W. J. Keenan High School

Welcome Back!
Raider Nation 101

Academics and College and Career Readiness

2025-2026

Cultivating a Culture of Excellence

Learning Intention

Today, we will learn how to meet the profile of a South Carolina graduate.

Success Criteria

We are successful when we can:

- ❑ Identify the number of units required for grades 9-12
- ❑ Understand the requirements for graduation
- ❑ Explain the meaning and importance of becoming college and career ready
- ❑ Identify the support available for student success

1 Minute Think/ 1 Minute Pair/ 1 Minute Share

What is your purpose in high school?

What are your goals?

Activity

How will you achieve them?

What will you do if something gets in your way?

Jot down your ideas and be prepared to share with a partner and share with the class. (Partners can share on behalf of each other.)

"I believe that every person has value, potential, and the capacity for learning and growth. As principal, my goal is to inspire students to become the best versions of themselves—to become thinkers, doers, changers, firsts, and barrier-breakers. WJ Keenan High will become a school where strong relationships are built and sustained with all stakeholders and one where the expectation is to lead, to set the example, and to raise standards for all to follow."

– Mr. Jabar K. Hankins, WJK Principal

Profile of the South Carolina Graduate

PROFILE OF A SOUTH CAROLINA GRADUATE
COMPETENCY STATEMENTS

READ CRITICALLY
I can make meaning from diverse media to better understand the world around me.

EXPRESS IDEAS
I can communicate through diverse formats for a range of purposes and audiences.

INVESTIGATE THROUGH INQUIRY
I can explore questions and build knowledge through inquiry.

REASON QUANTITATIVELY
I can work with numerical data, solve problems, and construct mathematical solutions.

USE SOURCES
I can assess the credibility of sources and synthesize my new learning to build knowledge.

DESIGN SOLUTIONS
I can engage in a systematic design process to develop data-informed solutions to authentic design challenges.

LEARN INDEPENDENTLY
I can develop a plan, monitor my progress, and persevere through challenges to achieve my goal.

NAVIGATE CONFLICT
I can develop skills, strategies, and emotional awareness while navigating conflicts with others.

LEAD TEAMS
I can effectively lead teams with clarity, purpose, and care.

BUILD NETWORKS
I can initiate relationships with diverse individuals and networks for a purpose, and sustain relationships with authenticity and care.

SUSTAIN WELLNESS
I can support my own physical, emotional, and social health in order to live a healthy and productive life.

ENGAGE AS A CITIZEN
I can participate in my community, build my civic knowledge, and take action to improve my community.

PROFILE OF THE
South Carolina Graduate

WORLD-CLASS KNOWLEDGE

Rigorous standards in language arts and math for career and college readiness

Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

WORLD-CLASS SKILLS

Creativity and innovation

Critical thinking and problem solving

Collaboration and teamwork

Communication, information, media and technology

Knowing how to learn

LIFE AND CAREER CHARACTERISTICS

Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

© SCASA Superintendents' Roundtable
Adopted by: SC State Board of Education, SC Department of Education, SC Education Oversight Committee, SC Arts Alliance, SC Arts in Basic Curriculum Steering Committee, SCASCD, SC Chamber of Commerce, SC Council on Competitiveness, SC School Boards Association, TransformSC Schools and Districts.

Grade Classification
Beginning with the end in mind..

GRADE 9
Grade classification as a ninth-grade student is determined by the eighth-grade promotion standards.

GRADE 10
Grade classification as a tenth-grade student requires the completion of six units to include:
English 1 (1 unit)
Mathematics (1 unit)
Additional Credits (4 units)

GRADE 11
Grade classification as an eleventh-grade student requires the completion of twelve units to include:
English 1 and 2 (2 units)
Mathematics (2 units)
Science (1 unit)
Social Studies (1 unit)
Additional Credits (6 units)

GRADE 12
Grade classification as a twelfth-grade student requires the completion of eighteen units to include:
English 1, 2, and 3 (3 units)
Mathematics (3 units)
Science (2 units)
Social Studies (2 units)
Additional Credits (8 units)

Graduation Requirements

Subject Area	Credits
English	4
U.S. History	1
Economics	.5
Government	.5
Other Social Studies	1
Mathematics	4
Sciences	3
Computer Science	1
Physical Education or JROTC or Marching Band with PE	1
World Language or Career and Technology Elective	1
Personal Finance	.5
Electives	6.5
Total	24

College and Career Readiness

College Readiness

- ACT composite score of 21 or higher
- SAT score of 1020 or higher
- 6 hours of approved Dual Enrollment Courses with a C or higher grade
- AP score of 3 or higher

Career Readiness

- Career and Technical Education (CTE) Completer with an Industry Certification
- WIN Assessment 3 or higher on all components
- ASVAB score of a 31 or higher
- 40 Hours of approved work internship hours that is aligned with IGPs (Individual Graduation Plans).

College and Career Readiness Importance

Reflection of what you can do and why you know (All)

Will determine what colleges you get into (ACT/ SAT)

Will help factor what scholarships you get (ACT/SAT/Dual Enrollment)

Will lessen the cost of college for you (Dual Enrollment)

Will determine what skills/knowledge you possess (ASVAB)

Can help you gain employment (WIN, Work Internships, CATE Completer)
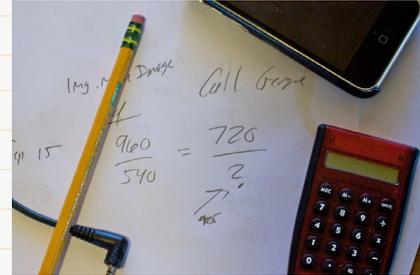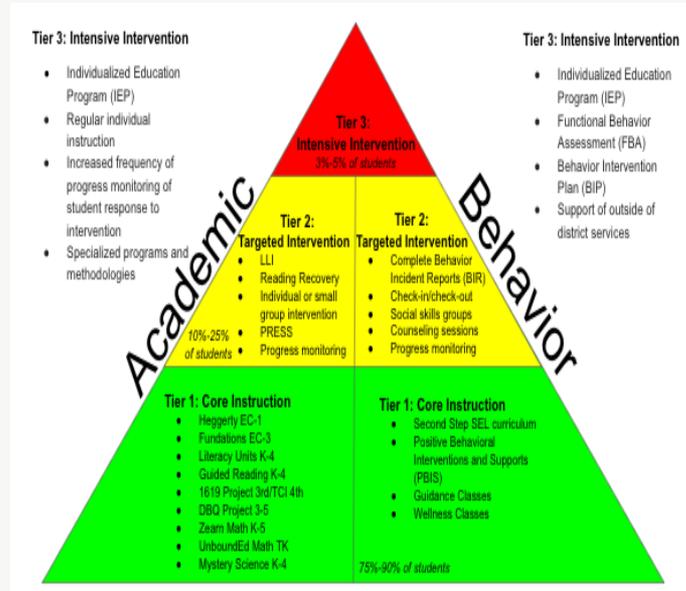
Earn Your CCR Point!

End of Course Assessments

End of Course Assessments Worth 20% of Final Grade in Courses

- **Algebra 1**
- **English 2**
- **Biology**
- **U.S. History**

Multi-Tiered System of Support (MTSS)

Tier 3: Intensive Intervention
- Individualized Education Program (IEP)
- Regular individual instruction
- Increased frequency of progress monitoring of student response to intervention
- Specialized programs and methodologies

Academic

Tier 3:
Intensive Intervention
3%-5% of students

Tier 2:
Targeted Intervention
- LLI
- Reading Recovery
- Individual or small group intervention
- PRESS
- Progress monitoring

10%-25% of students

Tier 1: Core Instruction
- Heggerty EC-1
- Fundations EC-3
- Literacy Units K-4
- Guided Reading K-4
- 1619 Project 3rd/TCI 4th
- DBQ Project 3-5
- Zearn Math K-5
- UnboundEd Math TK
- Mystery Science K-4

Tier 2:
Targeted Intervention
- Complete Behavior Incident Reports (BIR)
- Check-in/check-out
- Social skills groups
- Counseling sessions
- Progress monitoring

Behavior

Tier 3: Intensive Intervention
- Individualized Education Program (IEP)
- Functional Behavior Assessment (FBA)
- Behavior Intervention Plan (BIP)
- Support of outside of district services

Tier 1: Core Instruction
- Second Step SEL curriculum
- Positive Behavioral Interventions and Supports (PBIS)
- Guidance Classes
- Wellness Classes

75%-90% of students

- This a team consisting of administrators, teachers, counselors, and other school personnel to track student data will identify when a student is failing 1 subject or more and they will be recommended for MTSS.

- This is a fantastic intervention program designed to help you become more successful with your academic classes.

- A team will meet and address individual student needs and develops interventions to assist the student so he or she can be successful. Students will be tracked for attendance, behavior, social-emotional support, and academics.

R1 & Laptop Acceptable User Policy (AUP)

- Computer resources are for educational and professional use
- Use of all district computer resources is monitored
- Infringements of the AUP will be investigated
- Violations of the AUP will result in disciplinary action
- There is limited privacy expectation when using the district's system.

Re-do District Policy

- **Richland County School District One is implementing a Redo/Retake Plan as a strategy to help ensure mastery learning for students.**

- **Students should NEVER settle for a zero. This indicates that the student does not know anything whatsoever about a topic.**

- **Students and parents are encouraged to create a Parent Portal account so they can track grades. This can be acquired from Ms. Boyles in guidance or your grade level administrator.**

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We Believe in You!!

All teachers, guidance counselors, administrators, and other school personnel believe you can have a successful year. You all have the potential to accomplish whatever you set your mind to. Create goals for yourself this year, write them down so you can refer to them, and devise a plan to achieve these goals. Ask for help if you feel you are derailing from the goal you set out to achieve. Everyone in this building is here to help you become successful!