

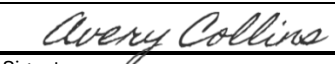
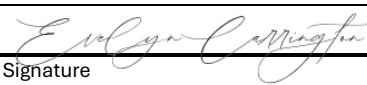
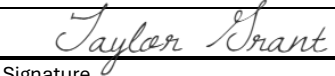
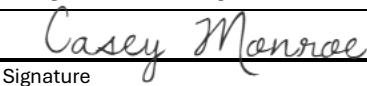
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School Renewal Plan Signature Page

Strategic Plan for 5 Year Cycle: 2024-2025 to 2028-2029

Upcoming School Year: 2026-2027

School Name:	Highland Grove High School
SIDN:	2306541
Plan Submission:	School utilizes Cognia
Grade Span:	9-12
District:	Magnolia River School District
Address 1:	1425 Magnolia Crest Drive
Address 2:	
City, State:	West Columbia, SC
Zip Code:	29169
School Renewal Contact Person:	Jordan Matthews
School Plan Contact Phone:	803-555-6698
School Plan E-mail Address:	jmatthews@magnoliaschools.org

Superintendent		
Dr. Calvin Whitaker		4-25-26
Printed Name	Signature	Date
Principal		
Dr. Avery Collins		4-25-26
Printed Name	Signature	Date
Chairperson, District Board of Trustees		
Evelyn Carrington		4-25-26
Printed Name	Signature	Date
Chairperson, School Improvement Council		
Taylor Grant		4-25-26
Printed Name	Signature	Date
School Read To Succeed Literacy Leadership Team Lead		
Casey Monroe		4-25-26
Printed Name	Signature	Date

Required Signature Page

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

Assurances for the School Renewal Plans

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

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Assurances for School Renewal Plans

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 et seq. (Supp. 2004))
N/A	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.

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Yes	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
Yes	Developmental Screening 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.
N/A	Half-Day Child Development 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.
N/A	Developmentally Appropriate Curriculum for PreK–3 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.
Yes	Parenting and Family Literacy 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

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	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.
Yes	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 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.
Yes	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.

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Stakeholder Involvement for School Renewal Plan

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

	Position	Name
1.	Principal	Dr. Avery Collins
2.	Teacher	Riley Thompson
3.	Parent/Guardian	Jamie Parker
4.	Community Member	Alex Rivera
5.	Paraprofessional	Jordan Blake
6.	School Improvement Council Member	Taylor Grant
7.	Read to Succeed Reading Coach	Casey Monroe
8.	School Read to Succeed Literacy Leadership Team Lead	Casey Monroe
9.	School Read to Succeed Literacy Leadership Team Member	Cameron Brooks
OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the Literacy Leadership Team for Read to Succeed		

**Add rows as necessary*

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Highland Grove High School



Home of the Highlanders!

"All Means All, Highlanders Lead the Way!"

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Comprehensive Needs Assessment Data

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.

Directions: Provide additional school's needs assessment data including both formative and summative assessments used to gauge student learning. (Charts, graphs, or other formats of data may be used.)

Highland Grove High School is one of four high schools in the Magnolia River School District. Home of the Highland Grove Highlanders! Home to about 1250 students, this high school serves grades 9-12 to prepare students to be college, career, or military readiness. The high school is also home to the district's AVID secondary program, which assists students who can or will be first generation college students. One of our feeder middle schools is AVID Schoolwide, Riverbank Middle. Our demographics of HGHS population reflect a richly diverse student body: 41% White, 34% Black/African American, 16% Hispanic/Latino, 4% Asian, and 5% Multiracial/Other. Additionally, 13% of students receive special education services, 6% are English learners, and 62% are identified as economically disadvantaged. Our diverse school population presents many challenges, but we have worked with our district to truly hone in on graduation rates, EOC test score improvements, as well as partnering with our district career center, which has become a magnet for those students wishing to go straight into a career or a technical field. Our College Ready Cohort, CRC (Through Palmetto Tech) is also new, which allows rising sophomores to begin dual-enrollment courses for college credit. We have paired some of our AVID students with our dual enrollment students to assist in the preparation for college as a focus for them. We have added college visits as well. The CRC is in its third year, and we have seen huge successes with this program. Overall, staff morale has made strides. A recent survey shows that 93% of teachers, staff, and administrators are satisfied with the learning environment. We firmly believe that our school has an array of opportunities for all students. We give true meaning to our new school motto, which is "All Means All, Highlanders Lead the Way!"

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Academic Performance Overview

EOC Data

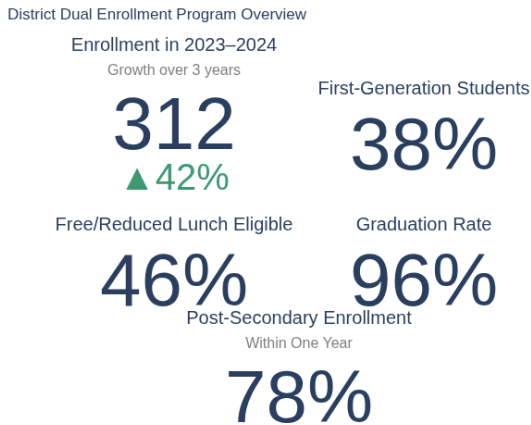
EOC Test	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Algebra 1	45%	49%	TBD	TBD	TBD
English 2	48%	53%	TBD	TBD	TBD
Biology 1	46%	55%	TBD	TBD	TBD
USHC	49%	46%	TBD	TBD	TBD

EOC 3-year Average		Highland Grove
Algebra I	48%	47%
English II	52%	56%
Biology I	50%	49%
US History	46%	51%

Highlights - HGHS has seen growth in our math and ELA programs for the EOC. We are seeing the opposite trend in our Biology and History courses. In our science department, we have lost 3 out of our 6 teachers, 2 due to retirement and one due to relocation. We have seen growth in

the use of common formative assessments in these courses as well, and continue to build upon these cumulative assessments each semester/year.

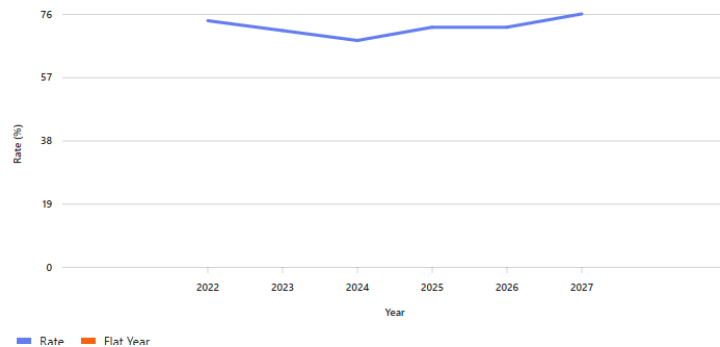
Dual Enrollment



Highlights - HGHS has an enormous interest and growth in our dual enrollment program. With 220 students enrolled in 2022, 275 in 2023 and with our highest-ever amount in 2024 of 312 students. Our biggest success is the graduation rate of these students, which is 98% in 2024. We are projected to see enrollment increase to 340 students in 2025.

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Graduation Rates



Grade rate Progression:

-2022= 74%
 -2023= 71%
 -2024= 73%
 -2025= 73% --> 2026-2: Projected
 72%- 78%

Highlight - HGHS graduation rates continue to improve in the post-COVID Era, but we still have work to do. One of our major growth points has been the impact of our Dual Enrollment program, which has helped our numbers. Our special education and economically disadvantaged students continue to need resources to graduate on time, in 4 years.

SAT Scores

(scores are an average across all students in the graduating class cohort)

Scores as of January 2026

Class & Grad yr.	# of students (312 total)	Attempt 1	Attempt 2	Attempt 3
Seniors (2026)	78	1090 (in 2023)	1150 (in 2024)	1300 (in 2025)
Juniors (2027)	80	1055 (in 2024)	1084 (in 2025)	Taking fall of 2026
Sophomores (2028)	83	1040 (in 2024- PSAT)	1080 (in 2025)	n/a
Freshman (PSAT) (2029)	71	990 (in 2025)	n/a	n/a

*The max score is 1600.

Highlight - All HGHS AVID and Dual Enrollment students participate in the SAT each October. Our freshman AVID students and those who have completed the Palmetto Tech Application take the PSAT. This group of students take the test on the second Saturday in October at HGHS by HGHS staff who are trained by the College Board. We have seen growth in both participation and scores.

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At HGHS we will continue to grow in the area of student achievement. We will concentrate our efforts on increasing the graduation rates, continuing to allow access to college & career readiness. We will continue our collegial partnership with PTC and our district CTE at River Tech. We have seen great successes under the academic umbrella, but we still have a way to go. Our big focus this year and moving forward will also be to improve our EOC scores by incentivizing our teachers who are yielding good results to stay and lead our professional learning within their CORE teams of English, Math, Social Studies and Science. We also plan to spend more time developing, revising, and retesting our students using common formative assessments. Our AVID elective will continue to be housed in each grade level, with two elective courses per grade level, in which students will loop up with their teachers. Students in the PTC and AVID courses will continue to take college assessments such as the PSAT, SAT, and ACT. Our chronically absent students will have the opportunity to make up seat time on Saturday school, which will be offered two times per month, on the first and third Saturdays, where they can earn back seat time for credit recovery. Our parent-family liaison will continue to work on building family-school relationships, as well as monitor our truant students by conducting home visits and ensuring they are not having issues with online learning through Ed-ology, our online platform for initial credit and/or credit recovery. HGHS continues to build a strong relationship with Riverbank Middle, our largest neighboring middle school, by having two freshman showcase visits each year and by also inviting their 8th-grade students to our college visits through the AVID program. Highland Grove High School is committed to preparing students for post-secondary success through a strong focus on college readiness. Our priorities include increasing graduation rates, expanding AVID and Dual Enrollment programs to provide rigorous academic opportunities, and strengthening partnerships with middle schools to ensure a smooth transition and early preparation. Recognizing the challenges posed by low socioeconomic barriers, we aim to enhance support systems such as fee waivers, transportation assistance, and targeted interventions to promote equity and access for all learners.

Teacher Administrator Quality

Highland Grove High School is proud to have a team of highly qualified educators who report greater satisfaction with the learning environment and recognize the need to sustain this positive climate through ongoing support and growth opportunities.

Teacher Profile

- Certified Teachers: 100%
- Years of Experience:
 - 25% have 0–5 years
 - 55% have 6–15 years
 - 20% have 16+ years

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- Professional Development Participation:
 - 90% attended district PD sessions
 - 12 new teachers are currently in induction or year two of formal observations
 - 75% report PD as “highly relevant” to their instructional needs

Administrator Profile

- Leadership team includes a principal and two assistant principals with a combined 19 years of experience
- Strong instructional leadership noted, with teachers valuing visibility and feedback

Our Highlander Commitment:

At Highland Grove, we aim to increase teacher satisfaction and effectiveness by:

- Expanding job-embedded professional learning opportunities, such as AVID Summer Institute and district PD with learning coaches, teachers leading teachers!
- Leveraging our parent liaison to help with truant students and coach students for graduation
- Implementing regular walkthroughs and feedback cycles to promote reflective practice and consistency
- Hosting model sessions led by AVID-trained teachers to demonstrate WICOR strategies and AVID Binder setup, which many students were familiar with in middle school

Our ultimate goal is to create a collaborative, supportive environment where teachers thrive and students achieve at high levels.

School Climate

Student Survey Results (Spring 2025)

- 85%+ of students feel safe at school
- 88% report positive relationships with teachers
- 82% feel their voice is heard in decision-making

Behavioral Data

- Behavior incidents are minimal, with low office referral rates
- Chronic absenteeism remains a challenge, impacting 14% of students, particularly among economically disadvantaged and multilingual learners

Staff Perception

- Teachers report strong collegiality and satisfaction with the learning environment
- High confidence in administrative support and instructional leadership
- Continued interest in professional development aligned to AVID, I-Ready Data from 8th grade to be prepared for incoming Freshman, and curriculum changes

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Our Highlander Commitment:

To sustain a positive climate and tackle truancy, Highland Grove will:

- Expand student engagement initiatives, expand our parent liaison access to the community to strengthen attendance and reduce chronic absenteeism
- Increase student voice and leadership opportunities, ensuring all students feel valued and empowered
- Continue job-embedded professional learning focused on AVID strategies, data-driven instruction, dual-enrollment, career center learning opportunities and innovative practices
- Maintain consistent communication and collaboration between staff, students, and families to support academic success and well-being
- Continue to make college and career readiness a targeted goal for success.

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Executive Summary of Needs Assessment Data Findings

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

Student Achievement, including sub-groups
High School (9-12): The Highlander Commitment to EOCs: HGHS has demonstrated steady progress in End-of-Course (EOC) performance in Algebra 1 and English 2 over the past three academic years, with Algebra scores increasing from 45% in 2022–2023 to 50% in 2024–2025, and English 2 rising from 48% to 55% in the same period. These gains reflect the school’s focused efforts in math and ELA instruction, including the implementation of common formative assessments and targeted professional development. However, performance in Biology 1 and U.S. History has declined, with Biology dropping from 55% in 2023–2024 to 49% in 2024–2025, and U.S. History decreasing steadily from 49% to 43% over three years. These trends coincide with staffing challenges in the science department, where three of six teachers have departed due to retirement and relocation. While the school has made strides in assessment practices, continued attention is needed to stabilize staffing in science and social studies, strengthen instructional support, and ensure consistent use of data to drive improvement. We will continue to add/edit and update our common formative assessment practices to increase achievement across the board. Addressing these areas will be critical to reversing downward trends and sustaining academic growth across all content areas. The Highlander Commitment to Dual Enrollment: HGHS has experienced significant growth in its dual enrollment program, with student participation rising from 220 in 2022 to 312 in 2024, the highest enrollment to date. This upward trend is projected to continue, with an estimated 340 students expected to enroll in 2025. A key highlight of the program is its impressive graduation rate, which reached 98% in 2024, underscoring its effectiveness in preparing students for postsecondary success. Despite these achievements, continued attention is needed to ensure equitable access to dual enrollment opportunities, particularly for underrepresented student groups. Strengthening academic advising, expanding course offerings, and monitoring student workload and support systems will be essential to sustaining growth and maintaining high-performance outcomes.

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The Highlander Commitment to Graduation Rates:

HGHS graduation rates have shown a gradual recovery in the post-COVID era, rising from 71% in 2023 to 73% in both 2024 and 2025, with projections for 2026 ranging between 72% and 78%. A key contributor to this progress has been the expansion of the Dual Enrollment program, which has positively impacted student outcomes and graduation success. Despite these gains, the school continues to face challenges in supporting special education and economically disadvantaged students to graduate on time. To improve overall graduation rates, HGHS must focus on increasing targeted interventions, expanding access to academic and character and resilience education (CARE), and strengthening personalized graduation planning for students most at risk.

The Highlander Commitment to College Readiness & the SAT:

HGHS has shown encouraging growth in SAT performance across grade levels, with seniors in the Class of 2026 improving their average scores from 1090 in 2023 to 1300 by their third attempt in 2025. Juniors and sophomores also demonstrated upward trends, with scores rising from 1055 to 1084 and 1040 to 1080, respectively. Freshmen participating in the PSAT averaged 990 in 2025, establishing a strong foundation for future growth. All AVID and Dual Enrollment students participate in SAT testing each October, supported by HGHS staff trained by the College Board. While participation and scores are increasing, areas for improvement include expanding test preparation resources for underperforming subgroups, ensuring equitable access to testing opportunities, and providing earlier academic interventions to support readiness. Continued focus on data-informed instruction and college readiness initiatives will be key to sustaining and accelerating this progress.

Teacher/Administrator Quality

The Highlander Commitment to Effective Teacher Leadership:

HGHS is proud to foster a positive and collaborative learning environment, supported by a team of 100% certified educators who report high levels of satisfaction. The teaching staff reflects a balanced range of experience, with 25% in their first five years, 55% having 6–15 years, and 20% with over 16 years in the field. Professional development is a strong focus, with 90% of teachers participating in district-led sessions and 75% finding the training highly relevant to their instructional needs. Twelve new teachers are currently engaged in induction or the formal observation processes. The administrative team, composed of a principal and two assistant principals with a combined 19 years of experience, is recognized for strong instructional leadership and meaningful feedback. Through its “Highlander Commitment,” the school is dedicated to enhancing teacher effectiveness and student success by expanding job-embedded learning opportunities,

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leveraging a parent liaison to support student engagement and graduation, conducting regular instructional walkthroughs, and hosting AVID model sessions to reinforce proven strategies.

While the school has made significant strides, areas for improvement include increasing differentiated support for early-career teachers, ensuring consistent follow-through on feedback cycles, and expanding access to targeted professional development for specialized instructional needs. Strengthening these areas will help sustain the school's positive climate and further elevate both teacher performance and student outcomes.

School Climate

The Highlander Commitment to a strong School Community:

HGHS continues to cultivate a strong and positive school climate, as reflected in recent student survey results and staff feedback. Over 85% of students report feeling safe at school, 88% note positive relationships with teachers, and 82% feel their voices are heard in decision-making processes. Behavioral data shows minimal incidents and low office referral rates, indicating a respectful and well-managed environment. Staff perceptions further reinforce this positive climate, with teachers expressing high levels of collegiality, satisfaction with the learning environment, and confidence in administrative support and instructional leadership. There is also sustained interest in professional development aligned with AVID and curriculum updates. However, chronic absenteeism remains a significant area for improvement, affecting 14% of students—particularly those who are economically disadvantaged or multilingual learners. In response, the school's Highlander Commitment outlines strategic actions to address these challenges, including expanding student engagement initiatives, increasing access to the parent liaison for community outreach, and enhancing student leadership opportunities. Continued focus on job-embedded professional learning, consistent communication among stakeholders, and targeted efforts toward college and career readiness will be essential in strengthening the school's climate and ensuring success for all students.

Other (such as district and/or school priorities)

n/a

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Performance Goals

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

Performance Goal Area: Student Achievement*

(*required)

PERFORMANCE GOAL: By the end of the 2028–2029 school year, Highland Grove High School will increase student performance on End-of-Course (EOC) assessments by 7% annually, as measured by common formative assessments and official EOC test scores. This goal will be achieved through targeted instructional strategies, ongoing professional development, data-driven interventions, and consistent monitoring of student progress across all tested subjects.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source	Average Baseline	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Algebra 1 EOC Data	47%	Target: 54% Actual: 45%	Target: 61% Actual: 49%	Target: 68% Actual:	Target: 75% Actual:	Target: 82% Actual:
English 2 EOC Data	56%	Target: 63% Actual: 48%	Target: 70% Actual: 53%	Target: 77% Actual:	Target: 84% Actual:	Target: 91% Actual:
Biology 1 EOC Data	49%	Target: 56% Actual: 46%	Target: 63% Actual: 55%	Target: 70% Actual:	Target: 77% Actual:	Target: 84% Actual:
USHC EOC Data	51%	Target: 58% Actual: 49%	Target: 65% Actual: 46%	Target: 72% Actual:	Target: 79% Actual:	Target: 86% Actual:

*Add or delete rows as needed.

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STUDENT ACHIEVEMENT STRATEGY #1
Monitor, track, and evaluate assessment progress to reach ALL students.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Use common formative assessments (CFA) quarterly to track student growth and adjust instruction.	Yearly- CFAs are used at the beginning and end of each standard	-Teachers -Team Leaders -District Content Coordinators	n/a	n/a	-Growth data using mastery manager or a database spreadsheet -Progress tracker -Smart goals
2. Conduct annual EOC data reviews to evaluate progress toward the 7% growth goal.	Yearly, in the summer	-Teachers -School Content Leaders	n/a	n/a	-EOC Data Review Sheets
3. Share and celebrate progress transparently with staff, students, and families to build collective ownership of academic success.	-End of each 9 weeks	-Parent/Family Liaison -Teachers (grade level nominates 3)	n/a	n/a	-Highlight 12 students per nine weeks who improve on CFA and meet CFA growth goals

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4. Utilize online learning platforms to ensure students can re-learn material and demonstrate mastery.	Yearly	-Learning coaches - Subject Department Leads	\$5,000	Title 1	-Mastery reports from the online platforms -Learning track logs
5. Provide academic tutoring and enrichment programs before and after school, with transportation and meals when possible.	Monthly (not August, not April)	-Learning coaches - Subject Department Leads -SPED dept. -APs	\$10,000	Title 1	-Bus requests -Foodservice logs -Growth goals and data charts to chart growth/non-growth
6. Ensure access to inclusive instructional practices by training all teachers in differentiated instruction and Universal Design for Learning (UDL).	PD Thursdays	-Learning coaches - Subject Department Leads -SPED Dept.	\$7,500	General Fund	-UDL training held in October -UDL learning targets/lesson planning
7. Expand targeted interventions using formative assessment data to identify gaps and provide individualized support aligned to IEP goals.	-Daily -Revise/ Update on PD Thursdays	-Learning coaches - Subject Department Leads -SPED Dept.	n/a	n/a	-Learning walk data -Observations -IEP/504 Annual reviews

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8. Increase collaboration time between general education and special education teachers to co-plan and analyze student data.	-At least twice a month	-Learning coaches - Subject Department Leads (master scheduling) -APs -SPED Dept.	n/a	n/a	-Sign in sheets for PD meetings -IEP/504 update meeting logs
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Performance Goal Area: Student Achievement*

(*required)

PERFORMANCE GOAL: By June 2029, HGHS will increase its overall graduation rate to 85%, up from 73% from the average baseline, by building on the success of the Dual Enrollment program and implementing targeted academic and support interventions for special education and economically disadvantaged students.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source	Average Baseline	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
On Track 4-year, Graduation Rate	73%	Target: 75.4% Actual: 71%	Target: 77.8% Actual: 73%	Target: 80.2% Actual:	Target: 82.6% Actual:	Target: 85% Actual:

*Add or delete rows as needed.

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STUDENT ACHIEVEMENT STRATEGY #1
Increasing graduation rates with a focus on supporting ALL students

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Strengthen the Dual Enrollment Program by expanding access to courses.	Yearly- application year prior	-Dual Enrollment Coordinator -Counselors	n/a	n/a	-Increased enrollment -Completion rates & students making a “C” or better
2. Targeted Academic Interventions for students who need credit recovery, initial credit, or hybrid learning. (online or in-person learning)	Yearly, with rolling enrollment into Credit Recovery	-Graduation Coaches -Parent Liaison -Counselors -Interventionists -Department heads -SPED Admin	\$5,000	Title 1 & General Funds	-GPA improvements -Credits earned, completed data -Student engagement data from online platforms
3. Monitoring and updating Individual Graduation Plans to ensure that students are on track to graduate and progress is being made in a timely fashion for 24 credit completion.	Every Semester, November and April.	-Graduation Coaches -Parent Liaison -Counselors -Grade level admin	n/a	n/a	-On Time Graduation Data -Benchmark Progress, Course completion and passage rates

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Performance Goal Area: Teacher/Administrator Quality*

(*required)

PERFORMANCE GOAL: By June 2029, HGHS will increase the integration of AVID and WICOR strategies in classroom instruction by 50%. This goal will be achieved through a structured professional development model in which teachers lead two out of four Thursday PD sessions each month. These sessions will maintain a consistent instructional focus on AVID methodologies, WICOR components (Writing, Inquiry, Collaboration, Organization, and Reading), collaborative learning practices, and high-impact strategies grounded in John Hattie’s research on collective teacher efficacy.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source: Classroom Observation Data of AVID Strategy Usage

Average	Baseline	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
ELA	10%	Target: 20% Actual: 21%	Target: 30% Actual: 27%	Target: 40% Actual:	Target: 50% Actual:	Target: 60% Actual:
Social Studies	11%	Target: 21% Actual: 20%	Target: 31% Actual: 33%	Target: 41% Actual:	Target: 51% Actual:	Target: 61% Actual:
Math	6%	Target: 16% Actual: 8%	Target: 26% Actual: 16%	Target: 36% Actual:	Target: 46% Actual:	Target: 56% Actual:
Science	13%	Target: 23% Actual: 24%	Target: 33% Actual: 30%	Target: 43% Actual:	Target: 53% Actual:	Target: 63% Actual:
World Language & Fine Arts	26%	Target: 36% Actual: 40%	Target: 46% Actual: 41%	Target: 56% Actual:	Target: 66% Actual:	Target: 76% Actual:
AVID Elective	42%	Target: 52% Actual: 55%	Target: 62% Actual: 64%	Target: 72% Actual:	Target: 82% Actual:	Target: 92% Actual:

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Data Source: Classroom Observation Data of WICOR Strategy Usage

Average	Baseline	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
ELA	15%	Target: 25% Actual: 23%	Target: 35% Actual: 35%	Target: 45% Actual:	Target: 55% Actual:	Target: 65% Actual:
Social Studies	16%	Target: 26% Actual: 28%	Target: 36% Actual: 32%	Target: 46% Actual:	Target: 56% Actual:	Target: 66% Actual:
Math	2%	Target: 12% Actual: 10%	Target: 22% Actual: 20%	Target: 32% Actual:	Target: 42% Actual:	Target: 52% Actual:
Science	9%	Target: 19% Actual: 20%	Target: 29% Actual: 26%	Target: 39% Actual:	Target: 49% Actual:	Target: 59% Actual:
World Language & Fine Arts	12%	Target: 22% Actual: 23%	Target: 32% Actual: 31%	Target: 42% Actual:	Target: 52% Actual:	Target: 62% Actual:
AVID Elective	36%	Target: 46% Actual: 48%	Target: 56% Actual: 60%	Target: 66% Actual:	Target: 76% Actual:	Target: 86% Actual:

**Add or delete rows as needed.*

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TEACHER/ADMINISTRATOR QUALITY STRATEGY #1

Use collective teacher efficacy to drive teacher professional development.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Attend teaching conference on teacher efficacy and bring back ideas to share with the team to framework school year PD calendars (Hattie's)	Summer trainings	API, Learning Coaches and AVID administrator.	\$1,000 per teacher @ 8 teachers + Travel= \$10,000	Title II & General Funds	-Attendance and conference logs -# of PD sessions after attendance -Teacher feedback from sessions led by attendees
2. Text and book study of Hattie's effect size and the impacts of student learning. Possible books: Visible Learning, The Lean Education Manifesto etc...)	Yearly	API Learning Coaches	1 text per department head (approx. \$50) = \$600	Title II & General Funds	-Book talks and feedback -Inclusion of strategies in lesson planning -Strategy examples used in learning targets

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3. Establish teacher-led PD Teams by subject area and assign leadership roles for planning/leading PD sessions. (see chart below)	By August, rotating weekly	-API -Learning coaches -AVID Administrator -Department leads	n/a	n/a	-Conference attendees & department heads will gather feedback from teacher PD sessions -Walkthrough feedback
4. Use collaborative reflection and impact tracking via a feedback loop to drive future PD sessions to ensure strategies are relevant to standards/indicators being taught.	Through Rotations	-API -Learning coaches -AVID Administrator -Department leads	n/a	n/a	-Feedback from observations -Master calendar and lesson planning and pre-planning

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

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TEACHER/ADMINISTRATOR QUALITY STRATEGY #2

Expand the AVID strategies of WICOR amongst all subject area classes.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Implementation of WICOR Strategies in all classes as a means to organize, use and reflect on best classroom instruction. Have CORE teachers watch the AVID elective teacher use a strategy and challenge them to use the same strategy within 10 school days in their classes. Then give feedback on how the strategy worked in their classes.	Yearly and monitored monthly	-AVID Admin -District AVID director -Principal -Elective Teacher	n/a	n/a	-Spotlight strategies in the AVID elective. -Follow up with teachers when they use the strategy. -Give feedback on strategy use in a walkthrough format
2. Continue the AVID Elective in all grades to teach students WICOR strategies of Writing, Inquiry, Collaboration, Organization, and Reading. Train teachers of AVID strategies with AVID Summer Training.	Yearly	-AVID Admin -District AVID director -Principal -Elective Teacher	\$5,000 to join the AVID program.	Title 1	-Increased enrollment in the AVID Elective -Summative assessment data collected in the CCI

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3. Sending 6 teachers per year to AVID Summer Institute training to familiarize them with AVID strategies and WICOR implementation in the classroom.	Yearly in the summer	-AVID Admin -District AVID director -Principal -Various CORE teachers	\$1,500 per teacher. Totaling \$9,000 + travel.	Title II & School funds	-Implementation via walkthroughs -Increased enrollment in the AVID elective
4. Continue to have AVID Binders Schoolwide as an organization strategy to help increase organization and re-visiting of standards-based materials. The principal's secretary will assist in ordering organizational supplies.	Monthly check-ins via social studies classes	-AVID Administrator -AVID elective teacher -Principal's secretary	\$5,000	School materials fund	-Use of binders via data collected from Walkthroughs -AVID scholar awards to students using and keeping an orderly binder, 6 students per 9 wk -Organization of notes, handouts, worksheets and formative assessments.

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

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Performance Goal Area: School Climate*

(*required)

PERFORMANCE GOAL: By June 2027, HGHS will decrease its chronic absenteeism rate from 14% to 4% through the implementation of proactive attendance monitoring, family engagement strategies, and targeted interventions for students with repeated absences. Progress will be reviewed annually to ensure the goal remains achievable and aligned with school improvement priorities.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source	Average Baseline	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Chronic Absenteeism (students)	14%	Target: 12% Actual: 13%	Target: 10% Actual: 11%	Target: 8% Actual:	Target: 6% Actual:	Target: 4% Actual:

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SCHOOL CLIMATE STRATEGY #1
Enhance family and community engagement to address chronic absenteeism.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Host district attendance awareness campaigns as set for by the district strategic plan to address truancy.	August-May	-Communications Director -School Admin - Attendance Teams - Student Services Director -Family Liaison	n/a	n/a	-Engagement Metrics (e.g., social media shares, newsletter opens) - -Parent/Student Survey -Attendance at events
2. Coordinate a family liaison at HGHS to serve as an attendance monitor but also to communicate with families of chronically absent students.	August-May	-District Support Services coordinator -H. Resources -Admin	\$60,000.00	General Funds	-Number of Family Contacts made -Reduction in Chronic Absenteeism Rates -On track 4 year graduation rate data

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3. Implement Tiered Attendance Interventions: Use data to identify students at risk and provide targeted supports (e.g., mentoring, check-in/check-out systems). Develop individualized attendance plans for students with chronic absenteeism.	August-May	-School Counselors -Attendance Teams -MTSS Coordinator -Administration	n/a	n/a	-Attendance Plans -Monthly Attendance Data Reviews -Reduction in Chronic Absenteeism Rate
4. Recognize and Reward Good Attendance: Create incentive programs (e.g., certificates, school-wide celebrations, classroom competitions). Publicly celebrate improvements in attendance at school board meetings and newsletters.	August-May	-Administration -Attendance Clerk -Parent Liaison -Communications Team	\$2,500 year	General Funds, Community Partners	-Administration -Attendance Clerk -Communications Team

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School Renewal Plan Checklist

Are the following complete?	
√	School Renewal Plan Signature Page
√	Assurances for Plan
√	Stakeholder Involvement for Plan
√	Comprehensive Needs Assessment Data
√	Executive Summary of Needs Assessment Data Findings
√	Performance Goal and Action Plan: Area – Student Achievement
√	Performance Goal and Action Plan: Area – School Climate
√	Performance Goal and Action Plan: Area – Teacher/Administrator Quality
Once all boxes are checked, the plan can be submitted.	