

School Renewal Plan Information

**4001 - Richland County School District One (4001) Public District - FY 2021 - C. A. Johnson High (4001011)
Public School - School Renewal Plan - Rev 0**

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**

CSI ▼

School Plan Contact Information

*** Name**

Nicole Irby

*** Phone**

8032537092

*** Email**

nicole.irby@richlandone.org

*** Principal's Name**

Isaac McClinton

*** Board of Trustees Chairperson's Name**

Aaron Bishop

*** Date of Plan Approval by the Board**

03/12/2021



Stakeholders and Mission and Vision

**4001 - Richland County School District One (4001) Public District - FY 2021 - C. A. Johnson High (4001011)
Public School - School Renewal Plan - Rev 0**

Stakeholder Names

Principal

Name

* Isaac McClinton

Teacher

Name

* Monica Langley- Evans

Parent/Guardian

Name

* Leslie Hughey

Name

* Janice Burns

Community Member

Name

* Moses Felder

School Level Administrators

Name

* Nicole Irby

Name

* Joseph Melvin

Name	* Kevin Wilson
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School Read to Succeed Literacy Leadership Team Lead

Name	*
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School Read to Succeed Literacy Leadership Team Member

Name	*
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School Improvement Council Member(s)

Name	* Isaac McClinton
Name	* Kevin Wilson
Name	* Nicole Irby
Name	* Joseph Melvin
Name	* Carolyn Howell
Name	* Ernest Stroman
Name	* Leslie Hughey
Name	* Janice Burns
Name	* Valerie Lewis
Name	* Janice Burns
Name	* Monica Langley-Evans
Name	* Rishadia Hammond

Name	* Leroy Cannon
Name	* Johnny Ray

School Gifted and Talented Coordinator	
Name	* Nicole Irby

School Federal Programs Coordinator	
Name	*

Other Stakeholders	
Position	Name
Community Leader	Moses Felder

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

Needs Assessment Data

**4001 - Richland County School District One (4001) Public District - FY 2021 - C. A. Johnson High (4001011)
Public School - School Renewal Plan - Rev 0**

State Report Cards for Districts and Schools

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

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

Executive Summary of Needs Assessment Data

**4001 - Richland County School District One (4001) Public District - FY 2021 - C. A. Johnson High (4001011)
Public School - School Renewal Plan - Rev 0**

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)

* Elementary/Middle (3-8)

* High School (9-12)

* Teacher/Administrator Quality

* School Climate

Other (such as school priorities)

* Gifted and Talented

4001 - Richland County School District One (4001) Public District - FY 2021 - C. A. Johnson High (4001011) Public School - School Renewal Plan - Rev 0

Plan Items

1 Student Achievement*

Performance Goal:

Performance Goal Area: 1 Student Achievement* By 2024, 85% of C. A. Johnson High School's students will graduate within 4 years of entering 9th grade.

PM 1.1 Increase on-time graduation rate to 62.1% by June 2019

Analysis of Actual vs. Projected Data:

Our baseline graduation rate (5 years ago) was 57.1% and our projection is to grow by 5% or more annually to reach our goal of 85% by 2024

S 1.1.1 Meeting Notes, Agendas, Copy of the Graduation Action Plan, Transfer Log, Transcripts, Attendance Logs, PowerSchool Grade Reports, Sign in sheets for tutoring, Lesson Plans, Grades, Conference Registration, Presentation to staff, Log of students participating in virtual tours with various universities

Evidence-Based Research:

Issue Brief: Mentoring by U. S. Department of Education Office of Planning, Evaluation and Policy Development. January 2019.
Implementing Effective Youth Mentoring Relationships for High School Students. Summer Learning Communities Program. Cindy Sturtevant Borden. Best Practices in Raising High School Graduation Rates. Hanover Research. March 2014. Research - Listening to Disconnected Youth - What We Have Learned. Washington Student Oral Histories Project (WSOHP). Brief - September 2017.

AS 1.1.1.1 Students at risk of not graduating will be monitored by the graduation team and will receive appropriate assistance.

Action Step:

Coordinate, develop and implement an action plan for at risk student in order to move them to successful completion of high school and the attainment of a high school diploma. Hire a school counselor for 9th grade to fully implement MTSS school wide, and work with the PBIS Coach and guidance department to assist students with transition, reduce the retention rate, implement mentoring, and become acclimated to high school.

Person Responsible:

Issac McClinton

Estimated Begin Date:

7/1/2021

Estimated Completion Date:

6/30/2022

Funding Application	Grant	Notes	Amount
Comprehensive Support and Improvement (CSI)	Comprehensive Support and Improvement (CSI)	18-19 CSI Federal-Salary-46,000.00; Ben-13,000.	\$59,000.00
	Comprehensive Support and Improvement (CSI)	19-20 CSI Additional State -Instructional Supplies	\$500.00
	Comprehensive Support and Improvement (CSI)	19-20 CSI State- Salary-54,517,Benefits-22,918	\$77,435.00
	Comprehensive Support and Improvement (CSI)	20-21 CSI State-Salary-\$51,232.18;Ben-\$22,053.68	\$73,286.16
Title I Part A	Title I Part A	General Funds	\$500.00
Total			\$210,721.16

AS 1.1.1.2 Students at risk of not graduating will be monitored by the graduation team and will receive appropriate assistance.

Action Step:

2. Utilize Richland One Evening High School, Excel Academy, and Virtual School.

Person Responsible:

Graduation team, Registrar, Administrator, District Level Admin

Estimated Begin Date:

8/26/2019

Estimated Completion Date:

6/5/2020

Funding Application	Grant	Notes	Amount
Comprehensive Support and Improvement (CSI)	Comprehensive Support and Improvement (CSI)	18-19 CSI Federal-Refreshments	\$1,000.00
	Comprehensive Support and Improvement (CSI)	18-19 CSI Federal-Staff Development Supplies	\$2,500.00
	Comprehensive Support and Improvement (CSI)	18-19 CSI Federal-Technology	\$6,000.00
Other	Other	N/A	\$0.00
Total			\$9,500.00

AS 1.1.1.3 Students at risk of not graduating will be monitored by the graduation team and will receive appropriate assistance.

Action Step:

3. Academic and attendance recovery programs will be continued to provide academic assistance and make up time.

Person Responsible:

Administrators, School Counselors, Teachers

Estimated Begin Date:

8/21/2019

Estimated Completion Date:

6/5/2020

Funding Application	Grant	Notes	Amount
Comprehensive Support and Improvement (CSI)	Comprehensive Support and Improvement (CSI)	Title One grant	\$5,000.00
Title I Part A	Title I Part A	CSI grant funds	\$5,000.00
Total			\$10,000.00

AS 1.1.1.4 Students at risk of not graduating will be monitored by the graduation team and will receive appropriate assistance.

Action Step:

4. Provide after school tutoring, summer enrichment programs, and transportation for at-risk populations. Continue to provide academic and attendance recovery programs to give students academic support and make up time. Purchase approximately (20) Swivi Video Collaborations to support virtual teaching and learning at \$833 each to include Swivi camera, floor stand, and license. Students at risk of not graduating will participate in a summer bridge program, Making it Possible, to help ease the transition to college and support postsecondary success by providing students with the academic skills and social resources needed to succeed in a college environment. The Making it Possible program includes the following: (a) an in-depth orientation to college life and resources, (b) academic advising, (c) training in skills necessary for college success(e.g., time management and study skills), and/or (d) accelerated academic course work. Culturally enriching experiences, standardized test preparation, financial aid assistance, and counseling will also be provided. During the summer, college-bound rising sophomores, juniors, and seniors will receive a glimpse of academic and residential life at a college or university, while including academic, social-psychological, financial, and practical strategies that often serve as impediments to college completion. This is done by cultivating confidence, leadership, great self-esteem, critical thinking skills, and a commitment to achieving success in spite of the many challenges facing them. The Making it Possible summer bridge program will include the following components: (a) Summer Transition Program, (b) HNT Visionary Leadership Pre-College Academy at Claflin University, (c) 4-H Pinckney Leadership Conference, (d) SAT/ACT Summer Institute/Discovery at the University of South Carolina, (e) Professional Development, (f) College and Career Readiness Room, (g) College Preparation Parent University and (h) Career and Business Readiness Seminar. The Summer Transition Program will employ teachers/counselors at \$30.00 an hour for 12 days, instructional assistants at \$15.00 an hour for 12 days, and a School to College Transition Lead Teacher/Counselor to coordinate the program. Expenditures will include salaries and benefits. The HNT Visionary Leadership Program will include room, board, housing, instructional materials, etc., for 40 students; housing for (4) school staff members at \$500.00 each; transportation and instructional supplies. The 4-H Pinckney Leadership Conference includes the following expenditures: registration fees for (6) students at \$100.00 each; salary/benefits for (2) teachers at \$30.00 an hour; hotel for (2) staff members for 6 nights at \$1,050 each, mileage for 2 staff members at \$160.00 each; meals for 12 days at \$210.00 each. The SAT/ACT Summer Institutes/Discovery includes the following expenses: registration for (20) students at \$50.00 each, transportation, and printing and binding. The College and Career Reading Room includes the following expenditures: (2) bookcases at \$270.00 each, (1) bookcase at \$291.00 each, (1) conference table at \$342.00 each, (6) black stools at \$180.00 each, (3) round tables at \$434.00 each, and (3) chairs with tablet arms at \$841.00 each, (1) printer at \$500.00 and (1) Smartboard at \$6,000.00. The College Preparation Parent University includes the following expenditures:

instructional supplies such as college readiness books, contracted/purchased services for parent and student workshops, parent supplies, and refreshments. The Career and Business Readiness Seminar includes the following expenditures: (a) Salaries/benefits for Job Coach and Counselor at \$15.00 an hour and \$30.00 an hour, instructional supplies, speakers, transportation for field studies, and refreshments.

Person Responsible:
 Administration & Graduation Team
 Estimated Begin Date:
 8/21/2019
 Estimated Completion Date:
 6/30/2022

Funding Application	Grant	Notes	Amount
Comprehensive Support and Improvement (CSI)	Comprehensive Support and Improvement (CSI)	18-19 CSI Federal-Instructional Supplies	\$5,500.00
	Comprehensive Support and Improvement (CSI)	18-19 CSI Federal-Office Supplies	\$1,000.00
	Comprehensive Support and Improvement (CSI)	18-19 CSI Federal-Printing and Binding	\$1,500.00
	Comprehensive Support and Improvement (CSI)	18-19 CSI Federal-Professional Development	\$5,000.00
	Comprehensive Support and Improvement (CSI)	18-19 CSI Federal-Salaries-5,000.00 Ben- 1,000.00	\$6,500.00
	Comprehensive Support and Improvement (CSI)	18-19 CSI Federal-Software Licenses	\$5,000.00
	Comprehensive Support and Improvement (CSI)	18-19 CSI Federal-Student stipends-8,000, B-2,500	\$10,500.00
	Comprehensive Support and Improvement (CSI)	18-19 CSI Federal-Transportation-Field Trip	\$2,000.00
	Comprehensive Support and Improvement (CSI)	18-19 CSI State- Salaries- \$5,000 Ben- \$864.00	\$5,864.00
	Comprehensive Support and Improvement (CSI)	18-19 CSI State-Admission Fees	\$2,500.00
	Comprehensive Support and Improvement (CSI)	18-19 CSI State-Consultant/Speaker Fees	\$2,000.00
	Comprehensive Support and Improvement (CSI)	18-19 CSI State-Instructional Supplies	\$7,500.00
	Comprehensive Support and Improvement (CSI)	18-19 CSI State-Printing	\$1,000.00
	Comprehensive Support and Improvement (CSI)	18-19 CSI State-Refreshments	\$2,675.00
Comprehensive Support and Improvement (CSI)	18-19 CSI State-Salaries-7,000.00 ben-2,063	\$9,063.00	
Comprehensive Support and Improvement (CSI)	18-19 CSI State-Software Licenses	\$2,000.00	
Comprehensive Support and Improvement (CSI)	18-19 CSI State-Substitute-Salaries-1,000,Ben-250	\$1,250.00	
Comprehensive Support and Improvement (CSI)	18-19 CSI State-Technology	\$6,000.00	
Comprehensive Support and Improvement (CSI)	18-19 CSI State-Technology Supplies	\$1,500.00	

Comprehensive Support and Improvement (CSI)	18-19 CSI State-Transportation-Field Studies	\$9,000.00
Comprehensive Support and Improvement (CSI)	18-19 CSI State-Transportation-Home/School	\$5,000.00
Comprehensive Support and Improvement (CSI)	18-19 CSI Federal-School to home transportation	\$2,500.00
Comprehensive Support and Improvement (CSI)	19-20 CSI State- 4-H Leadership-Benefits-\$600	\$600.00
Comprehensive Support and Improvement (CSI)	19-20 CSI State- 4-H Leadership-Pur Ser-\$2840	\$2,840.00
Comprehensive Support and Improvement (CSI)	19-20 CSI State- 4-H Leadership-Salary-\$2100	\$2,100.00
Comprehensive Support and Improvement (CSI)	19-20 CSI State- 4-H Pinckney Leadership reg-\$600	\$600.00
Comprehensive Support and Improvement (CSI)	19-20 CSI State- Ben-Lead Teacher-\$1,200.00	\$1,200.00
Comprehensive Support and Improvement (CSI)	19-20 CSI State- Benefits, IA's-Transition-\$370	\$370.00
Comprehensive Support and Improvement (CSI)	19-20 CSI State- Benefits-Transition-\$2,500.00	\$2,500.00
Comprehensive Support and Improvement (CSI)	19-20 CSI State- Career Seminar-Benefits-\$210.00	\$210.00
Comprehensive Support and Improvement (CSI)	19-20 CSI State- Career Seminar-Salaries- \$735	\$735.00
Comprehensive Support and Improvement (CSI)	19-20 CSI State- Career Seminar- Trans-Field-\$2500	\$2,500.00
Comprehensive Support and Improvement (CSI)	19-20 CSI State- College/career-furniture-\$7500	\$7,500.00
Comprehensive Support and Improvement (CSI)	19-20 CSI State- HNT-Staff Lodging-\$2, 000	\$2,000.00
Comprehensive Support and Improvement (CSI)	19-20 CSI State- Sal-Lead teacher-\$4,000	\$4,000.00
Comprehensive Support and Improvement (CSI)	19-20 CSI State- Salaries, IA's- Transition-\$1,275	\$1,275.00
Comprehensive Support and Improvement (CSI)	19-20 CSI State- Salaries-Transition-\$8,880.00	\$8,880.00
Comprehensive Support and Improvement (CSI)	19-20 CSI State- SAT/ACT Ins-Reg-\$10,000	\$10,000.00
Comprehensive Support and Improvement (CSI)	19-20 CSI State- SA/ACT-Printing/binding-\$1000	\$1,000.00
Comprehensive Support and Improvement (CSI)	19-20 CSI State- Technology equipment- \$5000	\$5,000.00
Comprehensive Support and Improvement (CSI)	19-20 CSI State- Trans-Field Study-\$1000	\$1,000.00
Comprehensive Support and Improvement (CSI)	19-20 CSI State- Trans-Home to School-\$1250	\$1,250.00
Comprehensive Support and Improvement (CSI)	19-20 CSI State-Career Seminar-Benefits-\$425.00	\$425.00
Comprehensive Support and Improvement (CSI)	19-20 CSI State-Career Seminar-Refreshments-\$600	\$600.00
Comprehensive Support and Improvement (CSI)	19-20 CSI State-Career Seminar-Salary-\$1470.00	\$1,470.00
Comprehensive Support and Improvement (CSI)	19-20 CSI State-Career Seminar-Supplies-\$2,195.00	\$2,195.00
Comprehensive Support and Improvement (CSI)	19-20 CSI State-HINT-Instructional supplies-\$1,000	\$1,000.00
Comprehensive Support and Improvement (CSI)	19-20 CSI State-HINT-Purchased services-\$16,000	\$16,000.00
Comprehensive Support and Improvement (CSI)	19-20 CSI State-HINT-transportation-\$1,250.00	\$1,250.00

	Comprehensive Support and Improvement (CSI)	19-20- Career Seminar-Speakers-\$1,500.00	\$1,500.00
	Comprehensive Support and Improvement (CSI)	20-21 CSI State-Technology Equipment-\$16, 713.84	\$16,713.84
Title I Part A	Title I Part A	CSI grant funds and General Funds	\$20,000.00
		Total	\$211,565.84

AS 1.1.1.5 Students at risk of not graduating will be monitored by the graduation team and will receive appropriate assistance.

Action Step:

- 5. Attend conferences and workshops to learn additional strategies and best practices for drop out prevention.

Person Responsible:

Administrators, Graduation Team, Teachers, Counselors

Estimated Begin Date:

9/16/2019

Estimated Completion Date:

6/5/2020

Funding Application	Grant	Notes	Amount
Comprehensive Support and Improvement (CSI)	Comprehensive Support and Improvement (CSI)	18-19 CSI Federal-Professional Development	\$20,000.00
Title I Part A	Title I Part A	CSI grant funds	\$8,000.00
		Total	\$28,000.00

AS 1.1.1.6 Students at risk of not graduating will be monitored by the graduation team and will receive appropriate assistance.

Action Step:

- 6. Implement Naviance Program providing students with opportunities to virtually tour colleges and universities.

Person Responsible:

School Counselor

Estimated Begin Date:

9/16/2019

Estimated Completion Date:

6/5/2020

Funding Application	Grant	Notes	Amount
Other	Other	General Funds	\$0.00

2 Teacher/Administrator Quality*

Performance Goal:

Reduce the percent of teacher turnover to 12%.

PMI 2.1 Recruit, hire, retain, and recognize highly qualified teachers.

Analysis of Actual vs. Projected Data:

Our actual teacher retention is 24.5%, and we are projecting a 3% decrease annually until we reach 12% in 2023.

PMI 2.2 Decrease teacher turnover by 3% annually

Analysis of Actual vs. Projected Data:

The teacher turnover rate will decline from 27.5% to 12% by 2023

S 2.2.1 Classroom observations, Registration - Agenda, Title I Staff Development Plan, Meeting Agenda/Notes, Evaluations, Conferences, Site Visit Reports, Applications, Interview logs Interview forms Resumes Interview logs Resumes Mentor/Mentee Log Mentor/Buddy assignment Teacher of the Year NBCT Rookie of the Year AESOP Registration Agenda Sign-In Sheets MUNIS Personnel Data

Evidence-Based Research:

A Review of the Research Literature on Teacher Recruitment and Retention. Cassandra Guarino, Lucrecia Santibanez, Glenn Daley, and Dominic Brewer. Rand Education. ESSA Title II-A Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders. CHIEFS for Change. September 2016. Teacher Recruitment, Induction, and Retention. Basha Krasnoff. Northwest Comprehensive Center at Education Northwest. 2014. Review of Teacher Incentive Programs. Hanover Research. August 2014.

AS 2.2.1.1 2. Develop and implement strategies to support and train all employees.

Action Step:

2. Participate in professional development to improve leadership teams, Professional Learning Communities (PLCs), technology use, and other systems of support.

Person Responsible:

Administrators, Dept Chair, Tech Support

Estimated Begin Date:

8/21/2019

Estimated Completion Date:

5/29/2020

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$1,000.00
	Title I Part A	Title One grant	\$1,000.00
Total			\$2,000.00

AS 2.2.1.2 Develop and implement strategies to support and train all employees.

Action Step:

1. Attend AVID Summer Institute and/or regional strands. (Expenditures include travel, registration, food, hotel)

Person Responsible:

Administrators, Teachers

Estimated Begin Date:

7/8/2019

Estimated Completion Date:

7/31/2019

Funding Application	Grant	Notes	Amount
Comprehensive Support and Improvement (CSI)	Comprehensive Support and Improvement (CSI)	Title One grant	\$20,000.00
Title I Part A	Title I Part A	CSI grant funds and Title I grant funds	\$20,000.00
Total			\$40,000.00

AS 2.2.1.3 Develop and implement strategies to support and train all employees.

Action Step:

3. Provide effective instructional feedback from classroom observations utilizing school level design form.

Person Responsible:

Administrators

Estimated Begin Date:

8/21/2019

Estimated Completion Date:

5/29/2020

Funding Application	Grant	Notes	Amount
Other	Other	General Funds	\$500.00
	Other	N/A	\$0.00
Total			\$500.00

§ 2.2.2 Applications Interview logs Interview forms Resumes Interview logs Interview forms Resumes Mentor/Mentee Log Mentor/Buddy assignment Teacher of the Year NBCT Rookie of the Year AESOP Registration Agenda Sign-In Sheets MUNIS Personnel Data

Evidence-Based Research:

ESSA Title II-A Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders. by Chief for Change Teacher Recruitment, Induction, and Retention by Basha Krasnoff A Review of the Research on Teacher Recruitment and Retention by Cassandra Guarino, Lucrecia Santibanez, Glenn Daley, Dominic Brewer

AS 2.2.2.1 Recruit, hire, retain, and recognize highly qualified teachers.

Action Step:

1. Recruit, hire highly qualified candidates for vacant teaching position(s).

Person Responsible:

Administrators

Estimated Begin Date:

7/1/2019

Estimated Completion Date:

6/30/2020

Funding Application	Grant	Notes	Amount
Other	Other	N/A	\$0.00

AS 2.2.2.2 Recruit, hire, retain, and recognize highly qualified teachers.

Action Step:

2. Participate in district recruitment activities (i.e. District Teacher Recruitment Fairs) Provide professional development to teachers/staff on CCR, Drop-Out Prevention, and mentoring.

Person Responsible:

Administrators, Department Chairs

Estimated Begin Date:

9/1/2019

Estimated Completion Date:

3/31/2020

Funding Application	Grant	Notes	Amount
Comprehensive Support and Improvement (CSI)	Comprehensive Support and Improvement (CSI)	19-20 CSI State-PD-CCR, Drop-out Prevention, etc.	\$2,000.00
Title I Part A	Title I Part A	Title One grant	\$500.00
Total			\$2,500.00

AS 2.2.2.3 Recruit, hire, retain, and recognize highly qualified teachers

Action Step:

3. Train and implement mentoring program to assist beginning teachers new to the school.

Person Responsible:

Department Chairs

Estimated Begin Date:

8/14/2019

Estimated Completion Date:

6/5/2020

Funding Application	Grant	Notes	Amount
Comprehensive Support and Improvement (CSI)	Comprehensive Support and Improvement (CSI)	18-19 CSI Federal-Staff Development Supplies	\$1,500.00
	Comprehensive Support and Improvement (CSI)	Title One grant/District	\$1,200.00
Total			\$2,700.00

AS 2.2.2.4 Recruit, hire, retain, and recognize highly qualified teachers.

Action Step:

Continue to provide opportunities for staff recognition for achieving academic and professional goals, including perfect attendance, new employees, TOY, staff of the month, NBCT, Rookie of the Year, teacher appreciation week, administrative assistant week, etc. (Expenditures to include certificates, plaques, books and refreshments, etc.)

Person Responsible:

Administrators, Department Chairs, PBIS Coach

Estimated Begin Date:

8/21/2019

Estimated Completion Date:

6/5/2020

Funding Application	Grant	Notes	Amount
Comprehensive Support and Improvement (CSI)	Comprehensive Support and Improvement (CSI)	18-19 CSI Federal-Refreshments	\$500.00
	Comprehensive Support and Improvement (CSI)	18-19 CSI Federal-Staff Development Supplies	\$1,500.00
	Comprehensive Support and Improvement (CSI)	Title One grant and General Funds	\$2,500.00
Total			\$4,500.00

AS 2.2.2.5 Recruit, hire, retain, and recognize highly qualified teachers.

Action Step:

Use professional development programs to prepare and support teachers for specific challenges posed by working in a high needs school (Growth Mindset, Working with Children of Poverty Conference, Culturally Relevant Teaching, etc.).

Person Responsible:

Administrators and Department Chairs

Estimated Begin Date:

8/21/2019

Estimated Completion Date:

6/5/2020

Funding Application	Grant	Notes	Amount
Comprehensive Support and Improvement (CSI)	Comprehensive Support and Improvement (CSI)	Title One grant and General Funds	\$20,000.00

AS 2.2.2.6 Recruit, hire, retain, and recognize highly qualified teachers.

Action Step:

Provide retention and recruitment bonuses for certified and classified staff who work at CAJHS to retain highly qualified and highly effective faculty and staff

Person Responsible:

Principal and District

Estimated Begin Date:

12/13/2019

Estimated Completion Date:

6/5/2020

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	CSI grant funds and General Funds	\$60,000.00

3 School Climate*

Performance Goal:

By 2023-2024, C. A. Johnson High School will implement a student advocacy program .

PMI 3.1 Beginning 2019-2020, the school will implement a student advocacy program 25% school-wide
 Analysis of Actual vs. Projected Data:
 Actual data of not having a structured student advocacy program will increase 25% school-wide annually beginning 2020 and make progression to 100% by 2023

S 3.1.1 Registration, Club guidelines, Attendance Log, Agenda, Advisor-Advisee Lessons, PowerSchool Reports, Meeting Notes, PBIS Behavioral Expectations Celebration Posters/Flyers, Certificates/Incentives, Flyers, Program agenda, MUNIS/Personnel Data, MTSS, PBIS Action Plan
 Evidence-Based Research:
 Is School-Wide Positive Behavior Support an Evidence-Based Practice? by Robert H. Horner, George Sugai, and Timothy Lewis
 Implementing Effective Youth Mentoring Relationships for High School Students by Cindy Sturtevant Borden Issue Brief: Mentoring by U. S. Department of Education Office of Planning, Evaluation and Policy Development

AS 3.1.1.1 Provide opportunities for social development with school and community

Action Step:

Provide extracurricular activities within the school, i.e. Student Council, Chorus, Chess Club, Book Club, Bowties to Gents, Distinct Ladies, etc. (Expenditures to include dues, snacks, games, supplies, etc.)

Person Responsible:

Club Sponsors

Estimated Begin Date:

8/21/2019

Estimated Completion Date:

6/5/2020

Funding Application	Grant	Notes	Amount
Comprehensive Support and Improvement (CSI)	Comprehensive Support and Improvement (CSI)	18-19 CSI Federal-Instructional Supplies	\$1,500.00
	Comprehensive Support and Improvement (CSI)	18-19 CSI Federal-Refreshments	\$1,000.00
Title I Part A	Title I Part A	Title I grant funds and General Funds	\$1,500.00
Total			\$4,000.00

AS 3.1.1.2 Provide opportunities for social development with school and community

Action Step:

Implement an advisor - advisee program to build relationships and support student interests and career aspirations. (Expenditures to include materials and resources for sessions.)

Person Responsible:

Administrators, School counselors, Teachers

Estimated Begin Date:

8/21/2019

Estimated Completion Date:

6/5/2020

Funding Application	Grant	Notes	Amount
Comprehensive Support and Improvement (CSI)	Comprehensive Support and Improvement (CSI)	18-19 CSI State-Advisor/advisee-Sal-1000, b-295	\$1,295.00
	Comprehensive Support and Improvement (CSI)	18-19 CSI State-Parenting supplies	\$1,500.00
	Comprehensive Support and Improvement (CSI)	18-19 CSI State-Refreshments	\$1,000.00
	Comprehensive Support and Improvement (CSI)	19-20 CSI State Additional-Pro Dev Supplies	\$495.00
	Comprehensive Support and Improvement (CSI)	19-20 CSI State Additional-Professional Dev	\$4,000.00
	Comprehensive Support and Improvement (CSI)	19-20 CSI State-Technology	\$2,500.00
	Comprehensive Support and Improvement (CSI)	CSI-Additional-Professional Dev(Out of State)	\$8,000.00
Title I Part A	Title I Part A	CSI grant funds and General Funds	\$1,000.00
Total			\$19,790.00

AS 3.1.1.3 Provide opportunities for social development with school and community

Action Step:

Implement PBIS for students to improve behavior and academic performance. (Expenditures to include journals, snacks, T-shirts, instructional resources, etc.)

Person Responsible:

Club Sponsors and Teachers

Estimated Begin Date:

8/21/2019

Estimated Completion Date:

6/5/2020

Funding Application	Grant	Notes	Amount
Comprehensive Support and Improvement (CSI)	Comprehensive Support and Improvement (CSI)	18-19 CSI Federal-Student Incentives	\$2,000.00
	Comprehensive Support and Improvement (CSI)	18-19 CSI State-Salary-12,468.00, Ben-7,102.00	\$19,570.00
	Comprehensive Support and Improvement (CSI)	18-19 CSI State-Student incentives	\$900.00
	Comprehensive Support and Improvement (CSI)	19-20 CSI State Additional--S-12,468, B-7,102	\$19,570.00
	Comprehensive Support and Improvement (CSI)	Title One grant and General Funds	\$1,500.00
Total			\$43,540.00

AS 3.1.1.4 Provide opportunities for social development with school and community

Action Step:

Maintain student attendance recognition program each semester.

Person Responsible:

PBIS Team, Attendance/ Intervention Team, Administration

Estimated Begin Date:

8/21/2019

Estimated Completion Date:

12/20/2019

Funding Application	Grant	Notes	Amount
Comprehensive	Comprehensive Support and Improvement (CSI)	18-19 CSI Federal-Instructional Supplies	\$2,500.00

Support and Improvement (CSI)	Comprehensive Support and Improvement (CSI)	18-19 CSI Federal-Printing and Binding	\$1,500.00
Title I Part A	Title I Part A	CSI grant funds and General Funds	\$2,000.00
		Total	\$6,000.00

AS 3.1.1.5 Provide opportunities for social development with school and community

Action Step:
 Hire a school counselor for 9th grade to fully implement MTSS schoolwide, and work with the PBIS Coach and guidance department to assist students transition, reduce the retention rate, implement mentoring, and become acclimated to high school.
 Person Responsible:
 Principal, Human Resources, Director of Guidance, PBIS Coach, Guidance Department
 Estimated Begin Date:
 5/24/2019
 Estimated Completion Date:
 7/26/2019

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Title One grant	\$45,000.00

AS 3.1.1.6 Engage families in meaningful ways in their child's education and keep them informed of their learning progress.

Action Step:
 Conduct Parent University, increase PTSA/SIC enrollment, host family orientated engagement activities quarterly, conduct parent orientation/grade level meetings. Conduct Parent University/workshops on college readiness/preparation.
 Person Responsible:
 Crystal Rice
 Estimated Begin Date:
 8/8/2019
 Estimated Completion Date:
 5/30/2020

Funding Application	Grant	Notes	Amount
Comprehensive	Comprehensive Support and Improvement (CSI)	19-20 CSI State- Instruc supplies-Parent U. -\$2000	\$2,000.00

Support and Improvement (CSI)	Comprehensive Support and Improvement (CSI)	19-20 CSI State- Parenting supplies-\$1500.00	\$1,500.00
	Comprehensive Support and Improvement (CSI)	19-20 CSI State- Printing/binding for parents-\$500	\$500.00
	Comprehensive Support and Improvement (CSI)	19-20 CSI State- Purchased services-\$3000.00	\$3,000.00
	Comprehensive Support and Improvement (CSI)	19-20 CSI State- Refreshments par. mtgs-\$1000	\$1,000.00
	Total		\$8,000.00

Read to Succeed

**4001 - Richland County School District One (4001) Public District - FY 2021 - C. A. Johnson High (4001011)
Public School - School Renewal Plan - Rev 0**

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, Dominic
b.	Star Reading
c.	4K Assessments: PALS, Gold, MyIGDIs
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.	* Select... ▼
A2.	Teachers make instructional decisions for students based on data	* Select... ▼
A3.	Teachers work together in teams to collect and analyze data, establish goals and look-fors for students, and create action plans for students.	* Select... ▼
A4.	Teachers collect and analyze data to determine targeted, effective in-class intervention.	* Select... ▼

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.	* Select... ▼
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.	* Select... ▼
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.	* Select... ▼

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.

* Select... ▼

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.	* Select...
D2.	Teachers monitor student engagement in reading and writing and use this data to confer with students.	* Select...
D3.	Teachers use Shared Reading Experiences (literary texts and informational texts) and Shared Writing to scaffold student success and build fluency.	* Select...
D4.	Teachers use shared writing experiences to scaffold student success and build fluency.	* Select...
D5.	Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using challenging texts.	* Select...
D6.	Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, speaking, and inquiring.	* Select...
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)	* Select...

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

* Select... ▼

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.

* Select... ▼

E2. Teachers monitor reading and writing engagement and use that data to conference with students when needed, to increase reading and writing volume.

* Select... ▼

E3. Teachers reflect on and eliminate activities that interfere with text reading and writing.

* Select... ▼

E4.	Teachers establish and directly teach routines and procedures so that students know what to do in order to maximize time.	* <input type="text" value="Select..."/> ▼
E5.	Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms.	* <input type="text" value="Select..."/> ▼

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.	<p>Teachers participate in professional learning opportunities based on data through</p> <ol style="list-style-type: none"> 1) Study groups 2) Collaboration with school coach 3) Book clubs 4) Teacher action research 5) Collaborative planning 6) Peer coaching 	* Select... ▼
F2.	<p>Administrators participate in professional learning opportunities within and outside the school based on personal needs and/or school-wide data:</p> <ol style="list-style-type: none"> 1) Study groups 2) Collaboration with school coach 3) Book Clubs 	* Select... ▼

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	* Select... ▼
G2.	Specific actions are taken to foster partnerships.	* Select... ▼

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.	* Select...
H2.	Teachers integrate content-specific reading, writing, and researching to provide the authentic experiences necessary to become proficient researchers and readers and writers	* Select...
H3.	Teachers provide large blocks of time for instruction and practice for students to sustain work on reading, writing, and researching.	* Select...
H4.	Teachers ensure texts and materials are organized and easily accessible by students.	* Select...
H5.	Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms	* Select...
H6.	Teachers prominently display artifacts reflective of student learning.	* Select...
H7.	Teachers immerse students in print-rich environments.	* Select...

Analysis of Data

* Strengths

* Possibilities for Growth

SMART Goals and Action Steps Based on Analysis of Data

Goal	Action Steps
* <input data-bbox="316 745 370 997" type="text"/>	* <input data-bbox="316 1711 370 1963" type="text"/>

Assurances

**4001 - Richland County School District One (4001) Public District - FY 2021 - C. A. Johnson High (4001011)
Public School - School Renewal Plan - Rev 0**

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

* <input type="text" value="Select..."/>	Academic Assistance, PreK-3
* <input type="text" value="Select..."/>	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 type="text" value="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).
* <input type="text" value="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.
* <input type="text" value="Select..."/>	Staff Development

	<p>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.</p>
<p>* <input type="text" value="Select..."/></p>	<p>Technology</p> <p>The school integrates technology in professional development and classroom instruction in order to improve teaching and learning.</p>
<p>* <input type="text" value="Select..."/></p>	<p>Innovation</p> <p>The school funds innovative activities to improve student learning and accelerate the performance of all students.</p>
<p>* <input type="text" value="Select..."/></p>	<p>Collaboration</p> <p>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.</p>
<p>* <input type="text" value="Select..."/></p>	<p>Developmental Screening</p> <p>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.</p>
<p>* <input type="text" value="Select..."/></p>	<p>Half-Day Child Development</p> <p>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.</p>
<p>* <input type="text" value="Select..."/></p>	<p>Developmentally Appropriate Curriculum for PreK-3</p>

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.

*

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.

*

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.

*

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

**4001 - Richland County School District One (4001) Public District - FY 2021 - C. A. Johnson High (4001011)
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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 Waiver 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	

Related Documents

4001 - Richland County School District One (4001) Public District - FY 2021 - C. A. Johnson High (4001011)
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Optional Documents		
Type	Document Template	Document/Link
Additional Documentation	N/A	