

History Log

0701 - Beaufort County School District (0701) Public District - FY 2025 - Whale Branch Middle (0701027) Public School - School Renewal Plan - Rev 0

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Date	User	Status (S) / Comment (C)	S / C
6/28/2024 5:30:10 PM	Jamie Allen	Status changed to 'School Renewal Plan Completed'.	S
6/13/2024 12:09:51 PM	Mona Lise Dickson	Status changed to 'School Renewal Plan Returned by LEA Strategic Plan District Contact'.	S
6/12/2024 6:53:39 PM	Jamie Allen	Status changed to 'School Renewal Plan Completed'.	S
2/28/2024 11:51:14 AM	Jamie Allen	Status changed to 'School Renewal Plan Started'.	S
2/28/2024 9:35:09 AM	GEMS Administrator	Status changed to 'School Renewal Plan Not Started'.	S

School Renewal Plan Information

0701 - Beaufort County School District (0701) Public District - FY 2025 - Whale Branch Middle (0701027) 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

Jamie M. Allen

* Phone

843-466-3000

* Email

jamie.allen@beaufort.k12.sc.us

* Principal's Name

Jamie M. Allen

* Board of Trustees Chairperson's Name

Dr. Christina Gwodz

* Date of Plan Approval by the Board

07/09/2024

Stakeholders and Mission and Vision

0701 - Beaufort County School District (0701) Public District - FY 2025 - Whale Branch Middle (0701027) Public School - School Renewal Plan - Rev 0

Stakeholder Names

Principal

Name

*

Jamie M. Allen

Teacher

Name

*

James Floyd

Parent/Guardian

Name

*

Brenda Powell

Community Member

Name

*

Ramon Karney

School Level Administrators

Name

*

Allyson Keown

Name

*

Kyctrell Swinton-Atkins

School Read to Succeed Literacy Leadership Team Lead

Name

*

Christina Peth

School Read to Succeed Literacy Leadership Team Member

Name

*

Lynn Garrett

School Improvement Council Member(s)

Name

*

Brenda Powell

Name	*	Torrea Washington
Name	*	Bernard Reid
Name	*	Ramon Karney
Name	*	Jamie Allen

School Gifted and Talented Coordinator

Name	*	Lynn Garrett
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School Federal Programs Coordinator

Name	*	Torrea Washington
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Other Stakeholders

Position		Name
Numeracy Coach		Forrest Smith
STEM Coordinator		James Floyd

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

Vision

Whale Branch Middle School creates a caring culture for families, students and staff. We are committed to collaborating with one another to meet the academic and social-emotional needs of our students. We foster a standard of excellence through interactive and inquiry-based learning experiences.

Mission

We are committed to growing as a community of learners through meaningful collaboration and innovative instruction to meet the needs of each student

Needs Assessment Data

0701 - Beaufort County School District (0701) Public District - FY 2025 - Whale Branch Middle (0701027) 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=eT0yMDIzJnQ9TSZzaWQ9MDcwMTAyNWw>

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

2024-25 Spring NWEA Reading Achievement:
6th: 12% Meets/Exceeds
7th: 27% Meets/Exceeds
8th Grade: 23% Meets/Exceeds

Executive Summary of Needs Assessment Data

0701 - Beaufort County School District (0701) Public District - FY 2025 - Whale Branch Middle (0701027) 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)

Student Achievement:

<https://scoreportcards.com/overview/?q=eT0yMDIzJnQ9TSZaWQ9MDcwMTAyNw>

ELA is a continued area that needs improvement, 28% of the students were at meets or exceeds on the 2023 SC Ready Assessment. Math is also an area that needs improvement, as only 12% of the students were at meets or exceeds on the 2023 SC Ready Assessment. Additionally, Writing will continue to be an area to support as the writing heavily impacts the overall ELA scores on the SC Ready.

* High School (9-12)

N/A

* Teacher/Administrator Quality

Teacher satisfaction is an area in need of improvement. The Upbeat survey is the teacher satisfaction survey used by Beaufort County School District. This score has improved for the 2022-23 school year to the 2023-2024 school. The goal is to improve to above 75%. The Upbeat overall ratings have been as follows:

- 2024- 61
- 2023- 48
- 2022- 48

The greatest area of need based on the Spring administration were in the following areas: Teacher Appreciation, Diversity, and Cultural Competence.

* School Climate

Although WBMS has seen a decrease in discipline infraction in the past school year, as reflected in the Educator's Handbook System; it is the goal to continue in this direction. Discipline Infraction total by year were:

2024- 890 infractions
2023- 1,317 infractions
2022- 1,284 infractions

The largest areas of infraction were the following: Hit/Kick/Push, Disrupting Class and Refusal to Obey

Other (such as school priorities)

* Gifted and Talented

Increased exposure to higher level experiences for the academic and arts gifted and talented students is a continued goal. During the current school year there was not Art teacher to address the needs of art identified students. Additionally, there were only 2 students that gained access to Reading and Math high school level courses.

Plan Items)

1 Student Achievement*

Performance Goal:

By May 2029, Orca Scholars will increase the percentage of students scoring Meets or Exceeds on the English/Language Arts SCReady state assessment from 28% to 43%.

PM 1.1 By May 2025, Orca Scholars will increase the percentage of students scoring Meets or Exceeds on the English/Language Arts SCReady state assessment from 28% to 31%.

Analysis of Actual vs. Projected Data:

According to the 2023 SC Ready data for ELA 28% of students meet or exceed expectation. This is the data used as the baseline for the current goal. WBMS will continue to use our resources and evidenced based strategies to meet the needs of our students.

S 1.1.1 Observations and evaluations, NWEA MAP data, iReady, Classroom assessment, Computer software data
Evidence-Based Research:

Based on Paul Bambrick-Santoyo's work Driven by Data 2.0 and Marzano's work Art and Science of Teaching

AS 1.1.1.1 SIOP Training

Action Step:

All teachers will be trained on SIOP Training and the ELlevation System

Person Responsible:

District ML Coordinator

Estimated Begin Date:

9/3/2024

Estimated Completion Date:

1/31/2025

AS 1.1.1.2 Use of online resources

Action Step:

Usage of district programs to focus on student needs: Reading Plus, iReady, NoRedInk, Flocabulary

Person Responsible:

Instructional Coaches

Estimated Begin Date:

7/31/2024

Estimated Completion Date:
12/27/2024

AS 1.1.1.3 Research Based Strategies in the classroom

Action Step:

Gradual Release of Responsibility (ongoing training and support) Consistent use of structured notetaking strategy- Cornell Notes Small group instruction, as a result of data dives

Person Responsible:

Instructional Coaches

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

12/27/2024

AS 1.1.1.4 Engaging Lessons

Action Step:

Engaging lessons through STEAM Integration

Person Responsible:

Instructional Coaches

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

12/27/2024

AS 1.1.1.5 Reading across the curriculum

Action Step:

Reading in all courses

Person Responsible:

Instructional Coaches

Estimated Begin Date:

8/7/2024

Estimated Completion Date:

12/27/2024

Performance Goal:

By May 2029, Orca Scholars will increase the percentage of students scoring Meets or Exceeds on the Mathematics SCReady state assessment from 12% to 30%.

PM 2.1 By May 2025, Orca Scholars will increase the percentage of students scoring Meets or Exceeds on the Mathematics SC Ready state assessment from 12% to 15%.

Analysis of Actual vs. Projected Data:

2023 Baseline: 12% of students met or exceeded on Math SC Ready

S 2.1.1 Observations and evaluations, NWEA MAP data, iReady, Classroom assessment, Computer software data

Evidence-Based Research:

Based on Paul Bambrick-Santoyo's work Driven by Data 2.0 and Marzano's work Art and Science of Teaching

AS 2.1.1.1 SIOP

Action Step:

All teachers will be trained on SIOP and ELLevation platform

Person Responsible:

District ML Coordinator

Estimated Begin Date:

9/3/2024

Estimated Completion Date:

1/31/2025

AS 2.1.1.2 Online Math Resource/Tool

Action Step:

Implementation and utilization of Math Nation, with ongoing training and support

Person Responsible:

Numeracy Coach

Estimated Begin Date:

8/7/2024

Estimated Completion Date:

12/31/2024

AS 2.1.1.3 Research-Based Strategies in the classroom

Action Step:

Focus on Mathematics Vocabulary using math journals. Teaching Problem Solving Strategies Provide small group intervention for students. Use Core Bites as a daily warm up for math. Gradual Release of Responsibility (training and ongoing support with classroom

framework) Consistent use of structured note taking: Cornell Notes

Person Responsible:
Numeracy Coach
Estimated Begin Date:
8/5/2024
Estimated Completion Date:
12/27/2024

AS 2.1.1.4 Data Analysis

Action Step:

Analyze and use results of MAP (Measures of Academic Progress) as well as unit and formative assessments to target students' weak areas in math and provide instruction to strengthen those areas.

Person Responsible:
Numeracy Coach
Estimated Begin Date:
8/5/2024
Estimated Completion Date:
12/27/2024

AS 2.1.1.5 Engaging lessons

Action Step:

STEAM Integration
Person Responsible:
Numeracy Coach and STEAM Coordinator
Estimated Begin Date:
8/5/2024
Estimated Completion Date:
12/27/2024

3 Teacher/Administrator Quality*

Performance Goal:

By May 2029, the results of the teacher satisfaction survey will increase from a baseline of 61 points to 75 points

PW 3.1 By May 2025, the results of the teacher satisfaction survey will increase from a baseline of 61 points to 64 points.
Analysis of Actual vs. Projected Data:

Whale Branch Middle School has grown from 2023 to 2024 by 13 points and wants to continue in this direction. We will continue to use resources and provide services outlined in our action plan to meet the needs of our teachers instructionally. We will also continue to support teachers with classroom management, motivating students and work life balance. We will provide periodic progress monitoring tools to gauge our progress.

3.1.1 Quarterly surveys created by the principal, twice a year Upbeat survey results, Observations

Evidence-Based Research:

SCTS 4.0, Ron Clark House System, PBIS

3.1.1.1 Relationship Building

Action Step:

Afterschool events catered around building relationships with colleagues

Person Responsible:

House Leaders, SOY and TOY

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

12/27/2024

3.1.1.2 Inclusive Practices

Action Step:

Diverse representation at leadership meetings and Involve teachers in decision making process (classified and certified)

Person Responsible:

Administration

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

12/27/2024

3.1.1.3 Managing Student Behavior

Action Step:

Ensure administrative and support staff visibility in hallways and classrooms, outside of evaluations Classroom Management Training and Support

Person Responsible:

Administration and Instructional Coaches

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

	12/27/2024 AS 3.1.1.4 Faculty Appreciation Action Step: Ongoing faculty appreciation Person Responsible: Administration, House Leaders, TOY, SOY Estimated Begin Date: 7/24/2024 Estimated Completion Date: 12/27/2024
	AS 3.1.1.5 Progress Monitoring Action Step: Quarterly progress monitoring of how things are going, standout concerns, etc. (stay interviews) Person Responsible: Administration and Instructional Coaches Estimated Begin Date: 7/31/2024 Estimated Completion Date: 12/27/2024
	AS 3.1.1.6 Training in the form of Professional Learning Communities and Professional Development Action Step: Professional development on the SCTS 4.0 Rubric, with ongoing rubric support embedded in PLCs Orca 101 for new teachers, led by veteran staff members (focus: roles and responsibilities of staff members; building needs; mentorship understanding) Person Responsible: Administration and Instructional Coaches Estimated Begin Date: 7/31/2024 Estimated Completion Date: 12/27/2024 4 School Climate* Performance Goal:

By May 2029, we will decrease the number of office referrals from 900 to 650.

PM 4.1 By May 2025, we will decrease the number of office referrals from 900 to 850.
Analysis of Actual vs. Projected Data:

Whale Branch Middle School students decreased their office referrals from 2023 to 2024 by over 300 referrals. Although we no longer have 5th grade, it seems reasonable to continue in this trajectory with effective implementation of environmental expectations, hallway monitoring, single school culture and the house system.

S 4.1.1 MTSS Data collection, sign-in sheets from training, decrease in monthly infractions noted in Educator's Handbook
Evidence-Based Research:

MTSS behavior interventions, Too Good for Drugs, Behavior Management Specialist, Mentor/Mentee System

AS 4.1.1.1 Classroom Management Training

Action Step:

Training on strategies and frameworks to assist with classroom management (SCTS 4.0 Environment Rubric, de-escalation strategies, culturally responsive teaching practices, SPED training for accommodations and general understanding of student behaviors)

Person Responsible:

Administration

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

12/27/2024

AS 4.1.1.2 Ron Clark House System

Action Step:

Continued use of the HOUSE System to address behavioral and SEL needs

Person Responsible:

Administration

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

12/27/2024

AS 4.1.1.3 Student Leadership Opportunities

Action Step:

Provide students with leadership opportunities and opportunities to provide feedback to teachers

Person Responsible:

Administration	
Estimated Begin Date:	8/7/2024
Estimated Completion Date:	12/27/2024
AS 4.1.1.4 MTSS Action Step: Utilization of the MTSS process and strategies to improve student behaviors Person Responsible: Administration, Counselors Estimated Begin Date: 7/31/2024 Estimated Completion Date: 12/27/2024	
AS 4.1.1.5 Single School Culture Action Step: Continue implementation of Single School Culture Person Responsible: Administration Estimated Begin Date: 7/31/2024 Estimated Completion Date: 12/27/2024	

Assurances	
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Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 et seq. (Supp. 2004))	
* N/A ▼	Academic Assistance, PreK-3 The school makes special efforts to assist children in PreK-3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
* Yes ▼	Academic Assistance, Grades 4-12 The school makes special efforts to assist children in grades 4-12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
* Yes ▼	Parent Involvement The school encourages and assists parents in becoming more involved in their children's education 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.
* Yes ▼	Staff Development 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.
* No ▼	Technology The school integrates technology in professional development and classroom instruction in order to improve teaching and learning.
* Yes ▼	Innovation The school funds innovative activities to improve student learning and accelerate the performance of all students.
* Yes ▼	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.
* Yes ▼	Developmental Screening 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.
* N/A ▼	Half-Day Child Development

	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.
* N/A ▼	Developmentally Appropriate Curriculum for PreK-3
	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.
* Yes ▼	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.
* N/A ▼	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.
* Yes ▼	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

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☒ Not Applicable

Related Documents

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Optional Documents		
Type	Document Template	Document/Link
Additional Documentation	N/A	 WBMS SRP Executive Summary 2024-25

Checklist		
0701 - Beaufort County School District (0701) Public District - FY 2025 - Whale Branch Middle (0701027) Public School - School Renewal Plan - Rev 0		
Checklist Description <a>Collapse All <a>Expand All		
☐	1. Plan Information and stakeholders 1.01 Information is complete and appropriate.	Not Reviewed ▼
☐	2. Needs Assessment 2.01 Needs assessment link is correct 2.02 Needs assessment is clear, thorough and appropriate.	Not Reviewed ▼
☐	3. Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps 3.01 All required goal areas have been addressed. 3.02 Goal statements are complete and appropriate. 3.03 Goals have all required parts completed. 3.04 Action steps are complete and appropriate.	Not Reviewed ▼
☐	4. Read to Succeed 4.01 Responses are complete, thorough and appropriate.	Not Reviewed ▼
☐	5. Assurances 5.01 Responses are complete, thorough and appropriate	Not Reviewed ▼
☐	6. Related Documents 6.01 If applicable, uploaded documents are correct and appropriate.	Not Reviewed ▼