History Log

4603 - Rock Hill School District Three (York 3) (4603) Public District - FY 2021 - Northwestern High (4603016) Public School - School Renewal Plan - Rev 0

Date	User	Status (S) / Comment (C)	S / C
3/23/2020 9:41:59 AM	Hezekiah Massey	Status changed to 'School Renewal Plan Started'.	S
3/3/2020 2:18:00 PM	GEMS Administrator	Status changed to 'School Renewal Plan Not Started'.	S

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21st Century Graduate Profile

* Plan Submission
○ School does not utilize Cognia
◉ School utilizes Cognia

* Phase of Plan
○ Initial 5-year plan
◉ Update 1
○ Update 2
○ Update 3
○ Update 4
○ Update (due to Waiver)

* State and Federal School Improvement Status - if applicable
Select... ▼

School Plan Contact Information

* Name
Hezekiah Massey
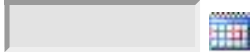
* Phone
803-981-1212

* Email

HZMassey@rhmail.org

* Principal's Name

Hezekiah Massey

* Board of Trustees Chairperson's Name

Helena Miller

* Date of Plan Approval by the Board

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Stakeholder Names

Principal

Name	* Hezekiah Massey

Teacher

Name	* Kathryn Castillo

Parent/Guardian

Name	* Tanya Tucker

Community Member

Name	* Chrissie Robbins

School Level Administrators

Name	* Jacqueline Persinski

School Read to Succeed Literacy Leadership Team Lead

Name	* Patti Tate

School Read to Succeed Literacy Leadership Team Member

Name	* Claudine Hughes

School Improvement Council Member(s)

Name	* David Bartles

School Gifted and Talented Coordinator

Name	* Patti Tate

School Federal Programs Coordinator

Name	* Patti Tate

Other Stakeholders

Position	Name

(Optional) Enter mission, vision, beliefs, and/or values.

Working together with the student, the parent, and the community, Northwestern High School will establish a strong foundation for lifelong learning by nurturing, challenging, and guiding all students toward their maximum academic, vocational, artistic, physical, social and emotional potential.

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Our staff believes:

- All individuals are unique and have intrinsic worth
- The foundation for unlimited learning is critical reading and thinking.
- An atmosphere should be created in which students from all cultural backgrounds are treated with dignity.
- The educational and social atmospheres foster an appreciation of students from all cultural backgrounds.
- Instructional practices should incorporate learning activities that take into account different learning styles.
- A safe and disciplined environment is necessary for learning.
- A goal of education is to nurture social responsibility, which is enhanced through positive relationships and mutual respect among students and staff.
- Parents/guardians, educators, students, and community members must be active partners in a successful educational process.
- Staff development must be an ongoing process to provide the most current education in technology.
- To establish a professional tone, it is essential to have superior staff support and development, physical facilities, and planning.

Needs Assessment Data

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State Report Cards for Districts and Schools

* Provide the link to your school's most recent Report Card

https://screportcards.ed.sc.gov/overview/?q=eT0yMDE5JnQ9SCZzaWQ9NDYwMzAxNg

Provide additional school's needs assessment data including both formative and summative assessments used to gauge student learning.

EOCEP data
Attendance data
Educator's Handbook discipline data
Bridge program data
Walkthrough/Observation data

Executive Summary of Needs Assessment Data

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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 report card 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 school report card.

State Report Cards for Districts and Schools

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

Student Achievement, including sub-groups

* Early Childhood/Primary (PK-2)

N/A

* Elementary/Middle (3-8)

N/A

* High School (9-12)

Academic Achievement on School Report Card Rating "Average" 2019
     Current student achievement rate of a C or higher for English End-of-Course test: 59.2%

Current student achievement rate of a C or higher for Algebra End-of-Course test 64.3%
Percent of ELL Students who met progress toward proficiency target "average" 50%
On-time graduation rate "Good" 84.1%
College/Career Ready "Good"
     College or Career Readiness: 72%;
     College and Career Ready: 39.3%;
     College Ready: 41.3%
     Career Ready: 70%
ACT Composite 18
SAT Composite 982

* Teacher/Administrator Quality

Percent of teachers returning from previous year--three year average 88.3%
Teacher attendance rate 94.2%
Percent of inexperienced teachers teaching core classes 5%
Percent of teachers with advanced degrees 64.8%
Percent of teachers on continuing contract 78.1%

* School Climate

"Average" rating
Percentage of Student Scoring "Committed" on Student Engagement Survey 48.4%
Percent satisfied with the learning environment: Teachers 70.3% (27 surveys returned/105), Students 65.8%, Parents 8%
Chronic Absenteeism 17.5 up from 4.5

Other (such as school priorities)

Discipline: 3, 676 referrals for 2018-2019 and top offenses: 1) tardy 2) cell phone violations 3) Defiance, 4) Cutting Class, 5) Classroom disruption,
Attendance: Chronic absenteeism up 17.5 from 4.5

* Gifted and Talented

Percent of students served by the Gifted and Talented program: 19%

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Plan Items

1 School Climate*

Performance Goal:

By 2023-24, the percent of students satisfied with the learning environment as reported on the South Carolina Department of Education Climate Survey will increase from 61.3% to 73%.

PM 1.1 For 2020, Increase student satisfaction with the learning environment from 61.3% to 65%.

Analysis of Actual vs. Projected Data:

N/A

S 1.1.1 Increase of personalized learning lessons implemented in classrooms as evidenced by observations.

Evidence-Based Research:

J. Hattie, C Tucker, SC Department of Personalized Learning

AS 1.1.1.1 Student engagement

Action Step:

Monthly PD and discussions through PLCs on personalized learning strategies. Quarterly student surveys on engagement. Classroom walkthroughs by administration and department chairs on classroom engagement.

Person Responsible:

Hezekiah Massey

Estimated Begin Date:

8/1/2019

Estimated Completion Date:

9/1/2020

[PM] 1.2 For 2021, Increase student satisfaction with the learning environment from 65% to 68%.

Analysis of Actual vs. Projected Data:

N/A

2 Student Achievement*

Performance Goal:

By 2023-2024, the percent of students who are deemed College and Career Ready will increase from 44% to 70%; College Ready 48.8% to 60% and Career Ready 68% to 80%.

[PM] 2.1 To increase the percentage of students who are College and Career ready from 44% to 49% in 2019-2020.

Analysis of Actual vs. Projected Data:

In 2018-2019 school year, those students who were deemed College and Career Ready fell slightly to 39.3%, 41.3% were College Ready, and 70% were rated as Career Ready. While Career Readiness has improved, SAT and ACT scores have slightly dropped impacting College Readiness.

[S] 2.1.1 School Report Card data--College and Career Readiness Criteria

Evidence-Based Research:

College and Career Readiness Criteria including SAT/ACT/WIN scores, placement exams and Dual Enrollment.

[AS] 2.1.1.1 College Readiness-Academics

Action Step:

Increase SAT/ACT preparation materials in Core academic areas during bellringers and formative/summative assessments

Person Responsible:

Program Coordinators

Estimated Begin Date:

8/19/2019

Estimated Completion Date:

6/6/2020

AS 2.1.1.2 Career Readiness

Action Step:

To increase Career Readiness awareness and skills through career education and career counseling; tracking students college and career pathway completions during counseling sessions; school presentations during parent/student engagement nights; career readiness resources during advisory and classroom activity sessions with Guidance.

Person Responsible:

Guidance

Estimated Begin Date:

8/1/2019

Estimated Completion Date:

6/6/2020

AS 2.1.1.3 Academic Support

Action Step:

Provide academic assistance through RTI sessions in order to assist students' academic growth and achievement.

Person Responsible:

All

Estimated Begin Date:

8/19/2019

Estimated Completion Date:

6/6/2020

PM 2.2 To increase the percentage of students who are College and Career ready from 39.3% to 49% in 2020-2021.

Analysis of Actual vs. Projected Data:

N/A due to Covid

3 Teacher/Administrator Quality*

Performance Goal:

To increase the number of teachers implementing Personalized Learning strategies and practices from 10 in 2019-2020 to 80 in 2023-2024.

PM 3.1 To increase the number of teachers utilizing personalized learning strategies to 10 in 2019-2020.

Analysis of Actual vs. Projected Data:

N/A

S 3.1.1 Completion of Book Study and PD sessions with Department Chairs in 2019-2020.

Evidence-Based Research:

Catlin Tucker Robert Marzano

AS 3.1.1.1 Book Study

Action Step:

Monthly Book Study with Department Chairs; the book study will be led by Dr. Persinski and Ms. Tate and discussion will occur in the Department Chair meetings and Canvas discussion boards. Sample lessons, along with observation walkthroughs will add to evidence of implementation.

Person Responsible:

Jacqueline Persinski

Estimated Begin Date:

8/19/2019

Estimated Completion Date:

6/6/2020

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A. This school documents and monitors the reading and writing assessment and instruction planned for all PK-12 students and the interventions in prekindergarten through twelfth grade to be provided to all struggling readers who are not able to comprehend grade-level texts.

Lenses of Assessment		
A Comprehensive System of Assessment		
1.	Summative Assessment	
	a.	SC Ready, End of Course
2.	Formative Assessment	
	a.	Fountas and Pinnell, DRA, Dominie
	b.	Star Reading
	c.	4K Assessments: PALS, Gold, MyIgGDIs
	d.	MAP
3.	Data Teams	
	a.	Collecting Data, Analyzing, Establishing Goals and Look-fors, Creating Action Plans
4.	Documentation of Data	
Possible Sources of Evidence		

1.	Running Records
2.	Reading/Writing/Researching Engagement Inventories
3.	Reading Logs
4.	Reading
5.	Writing
6.	Researching Notebooks
7.	Anecdotal Notes
8.	Sample Writings
9.	Writing about Reading
10.	Note-taking Samples
11.	Transcribed Conversations

A1.	Teachers use a comprehensive formative assessment system.	* Routinely ▼
A2.	Teachers make instructional decisions for students based on data	* Sometimes ▼
A3.	Teachers work together in teams to collect and analyze data, establish goals and look-fors for students, and create action plans for students.	* Sometimes ▼
A4.	Teachers collect and analyze data to determine targeted, effective in-class intervention.	* Routinely ▼

B. This school provides supplemental instruction by teachers who have a literacy teacher add-on endorsement and is offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both.

Lenses of Assessment	
Assessing for Supplemental Instruction	
1.	Reading Process
2.	Small Group and Individual
Possible Sources of Evidence	
1.	Anecdotal Notes from small group instruction and individual conferences
2.	Schedules
3.	Goals with look-fors and action plans
4.	Lesson plans focused on teaching strategic reading behaviors

B1.	Teachers notice, teach, and prompt for use of strategic reading behaviors.	* Sometimes ▼
B2.	Teachers and students collaborate to set measurable short-term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished.	* Sometimes ▼
B3.	Teachers provide targeted, effective in-class intervention which 1) Must provide individual and small-group instruction; and 2) Must be 30 minutes in addition to 90 minutes of daily reading and writing instruction.	* Sometimes ▼

C. This school utilizes a system for helping parents understand how they can support the student as a reader at home.

Lenses of Assessment

	Assessing for Family Support of Literacy Development	
	Possible Sources of Evidence	
1.	Agendas from Parent Workshops	
2.	Sign-in Sheets from Parent Meetings	
3.	Newsletters	
4.	Conference Summaries	
5.	Conference Schedules	
6.	Anecdotal Notes from Conferences	
7.	Phone Calls	

C1.	Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters.	* Sometimes ▼

D. This school provides for the reading and writing achievement and growth at the classroom and school levels with decisions about intervention based on all available data.

Lenses of Assessment
Assessing for Research-Based Instructional Practices
1. Reading Workshop: Read Aloud, Shared Reading Experience, Independent Reading, Small Group Reading Instruction, Reading Process, Time to read w/ conferring and using a system for collecting this data
2. Writing Workshop: Read Aloud, Shared/Interactive Writing, Small Group Writing Instruction, Independent Writing, Time to write w/ conferring and using a system for collecting this data

3.	Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/conferring and using a system for collecting this data
4.	Integration of Disciplinary Literacy
5.	Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K

Possible Sources of Evidence

1.	Teacher Observations
2.	Schedules
3.	Lesson Plans

D1.	Teachers ensure that instruction is short and focused so that students practice new behaviors and processes by reading and writing authentic texts for the majority of the instructional time.	* Routinely ▼
D2.	Teachers monitor student engagement in reading and writing and use this data to confer with students.	* Routinely ▼
D3.	Teachers use Shared Reading Experiences (literary texts and informational texts) and Shared Writing to scaffold student success and build fluency.	* Routinely ▼
D4.	Teachers use shared writing experiences to scaffold student success and build fluency.	* Routinely ▼
D5.	Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using challenging texts.	* Routinely ▼
D6.	Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, speaking, and inquiring.	* Routinely ▼
D7.	Teachers provide opportunities for students to develop deep conceptual knowledge in a discipline by using the habits of reading, writing, talking, and thinking, which that discipline values and uses. (McConachie et.al, 2006)	* Routinely ▼

D8.	Teachers use the South Carolina College and Career Ready Standards when planning instruction.	*	Routinely ▼

E. This school ensures that students are provided with wide selections of texts over a wide range of genres and written on a wide range of reading levels to match the reading levels of students.

Lenses of Assessment	
Assessing for Reading Engagement	
1.	Student Choice
2.	Large blocks of time to read, write, and research
3.	Access to numerous books and other nontraditional forms of texts (audio books, eBooks, etc.) in the classroom that reflect a variety of genre
Possible Sources of Evidence	
1.	Student Engagement Inventories
2.	Schedules
3.	Book Inventories
4.	Photographs of Classroom Libraries

E1.	Teachers provide students choice in what they read, write, and research.	*	Routinely ▼
E2.	Teachers monitor reading and writing engagement and use that data to conference with students when needed, to increase reading and writing volume.	*	Routinely ▼
E3.	Teachers reflect on and eliminate activities that interfere with text reading and writing.	*	Sometimes ▼

E4.	Teachers establish and directly teach routines and procedures so that students know what to do in order to maximize time.	*	Routinely ▼
E5.	Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms.	*	Routinely ▼

F. This school provides teacher and administrator training in reading and writing instruction.

Lenses of Assessment	
Assessing for Professional Development	
1.	Literacy Competencies for PreK-5th Grade Teachers
2.	Literacy Competencies for Administrators
3.	South Carolina College and Career Ready Standards
4.	Standards for Professional Learning
5.	Early Learning Standards for 4K
Possible Sources of Evidence	
1.	Agendas
2.	Sign-in Sheets
3.	Professional Reading Logs
4.	Written Reflections of Practice and New Learning
5.	Coaches' Schedules
6.	Action Research Notes

7.	Lesson Plans

F1.	Teachers participate in professional learning opportunities based on data through 1) Study groups 2) Collaboration with school coach 3) Book clubs 4) Teacher action research 5) Collaborative planning 6) Peer coaching	* Routinely ▼
F2.	Administrators participate in professional learning opportunities within and outside the school based on personal needs and/or school-wide data: 1) Study groups 2) Collaboration with school coach 3) Book Clubs	* Routinely ▼

G. This school develops strategically planned partnerships with county libraries, state and local arts organizations, volunteers, social service organizations, community partners, and school media specialists to promote reading and writing.

Lenses of Assessment	
Assessing for Literacy Partnerships	
Possible Sources of Evidence	
1.	Sign-in Logs
2.	Plans for the Partnerships
3.	Acknowledgement of the Partnerships

4.	Documentation of Actions
5.	Record of Programs Libraries Offer

G1.	Teachers and/or schools participate in strategically planned and developed partnerships to promote reading and writing 1) County libraries are used to increase the volume of reading in the community over the summer 2) State and local arts organizations 3) Volunteers 4) Social service organizations 5) School media specialists	* Sometimes ▾
G2.	Specific actions are taken to foster partnerships.	* Routinely ▾

H. This school embeds practices reflective of exemplary literacy-rich environments.

Lenses of Assessment	
Assessing for Inquiry-based Learning	
1.	Immersion, Investigation, Coalescing, Going Public
2.	Read Aloud/Shared Reading
3.	Independent reading, writing, researching
4.	South Carolina College and Career Ready Standards for Inquiry
5.	Profile of the South Carolina Graduate
Possible Sources of Evidence	

1.	Schedules reflecting students reading 40 to 45 minutes for each hour of reading instruction
2.	Schedules reflecting students writing 40 to 45 minutes for each hour of writing instruction
3.	Lesson Plans Referencing the Inquiry Standards
4.	Examples of Student Research Projects
5.	Student artifacts from research

H1.	Teachers use predictable structures (Immersion, Investigation, Coalescing, and Going Public) so that students construct knowledge by reading and writing authentic texts for most of the instructional time.	*	Sometimes ▾
H2.	Teachers integrate content-specific reading, writing, and researching to provide the authentic experiences necessary to become proficient researchers and readers and writers	*	Routinely ▾
H3.	Teachers provide large blocks of time for instruction and practice for students to sustain work on reading, writing, and researching.	*	Routinely ▾
H4.	Teachers ensure texts and materials are organized and easily accessible by students.	*	Routinely ▾
H5.	Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms	*	Routinely ▾
H6.	Teachers prominently display artifacts reflective of student learning.	*	Sometimes ▾
H7.	Teachers immerse students in print-rich environments.	*	Routinely ▾

Analysis of Data

* Strengths

Teachers have been trained in literacy strategies through the SREB LDC/MDC model and have implemented literacy strategies in their classrooms. A majority of teachers have achieved the Read to Succeed endorsement. The co-

teaching English Essentials model in our English I and II Essentials classes gives students an opportunity for year-long English. The Oracle Writing Center offers writing tutoring for students who need support and intervention for writing assignments. Independent reading opportunities occur through book studies in advisory classes; a student book club is organized by the media specialists where students have opportunities to read and discuss high-interest novels. Teachers are building classroom libraries and there are ample quantities of literature and informational texts available for all.

* Possibilities for Growth

All content areas continue to make reading and writing a priority daily. Using data to dive instruction and/or create action plans for students. Continue to increase parent and community partnerships. Continue professional development with all teachers in disciplinary literacy.

SMART Goals and Action Steps Based on Analysis of Data

Goal	Action Steps
* We will continue to increase disciplinary instruction in all classrooms by 80% participation.	* 1. 80% of the faculty will routinely practice literacy-based instruction in their classrooms. 2. Teachers will receive literacy professional development opportunities to learn effective reading and writing strategies. 3. Literacy strategies will be discussed in PLCs, and teachers who need support will be paired with a Literacy Mentor. 4. This will continue to be measured through school classroom and district classroom observations and/or a teacher survey assessing practices that are utilized by each subject area.

* Northwestern will incorporate a literacy-based book study with 85% participation of the faculty, staff, and administration.	* 1. Provide the opportunity to read *Empower* by John Spencer and A.J. Juliani and *Balance with Blended Learning* by Catlin Tucker. 2. Provide guiding questions and activities for sections of the book to aid reflection and application. 3. Provide professional development to the entire faculty based on valuable information gained from the book study.
* Northwestern will provide literacy resources for parents during the 2020-2021 school year in an effort to help parents know how to support their student's literacy at home.	* 1. Add literacy strategies and resources to our school website. 2. Provide access through Canvas to a quarterly literacy newsletter outlining literacy strategies and writing support. 3. Add a literacy portion to the community parent meetings.

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Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 et seq. (Supp. 2004))

*	Select... ▾	**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).
*	Select... ▾	**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).
*	Select... ▾	**Parent Involvement**
		The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the school's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.
*	Select... ▾	**Staff Development**

The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school 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.

* Select... ▾ **Technology**

The school integrates technology in professional development and classroom instruction in order to improve teaching and learning.

* Select... ▾ **Innovation**

The school funds innovative activities to improve student learning and accelerate the performance of all students.

* Select... ▾ **Collaboration**

The school (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.

* Select... ▾ **Developmental Screening**

The school ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.

* Select... ▾ **Half-Day Child Development**

The school provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.

* Select... ▾ **Developmentally Appropriate Curriculum for PreK-3**

	The school ensures that the scope and sequence of the curriculum for PreK-3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.
* Select... ▾	**Parenting and Family Literacy**
	The school provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes 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; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.
* Select... ▾	**Recruitment**
	The school makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for 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): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.
* Select... ▾	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**
	The school makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

Waiver

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☐ **Not Applicable**

The SBE has the authority to waive regulations pursuant to SBE Regulation 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 school 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 Wavier Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved school strategic or school renewal plan.
1.	Teachers teaching more than four (4) preps (SBE Regulation 43-205)	
2.	Teachers teaching more than 1500 minutes (SBE Regulation 43-205)	
3.	High School Principal over two schools or grades more than 9-12 (SBE Regulation 43-205)	
Other:	SBE Regulation	

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Related Documents

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Optional Documents		
Type	**Document Template**	**Document/Link**
Additional Documentation	N/A	

Checklist

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Checklist Description (Collapse All   Expand All)

1. Plan Information and stakeholders	Not Reviewed ▾	
1. Information is complete and appropriate.		
2. Needs Assessment	Not Reviewed ▾	
1. Needs assessment link is correct		
2. Needs assessment is clear, thorough and appropriate.		
3. Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps	Not Reviewed ▾	
1. All required goal areas have been addressed.		
2. Goal statements are complete and appropriate.		
3. Goals have all required parts completed.		
4. Action steps are complete and appropriate.		
4. Read to Succeed	Not Reviewed ▾	
1. Responses are complete, thorough and appropriate.		
5. Assurances	Not Reviewed ▾	
1. Responses are complete, thorough and appropriate		
6. Related Documents	Not Reviewed ▾	

| 1. If applicable, uploaded documents are correct and appropriate. | |