

SCHOOL PLAN

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NEEDS ASSESSMENT DATA

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

<https://screportcards.com/overview/?q=eT0yMDIyJnQ9SCZzaWQ9MDcwMTAzNg>

Directions: Provide additional needs assessment data including both formative and summative assessments used to gauge student learning, **especially if any performance goals are using data not found in the State Report Card.** (Charts, graphs, or other formats of data may be used.)

2021-2022 State Report Card – Link posted above

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT DATA FINDINGS

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

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

State Report Card for districts and schools' data

Directions: In the appropriate boxes, use district and 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
<i>Early Childhood/Primary (PK–2): N/A</i>
<i>Elementary/Middle (3–8): N/A</i>
High School (9–12): Student academic performance continues to be a priority for improvement in 9th-12th grade EOCEP courses as evidenced by data in the needs assessment. The school will implement a series of strategies to address the deficiencies.
Teacher/Administrator Quality
We continue to work on teacher retention and development. As a high poverty school, it is imperative that we retain our instructional staff to create stability for students. As a result of career and life transitions like relocation, retirement, or promotions, we have not seen an increase in our retention rate. We will continue to build teacher capacity through Professional Learning Communities and mentor support to retain highly qualified and compassionate teachers for our students.
School Climate
Graduating students who are college or career ready continues to be a high priority of improvement for our school. Faculty and staff will implement a series of intentional strategies to increase the number of students who are graduating as college and/or career ready by providing them with ample opportunities to reach this goal prior to graduation.
Other (such as district and/or school priorities)
Whale Branch Early College High School is seeking to provide school choice students with two distinct pathways for instruction: STEAM and the Early College Program. Actions steps are aligned to this focus to revive our school choice options. STEAM Infused Instruction: We are a STEAM Accredited Institution through Cognia with the choice of the High School Pathway through Technology or Arts Infusion. To maintain certification, our school must meet the Cognia Performance Standards that assist in growing students, teachers, leaders, and our organization. Professional staff members and leaders participate in an ongoing system of STEAM-specific professional learning. Early College Program: Our students have the advantage of the Early College model which provides them the opportunity to complete two years of college while in high school. Students can earn a college credential in the form of a certificate or degree while also earning their standard high school diploma. WBECHS students have the option to take college-level classes on both the WBECHS and TCL campuses. Whale Branch Early College High School has not seen an increase in student diversity in the past 5 years. The implementation of STEAM and the Early College Program will help increase school enrollment while also improving behaviors and school safety. Actions steps are aligned to increase school enrollment, and school safety based on continuous staff development.

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*

(* required) District Priority

Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional
 Gifted and Talented: Other

PERFORMANCE GOAL:

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.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

By the end of the 2023-2024 school year, the percentage of students scoring a C or higher on the English II EOCEP will improve from 49.4% to a percentage exceeding the district's average.

INTERIM PERFORMANCE GOAL: By the end of the 2023-2024 school year, the percentage of students scoring a C or higher on the English II EOCEP will improve from 41.7% to 45.9%.

DATA Source(s): English II EOCEP Data on the School Report Card

Average Baseline: 2020-2021 English II EOCEP C or Higher – 41.7%

2022 – 23 – Projected Data: English II EOCEP C or Higher – 55.0%

2022 – 23 – Actual Data: Still in Progress

2023 – 24 – Projected Data: English II EOCEP C or Higher – 60.0%

2023 – 24 – Actual Data: Click or tap here to enter text.

ACTION PLAN FOR STRATEGY #1: Analysis of Data from Standards-Based Assessments – The English II teacher will design assessments to benchmark students to evaluate progression of mastering the standards.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Utilize Performance Matters to assign district benchmarks aligned to Rubicon Atlas	07/01/2023-06/30/2024	Instructional Leadership Team Assistant Principal of Instruction Principal	District Funded	Funding from BCSD	Lesson Plans, Student Data
2. Utilize Progress Learning to monitor student progress towards mastery of each English II Standard	07/01/2023-06/30/2024	Instructional Leadership Team Assistant Principal of Instruction Principal	District Funded	Funding from BCSD	Lesson Plans, Student Data
3. Utilize Reading Plus to address reading deficiencies and/or build reading stamina	07/01/2023-06/30/2024	Instructional Leadership Team Assistant Principal of Instruction Principal District Literacy Coach	District Funded	Funding from BCSD	Lesson Plans, Student Data
4. Utilize No Red Ink to build writing stamina and prepare for the Text Dependent Analysis	07/01/2023-06/30/2024	Instructional Leadership Team Assistant Principal of Instruction Principal District Literacy Coach	District Funded	Funding from BCSD	Lesson Plans, Student Data

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ACTION PLAN FOR STRATEGY #2: Building Professional Capacities – The English II teacher will be a reflective practitioner using input provided from the Instructional Leadership Team to make thoughtful and accurate assessments of their planning and teaching.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Professional Learning Communities to collaborate in Instructional Planning	07/01/2023-06/30/2024	Instructional Leadership Team (Instructional Coach, Master Teacher, Administration)	N/A	N/A	PLC Agendas
2. Weekly Instructional Walkthroughs with Feedback provided to teachers	07/01/2023-06/30/2024	Instructional Leadership Team (Instructional Coach, Master Teacher, Administration)	N/A	N/A	Walkthrough Schedule, Walkthrough Feedback Google Form
3. Data Analysis Meetings to review benchmark assessments and future planning	07/01/2023-06/30/2024	Instructional Leadership Team (Instructional Coach, Master Teacher, Administration)	N/A	N/A	Action Plans
4. Teachers will purchase Instructional Materials to support high-quality instruction.	01/2023-06/30/2024	Instructional Leadership Team (Instructional Coach, Master Teacher, Administration)	\$10,000	Title 1 General Fund	Purchase Orders, Lesson Plans

ACTION PLAN FOR STRATEGY #3: The English II Teacher will implement the MTSS Model.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teachers create individual student plans with goals based on identified needs from data and include weekly progress monitoring toward goal mastery	07/01/2023-06/30/2024	MTSS Coordinator	N/A	N/A	MTSS Progress Monitoring Forms
2. Utilize iReady as support for MTSS in the ELA Classroom	07/01/2023-06/30/2024	Instructional Leadership Team MTSS Coordinator	District Funded	Funding from BCSD Title 1	MTSS Progress Monitoring Forms; iReady Data
3. After School Program to increase Academic Achievement	September 2023-April 2024	After School Coordinator Administration Bus Transportation Manager	\$40,000	General Fund Title 1 ESSR	After School Plan

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*

(* required) District Priority

Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional
 Gifted and Talented: Other

PERFORMANCE GOAL:

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.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

By the end of the 2023-2024 school year, the percentage of students scoring a C or higher on the Algebra 1 EOCEP will improve from 49.4% to a percentage exceeding the district's average.

INTERIM PERFORMANCE GOAL: By the end of the 2023-2024 school year, the percentage of students scoring a C or higher on the Algebra 1 EOCEP will improve from 31.0% to 50.4%.

DATA Source(s): Algebra I EOCEP Data on the School Report Card

Average Baseline: 2020-2021 Algebra I EOCEP C or Higher – 31.0%

2022 – 23 – Projected Data: Algebra I EOCEP C or Higher – 55.0%

2022 – 23 – Actual Data: Still in Progress

2023 – 24 – Projected Data: Algebra I EOCEP C or Higher – 60.0%

2023 – 24 – Actual Data: [Click or tap here to enter text.](#)

ACTION PLAN FOR STRATEGY #1: Analysis of Data from Standards-Based Assessments – The Algebra 1 teacher will design assessments to benchmark students to evaluate progression of mastering the standards.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Utilize Performance Matters to assign district benchmarks aligned to Rubicon Atlas	07/01/2023-06/30/2024	Instructional Leadership Team Assistant Principal of Instruction Principal	District Funded	Funding from BCSD	Lesson Plans, Student Data
2. Utilize Progress Learning to monitor student progress towards mastery of each Algebra 1 Standard	07/01/2023-06/30/2024	Instructional Leadership Team Assistant Principal of Instruction Principal	District Funded	Funding from BCSD	Lesson Plans, Student Data
3. Utilize IXL to practice mathematical skills in order to master the Algebra 1 Standards	07/01/2023-06/30/2024	Instructional Leadership Team Assistant Principal of Instruction Principal	District Funded	Funding from BCSD	Lesson Plans, Student Data
4. Utilize Gizmos to complete interactive simulations aligned to Algebra 1 Standards	07/01/2023-06/30/2024	Instructional Leadership Team Assistant Principal of Instruction Principal	District Funded	Funding from BCSD	Lesson Plans, Student Data
5. Utilize Big Ideas for targeted instruction relating to Algebra 1 Standards	07/01/2023-06/30/2024	Instructional Leadership Team Assistant Principal of Instruction Principal	District Funded	Funding from BCSD	Lesson Plans, Student Data

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ACTION PLAN FOR STRATEGY #2: Building Professional Capacities – The Algebra 1 teacher will be a reflective practitioner using input provided from the Instructional Leadership Team to make thoughtful and accurate assessments of their planning and teaching.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Professional Learning Communities to collaborate in Instructional Planning	07/01/2023-06/30/2024	Instructional Leadership Team	N/A	N/A	PLC Agendas
2. Weekly Instructional Walkthroughs with Feedback provided to teachers	07/01/2023-06/30/2024	Instructional Leadership Team	N/A	N/A	Walkthrough Schedule, Walkthrough Feedback Google Form
3. Data Analysis Meetings to review benchmark assessments and future planning	07/01/2023-06/30/2024	Instructional Leadership Team	N/A	N/A	Action Plans
4. Professional Development training with consultants from the Southern Region Education Board	07/01/2023-06/30/2024	SREB Consultants Administration	MSAP Grant	MSAP Grant	SREB PD Agendas and observation notes
5. Teachers will purchase Instructional Materials to support high-quality instruction.	01/2023-06/30/2024	Instructional Leadership Team	\$10,000	Title 1 General Fund	Purchase Orders, Lesson Plans

ACTION PLAN FOR STRATEGY #3: The Algebra 1 Teacher will implement the MTSS Model.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teachers create individual student plans with goals based on identified needs from data and include weekly progress monitoring toward goal mastery	07/01/2023-06/30/2024	MTSS Coordinator	N/A	N/A	MTSS Progress Monitoring Forms
2. Utilize iReady as support for MTSS in the Mathematics Classroom	07/01/2023-06/30/2024	Instructional Leadership Team MTSS Coordinator	District Funded	Funding from BCSD Title 1	MTSS Progress Monitoring Forms; iReady Data
3. After School Program to increase Academic Achievement	September 2023-April 2024	After School Coordinator Administration Bus Transportation Manager	\$40,000	General Fund Title 1 ESSR	After School Plan

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*

(* required) District Priority

*Gifted and Talented Requires
1 Academic Goal and 1 Additional
Goal* Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional
 Gifted and Talented: Other

PERFORMANCE GOAL:

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.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

By the end of the 2023-2024 school year, the percentage of students scoring a C or higher on the Biology EOCEP will improve from 23.1% to a percentage exceeding the district’s average.

INTERIM PERFORMANCE GOAL: By the end of the 2023-2024 school year, the percentage of students scoring a C or higher on the Biology EOCEP will improve from 35.5% to 40.4%.

DATA Source(s): Biology EOCEP Data on the School Report Card

Average Baseline: 2020-2021 Biology EOCEP C or Higher – 35.5%

2022 – 23 – Projected Data: Biology EOCEP C or Higher – 30%

2022 – 23 – Actual Data: Still in Progress

2023 – 24 – Projected Data: Biology EOCEP C or Higher – 40%

2023 – 24 – Actual Data: Click or tap here to enter text.

ACTION PLAN FOR STRATEGY #1: Analysis of Data from Standards-Based Assessments – The Biology teacher will design assessments to benchmark students to evaluate progression of mastering the standards.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Utilize Progress Learning to monitor student progress towards mastery of each Biology Standard	07/01/2023-06/30/2024	Instructional Leadership Team Assistant Principal of Instruction Principal	District Funded	BCSD Funded	Lesson Plans, Student Data

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ACTION PLAN FOR STRATEGY #2: Building Professional Capacities – The Biology teacher will be a reflective practitioner using input provided from the Instructional Leadership Team to make thoughtful and accurate assessments of their planning and teaching.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Professional Learning Communities to collaborate in Instructional Planning	07/01/2023-06/30/2024	Instructional Leadership Team (Instructional Coach, Master Teacher, Administration)	N/A	N/A	PLC Agendas
2. Weekly Instructional Walkthroughs with Feedback provided to teachers	07/01/2023-06/30/2024	Instructional Leadership Team (Instructional Coach, Master Teacher, Administration)	N/A	N/A	Walkthrough Schedule, Walkthrough Feedback Google Form
3. Data Analysis Meetings to review benchmark assessments and future planning	07/01/2023-06/30/2024	Instructional Leadership Team (Instructional Coach, Master Teacher, Administration)	N/A	N/A	Action Plans
4. Teachers will purchase Instructional Materials to support high-quality instruction.	01/2023-06/30/2024	Instructional Leadership Team (Instructional Coach, Master Teacher, Administration)	\$10,000	Title 1 General Fund	Purchase Orders, Lesson Plans

ACTION PLAN FOR STRATEGY #3: The Biology Teacher will implement the MTSS Model.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teachers create individual student plans with goals based on identified needs from data and include weekly progress monitoring toward goal mastery	07/01/2023-06/30/2024	MTSS Coordinator Instructional Leadership Team	N/A	N/A	MTSS Progress Monitoring Forms
2. After School Program to increase Academic Achievement	September 2023-April 2024	After School Coordinator Administration Bus Transportation Manager	\$40,000	General Fund Title 1 ESSR	After School Plan

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*

(* required) District Priority

*Gifted and Talented Requires
1 Academic Goal and 1 Additional
Goal* Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional
 Gifted and Talented: Other

PERFORMANCE GOAL:

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.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

By the end of the 2023-2024 school year, the percentage of students scoring a C or higher on the US History and the Constitution EOCEP will improve from 25.0% to a percentage exceeding the district’s average.

INTERIM PERFORMANCE GOAL: By the end of the 2023-2024 school year, the percentage of students scoring a C or higher on the US History and Constitution EOCEP will improve from 22.7% to 32.1%.

DATA Source(s): US History and the Constitution EOCEP Data on the School Report Card

Average Baseline: 2020-2021 US History and the Constitution EOCEP C or Higher – 22.7%

2022 – 23 – Projected Data: US History and the Constitution EOCEP C or Higher – 31.0%

2022 – 23 – Actual Data: Still in Progress

2023 – 24 – Projected Data: US History and the Constitution EOCEP C or Higher – 37%

2023 – 24 – Actual Data: Click or tap here to enter text.

ACTION PLAN FOR STRATEGY #1: Analysis of Data from Standards-Based Assessments – The US History teacher will design assessments to benchmark students to evaluate progression of mastering the standards.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Utilize Progress Learning to monitor student progress towards mastery of each US History Standard	07/01/2023-06/30/2024	Instructional Leadership Team Assistant Principal of Instruction Principal	District Funded	BCSD Funded	Lesson Plans, Student Data

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

ACTION PLAN FOR STRATEGY #2: Building Professional Capacities – The US History teacher will be a reflective practitioner using input provided from the Instructional Leadership Team to make thoughtful and accurate assessments of their planning and teaching.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Professional Learning Communities to collaborate in Instructional Planning	07/01/2023-06/30/2024	Instructional Leadership Team (Instructional Coach, Master Teacher, Administration)	N/A	N/A	PLC Agendas
2. Weekly Instructional Walkthroughs with Feedback provided to teachers	07/01/2023-06/30/2024	Instructional Leadership Team (Instructional Coach, Master Teacher, Administration)	N/A	N/A	Walkthrough Schedule, Walkthrough Feedback Google Form
3. Data Analysis Meetings to review benchmark assessments and future planning	07/01/2023-06/30/2024	Instructional Leadership Team (Instructional Coach, Master Teacher, Administration)	N/A	N/A	Action Plans
4. Teachers will purchase Instructional Materials to support high-quality instruction.	01/2023-06/30/2024	Instructional Leadership Team (Instructional Coach, Master Teacher, Administration)	\$10,000	Title 1 General Fund	Purchase Orders, Lesson Plans

ACTION PLAN FOR STRATEGY #3: The US History Teacher will implement the MTSS Model.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teachers create individual student plans with goals based on identified needs from data and include weekly progress monitoring toward goal mastery	07/01/2023-06/30/2024	MTSS Coordinator Instructional Leadership Team	N/A	N/A	MTSS Progress Monitoring Forms
2. After School Program to increase Academic Achievement	September 2023-April 2024	After School Coordinator Administration Bus Transportation Manager	\$40,000	General Fund Title 1 ESSR	After School Plan

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*

(* required) District Priority

*Gifted and Talented Requires
1 Academic Goal and 1 Additional
Goal* Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional
 Gifted and Talented: Other

PERFORMANCE GOAL:

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.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

By the end of the 2023-2024 school year, the percentage of teacher retention will improve from 72.7% to 80%.

INTERIM PERFORMANCE GOAL: By the end of the 2023-2024 school year, the percentage of teacher retention will improve from 71.0% to 74.2%.

DATA Source(s): School Report Card

Average Baseline: 2020-2021 Teacher Retention Rate – 71.0%

2022 – 23 – Projected Data: Teacher Retention Rate - 75%

2022 – 23 – Actual Data: Still in Progress

2023 – 24 – Projected Data: Teacher Retention Rate – 80%

2023 – 24 – Actual Data: Click or tap here to enter text.

ACTION PLAN FOR STRATEGY #1: Analysis of SCTS Rubric Domain Scores for all Teachers – Planning, Instruction, Environment

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teachers will unpack SCTS rubric indicators as a part of content-based PLC meetings.	07/01/2023-06/30/2024	Instructional Leadership Team (Instructional Coach, Master Teacher, Administration)	N/A	N/A	PLC Agendas
2. Weekly Instructional Walkthroughs with Feedback provided to teachers	07/01/2023-06/30/2024	Instructional Leadership Team (Instructional Coach, Master Teacher, Administration)	N/A	N/A	Walkthrough Schedule, Walkthrough Feedback Google Form
3. Instructional coaches will explicitly model rubric indicators and language during coaching cycles with teachers.	07/01/2023-06/30/2024	Instructional Coach, Master Teacher	N/A	N/A	Coaching Cycle Forms
4. PLC Teams will collaborate weekly to create and individualize short-range plans that align to the SCTS planning rubric	07/01/2023-06/30/2024	Instructional Leadership Team (Instructional Coach, Master Teacher, Administration)	N/A	N/A	PLC Agendas, Lesson Plans

ACTION PLAN FOR STRATEGY #2: Analysis of Professionalism domain indicators and descriptors

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. The following groups of teachers will receive a carefully selected building mentor to work with them during the school year: --Induction I, II --Annual Summative --Established teacher new to BCSD	07/01/2023-06/30/2024	ADEPT Liaison	N/A	N/A	Mentor Checklists, Induction Meetings
2. Teachers will receive leadership roles throughout the school to best match their areas of interest and expertise: Department Leads, Student Services Team, STEM Accreditation, General Committees	07/01/2023-06/30/2024	Teacher Leaders	N/A	N/A	Meeting Agendas
3. An Instructional Leadership team will be formed and meet weekly. The leadership team will consist of principal, assistant principals, and instructional coaches	07/01/2023-06/30/2024	Instructional Leadership Team (Instructional Coach, Master Teacher, Administration)	N/A	N/A	ILT Meeting Agendas
4. STEAM PD - Teachers and leaders will participate in a continuous program of STEAM-specific professional learning	07/01/2023-06/30/2024	Cognia Consultant Administration	MSAP Grant	MSAP Grant	PD Agendas, STEAM Observation Feedback

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*

(* required) District Priority

*Gifted and Talented Requires
1 Academic Goal and 1 Additional
Goal* Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional
 Gifted and Talented: Other

PERFORMANCE GOAL:

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.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

By the end of the 2023-2024 school year, the percentage of students who graduate college or career ready will improve from 72.2% to a percentage exceeding the district's average.

INTERIM PERFORMANCE GOAL: By the end of the 2023-2024 school year, the percentage of students who graduate college or career ready will improve from 75.7% to 81.7%.

DATA Source(s): School Report Card

Average Baseline: 2020-2021 College and Career Readiness – 71.0%

2022 – 23 – Projected Data: College and Career Readiness – 76%

2022 – 23 – Actual Data: Still in Progress

2023 – 24 – Projected Data: College and Career Readiness – 81.7%

2023 – 24 – Actual Data: Click or tap here to enter text.

ACTION PLAN FOR STRATEGY #1: Through Advisory, students will complete lessons that will assist them with being college or career ready.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Building College and Career Readiness with all students grades 9-12 using Naviance and other resources during weekly Advisory	07/01/2023-06/30/2024	Guidance Counselors	District Funded	BCSD Funded	Advisory Lessons
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ACTION PLAN FOR STRATEGY #2: Staff provides students with opportunities to prepare for College or Career readiness through school-sponsored activities.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Students participate in Field Trips to Colleges and Universities	07/01/2023-06/30/2024	Career Development Facilitator	\$10,000	Title 1 General Fund District CTE Funds	Field Trip Rosters
2. Students participate in Scholarship Application Days	07/01/2023-06/30/2024	Career Development Facilitator	\$5,000	Title 1 General Fund	Scholarship Applications Submitted
3. Students participate in the school-wide Career Fair	07/01/2023-06/30/2024	Career Development Facilitator	\$1,000	Title 1 General Fund	Career Fair Agenda, Career Fair Roster of students who attended
4. Career Pathways guest speakers come in to speak with students regarding various career options	07/01/2023-06/30/2024	Career Development Facilitator, Guidance Counselors	N/A	Title 1 General Fund	Guest Speaker list and agendas, Presentations used
5. Junior/Senior Parent Nights for students and their parents to receive information about college or career readiness programs	07/01/2023-06/30/2024	Career Development Facilitator, Guidance Counselors	N/A	Title 1 General Fund	Parent Night Agendas and sign-in sheets, Presentations used

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
6. Senior students and participate in FASFA Night to prepare for the college application process	07/01/2023-06/30/2024	Guidance Counselors	N/A	Title 1 General Fund	FASFA Night Agendas and sign-in sheets, Presentations used
7. HBCU/College Recruiters come in to speak with students about higher education and scholarship opportunities	07/01/2023-06/30/2024	Career Development Facilitator, Guidance Counselors	N/A	Title 1 General Fund	HBCU/College List, Sign-in sheet of students who spoke with recruiters
8. Military Recruitment Officials come in to speak with students about scholarship and career opportunities within various Military Branches	07/01/2023-06/30/2024	Career Development Facilitator, Guidance Counselors	N/A	Title 1 General Fund	Military Recruiter List, Sign-in sheet of students who spoke with recruiters
9. Students complete Edgenuity Test Preparation Units to prepare for one or multiple of the following: SAT, ACT, WIN, ASVAB test	07/01/2023-06/30/2024	Guidance Counselors	District Funded	District provided software	Edgenuity Rosters and Completion Reports
10. TCL Coordinator actively recruits students who meet the qualifications to be dual-enrolled.	07/01/2023-06/30/2024	TCL Coordinator	N/A	Title 1 General Fund	List of students who meet the qualifications, meeting agendas

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

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*

(* required) District Priority

*Gifted and Talented Requires
1 Academic Goal and 1 Additional
Goal* Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional
 Gifted and Talented: Other

PERFORMANCE GOAL:

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.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

By the end of the 2023-2024 school year, the staff will be trained in the Year 1 STEAM framework.

INTERIM PERFORMANCE GOAL: Meet annual targets below. By 2023-2024

DATA Source(s): Cognia Performance Standards and Rubric

Average Baseline: WBECHS Initiated STEAM with 2022-2023 School Year with the Instructional Leadership Team. At this time 100% of staff has received Initial Training in Arts Integration. 0% of the staff have received training in STEM through Whale Branch Early College High School at the start of the 2022-2023 school year.

2022 – 23 – Projected Data: 50% of the staff will receive STEM Training through WBECHS

2022 – 23 – Actual Data: Still in Progress

2023 – 24 – Projected Data: 100% of the staff will receive STEM Training through WBECHS

2023 – 24 – Actual Data: Click or tap here to enter text.

ACTION PLAN FOR STRATEGY #1: Teachers will receive various professional development opportunities and demonstrate their learning that align with the school’s STEAM and school safety focus.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teachers and leaders will participate in a continuous program of STEAM-specific professional learning to include attending conferences	01/2023-06/30/2024	Cognia Consultant Arts Now Instructional Leadership Team	MSAP Grant \$5,000	MSAP Grant Title 1 General Fund	PD Agendas, Presentations, STEAM Observation Feedback
2. Teachers and leaders will participate in a continuous training with utilizing technology to support instruction and learning to include attending conferences	01/2023-06/30/2024	MedTech7 Team Instructional Leadership Team	MSAP Grant \$5,000	MSAP Grant Title 1 General Fund	PD Agendas, Presentations Observation Feedback
3. Teachers and leaders will participate in a continuous program of Arts-Integrated Curriculum training to include attending conferences	01/2023-06/30/2024	Arts Integration Specialists Instructional Leadership Team	MSAP Grant \$5,000	MSAP Grant Title 1 General Fund	PD Agendas, Presentations, Observation Feedback
4. Professional Development training with consultants from the Southern Region Education Board to include attending conferences	01/2023-06/30/2024	SREB Consultants Instructional Leadership Team	MSAP Grant \$5,000	MSAP Grant	SREB PD Agendas and observation notes
5. Teachers will facilitate a STEAM Day/Night for students and their families	01/2023-06/30/2024	Instructional Leadership Team MSAP Coordinator	MSAP Grant \$5,000	MSAP Grant Title 1 General Fund	Agendas

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
6. Teachers will utilize current technology in their instruction	01/2023-06/30/2024	Instructional Leadership Team	MSAP \$15,000	MSAP Grant Title 1 General Fund	Purchase Orders, Lesson Plans
7. Teachers and students will participate in instruction/events that include artists in residence experiences.	01/2023-06/30/2024	Instructional Leadership Team	\$20,000	MSAP Grant Title 1 General Fund	Lesson Plans, Contracts
8. Teachers will provide high-quality STEAM Instruction and utilize resources.	01/2023-06/30/2024	Instructional Leadership	\$50,000	MSAP Grant Title 1 General Fund	Purchase Orders, Lesson Plans
9. Staff will be provided professional development in school safety.	06/2023-06/30/2024	Principal	\$5,000	General Fund	Safety Meetings

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

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*

(* required) District Priority

*Gifted and Talented Requires
1 Academic Goal and 1 Additional
Goal* Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional
 Gifted and Talented: Other

PERFORMANCE GOAL:

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.

SMART goal must include:
WHO will do WHAT, as measured by HOW and WHEN.

By the end of the 2023-2024 school year, the percentage of students enrolled in the Early College Program will increase from 12.8% to 15%.

INTERIM PERFORMANCE GOAL: By 2023-2024, Students Enrolled in the Early College Program %

DATA Source(s): Dual Enrollment Students
Average Baseline: 2022-2023 12% of Students are enrolled in the Early College Program

2022 – 23 – Projected Data: Students Enrolled in the Early College Program - 12%
2022 – 23 – Actual Data: Students Enrolled in the Early College Program - 12%

2023 – 24 – Projected Data: Students Enrolled in the Early College Program - 15%
2023 – 24 – Actual Data: Click or tap here to enter text.

ACTION PLAN FOR STRATEGY #1: TCL Coordinator actively recruits students who meet the qualifications to be dual-enrolled.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Participating in grade level parent night where students and families receive information regarding the Early College Model	07/01/2023-06/30/2024	TCL Coordinator Administration Guidance Counselors	\$500	Title 1 General Fund	Grade Level Parent Night Agendas and sign-in sheets, Presentations used
2. School Choice Night where students and families receive information regarding the various school pathways	07/01/2023-06/30/2024	TCL Coordinator Administration Guidance Counselors	\$500	Title 1 General Fund	School Choice Night Agendas and sign-in sheets, Presentations used
3. TCL Coordinator supports students through quarterly meetings	07/01/2023-06/30/2024	TCL Coordinator Administration Guidance Counselors	N/A	Title 1 General Fund	Meeting Agendas
4. Middle School Recruiting for students who are on track to qualify and their parents	07/01/2023-06/30/2024	TCL Coordinator Administration Guidance Counselors	N/A	Title 1 General Fund	List of students who meet the qualifications, meeting agendas, presentations used

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