development
<input type="checkbox"/>	No	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.
<input checked="" type="checkbox"/>	N/A	
<input type="checkbox"/>	Yes	Developmentally Appropriate Curriculum for PreK–3
<input type="checkbox"/>	No	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.
<input checked="" type="checkbox"/>	N/A	
<input type="checkbox"/>	Yes	Parenting and Family Literacy
<input type="checkbox"/>	No	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.
<input checked="" type="checkbox"/>	N/A	
<input type="checkbox"/>	Yes	Recruitment

<input type="checkbox"/>	No	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.
<input checked="" type="checkbox"/>	N/A	
<input type="checkbox"/>	Yes	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs
<input type="checkbox"/>	No	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.
<input checked="" type="checkbox"/>	N/A	

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)

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|---|---|
| 1 | AAST's student achievement for the 2020 - 2021 school year reflected a high level of rigor appropriate for students at a high quality STEM school and high performing Career and Technology Center. In 2020-2021 AAST served students in grades 10-12. In the 2021-2022 school year, AAST will serve students in grades 11-12. Students interested in pursuing a career path under the umbrella of Science, Technology, Engineering, and Math, apply to AAST from high schools across the district. AAST teachers worked to engage students in the core academic courses while integrating STEM literacy, project based learning, and inquiry-based learning as core instructional pedagogy so these high performing students would experience growth through appropriate rigor and productive struggle and they explore careers of interest. |
| 2 | AAST senior class excelled in college and career readiness measures in that 99% (202 out of 204) of all senior students met the college OR career readiness criteria set by the SCDE for school report card data, and 83% (170 out of 204) of all senior students met the college readiness and career readiness criteria. Of the AAST Career and Technology Education (CTE) major students, 83% were major completers and 63% of the AAST senior class population were CTE completers. Of CTE seniors 100% earned a professional credential. We would like to maintain our high percentage of students who are college and career ready. We would like to increase the number of AAST seniors who are CTE completers. We would like to increase the number of students who earn multiple credentials and certifications in their area of study related to their major. |
| 3 | AAST had a 84.4% mean pass rate for AP exams. AAST offered 17 AP courses and administered 372 exams during the 2021 school year. In reviewing our Advanced Placement test data, we noted that our students had a percent pass rate above the global, SC, and HCS average in 13 of the 17 AP courses we offer at AAST. AP Capstone Research, AP Government, and AP Microeconomics pass rates fell below the US and State average pass rate. We would like to see a pass rate above 80% in all AP courses and exceed the HCS, SC, and Global Averages. |
| 4 | AAST had a 94% pass rate in the US history EOCT with 66% of students making As or Bs - As (36%) and Bs (30%). USH EOCT was not given during the spring of 2020. For the 2020 fall EOCT administration, we had 98.4 % pass rate with 56.5% As and 16% Bs. We would like to increase the number of students scoring As and Bs on the USH EOC exams by meeting or exceeding the following score breakdown: 95% Pass Rate and 75% As and Bs on the USH EOCT. |

Teacher/Administrator Quality

1	AAST's professional staff is appropriately representative of high quality teachers and administrators. The AAST faculty represents a substantial number of teachers who are beyond 20 years of service and multiple who have rendered 25+ years of service. This constitutes the need to replace those who retire as well as those who move out of the area with new teachers. We seek to hire teachers who have quality instructional delivery skills, demonstrate the initiative and motivation to invest in our students and families and who are well grounded in their respective content knowledge and versed in STEM integration. Our biggest challenge is finding qualified applicants for math and science positions in a shrinking pool of teacher candidates. Based on the last available data, 88% of our teachers have advanced degrees up from 79.3%. We would like to see an increase to 90% of teachers with advanced degrees.
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School Climate	
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1	AAST has not received data from the parent, teacher, and student opinion surveys given last spring. AAST did receive Cognia STEM whole school certification renewal in the spring of 2121. This certification was granted in part based on the results of interviews with stakeholders including students, teachers, parents, business partners, and community members. AAST was rated in the highest score range, impacting, in the Learning Culture domain and the Community Standings domain. In reviewing our previous survey results (spring 2020) we determined our area of focus to be home/school relations. In the 2020 survey, 88.7% of parents were satisfied with home/school relations, 91.1% of students were satisfied with home/school relations, and 98% of teachers were satisfied with home/school relations. We would like to see 95% of all stakeholders satisfied with home/school relations.
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STRATEGIES / PERFORMANCE GOALS / ACTION PLANS

QUALITY INDICATORS

STRATEGIC DOMAIN	STRATEGIC DOMAIN	STRATEGIC DOMAIN			
LEADERSHIP CAPACITY	RESOURCE CAPACITY	LEARNING CAPACITY			
We will maintain and communicate with fidelity at all levels a purpose and direction for continuous improvement that commits to high expectations for learning as well as shared values and beliefs about teaching and learning. We will operate under governance and leadership that promote and support student performance and school/system effectiveness.	We will provide the resources and services that support our vision, purpose, and direction to ensure success for all students.	We will have curriculum, instructional design, and assessment practices that guide and ensure teacher effectiveness and students learning across all grades and courses. We will provide a comprehensive assessment system that generates a range of data about system effectiveness, and we will use results to guide continuous improvement.			

STRATEGIC DOMAIN

LEADERSHIP CAPACITY

We will maintain and communicate with fidelity at all levels a purpose and direction for continuous improvement that commits to high expectations for learning as well as shared values and beliefs about teaching and learning. We will operate under governance and leadership that promote and support student performance and school/system effectiveness.

Quality Indicators

- * The system commits to a purpose statement that defines beliefs about teaching and learning, including expectations for learners.
- * Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learning.
- * The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.
- *The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.
- * The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.
- * Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.
- * Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.
- * Leaders engage stakeholders to support the achievement of the system's purpose and direction.
- * The system provides experiences that cultivate and improve leadership effectiveness.
- * Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.
- * Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency.

ACTION STEPS	Timeline	Responsibility	Estimated Cost	Funding Source	Indicators of Implementation

<p>Engage in an ongoing process to develop and implement a district strategic plan and aligned school-level plans that includes a stated purpose and direction, core values, key work process, and performance goals.</p> <p>Five-year district strategic plan in accordance with state requirements, updated annually. The five-year plan will be finalized in 2022 to run through 2027.</p> <p>Five-year school-level plans aligned with the district's strategic plan and meeting state requirements for school renewal.</p> <p>Involvement of stakeholders at all levels of the planning process.</p> <p>Ensure the continuous improvement of the entire system through annual reviews of the performance, with adjustments as necessary to the plan as part of an annual review.</p> <p>Schools will engage in a continuous improvement process and develop target goals aligned with the district and school-level strategic plan.</p>	2022-2027	Accountability	\$0.00	N/A	Approved district strategic plan and school-level renewal plans
<p>Align Board of Education's annual goals through their Board Governance monitoring process with the performance goals identified in the district's strategic plan.</p>	2022-2027	Accountability, Superintendent, Board of Education	\$0.00	N/A	Board Governance monitoring reports
<p>Conduct periodic communications needs analyses with stakeholders by using website survey tools, written surveys and feedback from various strategic groups to ensure that the most effective tools and methods are being used.</p>	2022-2027	Communications	\$2,500.00	General Funds	Completion of needs analysis and follow-up action taken as needed

<p>Enhance communication with internal and external stakeholders to improve understanding of the district's purpose, direction, and performance with strategies, including: Periodic e-newsletters or other electronic methods to employees and external audiences</p> <p>Ongoing and expanded use of Parent Link (calling system) to communicate timely information to parents and employee groups</p> <p>Awareness of the mobile app for Horry County Schools</p> <p>Board meetings televised via cable access channel and through HCS website with electronic searchable agendas and documents</p> <p>Expanded programs on cable access channel</p> <p>Videos for television and website to help stakeholders understand the various programs of the District and schools</p> <p>Sharing the District's message through external venues such as civic clubs, chambers of commerce, faith-based organizations, colleges, etc.</p> <p>Posters of vision and core values posted in all schools and offices.</p> <p>Ensure communication is provided in multiple languages meeting the diverse needs of all stakeholder groups</p>	2022-2027	Communications	\$250,000.00	General Funds	Effective communications utilized; mobile app; Board meeting online and televised; social media reports; ParentLink reports
<p>Provide a variety of opportunities for all stakeholders to access and understand, including multilingual translations, the District's vision and performance goals: concise explanations in print and website, marketing brochures, videos and television programming.</p>	2022-2027	Accountability, Communications	\$150,000.00	General Funds	Vision understood and supported by more stakeholders through survey results; documented examples of tools used to communicate
<p>Seek venues to engage a wide variety of community stakeholders in dialogue about education and schools purpose and performance.</p>	2022-2027	Accountability, Communications	\$100,000.00	General Funds	Expanded methods of communication documented
<p>Implement communication techniques from certified agencies or personnel to ensure that critical information can be provided to parents of students who do not speak English (ex., website translation of all web pages and forms)</p>	2022-23	Accountability, Learning Services	\$250,000.00	General Funds	Successful communication techniques implemented
<p>Establish a monitoring system to ensure compliance by the District and all schools with state and Cognia Accreditation Standards.</p>	2022-2027	Accountability, Superintendent, Board of Education	\$0.00	N/A	Continuous improvement monitoring system operational
<p>Annually review School Board Governance Policies and make any necessary changes to ensure that they are aligned with the system's purpose and direction and performance goals</p>	2022-2027	Board of Education, Superintendent	\$0.00	N/A	Effective Board governance model adopted and adhered to
<p>Utilize the evaluation instrument for effective Board meeting</p>	2022-2027	Board of Education	\$0.00	N/A	Evaluation tool analyses and needed actions taken

Maintain an annual record of Board members attendance at conferences and professional development opportunities on their roles and responsibilities	2022-2027	Board of Education	\$0.00	N/A	Record of conferences and training
Establish benchmarks indicating good management for instructional and non-instructional programs in order to conduct program evaluation	2022-2027	All Chief Officers, Superintendent	\$0.00	N/A	Program effectiveness model operational
Provide a leadership development program for aspiring and new administrators.	2022-2027	Learning Services, Human Resources	\$50,000.00	General Funds	Pool of high-quality administrative candidates
Determine instructional and organizational effectiveness as a basis for improving the District by developing return-on-investment analyses on existing and new programs based upon data which correlate student achievement to financial and human capital resources.	2022-2027	All Chief Officers, Superintendent	\$100,000.00	General Funds	Program effectiveness model determined and appropriate actions taken
Continue use of Superintendent's Advisory Cabinets (Teacher, Business, Support Staff, Students and Parents and Faith-Based) representatives to improve communication and relationships with various stakeholders groups	2022-2027	Various Cabinet Liaisons	\$25,000.00	General Funds	Quarterly meeting schedule; improved communication and understanding

STRATEGIC DOMAIN

Resource Capacity

We will provide the resources and services that support our vision, purpose, and direction to ensure success for all students.

Quality Indicators

- * The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness.
- * The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.
- * The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.
- * The system attracts and retains qualified personnel who support the system's purpose and direction.
- * The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.
- * The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.
- * The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.
- * The system allocates human, material and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.

ACTION STEPS	Timeline	Responsibility	Estimated Cost	Funding Source	Indicators of Implementation
Financial Resources					
Research and implement new technologies to provide efficiencies in document handling/storage, attendance and time recording, and employee self-service.	2022-2027	Fiscal Services		Capital Funds	Results of study utilized to meet needs of District
Continue to align budget requests and the approval process with strategies designed to improve student performance	2022-2027	Fiscal Services		All Funds	Effective budget process; continuous improvement model

Develop annual budget assumptions and parameters for both the General Fund and the Capital Funds budgets.	2022-2027	Fiscal Services			Board-approved assumptions and parameters
Utilize modified zero-based budgeting process	2022-2027	Fiscal Services		All Funds	Process implemented
Develop user-friendly financial reports which are correlated to budget decision packages and which will enable budget center managers to more effectively manage their resources	2022-2027	Fiscal Services		General Funds	Improved financial reports and quarterly financial reports
Conduct annual school financial reviews to ensure district policies and procedures are being followed.	2022-2027	Fiscal Services			All school reviews are in compliance
Physical Resources					
Implement system to ensure there are no unwanted or unidentified visitors on any campus through the implementation of visitor screening software programs and protocols at school entrance doors	2022-2027	Support Services, Safety and Security		General Funds; District Capital Funds	School safety reports and security drills; physical changes entrances to comply with security check
Maintain and replace as needed a state-of-the art monitoring system in facilities	2022-2027	Student Services; Safety and Security; Technology		General Funds; District Capital Funds	Systems installed
Review and revise as needed planning parameters for new schools and athletic facilities as part of the five-year facilities plan	2022-2027	Support Services; Facilities		District Capital Funds	Approved parameters and approved five-year plan
Conduct needs assessment ratings for each school using approved educational specifications and update annually	2022-2027	Support Services; Facilities		General Funds; District Capital Funds	Completed needs assessment ratings (Facility Condition Index)
Develop and maintain a 5-year plan for managing and developing facilities for growth	2022-2027	Support Services; Facilities		District Capital Funds	Approved 5-year plan
Conduct annual analysis of attendance zones, school capacity, and enrollment and recommend appropriate adjustments	2022-2027	Support Services: Facilities		General Funds	Approved adjustments as needed
Use an acceptable and reliable model to predict direct and indirect impacts of major residential developments on school capacity and the need for new schools	2022-2027	Support Services: Facilities			Accepted model with impact predictions
Research and utilize environmentally-friendly materials and equipment; and emerging green design for future additions and renovations through a sustainability program	2022-2027	Support Services: Facilities		General Funds; District Capital Funds	Approved green designs; technical specifications; sustainability plan
Implement energy reduction systems according to Board-approved models.	2022-2027	Support Services: Facilities			Annual energy usage savings; improved monitoring of energy usage controls
Establish protocols for identifying, reporting and documenting maintenance and facility repair needs, using an automated work order system	2022-2027	Support Services: Facilities			Improved efficiency of work order completion
Maintain a 24/7 anonymous hotline for students/parents to report bullying or other school safety concerns Provide bullying prevention and resources information on the HCS Student Affairs web pages Provide a student app for reporting bullying or other school safety concerns	2022-2027	Student Services: Student Affairs			Hotline functional and effective

Designate a school leadership team member in every school whose is responsible for the maintenance of the facility, to include:	2022-2027	Support Services: Facilities			Functioning team in each school with central facilities support
Maintain a higher utilization plan for each high schools and middle school to effectively maximize the number of students served in existing capacity	2022-2027	District Staff and School Teams			Building capacity ratings maximized
Install wireless overlays in all schools and buildings to provide fast and reliable connectivity to wireless internet access throughout the district	2022-2027	Technology		Capital Funds	Completion of project
Ensure that all facilities are accessible with secure keyless entry according to ADA guidelines	2022-2027	Support Services: Facilities		Capital Funds	Completion of project
Ensure that all facilities meet all applicable safety and security standards, as defined in the planning and construction parameters	2022-2027	Support Services: Safety and Security			All safety and security standards in compliance
Ensure that all schools engage in a structured armed intruder drill within the first three weeks of each new semester.	2022-2027	Support Services: Safety and Security			School reports of drill completions
Ensure all facilities are safe, clean, and properly maintained.	2022-2027	Support Services: Facilities			Establish expectations and maintain

<p>Update annually the District's Technology Plan to ensure the most effective hardware, software and infrastructure solutions are in place to maximize the use of technology in the classroom to improve student learning: Maintain personalized digital learning (PDL) program with laptop/device for all students in grades K-12 utilizing the most effective devices to meet the educational needs of students in the classroom.</p> <p>Develop and and maintain a model to reduce the breakage and damage costs for repairs to student devices, including an annual technology fee</p> <p>Maintain 1:1 device to student model in grades K-12.</p> <p>Conduct annual reviews of devices at the appropriate grade level using representative stakeholders as part of the refresh cycle for grades 9-12, 6-8 and K-5.</p> <p>Continue the laptop computer initiative for classroom teachers, guidance counselors, and administrators to encourage interactive technology in daily teaching and learning</p> <p>Establish a refresh cycle for all technology hardware and equipment to include: servers, security cameras, wireless access points, computers, projectors, and network infrastructure</p> <p>Identify the hardware and software to provide that best instruction;</p> <p>Develop a relevant instructional technology training program for all teachers who deliver that content area/standard</p> <p>Develop and provide teachers with technical applications to share lesson plans, resources and methodologies</p> <p>Establish criteria/procedure for all software purchases and implementation that must be followed for all schools/departments.</p> <p>Ensure that wireless overlays in all schools are sufficient to allow for a robust personalized learning program for students</p> <p>Explore new technology solutions for interactive projectors/boards in classrooms for the most effective quality learning experiences</p> <p>Provide media collections and information resources for students in order to integrate information literacy and technology within the curriculum</p>	<p>2022-2027</p>	<p>Technology; Learning Services</p>		<p>General Fund, Erate funds, District Capital Funds</p>	<p>Updated plan implemented; refreshed inventory; survey results and appropriate data on technology</p>
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<p>Designate a school leadership team member in every school whose is responsible for school safety, to include: Student management policies, regulations and procedures</p> <p>Completion and submission of monthly safety reports which identify any concerns with safety, security, hazardous materials, and playgrounds where applicable.</p> <p>Alternatives to ISS, OSS and homebound</p> <p>Effective and efficient investigations and preparation for hearings</p>	2022-2027	Principals			Functioning team in all schools
<p>Review and make needed alterations to each school's efforts and programs to address bullying, using the Safe Schools bullying model; Promote awareness of anti-bullying initiatives among employees, students, and parents.</p> <p>Require each school to develop an anti-bullying plan.</p>	2022-2027	Student Services: Student Affairs; Human Resources			Better understanding of bullying among employees; survey result show less instances of bullying
<p>Establish health care plans and emergency action plans at each school for children with identified health care needs</p>	2022-2027	Student Services: Health and Safety		Medicaid funds, IDEA	Health care plans and emergency action plans implemented
<p>Implement wellness plan according to the guidelines of the Healthy, Hunger Free Kids Act of 2010 that includes: Regular nutritional analyses for all school cafeteria meals</p> <p>Goals for nutrition education, physical activity, and other school-based activities</p> <p>Nutrition guidelines established for all foods sold to students during the course of the school day.</p>	2022-2027	Support Services: Food Services; JROTC		General Funds	Plan implemented in all schools; annual review of well plan and nutritional guidelines
<p>Train staff on safety in the workplace</p>	2022-2027	Human Resources		General Funds	Compliance reports
<p>Establish and practice emergency preparedness procedures and disaster recovery protocols (data and operations)</p>	2022-2027	Support Services: Safety and Security			Protocols established and practiced
<p>Establish protocols for each nurse in the District to provide students with allergies and their families Indicators-based practices of care Implement a written emergency action plan for each student with documented allergies</p> <p>Develop a specific training protocol for all staff to recognize anaphylaxis</p>	2022-2027	Student Services; Director of Health and Safety Services		General Funds	Individual Health Care Plan (IHP) for students identified with life-threatening allergies; staff training program
<p>Work with Horry County Police to provide an anonymous telephone Tip Line in conjunction with Horry County Police for students, staff and community to report bullying or crime reporting. Respond and take appropriate action in timely manner</p> <p>Monitor number of calls and follow-up needed</p>	2022-2027	Support Services: Safety and Security			Reports of actions taken
<p>Provide Rehabilitative Behavioral Health Services (RBHS) that are goals-oriented and family-supportive to students who have emotional or behavioral needs</p>	2022-2027	Student Services		Medicaid and General Fund	Services in place

Provide safety and health guidelines and training to school staff and students in: Personal health practices School bus safety PE and playground procedures Classroom and laboratory procedures Indoor air quality	2022-2027	Support Services, Student Services: Health and Safety Services, Student Affairs		General Funds	Reduction in safety issues; Reports by Safe Schools
Implement protocols to record and maintain student school bus ridership data in PowerSchool and to provide parents the capability to track school buses on their smartphone, computer or other electronic device	2022-2027	Support Services: Transportation		General Funds	PowerSchool Data; GPS system operational
Develop and maintain a Continuity Of Operations Plan (COOP) for district operations that are housed at various facilities.	2022-2027	Support Services: Safety and Security			Protocols established and practiced.

STRATEGIC DOMAIN

LEARNING CAPACITY

as that guide and ensure teacher effectiveness and students learning across all grades and courses. We will provide a comprehensive assessment system that generates a range of data about system eff

Quality Indicators

- * Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.
- * The learning culture promotes creativity, innovation, and collaborative problem-solving.
- * The learning culture develops learners' attitudes, beliefs and skills needed for success.
- * The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.
- * Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.
- * The system implements a process to ensure the curriculum is clearly aligned to standards and best practices.
- * Instruction is monitored and adjusted to meet individual learners' needs and the systems' learning expectations.
- * The system provides programs and services for learners' educational future and career planning.
- * The system implements processes to identify and address the specialized needs of learners.
- * Learning progress is reliably assessed and consistently and clearly communicated.
- * Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.
- * The system implements a process to continuously assess its programs and organizational conditions to improve learning.

Performance Goals

School Name Strategic Plan 2022-2027							
Performance Goal Area:	<input checked="" type="checkbox"/>	Student Achievement					
	<input type="checkbox"/>	Teacher/Administrator Quality					
	<input type="checkbox"/>	School Climate					
	<input type="checkbox"/>	District Priority					
	<input type="checkbox"/>	Other					

Performance Goal: SMART goal must include: WHO will do What, as measured by HOW and WHEN.	ADVANCED PLACEMENT: Increase Advanced Placement (AP) test scores in all subject areas to meet or exceed 75% pass rate for yearly AP test administration. Exceed the state and national average for all AP content areas.
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INTERIM PERFORMANCE GOAL: Meet annual targets below

Data Source(s):							
Overall Measures	Average Baseline		2022-23	2023-24	2024-25	2025-26	2026-27
Percent of students making a 3 or higher on an AP test	70%	Projected	70%	71%	72%	73%	75%
		Actual					

ACTION STEPS	Timeline	Responsibility	Estimated Cost	Funding Source	Indicators of Implementation
AP teachers will attend training for best practices in assessment grading for AP courses from College Board. A substitute is required to cover the teachers class for these training days.	2022 - 2027	Administrative team (Principal, Asst. Principal, Instructional Coach); AP teachers	\$500 per year	District Professional Development Funds	Previous year AP test passage results. G/T Referral Process and Placement Guidelines. Cogat data. Honors and AP course syllabi and pacing guides. Survey of student interest /needs indicators for additional AP course offering. AP Potential list from PSAT scores. Teachers serving as AP test readers/ graders

<p>Advanced Career Teachers will continue training for the following majors: Innovations in STEM, Aerospace Engineering, Environmental Engineering with Clean Energy, Informatics, and Global Logistics and Supply Chain Management through AC training sessions and professional conferences. Biomedical Science Project Lead the Way teachers will participate in professional development, training, and collaboration.</p>	<p>2022 - 2027</p>	<p>Administrative team (Principal, Asst. Principal, Instructional Coach); CTE Advanced Career and PLTW teachers</p>	<p>\$2,500.00</p>	<p>District Professional Development Funds</p>	<p>State Career Readiness assessment results annually. Teacher documentation of work with soft skills and number of students earning the Mircoburst soft skill credential. CATE Advisory Board reports and internship evaluations. Percentage of students who are CTE completers. Engineering notebooks, student presentations, senior mastery presentations, and ongoing assessment in CTE coursework.</p>			
<p>Lead teachers will visit successful CTE centers that have Advanced Career and Project Lead the Way majors to gain new ideas and collaborate with educators outside of HCS to learn first hand what is working well for them and their school. Lead teachers will present findings and incorporate methodologies in their own practice.</p>	<p>2022 - 2027</p>	<p>Administrative team (Principal, Asst. Principal, Instructional Coach); CTE Advanced Career and PLTW teachers</p>	<p>\$350.00</p>	<p>District Professional Development Funds</p>	<p>State Career Readiness assessment results annually. Teacher documentation of work with soft skills and number of students earning the Mircoburst soft skill credential. CATE Advisory Board reports and internship evaluations. Percentage of students who are CTE completers. Engineering notebooks, student presentations, senior mastery presentations, and ongoing assessment in CTE coursework.</p>			

School Name Strategic Plan 2022-2027							
Performance Goal Area:	<input checked="" type="checkbox"/>	Student Achievement					
	<input type="checkbox"/>	Teacher/Administrator Quality					
	<input type="checkbox"/>	School Climate					
	<input type="checkbox"/>	District Priority					
	<input type="checkbox"/>	Other					
Performance Goal: SMART goal must include: WHO will do What, as measured by HOW and WHEN.	SOCIAL STUDIES: By 2027... Students will demonstrate the necessary Social Studies knowledge and skills in order to excel at the next level and be college- and/or career-ready as measured by standardized assessments. Interim Performance Goal: The annual benchmark percentages will be met. 75% of students will score a B or higher on the US History and Constitution EOCT.						
INTERIM PERFORMANCE GOAL: Meet annual targets below							
Data Source(s):							
Overall Measures	Average Baseline		2022-23	2023-24	2024-25	2025-26	2026-27
State end-of-course test for US History, percent making "A or B."	66%	Projected	68%	70%	72%	74%	75%
		Actual					
ACTION STEPS	Timeline	Responsibility	Estimated Cost	Funding Source	Indicators of Implementation		
SC Council for the Social Studies Conference will offer our US History teachers the opportunity to promote higher standards in social studies curriculum and instruction and provide collaboration opportunities with other history teachers across the state. The conference is scheduled in the fall semester each school year.	2022 - 2027	Administrative team (Principal, Asst. Principal, Instructional Coach); US History teachers; Social Studies Department through collaboration	Cost of resources less than \$2500 yearly	District Professional Development Funds	US History student ongoing performance data, US History benchmark scores, Teacher lesson plans reflecting recent student data driving instructional planning, Classroom observation documentation		

<p>Use data from state and district assessments in US History to adjust curriculum, instruction, and assessment. Utilize and adhere to state support documents and testing blueprints. Develop and implement curriculum maps aligned to state standards for US History. Implement instructional models for social studies, including document-based questioning (DBQ) process to enhance student collaboration, critical thinking, and student self-reflection. Administer and monitor results of common assessments for US History in order to adjust instruction based on student data and guaranteed learning experiences for students. Provide resources for teachers, including professional development, and digital content and tools for preparing students for US History. Develop exemplars, such as rubrics and writing samples, to guide, inform, and assess students. Provide continuous professional development for staff focusing on instructional strategies that help students analyze historical events and documents and detect bias, primary document analysis, use of authentic and historical visuals and audio to contextualize knowledge, differentiation, academic and domain specific vocabulary, argumentative and evidence-based writing, and critical thinking skills. Continue to monitor and promote effective and consistent grading practices in US History. Use classroom observation data to monitor implementation of SC Social Studies Academic Standards and best practices for the social studies classroom.</p>	2022 - 2027	<p>Administrative team (Principal, Asst. Principal, Instructional Coach); US History teachers; Social Studies Department through collaboration; District Social Studies Learning Specialist</p>	<p>Cost of resources less than \$2500 yearly</p>	<p>District Professional Development Funds</p>	<p>US History student ongoing performance data, US History benchmark scores, Teacher lesson plans reflecting recent student data driving instructional planning, Classroom observation documentation</p>			

School Name Strategic Plan 2022-2027								
<p>Performance Goal Area:</p>	<input checked="" type="checkbox"/>	<p>Student Achievement</p>						
	<input type="checkbox"/>	Teacher/Administrator Quality						
	<input type="checkbox"/>	School Climate						
	<input type="checkbox"/>	District Priority						
	<input type="checkbox"/>	Other						

<p>Performance Goal: SMART goal must include: WHO will do What, as measured by HOW and WHEN.</p>	<p>COLLEGE AND CAREER READINESS: By 2027, 100% all students in the graduating cohort will attain college or career ready status by meeting one or more of the following criteria: Earn a composite score of 20 on ACT; Earn a composite score of 1020 on SAT; Achieve an Overall Certificate level of Silver or higher on Ready-To-Work Career Assessment; Score a 3 or higher on an Advanced Placement exam; Score a 4 or higher on an International Baccalaureate HL exam; Earn a C or higher with 6 hours in an approved SCDE Dual Enrollment courses; Complete a SCDE approved CTE program with State/National Industry Credential; Complete a SCDE approved Work-Based Learning experience; Earn a score of 31 or higher on ASVAB.</p>							
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INTERIM PERFORMANCE GOAL: Meet annual targets below								
Data Source(s):								
Overall Measures	Average Baseline		2022-23	2023-24	2024-25	2025-26	2026-27	
Percent of graduating seniors attaining college and/or career readiness status as defined by the SCDE.	90%	Projected	92%	94%	96%	98%	100%	
		Actual						

ACTION STEPS	Timeline	Responsibility	Estimated Cost	Funding Source	Indicators of Implementation			
<p>CTE teachers will collaborate to establish and maintain CTE norms for responsibilities of a CTE and Major teacher. Topics include, CTE Inventory, CTE notebooks, Major Advisory, CTE grant, and Senior Mastery. Core area teachers will also participate in sessions to develop a support system for the Major students. These will be scheduled throughout the year based on CTE deadlines.</p>	<p>2022 - 2027</p>	<p>Administrative team (Principal, Asst. Principal, Instructional Coach); teachers</p>	<p>\$2100 per year</p>	<p>District Professional Development Funds</p>	<p>State Career Readiness assessment results annually. Teacher documentation of work with soft skills and number of students earning the Mircoburst soft skill credential. CATE Advisory Board reports and internship evaluations. Percentage of students who are CTE completers. Engineering notebooks, student presentations, senior mastery presentations, and ongoing assessment in CTE coursework.</p>			

<p>Teachers will attend Professional Conferences to learn more about how technology and digital tools can enhance instruction and better prepare students for college and career, increase rigor in writing in CTE coursework, and incorporate best practices for CTE teaching and learning.</p>	<p>2022 - 2027</p>	<p>Administrative team (Principal, Asst. Principal, Instructional Coach); teachers</p>	<p>\$4500 - \$8000 per year</p>	<p>District Professional Development Funds, Perkins Funds for CTE conferences</p>	<p>State Career Readiness assessment results annually. Teacher documentation of work with soft skills and number of students earning the Mircoburst soft skill credential. CATE Advisory Board reports and internship evaluations. Percentage of students who are CTE completers. Engineering notebooks, student presentations, senior mastery presentations, and ongoing assessment in CTE coursework.</p>			

School Name Plan 2022-2027							
<p>Performance Goal Area:</p>	<input type="checkbox"/>	<p>Student Achievement</p>					
	<input checked="" type="checkbox"/>	Teacher/Administrator Quality					
	<input type="checkbox"/>	School Climate					
	<input type="checkbox"/>	District Priority					
	<input type="checkbox"/>	Other					
<p>Performance Goal: SMART goal must include: WHO will do What, as measured by HOW and WHEN.</p>	<p>ADVANCED DEGREES: Teachers with Advanced Degrees: The percentage of teachers with an advanced degree will increase to 90% by 2027.</p>						
<p>INTERIM PERFORMANCE GOAL: Meet annual targets below</p>							
<p>Data Source(s):</p>							
<p>Overall Measures</p>	<p>Average Baseline</p>		<p>2022-23</p>	<p>2023-24</p>	<p>2024-25</p>	<p>2025-26</p>	<p>2026-27</p>
<p>Percentage of teacheres with advanced degrees.</p>	<p>86%</p>	<p>Projected</p>	<p>86%</p>	<p>87%</p>	<p>88%</p>	<p>89%</p>	<p>90%</p>
		<p>Actual</p>					
<p>ACTION STEPS</p>	<p>Timeline</p>	<p>Responsibility</p>	<p>Estimated Cost</p>	<p>Funding Source</p>	<p>Indicators of Implementation</p>		

<p>Inform faculty of course offerings or advanced degree programs supported by the district. Encourage faculty to pursue advanced degrees or additional endorsements or certifications as provided through the district and/or the state. Encourage all faculty to earn the state Gifted & Talented endorsement and the Read to Succeed endorsement. Inform faculty of district and state professional development opportunities in all areas including STEM education.</p>	<p>2022 - 2027</p>	<p>Administrative team (Principal, Asst. Principal, Instructional Coach); teachers</p>	<p>n/a</p>	<p>n/a</p>	<p>Teachers enrolled in graduate work pursuing advanced degrees. Increase in number of teachers with advanced degrees. Faculty Levels (Masters, Masters +30, and Ed. D. or Ph.D.) on state credentials. District TrueNorthLogic transcripts of earned PD. Endorsement letters to support teacher's application to earn advanced degrees</p>			

Academy for the Arts, Science, and Technology Strategic Plan 2022-2027

Performance Goal Area:	<input checked="" type="checkbox"/>	Student Achievement					
	<input type="checkbox"/>	Teacher/Administrator Quality					
	<input type="checkbox"/>	School Climate					
	<input type="checkbox"/>	District Priority					
	<input type="checkbox"/>	Other					

Performance Goal: SMART goal must include: WHO will do What, as measured by HOW and WHEN.	Social Studies: By 2027 Students will demonstrate the necessary Social Studies knowledge and skills in order to excel at the next level and be college-and/or career-ready as measured by standardized assessments. 65% of students will score a "C" or higher on the US History & Constitution End-of-Course Exam.
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INTERIM PERFORMANCE GOAL: Meet annual targets below

Data Source(s):	Percent of students scoring a "C" or higher on ther US History & Constitution EOCEP						
Overall Measures	Average Baseline		2022-23	2023-24	2024-25	2025-26	2026-27
	46	Projected	49.8	53.6	57.4	61.2	65
		Actual					

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Copy entire box as needed for additional performance goals