

**COVER PAGE FOR SCHOOL PLANS (Mandated Component)**  
*SCHOOL INFORMATION AND REQUIRED SIGNATURES*

**Mayo High School for Math, Science & Technology**

**Darlington County School District**

SCHOOL RENEWAL PLAN FOR YEARS \_\_\_\_\_ 2008-2013 \_\_\_\_\_  
 SCHOOL RENEWAL ANNUAL UPDATE FOR \_\_\_\_\_ 2008 -2009 \_\_\_\_\_

**Assurances**

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

**CHAIRPERSON, BOARD OF TRUSTEES**

<b>Dr. Allen McCutheon</b>		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**SUPERINTENDENT**

<b>Dr. Rainey Knight</b>		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

<b>Mrs. Kay Hendrix</b>		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**PRINCIPAL**

<b>Arlene B. Johnson</b>		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

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## STAKEHOLDER INVOLVEMENT FOR SCHOOL PLANS (Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

- | <i>POSITION</i>   | <i>NAME</i>          |
|---|----------------------|
| 1. PRINCIPAL _____  | Arlene Johnson _____ |
| 2. TEACHER _____  | Josie Stratton _____ |
| 3. PARENT/GUARDIAN _____  | Derry Atkinson _____ |
| 4. COMMUNITY MEMBER _____   | Claire Traynam _____ |
| 5. SCHOOL IMPROVEMENT COUNCIL _____   | Kay Hendrix _____    |
| 6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) |                      |

Dawn Johnson	Assistant Principal	Gerald Porter	Teacher
Janet Catoe	Guidance Counselor	Fran McFaddin	Teacher
Jennifer Blankenship	Teacher	Ruth Taylor	Teacher
Lizabeth Thompson	Teacher	Steven Lovelace	Teacher
Paulette Lunn	Teacher	Thomas Edwards	Teacher
Wanda Hodge	Teacher	Dan Woods	Teacher
Vonda Baker	Teacher	Tracy Miller	Teacher
Genovia Miles	Teacher	Carol Ross	Media Specialist
Donald Haynes	Teacher	Alana Stokes	Parent
Dwight James	Teacher	Barbara Jenkins	Parent
Kimberly Groom	Teacher	Meg Clark	Parent
Ken Howle	Teacher	Elizabeth Flowers	Student
Jill Knight	Teacher	Brenton Coe	Student
Layne Smith	Teacher	Stefanie Puechl	Student
Jay Flowers	Teacher	Alicia Edwards	Student
Danielle Pierce	Teacher	Jacob Godwin	Student
Gloria Martineau	Teacher		
Dawn George	Teacher		

**\*REMINDER: If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.**

# ASSURANCES FOR SCHOOL PLANS (Mandated Component)

## Act 135 Assurances

Assurances checked and signed by the district superintendent and the principal, attest that the school/district complies with all applicable Act 135 requirements.

         **Academic Assistance, PreK–3** The school/district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation). Provide a good example of academic assistance services for PreK–3 by referencing a page number of the plan \_\_\_\_\_ along with the number of the goal \_\_\_\_\_, strategy \_\_\_\_\_, or activity \_\_\_\_\_.

  X   **Academic Assistance, Grades 4–12** The school/district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation). Provide a good example of academic assistance services for grades 4–12 by referencing a page number of the plan   11 & 17   along with the number of the goal   1 & 2  , strategy \_\_\_\_\_, or activity   1  .

  X   **Parent Involvement** The school/district encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, 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. Provide a good example of parent involvement by referencing a page number of the plan   22   along with the number of the goal   4  , strategy \_\_\_\_\_, or activity   8  .

  X   **Staff Development** The school/district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*. Provide a good example of staff development by referencing a page number of the plan   p.14   along with the number of the goal   1  , strategy \_\_\_\_\_, or activity   1  .

  X   **Technology** The school/district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. Provide a good example of the use of technology by referencing a page number of the plan \_\_\_\_\_ along with the number of the goal \_\_\_\_\_, strategy \_\_\_\_\_, or activity \_\_\_\_\_. (additional technology assurances for **districts** follow the Act 135 assurances) **See district strategic plan technology addendum.**

         **Innovation** The school/district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds by referencing a page number of the plan \_\_\_\_\_ along with the number of the goal \_\_\_\_\_, strategy \_\_\_\_\_, or activity \_\_\_\_\_.

- X **Recruitment** The school/district makes special efforts to **recruit** and give **priority** in parenting and family literacy activities to **parents** of at-risk 0–5 year olds. The recruitment program is not grade specific, but normally would be most appropriate for **parents** of children at the primary and elementary school levels and below, and for secondary school students who are **parents**.
- X **Collaboration** The school/district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
- Developmental Screening** The school/district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
- Half-Day Child Development** The school/district provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.
- Best Practices in Grades K–3** The school/district provides in grades K–3 curricular and instructional approaches that are known to be effective in the K–3 setting.
- Developmentally Appropriate Curriculum for PreK–3** The school/district ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
- Parenting and Family Literacy** The school/district provides parenting activities and opportunities for parents of at-risk 0–5 year olds to improve their educational level. This program is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Some districts operate the program at various schools, an early childhood development center, or some other location, while other districts operate the program through home visits.
- X **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The school/district ensures as much program effectiveness as possible by developing a districtwide/schoolwide 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.

X **The School-to-Work Transition Act of 1994 (STW)** The school/district provides required STW programs for grades 6–12, and STW concepts are a part of the developmentally appropriate curriculum for K–12.

Dr. Rainey Knight \_\_\_\_\_  
Superintendent's Printed Name                      Superintendent's Signature                      Date  
(for district and school plans)

Arlene B. Johnson \_\_\_\_\_  
Principal's Printed Name                      Principal's Signature                      Date

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# **EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS**

## **(Mandated Component)**

### **Student Performance Data**

National Measures: Darlington County School District synthesizes data collected from PSAT, SAT, ACT, National Merit Scholars, and Advanced Placement examinations in several subject areas. Mayo High School for Math, Science, and Technology utilizes baseline data as a prerequisite for Senior Thesis, a research-based class students participate in to graduate with an Honors diploma, the level of which (Magna Cum Laude, Summa Cum Laude, and Cum Laude) is determined by a committee for each student that evaluates his/her performance in the class. Using baseline recommendations from College Board, PSAT data is examined to predict a student's success in a variety of advanced placement areas. In addition to class placement, certain scholarship requirements, such as the state's Life Scholarship, are based on SAT or ACT criteria. Colleges and universities use student performance data on AP examinations as the criteria for earning college credit in the prospective testing area. An assessment produced by the National Assessment of Educational Progress (NAEP). This assessment is administered every two years. Schools are required to participate in the High Schools that Works (*HSTW*) assessment in order to remain in the Southern Regional Education Board (SREB) network. This assessment consists of four sections: reading, mathematics, science and a student survey.

State Measures: South Carolina gathers student performance data from the High School Assessment Program (HSAP), and from End of Course Examination Program tests (EOCEP) in Algebra I, English I, Physical Science and United States History. HSAP, used as one of the state qualifications for graduation, evaluates students in their fourth semester of high school in reading and writing (English Language Arts) as well as math. EOC tests count as twenty percent of a student's final grade in the prospective course. In addition to student performance data, Mayo is compared with other high schools in South Carolina through the Annual School Report Card. Mayo met Adequate Yearly Progress (AYP) in 2004, 2005, 2006 and 2007 has received an "Excellent" school rating for the past seven years and receiving an "Excellent" improvement rating six of the past six years and a "Good" improvement rating in 2002.

District Measure: In addition to HSAP and EOC tests, the Darlington County School District employs several informal assessments to monitor student performance. One of these is Benchmark testing for Algebra I students.

School Performance Based Measures: Mayo administers, utilizes, and synthesizes national, state, and district assessments. In addition to these, the school administers a school-wide HSAP diagnostic test followed up with tutorials and workshops that target students' individual weaknesses. In addition to formal assessment, teachers implement a variety of informal assessment tools, including reading/writing conferences, observations, and portfolios to analyze students' thinking. Teachers design rubrics and other criteria to measure desired results for students' work. Writing folders, containing a pre and post writing assignment that is aligned with State Standards, are maintained for every student in grades 9-12.

**Mayo High School for Math, Science & Technology**

**2006-2007 School Data**

	<b>2006</b>	<b>2007</b>
<b><u>SAT</u></b>	1026	1003

<b><u>ACT</u></b>	20.1	20.8
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<b>Dual Credit Earned</b>	100%	98%
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**Advanced Placement**

AP US History	43%	44%
AP Literature	100%	77%
AP Calculus	83%	100%
AP Biology	100%	n/a
AP Language	n/a	50%

**End of Course (EOCEP)**

	Fall 2006	Spring 2007
Algebra I	95% (Fall)	100% (Spring)
English I	n/a	95% (Spring)
Physical Science	95% (Fall)	93% (Spring)
US History (new)	55%	71%

**HSAP**

**2006 - 100% passed**

<b><u>ELA</u></b>		<b><u>Math</u></b>	
Basic	4.7%	Basic	2.3%
Proficient	22.3%	Proficient	33%
Advanced	73%	Advanced	64.7%
<b>95.3% Prof &amp; Adv</b>		<b>97.7% Prof &amp; Adv</b>	

**2007 - 100% passed**

<b><u>ELA</u></b>		<b><u>Math</u></b>	
Basic	5%	Basic	6%
Proficient	28%	Proficient	25%
Advanced	67%	Advanced	69%
<b>95% Prof &amp; Adv</b>		<b>94% Prof &amp; Adv</b>	

## **MISSION AND BELIEFS (Optional)**

**Stakeholders of Mayo High School for Math, Science, and Technology examined the mission and belief statements of the Darlington County School District as well as the school's previous mission and belief statements and performance data. In light of the school's current program emphasis and our school improvement plan, key issues pertinent to the needs of the students and community were identified.**

**Current State Standards as well as standards pertinent to each curriculum were considered.**

**Initial drafts of the beliefs and mission statement were distributed to all of the staff and representative sample of students and parents for review and comment. Feedback was collected by the planning team, reviewed, and discussed at faculty meetings and modifications were made.**

### **Mission Statement**

**The mission of Mayo High School for Math, Science & Technology is to provide a challenging curriculum with high expectations in a safe, positive environment.**

### **Our beliefs:**

- **A successful learning environment promotes lifelong education and involves commitment by the global community to common goals.**
- **Education prepares students for a diverse, changing world and strengthens common bonds.**
- **Hard work pays off.**