

School Renewal Plan Information

0701 - Beaufort County School District (0701) Public District - FY 2025 - Whale Branch Early College High (0701036) 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**

NA 

School Plan Contact Information

*** Name**

Davina Coleman

*** Phone**

(843) 466-1202

*** Email**

davina.coleman@beaufort.k12.sc.us


*** Principal's Name**

Davina Coleman

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

Christina Gwozdz

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

07/05/2024 

Stakeholders and Mission and Vision

0701 - Beaufort County School District (0701) Public District - FY 2025 - Whale Branch Early College High (0701036) Public School - School Renewal Plan - Rev 0

Stakeholder Names

Principal

Name

* Davina Coleman

Teacher

Name

* Sheila Alston

Parent/Guardian

Name

* Sherika McBride

Community Member

Name

* Priscilla Drake

School Level Administrators

Name

* Freda McCanick

Name

* Amann Holden

School Read to Succeed Literacy Leadership Team Lead

Name

* Feronica Hamilton

School Read to Succeed Literacy Leadership Team Member

Name

* Erin Horton

School Improvement Council Member(s)

Name

* Catia Gilbert

Name	*	Suzette Fields
Name	*	Geri Henderson
Name	*	Lenora Jenkins
Name	*	Yolanda Anderson Miles
Name	*	Josh Ferguson
Name	*	Lama Lamar

School Gifted and Talented Coordinator

Name	*	Freda McCanick
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School Federal Programs Coordinator

Name	*	Freda McCanick
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Other Stakeholders

Position	Name

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

- Our Vision is to be a high-performing school that provides a safe environment where all students have the opportunity to excel.
- Our Mission is to develop our community of learners into responsible, college and career-ready citizens through diverse curricula and work-based learning experiences that foster creativity, collaboration, critical thinking, and communication.
- Our Core Beliefs
 - Everyone can be a leader
 - Everyone has genius
 - Change starts with me
 - Educators empower students to lead their own learning
 - Develop the whole person

Needs Assessment Data

0701 - Beaufort County School District (0701) Public District - FY 2025 - Whale Branch Early College High (0701036) 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**

<https://screportcards.com/overview/?q=eT0yMDIzJnQ9SCZzaWQ9MDcwMTAzNg>

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

Executive Summary of Needs Assessment Data

0701 - Beaufort County School District (0701) Public District - FY 2025 - Whale Branch Early College High (0701036) 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)

N/A

* Elementary/Middle (3-8)

N/A

* 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

A positive school climate is linked to better student achievement, behavior, and teacher satisfaction. Strategies include enhancing communication, promoting a positive culture, improving safety, fostering inclusivity, increasing professional development, and engaging families and the community. This focus aims to create a supportive environment that benefits all stakeholders, leading to higher success rates and better retention.

Other (such as school priorities)

Whale Branch Early College High School seeks to provide school-choice students with two distinct pathways for instruction: STEAM and the Early College Program. Action steps are aligned with this focus to revive our school choice options. STEAM Infused Instruction: We provide students with the choice of the

High School Pathway through Technology or Arts Infusion. To achieve Cognia 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 allows them to complete two years of college while in high school. Students can earn a college credential through a certificate or degree while earning their standard high school diploma. WBECHS students can take college-level classes on both the WBECHS and TCL campuses. Implementing STEAM and the Early College Program will help increase school enrollment while improving behaviors and safety. Action steps are aligned to increase school enrollment and safety based on continuous staff development.

*** Gifted and Talented**

We aim to provide programs that will accelerated our gifted and talented students in academics and the arts. Gifted art students will have access to honors course work in dance, theatre, visual arts, and music. Academically gifted students will have access to rigorous course work in an early college model.

0701 - Beaufort County School District (0701) Public District - FY 2025 - Whale Branch Early College High (0701036) Public School - School Renewal Plan - Rev 0

Plan Items

1 Student Achievement*

Performance Goal:

By the end of the 2028-2029 school year, the percentage of students scoring a C or higher on the English II EOCEP will improve from 56.1% to 80%.

PM 1.1 By the end of the 2024-2025 school year, the percentage of students scoring a C or higher on the English II EOCEP will improve from 56.1% to 71%.

Analysis of Actual vs. Projected Data:

n/a

S 1.1.1 Analysis of Data from Standards-Based Assessments - The English II teacher will design assessments to benchmark students to evaluate progression of mastering the standards.

Evidence-Based Research:
Backwards By Design

AS 1.1.1.1 Utilize Progress Learning

Action Step:

Utilize Progress Learning to monitor student progress towards mastery of each English II Standard

Person Responsible:

Davina Coleman

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

AS 1.1.1.2 Reading Plus

Action Step:

Utilize Reading Plus to address reading deficiencies and/or build reading stamina

Person Responsible:

Davina Coleman

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/7/2025

AS 1.1.1.3 No Red Ink

Action Step:

Utilize No Red Ink to build writing stamina and prepare for the Text Dependent Analysis

Person Responsible:

Davina Coleman

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

S 1.1.2 Building Professional Capacities: Building Professional Capacities - The English II teacher will be a reflective practitioner, using input provided by the Instructional Leadership Team to make thoughtful and accurate assessments of their planning and teaching.

Evidence-Based Research:

Backwards Design, Professional Learning Communities (Dufour)

AS 1.1.2.1 Professional Learning Communities

Action Step:

Professional Learning Communities to collaborate in Instructional Planning

Person Responsible:

Davina Coleman

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

AS 1.1.2.2 Department Meetings

Action Step:

English Department meetings to collaborate on effective instructional strategies

Person Responsible:

Freda McCanick

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

AS 1.1.2.3 Walkthrough Observations

Action Step:

Weekly instructional walkthrough observations with feedback provided to teachers.

Person Responsible:

Davina Coleman

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

AS 1.1.2.4 Action Plans

Action Step:

Data Analysis Meetings to review benchmark assessments and future planning

Person Responsible:

Davina Coleman

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

AS 1.1.2.5 Instructional Materials

Action Step:

Teachers will purchase Instructional Materials to support high-quality instruction.

Person Responsible:

Davina Coleman

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

S 1.1.3 The English II teacher will implement the Multi-Tiered Systems of Support Model.

Evidence-Based Research:

Multi-tiered Systems of Support Framework

AS 1.1.3.1 Tier I Multi-Tiered Systems of Support Plan

Action Step:

Teachers create individual student plans with goals based on identified needs from data and include weekly progress monitoring toward goal mastery.

Person Responsible:

Davina Coleman

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

AS 1.1.3.2 Progress Monitoring

Action Step:

Utilize Reading Plus as a support for multi-tiered systems of support and the ELA Classroom intervention.

Person Responsible:

Davina Coleman

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/7/2025

AS 1.1.3.3 After School Tutoring

Action Step:

Conduct an after-school program to increase academic achievement.

Person Responsible:

Davina Coleman

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

2 Student Achievement*

Performance Goal:

By the end of the 2028-2029 school year, the percentage of students scoring a C or higher on the Algebra 1 EOCEP will improve from 49.2% to 64.2%.

PM 2.1 By the end of the 2024-2025 school year, the percentage of students scoring a C or higher on the Algebra 1 EOCEP will improve from 49.2% to 56.2%.

Analysis of Actual vs. Projected Data:

N/A

S 2.1.1 Analysis of Data from Standards-Based Assessments - The Algebra 1 teacher will design assessments to benchmark students to evaluate progression of mastering the standards.

Evidence-Based Research:
Backward By Design

AS 2.1.1.1 Progress Learning

Action Step:

Utilize Progress Learning to monitor student progress towards mastery of each Algebra 1 Standard

Person Responsible:

Davina Coleman

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

AS 2.1.1.2 IXL Math

Action Step:

Utilize IXL to practice mathematical skills in order to master the Algebra 1 Standards

Person Responsible:

Davina Coleman

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

AS 2.1.1.3 Math Nation

Action Step:

Utilize Math Nation to supplement teaching and learning as aligned to Algebra 1 Standards\.

Person Responsible:

Davina Coleman

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

AS 2.1.1.4 Big Ideas

Action Step:

Utilize Big Ideas for targeted instruction relating to Algebra 1 Standards

Person Responsible:

Davina Coleman

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

S 2.1.2 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.

Evidence-Based Research:

Backward by Design, Professional Learning Communities (Dufour)

AS 2.1.2.1 Professional Learning Communities

Action Step:

Professional Learning Communities to collaborate in Instructional Planning

Person Responsible:

Davina Coleman

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

AS 2.1.2.2 Math Department Meetings

Action Step:

Math Department meetings to collaborate on effective instructional strategies.

Person Responsible:

Davina Coleman

Estimated Begin Date:

7/31/2024

Estimated Completion Date:
6/6/2025

AS 2.1.2.3 Walkthrough Observations

Action Step:

Weekly Instructional Walkthroughs with Feedback provided to teachers

Person Responsible:

Davina Coleman

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

AS 2.1.2.4 Data Meetings

Action Step:

Data Analysis Meetings to review benchmark assessments and future planning.

Person Responsible:

Davina Coleman

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

AS 2.1.2.5 Southern Region Education Board Professional Development

Action Step:

Professional Development training with consultants from the Southern Region Education Board

Person Responsible:

Davina Coleman

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

AS 2.1.2.6 Instructional Material

Action Step:

Teachers will purchase Instructional Materials to support high-quality instruction.

Person Responsible:

Davina Coleman

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

S 2.1.3 The Algebra 1 Teacher will implement the Multi-Tiered Systems of Support Model.

Evidence-Based Research:

Multi-tiered Systems of Support Framework

AS 2.1.3.1 Multi-tiered Systems of Support Progress Monitoring

Action Step:

Teachers create individual student plans with goals based on identified needs from data and include weekly progress monitoring toward goal mastery

Person Responsible:

Davina Coleman

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

AS 2.1.3.2 Math Nation

Action Step:

Utilize Math Nation for multi-tiered systems of support and classroom support for intervention in the mathematics classroom

Person Responsible:

Davina Coleman

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

AS 2.1.3.3 After School Tutoring

Action Step:

After school program to increase academic achievement.

Person Responsible:
 Davina Coleman
 Estimated Begin Date:
 7/31/2024
 Estimated Completion Date:
 6/6/2025

3 Student Achievement*

Performance Goal:

By the end of the 2028-2029 school year, the percentage of students scoring a C or higher on the Biology EOCEP will improve from 35.8% to 45.5%.

PM 3.1 .By the end of the 2024-2025 school year, the percentage of students scoring a C or higher on the Biology EOCEP will improve from 35.8% to 37.5%.

Analysis of Actual vs. Projected Data:
 NA

S 3.1.1 Analysis of Data from Standards-Based Assessments - The Biology teacher will design assessments to benchmark students to evaluate progression of mastering the standards.

Evidence-Based Research:
 Backwards by Design

AS 3.1.1.1 Progress Learning

Action Step:

Utilize Progress Learning to monitor student progress towards mastery of Biology 1 Standards

Person Responsible:
 Davina Coleman
 Estimated Begin Date:
 7/31/2024
 Estimated Completion Date:
 6/6/2025

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	District currently pays for the entire district.	\$4,600.00

3.1.2 Building Professional Capacities - The Biology teacher will be a reflective practitioner, using input provided by the instructional leadership team to make thoughtful and accurate assessments of their planning and teaching.

Evidence-Based Research:

Backwards by Design and Professional Learning Communities (Dufour)

AS 3.1.2.1 Professional Learning Communities

Action Step:

Professional Learning Communities to collaborate in instructional planning

Person Responsible:

Davina Coleman

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

AS 3.1.2.2 Science Department Meetings

Action Step:

Science Department meetings to collaborate on effective instructional strategies.

Person Responsible:

Davina Coleman

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

AS 3.1.2.3 Walkthrough Observations

Action Step:

Weekly instructional walkthroughs with feedback provided to teachers.

Person Responsible:

Davina Coleman

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

AS 3.1.2.4 Data Meetings

Action Step:
Data analysis meetings to review benchmark assessments and future planning.
Person Responsible:
Davina Coleman
Estimated Begin Date:
7/31/2024
Estimated Completion Date:
6/6/2025

AS 3.1.2.5 Instructional Materials
Action Step:
Teachers will purchase instructional materials to support high-quality instruction.
Person Responsible:
Davina Coleman
Estimated Begin Date:
7/31/2024
Estimated Completion Date:
6/6/2025

S 3.1.3 The Biology teacher will implement the multi-tiered systems of support model.
Evidence-Based Research:
Multi-tiered Systems of Support framework

AS 3.1.3.1 Multi-tiered Systems of Support Plan
Action Step:
Teachers create individual student plans with goals based on identified needs from data and include weekly progress monitoring toward goal mastery.
Person Responsible:
Davina Coleman
Estimated Begin Date:
7/31/2024
Estimated Completion Date:
6/6/2025

AS 3.1.3.2 After School Tutoring
Action Step:

After school program to increase academic achievement.

Person Responsible:

Davina Coleman

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

4 Student Achievement*

Performance Goal:

By the end of the 2028-2029 school year, the percentage of students scoring a C or higher on the US History EOCEP will improve from 18.5% to 33.8%.

PM 4.1 By the end of the 2024-2025 school year, the percentage of students scoring a C or higher on the US History EOCEP will improve from 18.5% to 26.5%.

Analysis of Actual vs. Projected Data:

NA

S 4.1.1 Analysis of Data from Standards-Based Assessments - The US History teacher will design assessments to benchmark students to evaluate progression of mastering the standards.

Evidence-Based Research:

Backwards By Design

AS 4.1.1.1 Document Based Questions

Action Step:

Utilize Document Based Questions to prepare for rigorous text and question analysis.

Person Responsible:

Davina Coleman

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

AS 4.1.1.2 Progress Learning

Action Step:

Utilize Progress Learning to monitor student progress towards mastery of US History Standards.

Person Responsible:
Davina Coleman
Estimated Begin Date:
7/31/2024
Estimated Completion Date:
6/6/2025

S 4.1.2 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.
Evidence-Based Research:
Backwards by Design and Professional Learning Communities (Dufour)

AS 4.1.2.1 Instructional Planning
Action Step:
Professional Learning Communities to collaborate in instructional planning.
Person Responsible:
Davina Coleman
Estimated Begin Date:
7/31/2024
Estimated Completion Date:
6/6/2025

AS 4.1.2.2 Department Meetings
Action Step:
Social Studies Department to collaborate on effective instructional strategies.
Person Responsible:
Davina Coleman
Estimated Begin Date:
7/31/2024
Estimated Completion Date:
6/6/2025

AS 4.1.2.3 Walkthrough Observations
Action Step:
Weekly instructional walkthroughs with feedback provided to teachers.
Person Responsible:

Davina Coleman

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

AS 4.1.2.4 Data Meetings

Action Step:

Data analysis meetings to review benchmark assessments and future planning.

Person Responsible:

Davina Coleman

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

AS 4.1.2.5 Instructional Materials

Action Step:

Teachers will purchase instructional materials to support high-quality instruction.

Person Responsible:

Davina Coleman

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

S 4.1.3 The US History Teacher will implement the Multi-Tiered Systems of Support Model.

Evidence-Based Research:

Multi-tiered Systems of Support Framework

AS 4.1.3.1 Multi-tiered Systems of Support Progress Monitoring

Action Step:

Teachers create individual student plans with goals based on identified needs from data and include weekly progress monitoring toward goal mastery.

Person Responsible:

Davina Coleman

Estimated Begin Date:
7/31/2024

Estimated Completion Date:
6/6/2025

AS 4.1.3.2 After School Tutoring

Action Step:

After school program to increase academic achievement.

Person Responsible:

Davina Coleman

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

5 Student Achievement*

Performance Goal:

By the end of the 2028-2029 school year, the percentage of students who graduate college or career-ready will improve from 68.1% to 87%.

PM 5.1 By the end of the 2024-2025 school year, the percentage of students who graduate college or career-ready will improve from 68.1% to 79%.

Analysis of Actual vs. Projected Data:

NA

S 5.1.1 Analysis of South Carolina Teaching Standards Rubric Domain Scores for all Teachers - Planning, Instruction, Environment

Evidence-Based Research:

South Carolina Department of Education

AS 5.1.1.1 Professional Learning Communities

Action Step:

Teachers will unpack SCTS rubric indicators in content-based PLC meetings.

Person Responsible:

Davina Coleman

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

AS 5.1.1.2 Walkthrough Observations

Action Step:

Weekly Instructional Walkthroughs with Feedback provided to teachers

Person Responsible:

Davina Coleman

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

AS 5.1.1.3 Coaching Cycles

Action Step:

Instructional coaches will explicitly model rubric indicators and language during coaching cycles with teachers.

Person Responsible:

Davina Coleman

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

AS 5.1.1.4 Collaborative Planning

Action Step:

Professional Learning Community teams will collaborate weekly to create and individualize short-range plans that align to the South Carolina Teaching Standards. planning rubric

Person Responsible:

Davina Coleman

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

S 5.1.2 Analysis of Professionalism domain indicators and descriptors.
Evidence-Based Research:

South Carolina Department of Education, South Carolina Teaching Standards 4.0 Rubric

AS 5.1.2.1 Mentoring

Action Step:

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.

Person Responsible:

Davina Coleman

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

AS 5.1.2.2 Instructional Leadership

Action Step:

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.

Person Responsible:

Davina Coleman

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

AS 5.1.2.3 Instructional Leadership Team

Action Step:

An Instructional Leadership team will be formed and meet weekly. The leadership team will consist of principal, assistant principals, and instructional coaches.

Person Responsible:

Davina Coleman

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

AS 5.1.2.4 Science, Technology, Engineering, Arts, and Mathematics (STEAM) Professional Development

Action Step:

An Instructional Leadership team will be formed and meet weekly. The leadership team will consist of principal, assistant principals, and instructional coaches.

Person Responsible:

Davina Coleman

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

AS 5.1.2.5 Department Meeting

Action Step:

Department meetings to share effective practices for areas of the South Carolina Teaching Standards 4.0 rubric

Person Responsible:

Davina Coleman

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

6 Student Achievement*

Performance Goal:

By the end of the 2028-2029 school year, the graduation rate will improve from 83.2% to 95%.

PM 6.1 By the end of the 2024-2025 school year, the graduation rate will improve from 83.2% to 91%.

Analysis of Actual vs. Projected Data:

NA

S 6.1.1 Through Advisory, students will complete lessons that will assist them with being college- or career ready.

Evidence-Based Research:

You Science Career Guidance for Students

S 6.1.2 Staff provides students with opportunities to prepare for College or Career readiness through school-sponsored activities.

Evidence-Based Research:

NA

AS 6.1.2.1 Field Trips

Action Step:
Students participate in Field Trips to Colleges and Universities
Person Responsible:
Career Development Facilitator
Estimated Begin Date:
7/31/2024
Estimated Completion Date:
6/6/2025

AS 6.1.2.2 Scholarship Application Days

Action Step:
Students participate in Scholarship Application Days
Person Responsible:
Career Development Facilitator
Estimated Begin Date:
7/31/2024
Estimated Completion Date:
6/6/2025

AS 6.1.2.3 Career Fair

Action Step:
Students participate in the school-wide Career Fair
Person Responsible:
Career Development Facilitator
Estimated Begin Date:
7/31/2024
Estimated Completion Date:
6/6/2025

AS 6.1.2.4 Guest Speakers

Action Step:
Career Pathways guest speakers come in to speak with students regarding various career options
Person Responsible:
Career Development Facilitator
Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

AS 6.1.2.5 Parent Nights

Action Step:

Junior/Senior Parent Nights for students and their parents to receive information about college or career readiness programs.

Person Responsible:

Career Development Facilitator, Guidance Counselors

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

AS 6.1.2.6 Financial Aid Night

Action Step:

Senior students and participate in FASFA Night to prepare for the college application process

Person Responsible:

Career Development Facilitator, Guidance Counselors

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

AS 6.1.2.7 College Recruitments

Action Step:

HBCU/College Recruiters come in to speak with students about higher education and scholarship opportunities

Person Responsible:

Career Development Facilitator, Guidance Counselors

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

AS 6.1.2.8 Military Recruitment

Action Step:
Military Recruitment Officials come in to speak with students about scholarship and career opportunities within various Military Branches

Person Responsible:
Career Development Facilitator, Guidance Counselors

Estimated Begin Date:
7/31/2024

Estimated Completion Date:
6/6/2025

AS 6.1.2.9 Test Preparation

Action Step:
Students complete Edgenuity Test Preparation Units to prepare for one or multiple of the following: SAT, ACT, WIN, and ASVAB tests.

Person Responsible:
School Counselors

Estimated Begin Date:
7/31/2024

Estimated Completion Date:
6/6/2025

AS 6.1.2.10 Dual Enrollment Recruitment

Action Step:
The Technical College of the Lowcountry Coordinator actively recruits students who meet the qualifications to be dual-enrolled.

Person Responsible:
TCL Coordinator

Estimated Begin Date:
7/31/2024

Estimated Completion Date:
6/6/2025

S 6.1.3 TCL Coordinator actively recruits students who meet the qualifications to be dual-enrolled.

Evidence-Based Research:
Dual enrollment Technical College of the Lowcountry

AS 6.1.3.1 Parent Nights

Action Step:
Participating in grade level parent night where students and families receive information regarding the Early College Model

Person Responsible:
TCL Coordinator
Estimated Begin Date:
7/31/2024
Estimated Completion Date:
6/6/2025

AS 6.1.3.2 School Choice Night
Action Step:
School Choice Night where students and families receive information regarding the various school pathways.
Person Responsible:
TCL Coordinator
Estimated Begin Date:
7/31/2024
Estimated Completion Date:
6/6/2025

AS 6.1.3.3 Quarterly Meetings
Action Step:
TCL Coordinator supports students through quarterly meetings
Person Responsible:
TCL Coordinator
Estimated Begin Date:
7/31/2024
Estimated Completion Date:
6/6/2025

AS 6.1.3.4 Recruitment
Action Step:
Middle School Recruiting for students who are on track to qualify and their parents.
Person Responsible:
TCL Coordinator
Estimated Begin Date:
7/31/2024
Estimated Completion Date:
6/6/2025

7 Student Achievement*
Performance Goal:

By the end of the 2028-2029 school year, the multilingual learner's progress as measured by the SC School Report Card will improve from 40% to 50%.

PM 7.1 By the end of the 2024-2025 school year, the multilingual learner's progress as measured by the SC School Report Card will improve from 40% to 42%.

Analysis of Actual vs. Projected Data:
NA

S 7.1.1 Teachers will receive professional development opportunities in ELlevation and SIOP best practices for educating our multilingual learners.
Evidence-Based Research:
Ellevation

AS 7.1.1.1 Ellevation Training

Action Step:

Teachers will engage in training in the platform Ellevation.

Person Responsible:

ML Teacher

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

AS 7.1.1.2 Sheltered Instruction and Observation Protocol

Action Step:

Teachers will participate in the Sheltered Instruction Observation Protocol.

Person Responsible:

ML Teacher

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

S 7.1.2 Staff provides students with opportunities for family and community engagement.

Evidence-Based Research:

NA

AS 7.1.2.1 Family Nights

Action Step:

Students will participate in family information nights.

Person Responsible:

ML Teacher

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

S 7.1.3 The ESOL teacher will implement multi-tiered systems of support model

Evidence-Based Research:

Multi-tiered Systems of Support Framework

AS 7.1.3.1 Multi-tiered Systems of Support

Action Step:

Teachers create individual student plans with goals based on identified needs from data and include weekly progress monitoring toward goal mastery

Person Responsible:

ML Teacher

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

8 Student Achievement*

Performance Goal:

By the end of the 2028-2029 school year, the on time student success rate as measured by the SC School Report Card will improve from 81.1% to 90%.

PM 8.1 By the end of the 2024-2025 school year, the on time student success as measured by the SC School Report Card will improve from 81.1% to 82.9%.

Analysis of Actual vs. Projected Data:

NA

S 8.1.1 Teachers will use multi-tiered systems of support to increase student achievement.
Evidence-Based Research:
Multi-tiered Systems of Support Framework

S 8.1.2 Staff will engage parents and community stakeholders.
Evidence-Based Research:
NA

S 8.1.3 Teachers will integrate technology to personalize the learning of students.
Evidence-Based Research:
Backwards by Design

9 Teacher/Administrator Quality*

Performance Goal:

By the end of the 2028-2029 school year, the percentage of teacher retention will improve from 81.3% to 91.3%.

PM 9.1 By the end of the 2024-2025 school year, the percentage of teacher retention will improve from 81.3% to 83.3%.
Analysis of Actual vs. Projected Data:
NA

S 9.1.1 Teachers will receive various professional development opportunities.
Evidence-Based Research:
Professional Learning Communities (Dufour)

AS 9.1.1.1 Technology Training

Action Step:

Teachers and leaders will participate in a continuous training with utilizing technology to support instruction and learning to include attending conferences

Person Responsible:

Instructional Coach

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

AS 9.1.1.2 Science, Technology, Engineering, Arts, and Mathematics Professional Development

Action Step:

Teachers and leaders will participate in a continuous program of STEAM-specific professional learning to include attending conferences

Person Responsible:

Instructional Coach

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

AS 9.1.1.3 Southern Region Education Board Conference

Action Step:

Professional Development training with consultants from the Southern Region Education Board to include attending conferences

Person Responsible:

Instructional Leadership

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

AS 9.1.1.4 STEAM Days and Nights

Action Step:

Teachers will facilitate a STEAM Day/Night for students and their families

Person Responsible:

Instructional Leadership

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

AS 9.1.1.5 Artist in Residence

Action Step:

Teachers and students will participate in instruction/events that include artists in residence experiences.

Person Responsible:
Instructional Leadership
Estimated Begin Date:
7/31/2024
Estimated Completion Date:
6/6/2025

10 School Climate*

Performance Goal:

By the end of the 2028-2029 school year, the SC School Report Card's climate score will increase from 3.25 out of 5 points to 4.5 out of 5 points.

PM 10.1 By the end of the 2024-2025 school year, the SC School Report Card's climate score will increase from 3.25 out of 5 points to 3.5 out of 5 points.

Analysis of Actual vs. Projected Data:
NA

S 10.1.1 Schoolwide Positive Behavior Intervention
Evidence-Based Research:
Positive Behavior Intervention Framework

AS 10.1.1.1 Class Meetings

Action Step:

Administrators and Behavior Management Specialist will meet with students to discuss discipline data.

Person Responsible:

Amann Holden

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

AS 10.1.1.2 Goal setting

Action Step:

Administrators and Behavior Management Specialist will meet with students to set behavior goals and write reflections on the goals that they have set.

Person Responsible:

BMS, Assistant Principals

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

AS 10.1.1.3 Family and Community Engagement

Action Step:

Staff will strengthen partnerships with parents and community organizations by hosting various engagement activities.

Person Responsible:

Leadership Team

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025