



GEMS Home
Search
Inbox
Planning
Funding
Grant Summary
Address Book
SCDE Resources
Help for Current Page 0
Request Help
GEMS Sign Out

[McCanick, Freda](#)

Production
 Session Timeout
 ([Hide Timer](#))
00:59:22

Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps

0701 - Beaufort County School District (0701) Public District - FY 2026 - Whale Branch Early College High (0701036) Public School - School Renewal Plan - Rev 0

Go To

Plan Items [Expand All](#) [Collapse All](#)

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 75%.

PM 1.1 By the end of the 2025-2026 school year, the percentage of students scoring a C or higher on the English II EOCEP will improve from 56.1% to 60.1%.

Analysis of Actual vs. Projected Data:

2024-2025 Fall Data: Students scoring A-C was 50%; Students scoring A-D was 71.7% We are projecting to meet or exceed our EOY goal of 56.1% of our students scoring a C or higher based on the increase in our Fall EOC scores.

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

Evidence-Based Research:

Backwards By Design

AS 1.1.1.1 Utilize pre-assessment, benchmark assessments, and post-assessments that mimic the EOC structure.

Action Step:

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

Person Responsible:

Erin Horton

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

AS 1.1.1.2 Utilize Reading Plus diagnostics, level-up assessments, and lessons to analyze student's progress to improve their reading ability/level

Action Step:

Utilize Reading Plus weekly during Warrior Time in homeroom to address reading deficiencies related to comprehension/fluency/vocabulary, increase reading levels, and/or build reading stamina.

Person Responsible:

Erin Horton

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

AS 1.1.1.3 Implement daily writing opportunities

Action Step:

Implement daily writing opportunities that will gradually increase reading stamina by using Quick Writes in No Red Ink, DBQ online, and Journaling/Reflecting strategies

Person Responsible:

Erin Horton

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

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 Facilitate Professional Learning Communities

Action Step:

Develop a calendar of weekly Professional Learning Community opportunities for teachers to share effective teaching strategies, collaborate on lesson planning, review and analyze student data, critique student work, and receive training on current educational research-based trends. Teachers will attend PLCs for an hour during their planning period. Teachers will also be able to facilitate PLCS to present best practices used in their classroom proven to be effective for positive student outcomes.

Person Responsible:

Sonji Leach

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

AS 1.1.2.2 Department Meetings

Session Timeout
([Hide Timer](#))
00:59:22

Action Step:

Teachers will attend bi-weekly department meetings to analyze student data, discuss effective teaching strategies, and create lessons and assessments to help students master content standards.

Person Responsible:

Freda McCanick

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

 AS 1.1.2.3 Walkthrough Observations

Action Step:

Conduct weekly instructional walkthrough observations with feedback provided to teachers.

Person Responsible:

Sonji Leach

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

 AS 1.1.2.4 Instructional Materials

Action Step:

Teachers will purchase Instructional Materials to support high-quality instruction to include textbooks, effective reading online platforms, copy paper, and classroom sets of novels.

Person Responsible:

Sonji Leach

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

 S 1.1.3 Intensive interventions and programs to improve education practices for struggling students - Teachers will use researched-based intensive interventions to improve students' reading ability/levels.

Evidence-Based Research:

Multi-tiered Systems of Support Framework

 AS 1.1.3.1 Instructional Strategies

Action Step:

Teachers will integrate strategies that support cognitive processing through academic instruction. Strategies will be presented in PLCs. District personnel and external consultants will provide training on resources and strategies teachers can use in their classrooms for students who are struggling readers.

Person Responsible:

Session Timeout

([Hide Timer](#))

00:59:22

Freda McCanick
 Estimated Begin Date:
 8/4/2025
 Estimated Completion Date:
 6/1/2026

AS 1.1.3.2 Differentiation

Action Step:

Teachers will use data to differentiate instruction with small groups, one-on-one support, and peer tutoring. Increase the number of inclusion classes with co-teaching support from special education teachers or a teacher assistant. Provide pull-out support for students struggling with reading during the school day for small group or one-on-one instruction.

Person Responsible:

Freda McCanick

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

AS 1.1.3.3 Tutoring Program

Action Step:

Implement an intense before, during, and after school program to provide additional academic support for students who are struggling academically.

Person Responsible:

Sonji Leach

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

Session Timeout
 (Hide Timer)
 00:59:22

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 75%.

PM 2.1 By the end of the 2025-2026 school year, the percentage of students scoring a C or higher on the Algebra 1 EOCEP will improve from 41.3% to 51.3%.

Analysis of Actual vs. Projected Data:

2024-2025 Fall EOC Algebra I actual data results: Students scoring A-C was 31.3%; Students scoring A-D was 79.2% Based on the actual fall data, we are projecting the percentage of students scoring a C or higher on the Algebra 1 EOC to be 41.3% by the end of the 2024-2025 school year which will put us close to reaching our goal at the end of the 2025-2026 school year.

S 2.1.1 Analysis of Data from Standards-Based Assessments - The Algebra 1 teacher will administer district benchmark assessments to 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:

Sonji Leach

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

 AS 2.1.1.2 IXL Math

Action Step:

Utilize IXL to practice mathematical skills in order to master the Algebra 1 Standards Students will complete a diagnostic in IXL throughout the year during Warrior Time in homeroom. Students will complete lessons in IXL to improve their math skills and ability level.

Person Responsible:

Sonji Leach

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

 AS 2.1.1.3 Big Ideas and Adopted Math Textbook

Action Step:

Utilize Big Ideas and the selected new adopted textbook for targeted instruction relating to Algebra 1 Standards. Teachers will follow the curriculum and pacing guide in Rubicon to ensure teaching the standards students will need to master to be successful in passing the EOC assessment.

Person Responsible:

Peter Burvenich

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

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:

Session Timeout

([Hide Timer](#))

00:59:22

Teachers will participate in weekly Professional Learning Communities to share ideas, reflect on implementation of effective instructional strategies, critique student work, and collaborate in instructional planning to enhance their instructional delivery. Teachers will attend PLCs for an hour during their planning period. District personnel and external consultants will provide training on resources, online platforms, and strategies teachers may use to enhance their teaching practices.

Person Responsible:

Sonji Leach

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

AS 2.1.2.2 Math Department Meetings

Action Step:

Teachers will have bi-weekly Math Department meetings to review and analyze student data, collaborate on effective instructional strategies, critique student work, and plan lessons aligned to the standards.

Person Responsible:

Amann Holden

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

AS 2.1.2.3 Walkthrough Observations

Action Step:

Administrators will conduct weekly instructional walkthroughs with feedback provided to teachers to enhance their teaching delivery and instructional practices. Department chairs will conduct walkthrough observations to provide meaningful feedback to their colleagues.

Person Responsible:

Sonji Leach

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

AS 2.1.2.4 Southern Region Education Board Support

Action Step:

Professional Development training with consultants from the Southern Region Education Board. SREB consultants will conduct classroom observations to design a plan to support teachers during PLCs. SREB consultants will work with individual teachers needing additional support with lesson planning, classroom management/organization/structure.

Person Responsible:

Sonji Leach

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

Session Timeout
([Hide Timer](#))
00:59:22

6/1/2026

 AS 2.1.2.5 Instructional Materials and Classroom Supplies/Resources

Action Step:

Teachers will purchase instructional materials, classroom supplies and resources to support high-quality instruction. Teachers will purchase online programs to enhance their teaching practices and instructional delivery.

Person Responsible:

Sonji Leach

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

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

Evidence-Based Research:

Multi-tiered Systems of Support Framework

 AS 2.1.3.1 Integration of Intensive Interventions and Strategies

Action Step:

Teachers will integrate intensive interventions and strategies that support cognitive processes, such as self-regulation and executive functions, with academic instruction to accelerate academic progress. Teachers will use explicit instruction which involves overtly teaching the steps or processes needed to understand a construct, apply a strategy, and complete a task. Teachers will use systematic instruction which involves breaking down complex skills into smaller, manageable chunks and sequencing learning from easier to more difficult tasks.

Person Responsible:

Sonji Leach

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

 AS 2.1.3.2 Intensive Tutoring Program

Action Step:

Implement and intensive before, during, and after school tutorial program to meet the needs of students struggling academically. Implement a pull-out model during school using instructional tutors twice a week to work with students in a small group or one-on-one setting.

Person Responsible:

Sonji Leach

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

Session Timeout
(Hide Timer)
00:59:22

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 53.8% to 75%.

PM 3.1 By the end of the 2025-2026 school year, the percentage of students scoring a C or higher on the Biology EOCEP will improve from 58.8% to 62.8%.

Analysis of Actual vs. Projected Data:

2028-2029 data is projected to be 53.8% to 75% Last Year, 2024-2025 was projected to be 35.8% to 37.5% Actual Fall 2024-2025 data is 53.8% of students scoring a C or higher on the Biology EOC Spring Projection data is 53.8% to 58.8% of students will score a C or higher on the Biology EOC

S 3.1.1 Analysis of Data from Standards-Based Assessments - The Biology teachers will administer the district created benchmark assessments to students to evaluate progression of mastering the standards.

Evidence-Based Research:

Backwards by Design

AS 3.1.1.1 Progress Learning

Action Step:

Effective implementation of Progress Learning as a monitoring and remediation tool in Biology I to evaluate the progression of students mastering the standards Students will complete common unit assessments created by the district in progress learning. Students will complete suggested practice lessons in Progress Learning for remediation.

Person Responsible:

Sonji Leach

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

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

S 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:

Teachers will attend weekly Professional Learning Community sessions during their planning period to collaborate on lesson planning; review student data; critique student work; receive training on effective teaching strategies, STEM lessons, and new district initiatives; develop common assessments, and celebrate academic successes. Teachers will observe classes during PLCs to provide feedback. WBECHS teachers, district teachers, district personnel, and external consultants and organizations will provide training on best practices during PLCs.

Session Timeout
(Hide Timer)
00:59:22

Person Responsible:

Sonji Leach

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

 AS 3.1.2.2 Science Department Meetings

Action Step:

Teachers will attend bi-weekly science department meetings to collaborate on lesson planning, analyze student data, critique student work, and develop effective teaching strategies to improve student engagement for better academic success on assigned tasks. The Science Department will have two half-day professional development days a year for lesson planning, to create unit/common assessments, and to analyze student data to develop a strategic plan to address meeting the needs of struggling students.

Person Responsible:

Sonji Leach

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

 AS 3.1.2.3 Walkthrough Observations

Action Step:

The administrators will conduct weekly classroom observations and provide feedback to teachers. The department chairs will conduct monthly classroom observations to collaborate with administration on developing PLCs to celebrate effective practices and strengthen targeted areas needing improvement. We will host a yearly district instructional review team meeting which will consist of a team of 15-20 people to conduct classroom observations, analyze data, and provide feedback on classroom observations for overall school improvement.

Person Responsible:

Sonji Leach

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

 AS 3.1.2.4 Instructional Materials

Action Step:

Teachers will purchase hard copy and digital instructional materials to support high-quality instruction. Administration will purchase instructional materials for the leadership team and department meetings to ensure the necessary resources are available to address agenda items related to school improvement, teacher professional development, and student academic growth.

Person Responsible:

Sonji Leach

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

Session Timeout

(Hide Timer)

00:59:22

6/1/2026

- 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. The Behavior Management Specialist and Interventionist will conduct weekly meetings to address students' academic, behavior, and attendance progress to develop student contracts for those who are underperforming, have five or more office referrals, and excessive absences and tardies. The BMS and BMI will work collaboratively to develop a curriculum for struggling/at-risk students to reform unproductive behavior patterns. The BMS and BMI will research effective curriculum and/or online programs to purchase that yield positive student results.

Person Responsible:

Sonji Leach

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

- AS** 3.1.3.2 Intensive Tutoring Program

Action Step:

Students will have the opportunity to attend before, during, and after school tutoring for seat-time, to complete missing assignments, to make-up work missed, and to get additional academic support on difficult concepts. Students who are performing below grade level as indicated on the Reading Plus and IXL diagnostic assessment will be pulled by instructional tutors during the school day twice a week for additional academic support.

Person Responsible:

Sonji Leach

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

Session Timeout

[\(Hide Timer\)](#)

00:59:22

- 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 20% to 75%.

- PM** 4.1 By the end of the 2025-2026 school year, the percentage of students scoring a C or higher on the US History EOCEP will improve from 30% to 40%.

Analysis of Actual vs. Projected Data:

Projected 2024-2025 was 18.5% to 26.5% for students scoring a C or higher on the US History EOC Actual Fall 2024-2025 was 20% for students scoring a C or higher on the US History EOC Projected Spring 2024-2025 is 20% to 30%

S 4.1.1 Analysis of Data from Standards-Based Assessments - The US History teachers will administer the district benchmark assessments to evaluate students' progression towards mastery of the US History 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:

Sonji Leach

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

AS 4.1.1.2 Progress Learning

Action Step:

Utilize Progress Learning to administer benchmark, unit, and common assessments to monitor student progress towards master of the US History standards. Utilize Progress Learning to assign lessons for remediation/acceleration for students to improve/enhance their knowledge of the US History standards and concepts taught.

Person Responsible:

Sonji Leach

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

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 Professional Learning Communities

Action Step:

Teachers will attend weekly Professional Learning Community sessions during their planning period to collaborate on lesson planning; review student data; critique student work; receive training on effective teaching strategies, STEM lessons, and new district initiatives; develop common assessments, and celebrate academic successes. Teachers will observe classes during PLCs to provide feedback. WBECHS teachers, district teachers, district personnel, and external consultants and organizations will provide training on best practices during PLCs.

Person Responsible:

Sonji Leach

Estimated Begin Date:

8/4/2025

Session Timeout

([Hide Timer](#))

00:59:22

Estimated Completion Date:

6/1/2026

 AS 4.1.2.2 Department Meetings

Action Step:

Teachers will attend bi-weekly science department meetings to collaborate on lesson planning, analyze student data, critique student work, and develop effective teaching strategies to improve student engagement for better academic success on assigned tasks. Social Studies Department will have two half-day professional development days a year for lesson planning, to create unit/common assessments, and to analyze student data to develop a strategic plan to address meeting the needs of struggling students.

Person Responsible:

Sonji Leach

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

 AS 4.1.2.3 Walkthrough Observations

Action Step:

The administrators will conduct weekly classroom observations and provide feedback to teachers. The department chairs will conduct monthly classroom observations to collaborate with administration on developing PLCs to celebrate effective practices and strengthen targeted areas needing improvement. We will host a yearly district instructional review team meeting which will consist of providing breakfast and lunch for a team of 15-20 people to conduct classroom observations, analyze data, and provide feedback on classroom observations for overall school improvement.

Person Responsible:

Sonji Leach

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

 AS 4.1.2.4 Instructional Materials

Action Step:

Teachers will purchase hard copy and digital instructional materials to support high-quality instruction.

Person Responsible:

Sonji Leach

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

 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

Session Timeout

(Hide Timer)

00:59:22

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 Reading Plus and IXL diagnostic data and include weekly progress monitoring toward goal mastery.

Person Responsible:

Sonji Leach

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

AS 4.1.3.2 Intensive Tutoring Program

Action Step:

Implement and intensive before, during, and after school tutorial program to meet the needs of students struggling academically. Implement a pull-out model during school using instructional tutors twice a week to work with students in a small group or one-on-one setting. Implement a push-in model for ELA teachers to go on their planning periods into the US History classes with effective reading interventions and instructional strategies to provide students additional support to master US History concepts and standards.

Person Responsible:

Sonji Leach

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

Session Timeout

([Hide Timer](#))

00:59:22

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 79.1% to 92%.

PM 5.1 By the end of the 2025-2026 school year, the percentage of students who graduate college or career-ready will improve from 79.1% to 81.1%, college and career ready will improve from 23.5% to 26.5%, career ready will improve from 78.3% to 80.3%, and college ready will improve from 24.3% to 25.3%.

Analysis of Actual vs. Projected Data:

Actual 2023-2024 percentage of students who graduated college or career-ready was 79.1%, college and career ready was 23.5%, career ready was 78.3%, and college ready 24.3%. Projected percentages listed above.

S 5.1.1 Successful and Promising practices related to college and career readiness

Evidence-Based Research:

Profile of the South Carolina Graduate

AS 5.1.1.1 Professional Development Opportunities

Action Step:

To ensure that teachers, counselors, and administrators are up to speed on the latest thinking and practice in preparing students for careers and college, they must have opportunities to learn from others who are pioneering effective new practices. Attending conferences

and other professional development events to share the successes of our programs and provide opportunities for staff to learn from others who are also sharing their work. Teachers enrolling in coursework or certification programs to increase the number of teachers highly qualified to teach classes to expand college and career course offerings and pathways for students.

Person Responsible:

Sonji Leach

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

AS 5.1.1.2 CTE Pathway/Course Offerings Expansion

Action Step:

Add a Global Logistics & Supply Chain Management Program to attract students interested in learning about warehouse management, global logistics of goods and supplies, and CDL coursework. Ensure that the counselors are trained on the new CTE program offering to get the proper courses added to our master schedule. Ensure that the counselors, teachers, and administrators are trained on the overall program and certifications associated with the CTE pathway.

Person Responsible:

Karen Gilbert

Estimated Begin Date:

4/7/2025

Estimated Completion Date:

6/1/2026

AS 5.1.1.3 Master Scheduling

Action Step:

Counselors will work with administrators and the leadership team to streamline scheduling courses by maximizing our class sizes based on student needs to complete core classes sequentially. Counselors will work collaboratively with CTE teachers to make sure students are taking the appropriate courses to be completers and the pathway will lead to an industry-recognize certification.

Person Responsible:

Sonji Leach

Estimated Begin Date:

3/10/2025

Estimated Completion Date:

6/5/2026

AS 5.1.1.4 Collaborative Planning

Action Step:

Teachers will attend PLCs weekly to analyze and discuss CCR data. Teachers will attend PLCs weekly to be trained on the implementation of new CTE pathways and course offerings. Teachers will attend PLCs weekly to collaborate on effective teaching strategies to improve the academic performance of students in CTE classes.

Person Responsible:

Sonji Leach

Estimated Begin Date:

8/4/2025

Session Timeout
([Hide Timer](#))
00:59:22

Estimated Completion Date:

6/1/2026

 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. Induction and teachers new to WBECHS will have monthly meetings to better understand our college and career pathways.

Person Responsible:

Sonji Leach

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

 AS 5.1.2.2 Building Leadership Capacity

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 Coordinator, and General Committees Chair. Teachers will facilitate PLCs to share best teaching practices. Teachers will lead data discussions and collaborate with their peers to determine effective instructional interventions to improve student math and reading levels for better SAT/ACT/ASVAB scores.

Person Responsible:

Sonji Leach

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

 AS 5.1.2.3 Science, Technology, Engineering, and Mathematics (STEM) Professional Development

Action Step:

The STEM Coordinator will facilitate PLCs twice a month to ensure teachers are effectively implementing STEM lessons, provide STEM training, give an update on items needing to be completed for STEM certification, and schedule district personnel to facilitate PLCs to provide resources for effective schoolwide STEM integration. The STEM Coordinator will continue to work with the STEM Leadership Team to ensure effective schoolwide compliance with completing items for STEM certification. The STEM Coordinator will conduct classroom observations to gather evidence on effective implementation of STEM lessons across all content areas.

Person Responsible:

Deirdre Appleby

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

Session Timeout

(Hide Timer)

00:59:22

6/1/2026

AS 5.1.2.4 Department Meetings

Action Step:

CTE department will meet bi-weekly to discuss student data, pathway completers, students obtaining industry certification, and increasing their pathway enrollment. CTE department will attend feeder and other middle schools to promote their program to increase the student enrollment at WBECHS. CTE department will establish partnership with local businesses and organizations to provide services, resources, training, and/or incentives to increase the number of course offerings and pathways to improve our CCR score.

Person Responsible:

Sonji Leach

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

6 Student Achievement*

Performance Goal:

By the end of the 2028-2029 school year, the graduation rate will improve from 83.2% to 92%.

PM 6.1 By the end of the 2025-2026 school year, the graduation rate will improve from 88.7% to 89%.

Analysis of Actual vs. Projected Data:

Actual Data 2024-2025 grad was 88.7% although projected was 91%.

S 6.1.1 Improved Student Achievement, improved instructional quality, increased participation in school (student/teacher attendance), and improved school climate

Evidence-Based Research:

RSN School Turnaround Performance Management Framework

AS 6.1.1.1 Student Achievement

Action Step:

Conduct a schoolwide reading and math diagnostic three times each semester to determine students' reading and math levels. Analyze data from the schoolwide diagnostic to determine remediation/acceleration needed for students to help them pass core classes to earn the necessary credit to be on track for graduation. Use Edgenuity for credit recovery when students fail a core class.

Person Responsible:

Sonji Leach

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

AS 6.1.1.2 Instructional Quality

Action Step:

Session Timeout

([Hide Timer](#))

00:59:22

Provide teachers with training to develop rigorous lessons aligned to the standards. Provide teachers with training to increase student participation and engagement with completing all assigned tasks. Allow teachers to attend conferences and professional development courses to enhance keep current with their instructional practices and enhance their instructional delivery.

Person Responsible:

Sonji Leach

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

AS 6.1.1.3 Increased participation in school

Action Step:

Provide monthly teacher and student incentives to improve attendance. Establish an award ceremony at the end of each quarter to acknowledge teachers and students with perfect attendance. Purchase supplies and materials for teacher and student incentive ceremonies/assemblies.

Person Responsible:

Sonji Leach

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

AS 6.1.1.4 Improved school climate

Action Step:

Establish a student of the month Establish a teacher of the month Expose students to colleges and careers through meaningful field trips. Celebrate academic successes in assemblies Celebrate students passing all classes with no discipline referrals each month with incentives based on student interests.

Person Responsible:

Sonji Leach

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

S 6.1.2 TCL Coordinator actively recruits students who meet the qualifications to be dual-enrolled.

Evidence-Based Research:

Dual enrollment Technical College of the Lowcountry

AS 6.1.2.1 Parent Nights

Action Step:

Planning parent nights each semester to provide families with information regarding the Early College Model. Visit middle schools to conduct informational sessions with parents about the Early College Model.

Person Responsible:

Session Timeout

([Hide Timer](#))

00:59:22

TCL Coordinator
 Estimated Begin Date:
 8/4/2025
 Estimated Completion Date:
 6/1/2026

AS 6.1.2.2 School Choice Night

Action Step:

Plan a School Choice Night in conjunction with the district calendar for second semester where students and families receive information regarding the various school pathways and Early College Associate Degree Programs. Use the School Choice Night to recruit eighth graders and high school students at other high schools to increase enrollment at WBECHS. Use the School Choice Night to promote our STEM program.

Person Responsible:

TCL Coordinator

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

AS 6.1.2.3 Collaborative Meetings

Action Step:

TCL Coordinator supports students through quarterly meetings. TCL Coordinator meets weekly with admin, school counselors, and Career Development Facilitator to discuss student data for those dual enrolled and to seek potential candidates to enroll in the TCL program based on meeting the GPA requirements. TCL Coordinator meets monthly with middle school counselors to recruit 8th graders for the TCL program.

Person Responsible:

TCL Coordinator

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

Session Timeout
 (Hide Timer)
 00:59:22

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 2025-2026 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:

ACCESS testing data determines accommodations for instruction in all classes.

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 during PLCs.

Person Responsible:

ML Teacher

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

AS 7.1.1.2 Family Nights

Action Step:

School will participate in ML family nights three times a year.

Person Responsible:

ML Teacher

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

S 7.1.2 The ESOL teacher will implement multi-tiered systems of support model

Evidence-Based Research:

Multi-tiered Systems of Support Framework

AS 7.1.2.1 Multi-tiered Systems of Support

Action Step:

Teachers will sign-off on and follow the provided individualized plans and accommodations provided by the ESOL teacher for the ML students he/she teaches. Teachers will use the Ellevation platform to provide instructional strategies to help ML students successfully complete assigned tasks.

Person Responsible:

ML Teacher

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

8 Student Achievement*

Performance Goal:

Session Timeout
([Hide Timer](#))
00:59:22

By the end of the 2028-2029 school year, the percentage of students demonstrating High School Success as measured by the SC School Report Card will improve from 81.1% to 90%.

PM 8.1 By the end of the 2025-2026 school year, the on time student success as measured by the SC School Report Card will improve from 82.4% to 84%.

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

AS 8.1.1.1 Intensive Tutorial Program

Action Step:

Students will have the opportunity to attend before, during, and after school tutoring to get additional support, complete missing assignments, and make-up seat time. Students will be pulled and given small group and one-on-one assistance based on their reading and math levels as indicated on their Reading Plus and IXL diagnostic results.

Person Responsible:

Sonji Leach

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

S 8.1.2 Staff will engage parents and community stakeholders.

Evidence-Based Research:

Reform Support Network, "Strategies for Community Engagement."

AS 8.1.2.1 Stakeholder Engagement

Action Step:

Parents, community organizations, and business partners are invited to attend our quarterly SIC meetings. Parents, community organizations, and business partners are invited to attend our Open House, STEM Nights, Trunk-or-Treat Night, and Health/Fitness Initiatives.

Person Responsible:

Sonji Leach

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

9 Teacher/Administrator Quality*

Performance Goal:

Session Timeout

([Hide Timer](#))

00:59:22

By the end of the 2028-2029 school year, the percentage of teacher retention will improve from 78% to 90%.

PM 9.1 By the end of the 2025-2026 school year, the percentage of teacher retention will improve from 78% 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 will participate in a continuous training with utilizing technology to support instruction and learning to include attending conferences. Administrators will participate in continuous training with utilizing technology to support teachers with enhancing their instructional delivery. Teachers, counselors, the CDF, and administrators will receive continuous training with utilizing technology to analyze and monitor student data to improve overall ratings on the State School Report Card.

Person Responsible:

Sonji Leach

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

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

Action Step:

Teachers and leaders will participate in a continuous professional development of STEM-specific professional learning to include attending conferences, training sessions, and workshops. Teachers will register for coursework to obtain necessary certifications and endorsements to teach STEM-pathway related courses.

Person Responsible:

Sonji Leach

Estimated Begin Date:

6/4/2025

Estimated Completion Date:

6/1/2026

AS 9.1.1.3 Southern Region Education Board Conference

Action Step:

Professional Development training provided by SREB consultants throughout the year during PLCs for teachers and administrators Attendance to SREB conferences to gain knowledge about current educational trends, network with other educators on best practices, and to present on successful implementation of schoolwide initiatives yielding positive student outcomes.

Person Responsible:

Sonji Leach

Estimated Begin Date:

Session Timeout

([Hide Timer](#))

00:59:22

7/1/2025

Estimated Completion Date:

6/1/2026

 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 2025-2026 school year, the SC School Report Card's climate score will increase from 3.32 out of 5 points to 3.8 out of 5 points.

Analysis of Actual vs. Projected Data:

Upbeat data indicates the school climate rating at 69%. The actual climate survey will be taken Spring 2025.

 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 in grade level class meetings. Students with five or more office referrals will be placed on a discipline contract with weekly goals that will be monitored by the BMS and BMI.

Person Responsible:

Sonji Leach

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

 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 in their behavior contracts. Students on a behavior contract who have met their goals will receive a reward. School supplies and materials will be purchased to give students for meeting their goals.

Person Responsible:

BMS, Assistant Principals

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/1/2026

 AS 10.1.1.3 Family and Community Engagement

Session Timeout
([Hide Timer](#))
00:59:22

			<p>Action Step: Staff will strengthen partnerships with parents and community organizations by hosting various engagement activities.</p> <p>Person Responsible: Leadership Team</p> <p>Estimated Begin Date: 8/4/2025</p> <p>Estimated Completion Date: 6/1/2026</p>		
--	--	--	---	--	--

Go To

[SC.GOV](#) | [Privacy / Legal](#) | [Accessibility](#)

© 2017 South Carolina Department of Education
All other trademarks are the property of their respective holders.

Session Timeout
([Hide Timer](#))
00:59:22