

Beck Academy

International Baccalaureate Middle Years Program

School Portfolio

Scope of Action Plan 2014-2015 through 2017-2018

The mission of Beck Academy, an International Baccalaureate School, is to meet the academic needs of our culturally diverse student body in a safe environment that nurtures, accepts, and encourages all students to be productive citizens of the global community, life-long learners, and future leaders.

Greenville County Schools

Mr. W. Burke Royster, Superintendent

Mrs. Jennifer Meisten, Principal, Beck Academy



"Learners Today...Leaders Tomorrow"

Absolute Rating.....Excellent

Improvement Rating.....Excellent



SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

REQUIRED - SCHOOL INFORMATION AND SIGNATURES

SCHOOL: Beck Academy

DISTRICT: Greenville County Schools

SCHOOL RENEWAL PLAN FOR YEARS: 2013-14 through 2017-18 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2015-16 (*one year*)

Assurances

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lisa Wells		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

J. Scott Davis		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Jennifer Meisten		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 901 Woodruff Road Greenville, South Carolina 29607

SCHOOL'S TELEPHONE: (864) 355-1400

PRINCIPAL'S E-MAIL ADDRESS: jmeisten@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

<u>POSITION</u>	<u>NAME</u>
1. PRINCIPAL	Jennifer Meisten
2. TEACHER	Deborah E. Sanders
3. PARENT/GUARDIAN	Alexander McNair
4. COMMUNITY MEMBER	Harriet Gray
5. SCHOOL IMPROVEMENT COUNCIL	J. Scott Davis
6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<u>POSITION</u>	<u>NAME</u>
Assistant Principals	Sheila Green, Charles Strickland, Wanda Brownlee
Administrative Assistants	Jennifer McKinney
IB Coordinator	Dr. Vicky Toney
Lead Teachers	Kerry Hanning, Beth Dameron, Mandy Anderson Sarah Williams, Amy Downey, Michelle Nash

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

_____ **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).

X **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).

X **Parent Involvement**

The school encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

X **Staff Development**

The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district 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*.

X **Technology**

The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

N/A **Innovation**

The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

_____ **Recruitment**

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

X Collaboration

The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

Developmental Screening

The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

Half-Day Child Development

The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

Developmentally Appropriate Curriculum for PreK–3

The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

Parenting and Family Literacy

The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process 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, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

X Coordination of Act 135 Initiatives with Other Federal, State, and District Programs

The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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INTRODUCTION

Throughout the year, staff met in large and small groups to analyze current 2014 PASS, MAP, benchmark testing, EOC achievement data, and school demographics to identify areas of success and those areas to target for improvement. Staff identified specific instructional goals and programs to meet the needs of our students. Staff completed surveys and participated in a variety of professional development focusing on common core standards, strategies for teaching close reading, writing strategies, implementing and using interactive note-taking for instruction, and the use of new technology and devices for the 21st century learner. The following charts briefly outline our school revision plan and committee leaders and members.

School Portfolio Revision Plan 2014-2015

Dates	Schedule for Ongoing Evaluation	Persons Responsible
August 2014 to January 2015 PASS data MAP data EOC scores Report Card	Staff, school department teams, and small group collaborative planning meetings are held to identify current achievement data in PASS and MAP scores and school demographics to understand our leadership vision for the instructional programs that meet the needs of all stakeholders. Staff reviews the state report card with the principal. Where are we now? Where do we see that we need to go to raise student achievement? What are our areas in need of improvement? What do our current writing scores revealing about our school-wide writing program? What new initiatives do we need? What are our current professional development needs?	Principal Instructional Coach All Staff SIC members
March 2015	Overview of the portfolio process presented to the SIC.	Principal Instructional Coach Assistant Administrators All staff SIC
March/April 2015	<ul style="list-style-type: none"> • Presentation of the portfolio recommendations to the leadership team. • One electronic copy of the portfolio is due to Research and Planning and uploaded to site (March 28, 2014) 	Principal Instructional Coach

School Committee Leaders and Members 2014-2015

Student Achievement Needs Assessment <ul style="list-style-type: none"> Analyze and discuss PASS/HSAP data - aggregate data (all students) and disaggregated data (by subgroups) What are our current needs in all subject areas? See ESEA document SA- Teaching and Assessing for Learning Needs Assessment	Sheila Green Caroline Bohnenberger Beth Dameron David Smith Kelley Knotts Billy Spitzmiller Chris Rivardo Christine Hughes Sarah Shady Shawn Uppole Stephanie Beaver Garry Green
School Profile of the School Personnel Needs Assessment SA- Governance and Leadership	Mandy Anderson Jennifer McKinney Sara Beth Kripinski Rob Sherrill Patrick Webb Kathleen Robinson
School Profile of the School Community Needs Assessment SA- Using Results for Continuous Learning Needs Assessment	Sarah Williams Charles Strickland Brooke Edwards Jason Yon Carlton Steller Hope Wilomovsky Jim Moore Jean Palamara Kevin Wynn Amanda Burrow
School Profile of the Student Population 45th day Needs Assessment SA- Resources and Support Systems Needs Analysis	Amy Downey Mike Daugherty Seth Stewart Meredith Parson Emily Whitley Cherie Goering Sarah Smith
School Academic Programs Initiatives and Behavioral Programs Needs Assessment SA- Purpose and Direction Needs Analysis	Kerry Hanning Dr. Vicky Toney Hilary MacDonald Kathy Sibley Eric Bell Holly Hughes Scott Thompson Karen Harris Beth Martin Jessica Miller Candace Ferguson Emily Strickland Mary Jane Schumacher
Teacher Administrative Quality Needs Assessment over 3-5 years <ul style="list-style-type: none"> Teacher retention Teacher attendance Teachers with advanced degrees Teacher certification Professional development Technology proficiency SA- Using Results for Continuous Learning Needs Assessment	Jennifer McKinney Darryn Norton Gina Carter Michele Gogul Lagette Kennedy
School Climate Needs Assessment over 3-5 years <ul style="list-style-type: none"> Student attendance Discipline data Parent Involvement Volunteer hours SA- Resources and Support Systems Needs Analysis	Michelle Nash Alissa Stewart Zachery Nicks Anne Hart

Executive Summary

Beck Academy is an International Baccalaureate Middle Years Programme School and serves over 1128 students in our suburban setting on Woodruff Road. We were the first middle school in South Carolina to become an IB MYP school in 2000. Beck is a Select Magnet School focusing on International Studies. Our IB program encourages students to participate in community service learning. As the Satellite school for the district Beck serves the Orthopedically Impaired, the Visually Impaired, and Hearing Impaired students. Beck currently serves 141 special needs students, or 12.5% of our population. We have a racially and gender diverse staff that meets the needs of our international student population. 71 teachers and 30 support staff serve our students. 79.4% of our teachers have advanced degrees with three staff members holding National Board certification. 100% of our teachers are highly qualified. 33.2% of our students are served in our gifted and talented program, and 35.6% of our students are free and reduced lunch status.

In the last three years, one of the significant challenges has been the growth in our total student population which has challenged our physical space. On a positive note, we have been able to use this increase in student numbers and staff allocations to offer more programs to our students such as increased foreign language opportunities and new technology courses. Another challenge is the number of gifted students that we teach. With so many students that achieve at a high level, we began offering three years ago three levels of math instruction at all three grade levels. We work with many families associated with local industries like BMW, Michelin, GE, ICAR, and various medical and financial institutions. In addition to partnering with some of these groups, we also have worked to increase our performance in science at every grade level, offering various technology electives like our Gateway to Technology pre-engineering class, and Podcasting. These types of industries and our magnet program have also brought more international diversity to our school demographics. As part of our magnet program and to highlight these student cultures, we have an International Day where we involve as many students from various backgrounds as possible. We also offer Youth in Government/Model UN as an after-school club. With a third of our students on free and reduced lunch status, we have placed a guidance counselor and administrator to work with each grade level, created a working lunch program, and employ a "no zeroes" policy. Our unique population of students with disabilities is one of the greatest aspects of our school, and we seek to meet their needs with a variety of services including paraprofessionals, Speech, Physical, and Occupational therapists, inclusive practices, a Pro-Team class using 8th grade regular education peer buddies in the Adaptive PE class, and accessible doors and restrooms with mechanical lifts at specific points throughout the building.

Beck Academy is an integral part of our community because of our strong parent and staff involvement in our school life. We believe as a community working together, we can provide the most optimum and enriching learning environment for our students. Beck provides a variety of opportunities for our parents to become involved in our school community. Our Beck Academy website contains updated

school information. With our weekly phone master and individual teacher emails and calls, every effort is made to keep all stakeholders informed of school events and resources. We were the first middle school in our district to add a free Smart Phone app for Beck Academy stakeholders. Beck Academy can also be found on Twitter, www.twitter.com/BECKBLUEKNIGHTS, and Facebook.

Beck staff place a high premium on the relationships established with local businesses and charitable organizations. Between our school and PTSA, many opportunities exist for businesses to partner with our school to increase the opportunities we are able to provide for our students. We are so appreciative of the many businesses that work with us in so many different ways. An integral part of this is Beck's commitment to fostering growing relationships with all our community partners.

As an International Baccalaureate (IB) school, one of the important roles for our school is to grow is a spirit of community service. Students are encouraged to perform community service during the time they are enrolled at Beck. A variety of local community organizations provide students opportunities to give back to their community. Students have served many hours of community service during the year. Beck staff, students, and parents participated in the following community service projects:

- MDA Shamrocks
- Beck Blankets collected over 100 blankets to be donated to several local Greenville charities.
- Beck Academy's Green Team sponsors recycling efforts.
- Adopt-a-Family programs provided for many needy families during the holiday season.
- Wounded Warriors

In addition to local partnerships, Beck partners with local universities and other civic organizations, to provide resources and programs such as:

- The "Call Me Mister" program through Clemson University mentors seventh and eighth grade students. Students come weekly to discuss and encourage self-respect, self-esteem, discipline, and academic rigor.
- Beck hosts student teachers and practicum students from several colleges and universities including Furman University, Clemson University, and Bob Jones University.

Students who reside in Beck's attendance area are automatically enrolled in the International Baccalaureate Middle Years Program. Our attendance area is broad and diverse, serving an affluent middle class, international community, and an inner city community. Students residing outside of the attendance area may apply for admission to Beck's International Baccalaureate Middle Years Program. Selection is based on student interest in the specific school program, previous academic achievement, teacher recommendation, attendance, and disciplinary records. With our current population of 1128, Beck Academy had 12 grade 6 magnet slots, 17 grade 7 magnet slots, and 17 grade 8 magnets slot for the 2013-1014 school year.

In language arts and mathematics, students may qualify for gifted, advanced, and grade level classes. Our student attendance rate is 95.2%. We continue to provide opportunities which will prepare our students intellectually, socially, emotionally, and physically to become productive and responsible

members of a global society. We believe that all students can learn and have the responsibility to be active learners. Currently we have the following NCLB subgroups of students that we serve:

- All students
- Male
- Female
- Asian/Pacific Islander
- African -American
- White
- Hispanic
- Limited English Proficient
- Special Needs/Disabled
- Subsidized Meals

33.2% of our students are served in our gifted and talented program. The number of students enrolled in our high school credit classes continues to increase. Our high school credit course offerings include:

- Algebra I for grades 7 and 8
- Geometry for grade 8
- French 1 and Spanish 1 for grade 8 and Spanish 1 for 7th grade and Spanish II for 8th grade (2013)
- English 1 HONORS for grade 8
- Keyboarding

Our staff takes ownership in providing our students enriched and nurturing learning environments. We hold to the belief that our students are "learners today to become leaders tomorrow." We provide a safe and secure setting nurtured by competent teachers, administrators, and community members, with curricula and instruction differentiated to meet the needs of each student.

Summary of the Needs Assessment for Student Achievement

Beck Academy students continue to show improvement in achievement and meeting state proficiency requirements in math, reading and research, writing, social studies, and science. Writing achievement showed an impressive 83.4 percent of our students achieving proficiency while 84.5 percent of our students achieved proficiency on PASS science. *We rank 51 out of 303 middle schools in our state in science achievement and 58 out of 303 in writing achievement.* Because of our continued progress in achieving growth on state assessments over time, in 2013, we achieved an absolute report card rating of **Excellent** and a growth rating of **Excellent**. Our ESEA federal accountability rating was B, with a grade of 81.7. We also continue to have a 100% passage rate in English 1 HONORS end of course testing with the highest mean score in the district of 92.6. Current 2013 scores reflect a 99% passage rate for Algebra 1 EOC with an average mean score of 91.6.

Of particular concern are our scores for our subgroups of special needs students, African-American students, and Free and Reduced students in all PASS areas. These subgroups did not meet yearly annual measurable objectives (AMO's). An additional area of concern is our math scores in grades 7 and 8 in our grade level classes. Students are struggling with numeracy skills and standards of mathematical practice. To provide additional support for students, our math department is piloting an ACCELERATED MATH program this year in all math 8 level classes and one math 7 level class.

This year, our grade math team implemented a reteach/retake math assessment policy for grade level students to relearn math content and concepts. Next year our school will implement an additional math intervention program for students identified as failing and in need of summer school. These students would be given the opportunity to have after school "summer school" 2 days a week using computerized instruction. In addition, Beck continues to provide students with opportunities for re-teaching, redoing assignments, and retesting to promote a mastery of learning concepts. These strategies include: working lunch, reteach Tuesdays, 50 as 0, and the new addition of an afterschool extended day program begun this year to provide tutoring, homework supervision, special activities, and additional technology access.

Summary of the Needs Assessment for Teacher and Administrator Quality

Parents perceive our staff as caring professionals who provide a challenging, standards-based, and safe learning environment for their children. Parents feel that staff really care about their children and encourage them to learn. Our students feel that teachers set high expectations for their achievement and offer additional help. They feel their classes are challenging and require them to think. Students feel

respected, but note that they want all students to act respectfully and behave accordingly in all common areas of our school.

Our leadership team has placed a high priority on creating strategies and incentives to continue to improve teacher attendance and retention. Our staff appreciates the high quality instructional programs that our school provides, and they feel supported by our administration, and value the quality time provided for content collaboration and instructional support.

Summary of the Needs Assessment for School Climate

Beck has a positive school climate, and in reviewing our parent, teacher, and student survey responses, 80.8% of our students, 95% of our staff, and 89.8% of our parents are satisfied with our school learning environment, and 93% of our students, 100% of our staff, and 96.7% of our parents are satisfied with our social and physical environment. To continue to promote a positive school climate, Beck has a school-wide discipline program, the Five Step Plan and an ISS structure that is a deterrent to further misbehavior. As a positive incentive for attendance and completing assignments, our Marvelous Monday policy continues to be successful. An 8th grade program, "Caught Doing Good," provides more incentives for students encouraging good behavior, citizenship, and work ethic. Our extended day program (beginning this year) has provided homework time and one on one tutoring to students to further their learning. Beck has a strong parent support group and volunteer program. Our volunteers log hundreds of hours donating their time and energy, providing needed teacher supplies, grants funding, and showing appreciation to our staff throughout the year.

Significant Challenges

Beck continues to provide quality instruction to improve student achievement and bridge learning gaps. Students have opportunities for re-teaching, redoing assignments, and retesting to promote mastery of learning concepts. Again, these opportunities include: working lunch, no zeroes, and the new addition of an after-school extended day program begun this year (2013-2014) to provide tutoring, homework supervision, special activities, computer skills, and supervision to meet the needs of our stakeholders. There are 43 students served in the after-school program and 23 students enrolled in tutoring.

One of our challenges over the past three years has been to create a school-wide writing program. The development and implementation of a school-wide writing program has brought a sense of consistency in the manner in which writing instruction takes place in our school. Our staff has taken hold of a common writing organizational structure, and the consistent and pervasive use of this writing structure has embraced all content domains, including core subjects, technology, fine arts, physical

education, and foreign languages. Our success with this program and the tremendous support and buy-in from our entire staff is overwhelming. We continue to grow in our writing achievement with 83.4% of our students scoring proficiency in writing in 2013.

More students are entering 6th grade with a lack of adequate critical reading and literacy skills, or more often reading at significant levels below their grade. A challenge for us is to provide intervention to alleviate gaps and improve overall comprehension and fluency. With the inclusion of common core standards, a shift in thinking and instructional practice is eminent as we train students to be critical readers and analytical writers. This spring our ELA department is participating in a book study by Kyrene Beers to learn strategies for teaching close and analytical procedures to our students.

We continue to strive to bridge learning gaps for our subgroup populations. As noted of particular concern are our scores for our subgroups of special needs students, African-American students, and Free and reduced status students in all tested subject areas of PASS. These subgroups did not meet the annual measurable objective (AMO) for 2013 of 628. In 2014, both African-American and free and reduced subgroups must meet an AMO of 632. A particular goal in both reading (ELA) and math is for our disabled subgroup to meet an annual goal of 600 in 2014. Our special needs students have evident gaps in fluency, literary, numeracy skills, and the retention of content. Finding resources and providing specific intervention to meet mastery levels is critical for our special needs students. This year, we provided our special needs population with both an inclusion and tutorial format for instruction to provide needed intervention and additional classroom support for learning.

Our professional development will continue to focus on providing our staff with research-based best practices in instruction, analyzing and disaggregating PASS, MAP and EOC data, creating common assessments, implementing and reinforcing our school-wide writing instructional practices, planning common core standard-based instruction in ELA and math, making cross-curricular connections, teaching in an inclusion classroom, technology for the 21st century BYOD learner, close and analytical reading strategies, interactive note-taking, classroom management procedures, and vertical alignment with both our elementary and secondary feeder schools. Providing and preserving staff common planning time continues to be a priority in all subject areas to allow for collaboration among content specific colleagues, the Instructional Coach, and the IB Coordinator. Our pacing guides were revised to prioritize and align instruction with both state and common core standards in math and ELA. Our teachers use GCS' ATLAS Rubicon as collaborative content teams to develop units of instruction which can be shared among colleagues. Standard support documents have become a priority resource for planning units of instruction

in science and social studies classes to ensure alignment with state standards to teach our students the essential learnings. Teachers continue to implement common assessments, benchmarks assessments, and IB MYP cross-curricular units of instruction.

Significant Awards, Results, and Accomplishments

The development and implementation of a school-wide writing program has brought a sense of consistency in the manner in which writing instruction takes place in our school. Our staff has taken hold of a common writing organizational structure, and the consistent and pervasive use of this writing structure has embraced all content domains, including core subjects, technology, fine arts, physical education, and foreign languages. Our success with this program and the tremendous support and buy-in from our entire staff is overwhelming. Our spring 2012 writing scores showed a 3.7% increase in the number of students scoring met or exemplary on the 2012 PASS writing with 83.3% of our students achieving proficiency. This continued in 2013 with 83.4% of our students achieving proficiency on PASS writing.

Our IB MY program seeks to instill in our students a sense of community awareness and service. Community service initiatives include: fund raising activities such as Beck Blankets Greenville, food drives those in need, and Wounded Warriors. A monthly focus for our school recognizes an "IB Learner of the Month" for each IB area of interaction. A gallery houses student photos for these IB honorees. Providing opportunities for students to reflect on their learning with their parents in student-led conferences promotes student self-actualization and growth. This year, our participation increased as we provided opportunities for at home conferencing between students and parents.

In the upcoming 2014-2015 school year, Beck Academy will continue to raise the academic bar for our students, preparing them to become future leaders with a program of quality instruction that promotes rigor in the classroom, aligns instruction with both South Carolina and common core standards, ensures data analysis to provide differentiated instructional strategies, varied groupings, intervention strategies such a re-teaching, extended day, one to one tutoring, inclusion and tutorial support, and the use of quality common authentic assessments. This school portfolio will continue to be a work in progress to enable our staff to maximize learning opportunities for all students to be successful.

Significant Awards, Achievements, and Accomplishments

During the past three years, Beck Academy and its staff and students have received the following awards and commendations:

Academic

- Federal Accountability Grade A,B
- Palmetto Gold Awards
- Palmetto Silver Awards
- Excellent Report Card Ratings

Community

- State PTSA Teacher of the Year 2010
- Finalist for Riley Award for SIC Excellence
- Awards for PTSA Electronic Newsletter (eNews)
- Red Carpet School
- National PTA School of Excellence
- State Student Volunteer of Year 2010
- Multiple Membership Awards
- Big Event Community BBQ

Student

- All-State, Region, and County Orchestra and Band Winners
- SC Junior Scholars/150 +Duke TIP Scholars
- District Visual Arts Awards

Clubs

- Youth in Government
 - Outstanding Statesman
 - Outstanding Delegation
 - Two Bills to Governor
- Region and State Robotics
- State BETA Club Winners
- Forensics Regional Winners

Athletics

- District Championships
 - Girls/Boys Soccer
 - Girls/Boys Basketball
 - Volleyball
- Conference Championships
 - All Sports

An additional area of merit is our positive school climate. To continue to promote a positive school climate, Beck has a school-wide discipline program, the Five Step Plan and an ISS structure that is a deterrent to further misbehavior. As a positive incentive for attendance and completing assignments, our Marvelous Monday policy continues to be successful. An 8th grade program, "Caught Doing Good," provides more incentives for students encouraging good behavior, citizenship, and work ethic. Beck has a strong parent support group and volunteer program. Our volunteers log hundreds of hours donating their time and energy, providing needed teacher supplies, grants funding, and showing appreciation to our staff throughout the year. The development and implementation of a school-wide writing program has brought a sense of consistency in the manner in which writing instruction takes place in our school. Our staff has taken hold of a common writing organizational structure, and the consistent and pervasive use of this writing structure has embraced all content domains, including core subjects, technology, fine arts, physical education, and foreign languages. Our success with this program and the tremendous support and buy-in from our entire staff is overwhelming. Our achievement scores show the results of this program.

Parents perceive our staff as caring professionals who provide a challenging, standards-based, and safe learning environment for their children. Our students feel that teachers set high expectations for their

achievement and offer additional help. Students feel respected, but note that they want all students to act respectfully to peers and staff.

Our leadership team has placed a high priority on creating strategies and incentives to continue to improve teacher attendance and retention. Our staff appreciates the high quality instructional programs that our school provides for all levels of learning. They feel supported by our strong administration which sets high expectations for performance, and they value the quality time provided for content collaboration and instructional support.

School Profile

School Community

Beck Academy is an International Baccalaureate Middle Years Programme School and serves over 1128 students in our suburban setting on Woodruff Road. We were the first middle school in South Carolina to become an IB MYP school in 2000. Beck is a Select Magnet School focusing on International Studies. Our current building offers state of the art facilities including:

- Specifically designed restrooms for orthopedic satellite program
- 7 Science Labs
- Cafetorium
- "Touch" doors making us handicap accessible throughout the school
- Art Studio with kiln room
- Excellent Athletic Fields
- Tennis Courts and Basketball Courts
- 6 mobile laptop labs
- multiple computer labs
- Promethean Boards in all the majority of classrooms and wireless access as of spring 2014
- Band, Choral, and String Rooms

As the Satellite school for the district Beck serves the Orthopedically Impaired, the Visually Impaired, and Hearing Impaired students. Currently we serve 141 special needs students.

Jason S. Warren, our current principal, leads an administrative leadership team consisting of:

- 4 assistant principals
- 1 .5 FTE administrator for special needs
- 1 Instructional Coach
- 1 IB/Magnet Coordinator
- 2.5 Guidance Counselors
- 1 Career Development Facilitator

Our 71 teachers and 30 support staff provide our stakeholders with a variety of instructional programs for students including:

- Three levels of grade 6 math instruction

- High school credit classes in English 1 HONORS, Algebra 1, Geometry, French 1 and Spanish 1 in both 7th and 8th grade, Spanish II in 8th grade, and Keyboarding
- Challenge program for grades 6,7,and 8 in ELA
- Gateway to Technology Program for grades 6,7,8
- International Studies programs for all students

Our IB program encourages students to participate in community service learning. Throughout the year, our parents, students, and staff participate in projects to serve the needs of our community. Students participate in a range of fine arts classes including visual art, drama, chorus, band, strings. Extracurricular sports include: volleyball, basketball, baseball, softball, soccer, and cheerleading. Beck provides a wide range of student incentive programs including:

- Marvelous Mondays
- Community and Service Learning
- Attendance and Grade Awards
- Beck Academy Blue Knight
- Roundtable
- IB Learner of the Month

Beck provides a variety of opportunities for our parents to become involved in our school community.

These include:

- "Back to Beck" day held in August before the start of school on which students and parents may pick up their schedules and meet many of their teachers.
- "Brighten Up Beck," a day for volunteers to work together to beautify and improve the school grounds.
- "Beck's Big Barbeque is a large community event sponsored by the PTSA that gives families a chance to spend time together enjoying a meal, and enjoying concerts and games while raising funds for local charities.
- An Open House event provides perspective students and their families an opportunity to learn about our magnet program. Our IB coordinator, instructional coach, teachers, counselors, and administrators are available to answer questions as families tour the school.
- Our PTSA manages a school store where students can purchase planners, spirit wear, and snacks at the end of each day
- Many of our parents serve as chaperones to accompany and assist in the supervision of students on educational field trips. Trips this year include:
 1. Special Olympics
 2. Youth in Government, Columbia, S.C.
 3. Beta Club Convention, Myrtle Beach, S.C.
 4. Special Education Community-based Instruction

5. Strings, Choral, and Band Performance Events

6. 8th grade spring trip to Washington, D.C.

- Parents actively participate in the planning and implementation of school events such as the 8th grade dance, athletic events, open houses, International Day, Red Ribbon Week, Book events, Student Appreciation Day, Teacher Appreciation Day, and fundraisers, etc.
- Parents participate in school organizations such as Robotics, Beta Club, Student Government, and Math Counts, art club, forensics, and career oriented events such as job shadowing and career speakers.

Our Beck Academy website contains updated school information. With our weekly phone master and individual teacher emails and calls, every effort is made to keep all stakeholders informed of school events and resources. We were the first middle school in our district to add a free Smart Phone app for Beck Academy stakeholders, which can be found at the Apple Store or Android Market. *You download SchoolinfoApp and then choose our state and school.* Beck Academy can also be found on Twitter at www.twitter.com/BECKBLUEKNIGHTS.

Beck staff place a high premium on the relationships established with local businesses and charitable organizations. Between our school and PTSA, many opportunities exist for businesses to partner with our school to increase the opportunities we are able to provide for our students. We are so appreciative of the many businesses that work with us in so many different ways. An integral part of our community program is Beck's commitment to fostering growing relationships with all community partners.

Opportunities for business partners include:

Student Planner—What better way to advertise your business day in and day out than to have it placed on each Student's planner. Only one business partner per year. PTSA—scgeorges@charter.net

Student Directory—Advertise your business in our Student Directory. PTSA—scgeorges@charter.net

Fence Banner—Our Athletic Department maintains banners for businesses that want to advertise to families in our car line. All proceeds benefit student athletes. If you are interested in our yearly banner program, please contact our Athletic Director at sthompson@greenville.k12.sc.us.

Beck Partner Web Page—For only \$200/year you can have your logo on the Beck Academy website. The proceeds go directly to the school. please contact our webmaster at reudy@greenville.k12.sc.us.

Smart Phone App Advertisement—Support Beck's cheerleaders by advertising on our SmartPhone App which is used by a large number of our parents, students and staff. \$75 allows you to advertise your business throughout the year. Contact—adowen@greenville.k12.sc.us

First Day Packets—Sponsor Beck's 1st day packets and your logo will be on the packet front. Each packet is sent home for the parent/guardian to review at the beginning of the school year. Only one business partner per year. PTSA—scgeorges@charter.net

E-news Business Partner—Your logo can be in our bi-monthly e-newsletter business partner section that is sent out by our PTSA all year long. A donation of \$200/year qualifies a partner to be listed in every e-newsletter and the proceeds go directly to our PTSA's student support efforts. PTSA—scgeorges@charter.net

Product/Event Sponsor—In addition to the above partnerships, our PTSA has several products/events throughout the year that your business can sponsor with their own advertising benefits. The level of sponsorships vary by event and are offered throughout the year. Listed below are some examples. Contact—PTSA scgeorges@charter.net

- BIG EVENT T-SHIRT SPONSOR, BOOTH (Fall Festival)

- RESTAURANT SPIRIT NIGHT (% of sales to the school, all year)

- STUDENT APPRECIATION DAY—Food, Drinks, Booth (Spring Festival)

- FACULTY/STUDENT INCENTIVES (All Year)

In-kind donations can be used in place of monetary values, but the in-kind donation must equal or be greater than the \$ amount listed

As an International Baccalaureate (IB) school, one of the important roles for our school is to grow is a spirit of community service. Students are encouraged to perform community service during the time they are enrolled at Beck. A variety of local community organizations provide students opportunities to give back to their community. Students have served many hours of community service during the year. Beck staff, students, parents participated in the following community service projects:

- MDA Shamrocks
- **Beck Blankets** collected a vast amount of **blankets** to be donated to several local Greenville charities.
- Beck Academy's **Green Team** sponsors recycling efforts.
- **Adopt-a-Family** programs provided for many needy families during the holiday season.
- Wounded Warriors

In addition to local partnerships, Beck partners with local universities and other civic organizations, to provide resources and programs such as:

- The "**Call Me Mister**" program through Clemson University mentors seventh grade and eighth grade students. Students come weekly to discuss and encourage self-respect, self-esteem, discipline, and academic rigor.
- Beck hosts student teachers and practicum students from several colleges and universities including **Furman University, Clemson University, and Bob Jones University.**

School Community

Our Beck Academy staff is dedicated to providing an enriched learning environment for all students, meeting specific needs of students to bridge learning gaps. Currently, 71 teachers and 30 support staff serve our student population. The following statistics give a more complete view of our current school personnel:

- 79.4% of our teachers have advanced degrees with four staff members holding National Board certification. 100% of our teachers are highly qualified.
- We have a racially and gender diverse staff that meets the needs of our international student population. We have an experienced staff, and four teachers are currently going through the ADEPT/SAFE-T certification process.
- 87.9% of our staff is returning from the previous year.
- Our current teacher attendance rate is 94.9%.

- As reflected in our parent, student, and teacher yearly survey, our stakeholders are highly satisfied with our learning environment, learning expectations, communication between home and school, home-school relations, and our social and physical environment.

Student Population Data

Students who reside in Beck's attendance area are automatically enrolled in the International Baccalaureate Middle Years Program. Our attendance area is broad and diverse, serving an affluent middle class, international community, and an inner city community. Students residing outside of the attendance area may apply for admission to Beck's International Baccalaureate Middle Years Program. Selection is based on student interest in the specific school program, previous academic achievement, teacher recommendation, attendance, and disciplinary records. With our current population of 1128, Beck Academy had only 12 grade 6 magnet slots, 17 grade 7 magnet slots, and 17 grade 8 magnets slot for the 2013-1014 school year.

In language arts and mathematics, students may qualify for gifted, advanced, and grade level classes. Our student attendance rate is 95.2%. We continue to provide opportunities which will prepare our students intellectually, socially, emotionally, and physically to become productive and responsible members of a global society. We believe that all students can learn and have the responsibility to be active learners.

Currently we have the following NCLB subgroups of students that we serve:

- All students
- Male
- Female
- Asian/Pacific Islander
- African –American
- White
- Hispanic
- Limited English Proficient
- Special Needs/Disabled
- Subsidized Meals

33.2% of our students are served in our gifted and talented program. The number of students in enrolled in our high school credit classes continues to increase serving over 57.4% of our student body. Our high school credit course offerings include:

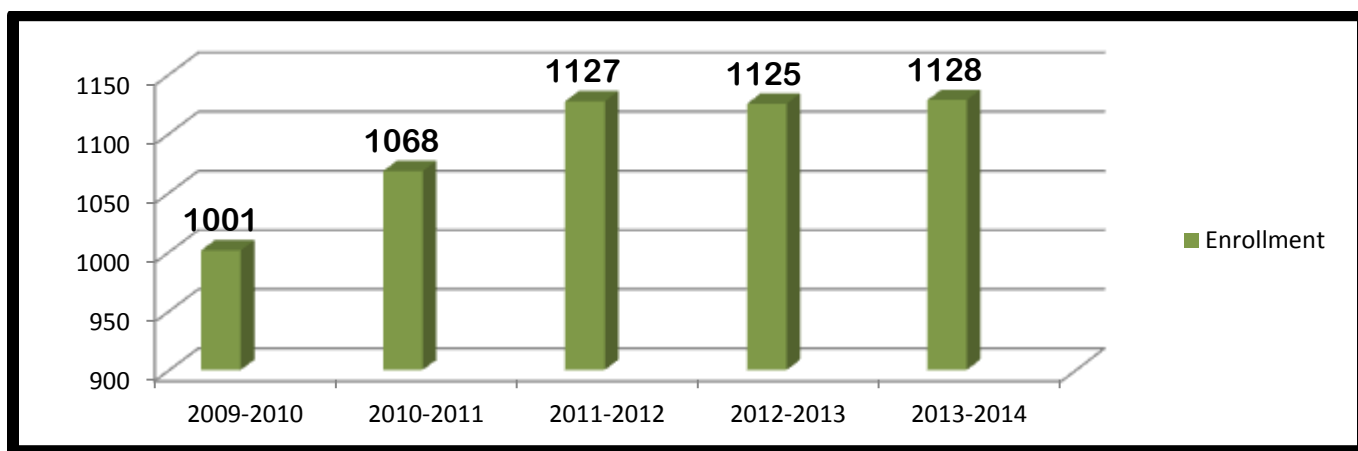
- Algebra I for grades 7 and 8
- Geometry for grade 8
- French 1 and Spanish 1 for grade 8, Spanish 1 for grade 7, and Spanish II for grade 8
- English 1 HONORS for grade 8
- Keyboarding

Our staff takes ownership in providing our students enriched and nurturing learning environments. We hold to the belief that our students are "learners today to become leaders tomorrow." We provide a safe and secure setting nurtured by competent teachers, administrators, and community members, with curricula and instruction differentiated to meet the needs of each student.

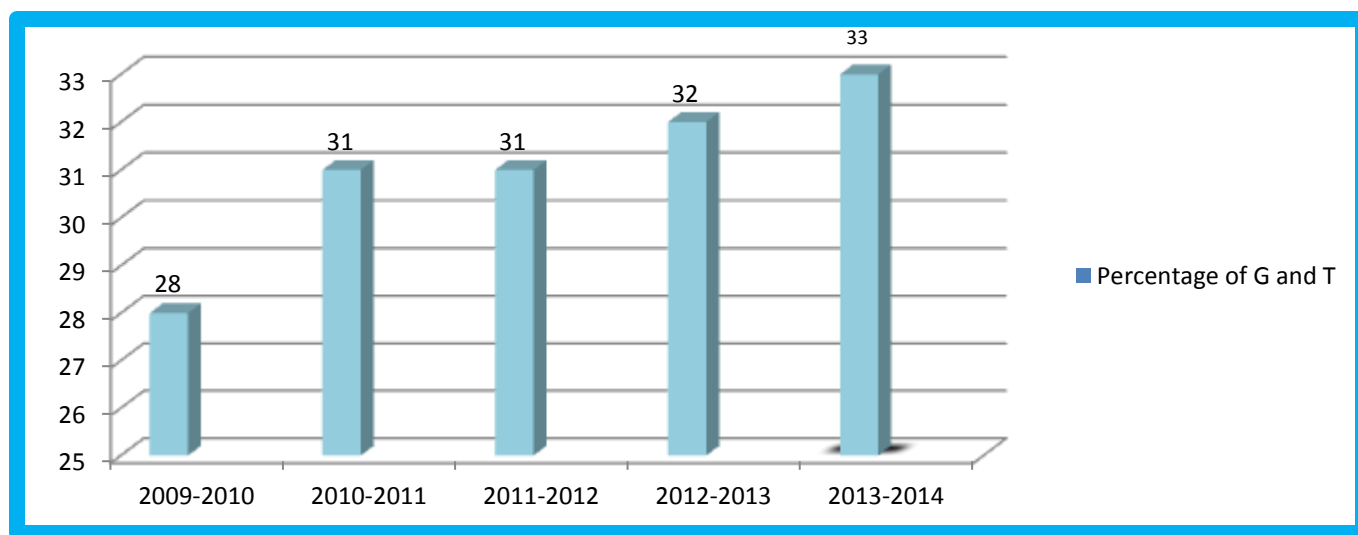
The following graphs and charts show our growth in population, gifted and talented status, free and reduced status, and our attendance percentages over a three to five year period.

BECK ACADEMY TOTAL SCHOOL ENROLLMENT

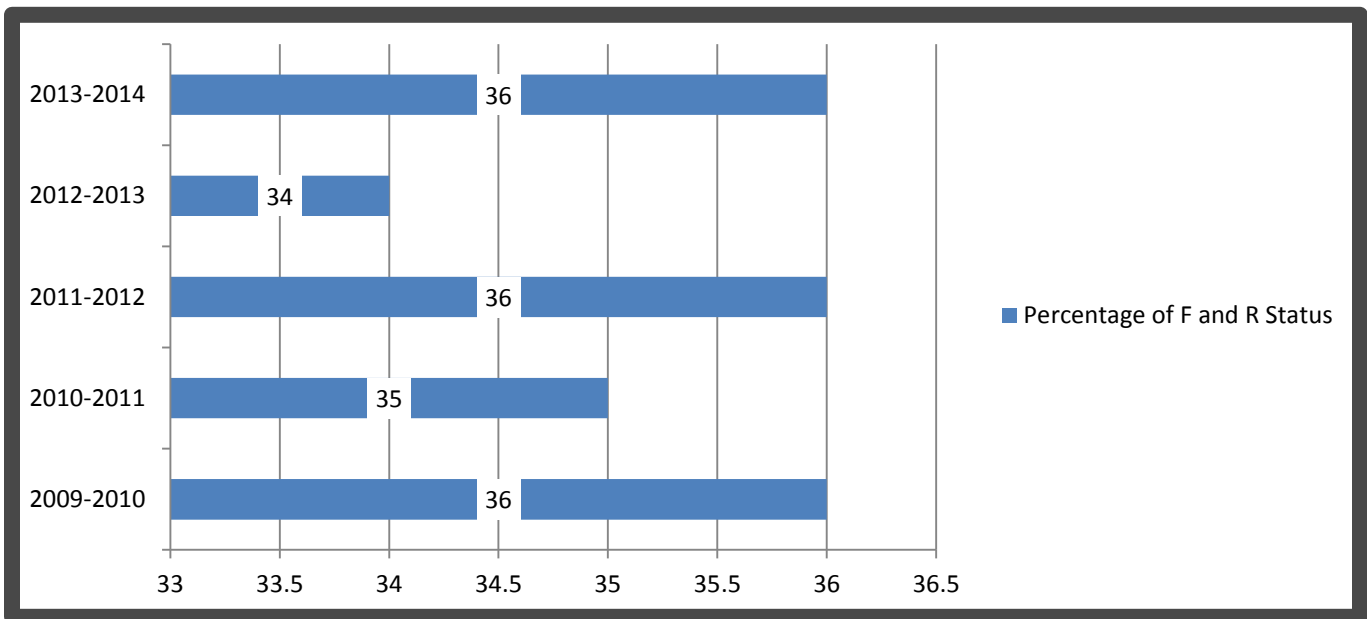
We have 141 special needs students who are 13 % of our total school enrollment.



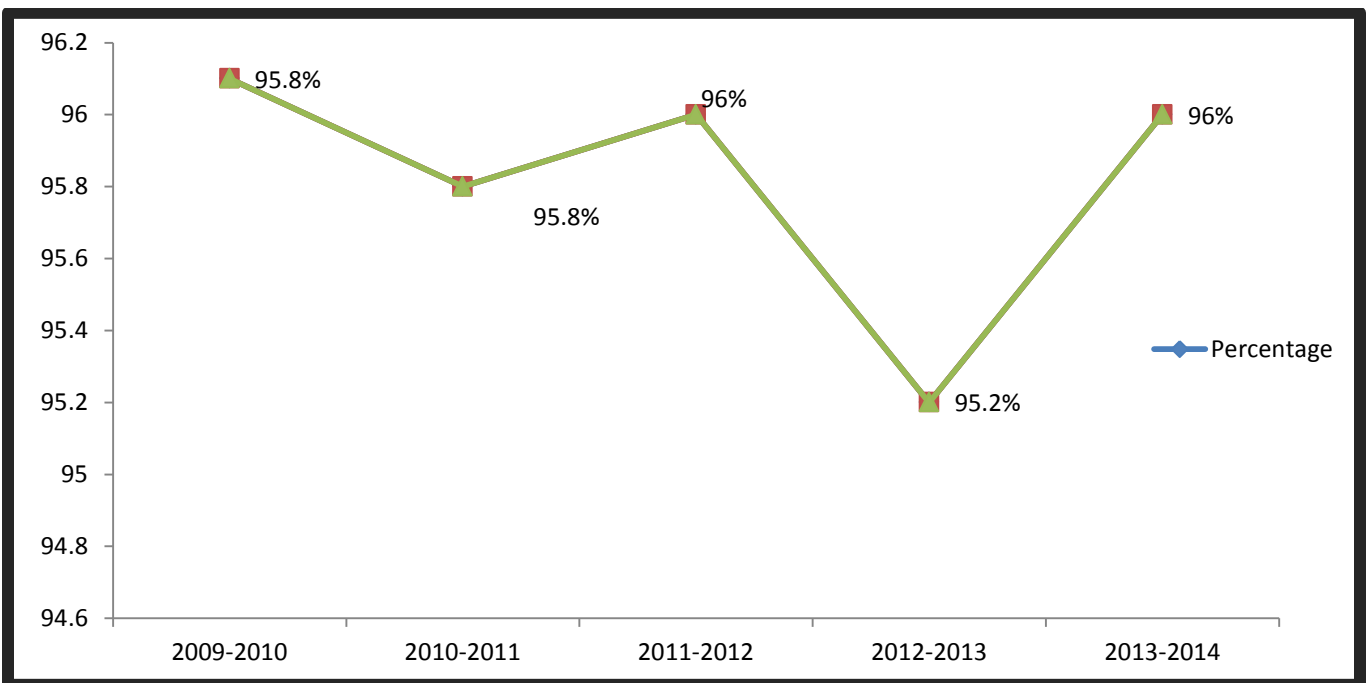
Beck Academy Gifted and Talented Enrollment



BECK ACADEMY FREE and REDUCED STUDENT STATUS



BECK ACADEMY STUDENT ATTENDANCE PERCENTAGES



Currently, Beck Academy has a poverty index of **47.64%**. (referenced 2013, State Department of Education, Poverty Index Portal)

School's Major Academic and Behavioral Programs

As a magnet school for international studies and an IB school, Beck Academy provides a standards-based curriculum through an IB philosophy which seeks to instill in our students the desire to be life-long learners who accept responsibility and work to learn and be successful. Through the areas of interaction, students examine content concepts, while reflecting on their learning and achievement. Seeking to educate the whole child, Beck provides an enriched learning environment through the following academic programs and initiatives:

- Fine arts studies
- Foreign Language Studies
- Special Needs Services
- High School Credit Courses
- Gifted and Talented Program
- Gateway to Technology Program
- ESOL Program
- EXPLORE Testing
- DUKE TIP scholars
- PRO-Team
- Math Counts
- Yearbook
- Robotics
- Beta Club
- Radio Station and Broadcasting Class
- Youth in Government
- National Junior Forensic League
- Student Council
- Compass Learning Instruction
- School-wide Writing Instructional Program
- Learning Focused Instructional Strategies and Best Practices
- Historical Simulations
- Author Visits
- Girls and Boys Book Clubs

- International Week
- World Traveler Events
- Book Trailer Competition
- The POWER of M
- Art Club
- Green Team

Teachers meet weekly in small professional learning communities for collaborative content planning. These content meetings are used for common core unit planning, developing common assessments, analyzing benchmark and assessment data such as MAP and PASS, creating MYP interdisciplinary units, and examining and developing units in ATLAS Rubicon. Teachers who teach the same content classes and levels administer common assessments and authentic projects for each unit. These weekly meetings also allow for day to day lesson planning and reflection on needed literacy and numeracy intervention strategies and activities. This year, we revised our teacher mentor program to provide more intense support and supervision for both induction and ADA teachers. A mentor team consisting of the assigned teacher mentor, the instructional coach, the grade level administrator, and a buddy teacher observe the mentee on a regular basis and share concerns and areas of strength of the mentee. Team members reflect with the mentee individually. A specific observation form was created for team use in these observations.

Our guidance and career staff members provide the following programs and initiatives to support both students and parents:

- IGP Conferences
- Referral Services
- Consultative Services
- Individual and Small Group Counseling
- SCOIS
- Explore/Kuder
- Classroom visits
- Curriculum Night
- Magnet Open House
- 8th Grade Job Shadowing
- Content Speakers
- College Fair
- Career Field Trips
- Lunch and Learn Speakers
- S.P.O.T. (Supporting Parents of Teens)
- Friendship Group (grade 6)
- Bully Prevention Program (Grade 6)

Student Mentoring Programs include the Call Me Mister sponsored through Clemson University, and the G.E. Math Enrichment Tutoring Program.

Mission Vision, and Beliefs

The Beck Academy faculty, administrators, and a group of parents, stemming from varied backgrounds and philosophical platforms, are unified in our vision, values, beliefs, and purpose in the idea that promoting student achievement is fundamental. We strive to meet the needs of our diverse student body in a clean, safe facility that nurtures, accepts, and encourages all students. The Beck Academy family has developed this mission as the foundation for all aspects of our educational community.

The mission of Beck Academy, an International Baccalaureate School, is to meet the academic needs of our culturally diverse student body in a safe environment that nurtures, accepts, and encourages all students to be productive citizens of the global community, life-long learners, and future leaders.

Values and Beliefs

We believe...

- Student learning is the chief priority for the school.
- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- A safe and physically comfortable environment promotes student learning.

Vision and Purpose

The purpose of Beck Academy is to serve stakeholders by helping each student, from the gifted to the special needs, to maximize his/her potential and receive a quality public education. Teachers are continuously given opportunities to develop professionally by becoming trained in the use of current research and educational trends. Additionally, teachers are receiving continuous training in both common core curriculum, unit design and in the International Baccalaureate Program in order to provide students with a holistic learning experience. Curricula has been prioritized and linked with both common core and state standards through the use of district curriculum guides. Multiple assessments, such as MAP, PASS, and benchmarks, as well as student reflection, provide the data that guide instruction, curriculum, and assessment.

Parent and community leader resources are being utilized throughout the school. Excellence in academics, behavior, and attendance is rewarded through various celebrations within the school and community for students, faculty, and volunteers. Some of these recognitions include incentive cards, Marvelous Mondays, Beck Blue Knight Award, Academic Incentive Cards, and other special certificates.

Data Analysis and Needs Assessment of Student Achievement 2011-2012 through 2013-2014

Beck Academy is committed to providing students the best standards-driven instruction to lead them in becoming successful life-long learners. Over the past three years, Beck Academy students have continued to show improvement in learning and meeting state proficiency levels in all contents, but especially in the areas of science and writing achievement. Because of our continued progress in achieving growth on state assessments over time, in 2013, we achieved an absolute report card rating of **Excellent** and a growth rating of **Excellent**.

We will continue to focus on closing the achievement gap to bring every student closer to proficiency on PASS assessments. To achieve these goals we will:

- Continue to use our school-wide writing model to provide consistency with writing vocabulary, organizational strategies, and writing organizers
- Provide tutorial assistance as needed to special needs students targeting literacy and numeracy skills through inclusion classes and tutorial classes
- Offer opportunities such as working lunch, reteach and retake, 50 as 0, extended day program for students to complete class and home assignments, and one on one tutoring with Beck teachers and an additional targeted math instruction and tutoring program for identified failing students
- Involve parents in semester student-led conferences to reflect on academic progress in content classes
- Use individual teacher led student tutoring
- Incorporate more hands-on and manipulative learning experiences to teach common core standards
- Focus on literacy skills in all content subjects by teaching close and analytical reading strategies
- Target math intervention and differentiated instructional strategies and student groupings to supplement common core content instruction and provide targeted intervention as needed such as those participating in accelerated math classes

END of COURSE TESTING

Students taking high school courses for credit are required to take a state end of the course test in May. At Beck Academy, students are offered the following high school credit classes: English 1 HONORS, Algebra 1, Geometry, Spanish 1, Spanish II, French 1, and Keyboarding. Students taking the end of course classes continue to show a high percentage of passage rates in both English 1 and Algebra 1.

End of the Year Courses Exams for English 1 HONORS and ALGEBRA 1

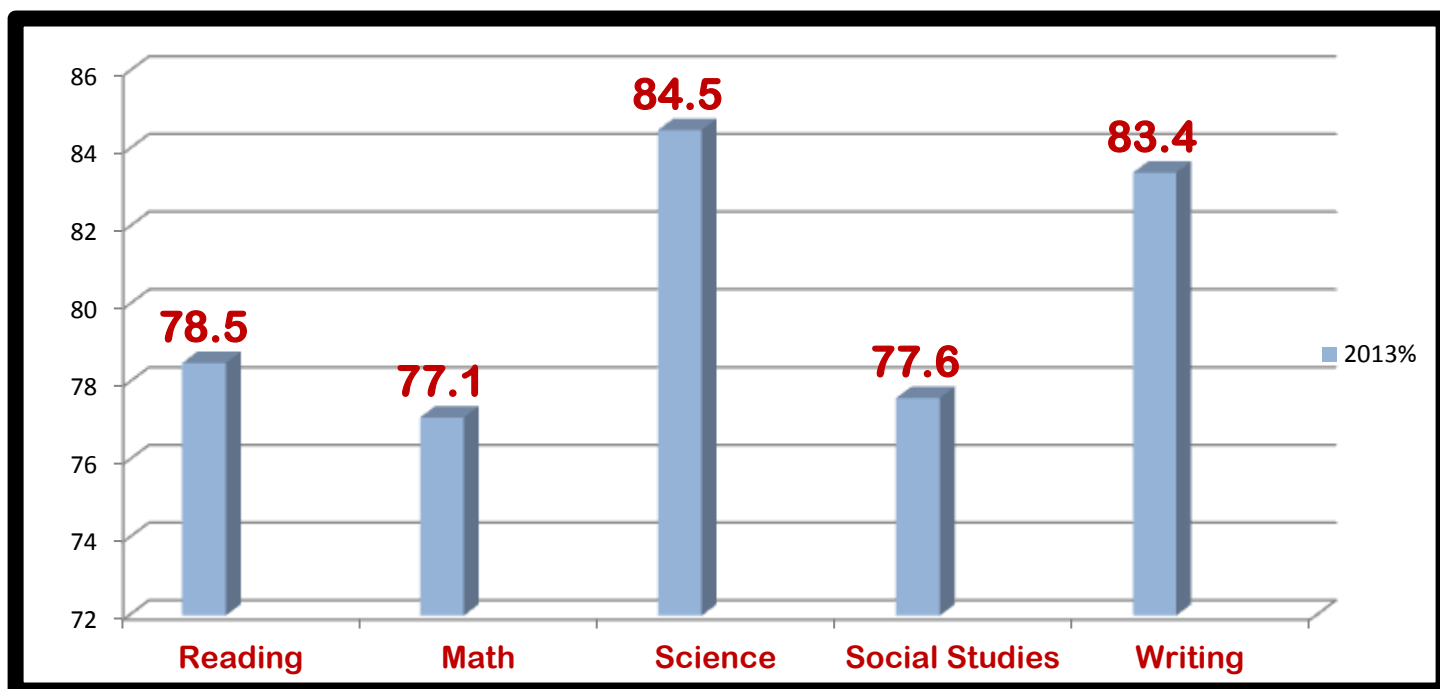
Year	Algebra 1 EOC % scoring 70 or above	English 1 EOC % scoring 70 or above
2009-2010	98.7%	98.4%
2010-2011	98.9%	100%
2011-2012	97.2%	99.2%
2012-2013	99%	100%
2013-2014	99.5%	100%

This chart shows the percentages of our students who successfully pass the end of the course testing in Algebra 1 and English 1 HONORS over a four year period. We have a 100% passage rate in English 1, and continue to show measurable gains toward a 100% passage rate in Algebra 1 (99.5%). In our continuous efforts to improve learning and achievement goals in our high school credit classes, we will continue to teach the district SCCC (South Carolina Common Core) Algebra 1 and English 1 standards preparing students for end of course testing. Each year we offer a parent curriculum night for rising 6th and 7th graders who are eligible for the high school credit classes. Information on content and requirements is provided to help parents and students make informed decisions about their readiness and options to take high school credit classes in middle school. Resources and a power point on override options, as well as requirements, are available on our school website and offer additional information to guide students and parents in making informed decisions.

PASS

Beck students continue to show progress in achieving proficiency in all PASS assessments over time. The following charts show our current PASS scores from spring 2013.

PASS DATA PERCENTAGES for SPRING 2013



In the spring of 2013, our school continues to show progress in the number of students scoring proficiency in all subject areas on PASS. Our writing scores continue to increase with 83.4% of our students scoring proficiency on PASS 2013 writing. Writing is taught in a consistent manner with a common vocabulary and common organizational strategies at our school. The writing domain of organization is a particular strength for our students. Our science scores continue to increase with 84.5% of our students scoring proficiency in 2013. Particular areas of concern are our 7th grade PASS scores in math, social studies, and reading. As we examined our data in depth, we made the following observations:

- The number of students scoring not met in grade 7 PASS social studies increased from 23.5% (2012) to 28.2% (2013).
- The number of students scoring not met in grade 7 PASS math increased from 18.9% (2012) to 27.6% (2013).
- The number of students scoring not met in grade 7 PASS reading increased from 16% (2012) to 24.7% (2013).
- Students in grade 7 are not grasping basic social studies concepts outlined in the state standards. Some 7th grade social studies teachers are teaching beyond the standards in these content areas. Content knowledge was immense, but students lacked the basic foundation for understanding. Interactive note-taking was introduced to the social studies staff in November of 2013 and

extended day planning and professional development was provided. Teachers in grade 7 began implementing the use of interactive note-taking in hopes of increasing learning and content knowledge.

- Our African-American boys' AMO in PASS 2013 content areas of reading, math, science, and social studies was below 628. The AMO in spring 2014 must reach 632.
- Our disabled students' AMO in PASS 2013 content areas of reading, math, science, and social studies was well below 628. A new goal for spring testing 2013 is to meet an AMO of 600.
- Our free and reduced students AMO on PASS 2013 content areas of reading, math, science, and social studies was below 628. The AMO in spring 2014 must reach 632.
- Continue the emphasis on prioritizing and teaching content vocabulary
- Continue the emphasis on teaching close and analytical reading strategies of literary and informational text

The following charts disaggregate our achievement data in multiple ways over the past three years.

Performance by Subgroups Spring 2013

AMO 628	ELA MEAN	MATH MEAN	SCIENCE MEAN	SOCIAL STUDIES MEAN
All Students	664.1	666.3	657.9	651.6
Male	664	667.7	659.9	660.7
Female	664.4	665	656.4	643.6
White	685.4	686.5	676.3	670.7
African-American	627.2	625.8	618.5	620.1
Asian/Pacific Islander	697	730	704.8	690.7
Hispanic	642.2	645	645.3	632.4
American Indian/Alaskan	NA	NA	NA	NA
Disabled	596.2	596.9	589.2	591.2
Limited English Proficient	649.2	667.8	661	634.6
Subsidized Meals	627.5	627.2	621.6	616.5

Performance by Subgroups Spring 2012 624	ELA Mean	Math Mean	Science Mean	Social Studies Mean
All Students	664.8	664.2	668.8	654.3
Male	660.6	666.4	676.8	660.4
Female	669.2	661.8	660.3	647.3
White	681.4	680.5	687.1	670.2
African-American	631.8	626.1	629.0	618.8
Asian/Pacific Islander	694.8	724.6	710.8	700.0
Hispanic	646.2	644.7	648.5	639.9
American Indian/Alaskan	NA	NA	NA	NA
Disabled	596.5	593.0	592.4	585.4
Limited English Proficient	646.0	654.5	653.6	643.5
Subsidized Meals	631.9	627.1	628.2	618.1

This chart shows the PASS 2013 performance of all subgroups.

PASS 2013	WRITING			READING			MATH			SCIENCE			SOCIAL STUDIES		
	NOT MET	MET	EXEMPLARY	NOT MET	MET	EXEMPLARY	NOT MET	MET	EXEMPLARY	NOT MET	MET	EXEMPLARY	NOT MET	MET	EXEMPLARY
ALL STUDENTS	16.6	35.1	48.3	21.5	30.5	48.0	23.0	33.4	43.7	15.6	36.2	48.2	22.3	31.3	46.4
MALE	20.4	35.4	44.2	22.8	28.6	48.6	24.9	30.2	44.9	17.8	30.4	51.8	18.0	28.6	53.4
FEMALE	13.0	34.8	52.2	20.3	32.2	47.5	21.0	36.5	42.5	14.2	39.2	46.6	21.3	38.3	40.4
WHITE	7.1	29.6	63.3	8.7	25.5	65.7	10.7	30.8	58.5	5.8	32.2	62.0	11.5	27.3	61.2
AFRICAN-AMERICAN	30.8	46.2	23.0	42.2	39.6	18.2	44.9	39.3	15.8	32.3	48.8	18.9	39.0	38.2	22.8
ASIAN/PACIFIC ISLANDER	3.4	20.3	76.3	6.8	23.7	69.5	3.4	20.3	76.3	2.6	15.4	82.0	5.1	23.1	71.8
HISPANIC	35.2	38.0	26.8	35.7	32.9	31.4	32.9	37.1	30.0	30.8	28.8	40.4	36.2	31.9	31.9
DISABLED	68.5	27.8	3.7	51.0	17.0	5.0	58.0	12.0	3.0	64.6	21.5	13.9	71.2	19.2	9.6
LEP	29.6	36.3	34.1	31.8	28.4	39.8	29.5	27.3	43.2	21.5	29.2	49.2	31.6	31.6	36.8
SUBSIDIZED MEALS	34.1	46.3	19.6	43.2	38.4	18.4	44.7	38.2	17.1	31.4	48.8	19.8	41.3	38.4	20.3
			83.4			78.5			77.1			84.5			77.6

Of particular concern are the increases in the percentage of students scoring not met in the following subgroup categories and content areas on PASS 2013:

-African-American students increased the percentage of students scoring not met in reading from 38.2% (2012) to 42.32%(2013).

-African-American students increased the percentage of students scoring not met in science from 30.6%(2012) to 32.2%(2013).

-Free and Reduced students increased the percentage of students scoring not met in reading from 38%(2012) to 43.2%(2013).

-Free and Reduced students increased the percentage of students scoring not met in math from 43.3%(2012) to 44.7%(2013).

-Disabled students increased the percentage of students scoring not met in science from 63.8%(2012) to 64.6%(2013).

Subgroups by Grade and Subject -2011-2013

English Language Arts					
Testing Year	Grade	% Not Met	% Met	% Exemplary	% Exemplary and Met
2010--2011	6	20.2	28.2	51.6	79.8
	7	27.5	29.4	43.1	72.5
	8	24.7	28.7	46.6	75.3
2011-2012	6	21	24.8	54.2	79
	7	16	36.9	47.1	84
	8	18.4	31.6	50	81.6
2012-2013	6	18.5	34.9	46.6	81.5
	7	24.7	29.4	45.9	75.3
	8	30.9	27	52.2	79.1
MATH					
2010-2011	6	19.4	33.6	47	80.6
	7	27.2	33.8	39.1	72.8
	8	28.7	41.4	29.9	71.3
2011-2012	6	21.8	33.3	44.9	78.2
	7	18.9	33.1	48	81.1
	8	26.3	36	37.7	73.7
2012-2013	6	21.5	37.6	40.9	78.5
	7	27.6	28.1	44.3	72.4
	8	19.4	35.7	44.9	80.6
Science					
2010-2011	6	22	51.4	26.6	78
	7	25.3	35.6	39.1	74.7
	8	24	24.6	51.4	76
2011-2012	6	21.6	45.9	32.4	78.4
	7	13.1	23.8	63.1	86.9
	8	10.1	28	61.9	89.9
2012-2013	6	17.6	47.1	35.3	82.4
	7	16.5	40.9	49.2	83.5
	8	11.7	29.2	59.1	88.3
Social Studies					
2010-2011	6	16.2	25.1	58.7	83.8
	7	28.8	27.9	43.3	71.2
	8	19.1	31.2	49.1	80.3
2011-2012	6	16.4	33.9	49.7	83.6
	7	23.5	28.5	48	76.5
	8	27.6	21.8	50.6	72.4
2012-2013	6	11.8	40.8	47.3	88.2
	7	28.2	30.1	41.8	71.8
	8	20.6	24.6	54.9	79.4
Writing					
2010-2011	8	21.4	31.1	47.5	78.6
2011-2012	8	16.5	26.5	57.1	83.5

2012-2013	6	18.6	42.2	39.2	81.4
	7	17.4	30.7	51.9	82.6
	8	13.9	32.9	53.2	86.1

Data Analysis and Needs Assessment of Teacher/ Administrative Quality 2011-2012 through 2013-2014

Our current school goals and objectives in the area of Teacher/Administrator Quality are:

FIVE YEAR PERFORMANCE GOAL 1: Annually increase the percentage of teachers meeting highly qualified subject status and current middle level certification status to ensure highly qualified personnel in all positions on or before the 2017-18 school year.

ANNUAL OBJECTIVE: Maintain 100% of teachers meeting highly qualified subject status and current middle level certification status from 2013-2014 to 2014-2015. Currently, our highly qualified status is 100%. Our current teacher retention rate is 87.9% as referenced on the SDE State Report Card 2013.

FIVE YEAR PERFORMANCE GOAL 2: To provide quality, continuous, and relevant professional development training on site to all staff to meet demonstrated academic needs and concurrent state and district academic strategic goals and objectives.

ANNUAL OBJECTIVE: To provide yearly professional training for all staff in the following areas: implementing and planning instruction to teach common core standards, building common assessments, collaborating with and observing peer teachers, using common writing organizational formats and vocabulary to teach writing in all subject areas, using literacy strategies in science and social studies classes, implementing and working with new technology and available resources to support instruction, classroom management strategies, protocols, and ongoing reflection to support instruction, using and working with inclusion to support instruction for special needs students to meet current observed learning needs of our teachers to support the achievement needs of our student population.

In a continuous effort to meet our goals for teacher/administrative quality, we would like to continue and implement the following suggestions:

- Continue to provide quality professional development training on common core standards, teaching literacy in all subject areas as a shared goal, classroom management skills, teaching with inclusion, bridging the gaps in literacy and numeracy skills, interactive note-taking, close and analytical reading strategies, and writing strategies with our school-wide writing program
- Continue to preserve time during the school day for content collaboration and planning and continue to develop common core units of instruction using ATLAS Rubicon
- Continue to share and provide teachers with incentives for improved teacher attendance
- Provide ongoing technology professional development with the latest innovations, applications, and devices available to incorporate more technology into classroom instruction
- Continue to implement a team approach to mentoring induction and ADA status teachers to provide more intense support and supervision

- Continue to update technology resources that are not adequate at present to meet the demands of content instruction creating a BYOD and wireless environment for 21st learners
- Continue to provide grant and professional development funds that maximize opportunities for teachers collaborate and learn new strategies

Professional Development Plan 2013-2014

Month	Beck Academy IBMYP Professional Development	Professional Development Calendar 2013-2014 Description	Facilitator(S)	Places/ Times
August 8, 2013 THURSDAY	New Teacher Orientation Training at Beck	New teachers to Beck will meet with the principal and administrative and instructional leadership to review school policies and procedures and to participate in initial professional development on IB, Incident Management System, and PAS_T (SAFE-T).	Principal Assistant Principals IC IB Coordinator	Beck Academy Media Center 8:30-12:30 4 exchange day points
August 14, 2013 Wednesday First Day Back				
August 15, 2013 Thursday	ENRICH TRAINING for all Staff Training all staff in the use of ENRICH for accessing student data. Teachers will complete an assignment to load and save their spring 2013 student PASS scores from ENRICH into an excel spreadsheet to analyze the data for student proficiency.	All staff will be trained in the use of ENRICH. Teachers will complete an assignment to load and save their spring 2013 student PASS scores from ENRICH into an excel spreadsheet to analyze the data for student learning achievement.	<i>Debbie Sanders, IC All staff</i>	<i>Main Hall Computer Lab Morning Sessions: 8:30-9:30 Special Needs Staff Review 9:45-10:45 Social Studies Staff 11:00-12:00 ELA Staff Afternoon Sessions: 12:15-1:15 Science Staff 1:30-2:30 Math Staff 2:30- 3:30 Related Arts Staff</i>
August 16, 2013 Friday	GCS Curriculum MAPPING 2013-2014 ATLAS Website Setting up and account Navigating BROWZE basics	All staff will be introduced and trained in the use of navigation in the new GCS curriculum mapping Atlasrubicon program.	<i>Debbie Sanders, IC All Staff</i>	<i>Science Labs Grade 6,7,8 hallways Bring your own laptop 30 minutes Grade 6 8:30-9:00 Grade 7 9:15-9:45 Grade 8 10:-10:30 Special needs 10:45-11:15 Related Arts 11:30-12:00</i>
August 19, 2013 Monday	Power Teacher Training Setting up your gradebook	Teachers will setup their 2013-2014 gradebooks in POWER SCHOOL.	<i>Debbie Sanders, IC All staff</i>	<i>Main Hall Computer Lab Morning Sessions: 8:30-9:30 Special Needs Staff 9:45-10:45 Social Studies Staff 11:00-12:00 ELA Staff Afternoon Sessions: 12:15-1:15 Science Staff 1:30-2:30 Math Staff 2:30- 3:30 Related Arts Staff</i>
August 20, 2013 Tuesday	IB Training	All staff will be trained in IB subject area requirements.	<i>Dr. Vicky Toney, IB Coordinator All staff</i>	<i>Main Hall Computer Lab Morning Sessions: 8:30-9:30 Special Needs Staff</i>

Last teacher workday before students return				<i>9:45-10:45 Social Studies Staff</i> <i>11:00-12:00 ELA Staff</i> <i>Afternoon Sessions:</i> <i>12:15-1:15 Science Staff</i> <i>1:30-2:30 Math Staff</i> <i>2:30- 3:30 Related Arts Staff</i>
August 27, 2013 Tuesday PD Tuesday 2 nd Planning periods	MAP Training required for math, ELA staff, and Emily Whitley Common Core MAP Share MAP Schedule and Procedures,	Teachers will be trained in MAP common core testing. MAP schedule s and procedures will be shared. New features of the common core MAP will be shared and new staff will be trained.	Debbie Sanders, IC, Math and ELA teachers	Second Planning Tuesday PD Media Center PD room 6 th 7 th 8th
August 27, 28, 29, 30,2013	ADEPT Teacher One on One	Meeting with new ADEPT teachers and reflecting on the process for the 2013-2014 school year.	Debbie Sanders, IC Beth Martin Jennifer Ciszewski Cheri Goering Mike Daugherty	Days and times vary for each teacher.
August 27, 2013 Technology Tuesday afterschool	Technology Tuesday Series 1 Website Training 1	Teachers will be trained in new features to enhance and update their teacher websites.	Zachary Nicks, Trainer	Zachary Nicks room Grade 7 hall, Bring your own laptop 3:45-4:45pm
August 28,29 Wednesdays and Thursdays 2nd planning periods Collaborative Planning begins and runs through Wednesday and Thursdays until May 21,22, 2014	Collaborative Planning for ELA, Math, Science, Social Studies, and Special Needs staff	Teachers will participate in professional development in the following areas: <ul style="list-style-type: none"> • Argument writing in social studies and science • ELA common core standards and unit planning for studies/strategies and GT • Math common core standards and unit planning for grade level, advanced, and high school credit Algebra 1 and Geometry • Teaching Channel videos connections for common core standards • School-wide writing • Literacy in social studies and science classes • New 2014-2015 science standards and unit planning 	All Staff Debbie Sanders, IC Vicky Toney, IB Coordinator Assistant Administrators	Each Wednesday and Thursday beginning August 28 through May 22 2 nd Planning periods Various times and locations
September 9, 2013 PD Tuesday 2 nd Planning Periods	IB Conducting Student Led Conferences	<ul style="list-style-type: none"> • Teachers will be trained in new procedures for conducting student led conferences. 	Dr. Vicky Toney, IB Coordinator	Second Planning Tuesday PD Media Center PD room 6 th 7 th 8th
September, 10, 2013	Technology Tuesday Series 2 Promethean Boards for Beginners	Teachers will be introduced to features that allow them to enhance common core and literacy	Zachary Nicks, Trainer	Zachary Nicks room Grade 7 hall, Bring your own laptop

Technology Tuesday Series 2	and aligned with Common Core	standards instruction using their Promethean Boards		3:45-4:45pm
September 11, 2013 and running through May 14, 2014	Vertical Teaming by Subject Area through Subject Teams	<p>Subject area PLC's and departments will meet throughout the year for professional development (teachers teaching teachers) sharing ideas, reflecting on practice, and learning new strategies and ideas for teaching common core and literacy standards including:</p> <p>Teachers will participate in professional development in the following areas:</p> <ul style="list-style-type: none"> • Argument writing in social studies and science • ELA common core standards and unit planning for studies/strategies and GT • Math common core standards and unit planning for grade level, advanced, and high school credit Algebra 1 and Geometry • Teaching Channel videos connections for common core standards • School-wide writing • Literacy in social studies and science classes • New 2014-2015 science standards and unit planning • Writing across the content <p>New 2013-2014 foreign language standards</p>	Kerry Hanning, ELA Amanda Anderson, Social Studies Beth Dameron, Math Sarah Williams, Science Michele Nash, Foreign Language Eric Bell, Fine Arts Anne Hart, Technology Debbie Sanders, IC Dr. Vicky Toney, IB Coordinator	Second Wednesday of each month Various locations 3:45-4:45, or as needed
September 18 September 25 October 3 October 9 2013	Using ATLAS for ELA, MATH, Science, Social Studies Planning	Specific training on developing units with our collaborative groups in ATLAS.	Debbie Sanders, IC	Various rooms, dates, and times by department
September 24, 2013 Technology Tuesday Series 3	Tech Databases for Common Core	This professional training will focus on teaching core content staff about the new databases aligned with common core standards and manipulation of the site available for their use with our new World Book application. In addition, our media specialist will provide additional applications and sites we have purchased that align with common core standards in math and ELA, as well as literacy standards embedded in ATLAS social studies and science content	Rebecca Roper, Media Specialist World Book Online Presenter	Media Center

		standards.		
October 15, 2013 Tuesday 3:45-5:00 Writing	Writing and Common Core	This course will provide a workshop approach to teaching writing in all content areas aligned with common core literacy standards. The focus will be on strategies to teach organization and content with argument, narrative, and informational text writing. Specific strategies will be shared to focus on summarizing and elaborating with commentary on facts and quotes from informational text.	Hilary MacDonald, ELA	Room 710
October 22, 2013 Technology Tuesday Series 4 3:45-4:45	Promethean Board Advanced II	This course will provide advanced training in Promethean Board available resources to enrich instruction with technology. This course moves beyond the basics. Included in this workshop will be an introduction to layering, adding and importing videos and photos into flip charts, and additional skills.	Zachary Nicks, PB trainer, webmaster	Room 725

October 17, 2013 Student Led Conferences Teacher workday	Student Led Conferences Day Jason Flatt Suicide Training 1	Students, parents, and staff will be participating in student led IB conferences.	Students Parents All staff Dr. Toney, IB Coordinator Stephanie Beaver, Guidance	All day-various rooms and times
November 12, 2013	Interactive Notebooking	Tami, Finley, GCS social studies consultant presented a PD on using interactive notebooking to improve social studies comprehension and understanding of concepts.	Tami Finely, GCS SS consultant Mandy Anderson SS Department Chair	TBA
January 7 2014 Technology Tuesdays Series 3	Technology Tuesday Series 3 EDMODO	Emily Strickland will present a professional development session on using EDMODO for class discussions and student reflection. Also includes an introduction to EDMODO.	Emily Strickland Debbie Sanders, IC	Emily Strickland's room, grade 6 hall 3:45-4:45
November 19,20 December 4,5, 18,19, 2013 1/2 Day Common Core Planning PD for math and science staff, ELA, and social Studies staff	Common Core and Literary Numeracy Standard Focused Common Planning ½ day For ELA and Social Studies staff	Specific time is preserved for math and science staff to work in small professional learning communities to plan common assessments and assignments aligned to state and common core standards that promote rigorous learning strategies and teach for higher order thinking skills. The time is structured so that each teacher will have 1 half day to work with their grade level cohorts and instructional staff. Specific time is preserved for ELA and social studies staff to work in small professional learning communities to plan common assessments and assignments aligned to state and common core standards that promote rigorous learning strategies and teach for higher order thinking skills. The time is structured so that each teacher will have 1 half day to work with their grade level cohorts and instructional staff.	Math and Science staff ELA and social studies staff Assistant Principals Debbie Sanders, IC Vicky Toney IB Coordinator	PD media center room Grade 6 Am Periods 1,2,3 8:15-12:13 • Pm Periods 4,5,6 12:17-3:15 Grade 7 • Am Periods 1,2,3 8:15-12:13 • Pm Periods 4,5,6 12:17-3:15 Grade 8 Am Periods 1,2,3 8:15-11:33 • Pm Periods 4,5,6 11:37-3:15
Technology Tuesdays Series 4 December 3 Media	Promethean Boards More Tools for Instruction	. Zachary Nicks, our Promethean Board trainer, will teach staff to use acti-slides and acti-votes will their classes. Ideas for using the tools will be shared with teachers in core content classes. Teachers will have the opportunity to collaborate and create lessons incorporating these new tools	Zach Nicks, Technology Trainer	Room 725 3:45-4:45pm
January 7 2014 Technology	Technology Tuesday Series 3 EDMODO	Emily Strickland will present a professional development session on using EDMODO for class discussions and student reflection. Also includes an introduction to EDMODO.	Emily Strickland Debbie Sanders, IC	Emily Strickland's room, grade 6 hall 3:45-4:45

Tuesdays Series 3				
March 12, 2014 April 9, May 14	ELA Book Study 3 sessions Notice and Note by Kylene Beers	ELA staff will participate in an in-house book study of the text Notice and Note by Kylene Beers. This text teaches strategies to improve analytical and close reading of a text.	ELA Staff Debbie Sanders, IC	Second Wednesdays 1 hour
February 26- April 3	Peer Observations and Reflections	Teachers will participate in two meaningful peer observations with learning walks. There will be two sessions involved: looking at the research, creating assignments, and setting protocols and procedures for observations. Session two is the actual observation and reflection on the data collected and implications for school-wide goals for instructional planning.	Debbie Sanders, Instructional Coach All staff	Media Center PD room Second Planning Various observation times and dates
March-April Technology Training Series Promethean Boards-touch	Promethean Training	GCS district trainer Avis Canty will present a 10 hour training on using the new promethean board touch screens.	Avis Canty Holly Hughes	Thursdays 4:30-6:30 Main Computer Lab

Professional Development Plan 2014-2015

Month	Beck Academy IBMYP Professional Development	Description	Professional Development Calendar 2014-2015 Facilitator(S)	Places/ Times
August 7, 2014 THURSDAY	New Teacher Orientation Training at Beck	New teachers to Beck will meet with the principal and administrative and instructional leadership to review school policies and procedures and to participate in initial professional development on IB, Incident Management System, and PAS_T (SAFE-T), ENRICH, ATLAS.-RUBICON,	Principal Assistant Principals IC IB Coordinator	Beck Academy Media Center 8:30-12:30 Lunch 1:30-2:30 ATLAS/ENRICH 5 exchange day points
August 12, 2014 Wednesday First Day Back for Teachers				
August 14, 2014 Thursday	Power Teacher Training Setting up your gradebook for NEW STAFF	PD ROOM 9:00-10:30 for NEW STAFF	<i>Debbie Sanders, IC All staff</i>	<i>Main Hall Computer Lab or PD room with teacher laptops Morning Sessions: 8:30-9:30 Special Needs Staff 9:45-10:45 Social Studies Staff 11:00-12:00 ELA Staff Afternoon Sessions: 12:15-1:15 Science Staff 1:30-2:30 Math Staff 2:30- 3:30 Related Arts Staff</i>
August 15, 2014 Friday	Power Teacher Training Setting up your gradebook	Teachers will setup their 2014-2015 gradebooks in POWER SCHOOL.		
August 18, 2014 Monday Last teacher workday before students return	IB Training	All staff will be trained in IB subject area requirements.	<i>Dr. Vicky Toney, IB Coordinator All staff</i>	<i>Main Hall Computer Lab Morning Sessions: 8:30-9:30 Special Needs Staff 9:45-10:45 Social Studies Staff 11:00-12:00 ELA Staff Afternoon Sessions: 12:15-1:15 Science Staff 1:30-2:30 Math Staff 2:30- 3:30 Related Arts Staff</i>
August 19, 2014 Tuesday	1st DAY for STUDENTS			
August 26, 2014 Tuesday PD Tuesday 2 nd Planning periods	MAP Training required for math, ELA staff, and Emily Whitley and Sarah Smith classes Common Core MAP Share MAP Schedule and Procedures,	Teachers will be trained in MAP common core testing. MAP schedule s and procedures will be shared. New features of the common core MAP will be shared and new staff will be trained.	Debbie Sanders, IC, Math and ELA teachers	Second Planning Tuesday PD Media Center PD room 6 th 7 th 8 th
August 27, 28,	ADEPT Teacher One on One	Meeting with new ADEPT teachers and reflecting	Debbie Sanders, IC	Days and times vary for each teacher.

29, 2014	Mentor Assignments PAS-T/SAFE-T Observations	on the process for the 2014-2015 school year.	ADEPT STAFF Caitlin Young ADEPT Daphne Mitchell ADA ADEPT Joshua Menk ADEPT	
August 26, 2014 Technology Tuesday afterschool	Technology Tuesday Series 1 Website Training 1	Teachers will be trained in new features to enhance and update their teacher websites.	Zachary Nicks, Trainer	Zachary Nicks room Grade 7 hall, Bring your own laptop 3:45-4:45pm
August 27,28, 2014 Wednesdays and Thursdays 2nd planning periods Collaborative Planning begins and runs through Wednesday and Thursdays until May 20,21, 2015	Collaborative Planning for ELA, Math, Science, Social Studies, and Special Needs staff	Teachers will participate in professional development in the following areas: <ul style="list-style-type: none"> • Argument writing in social studies and science • ELA common core standards and unit planning for studies/strategies and GT • Math common core standards and unit planning for grade level, advanced, and high school credit Algebra 1 and Geometry • Teaching Channel videos connections for common core standards • School-wide writing • Literacy in social studies and science classes • New 2014-2015 science standards and unit planning 	All Staff Debbie Sanders, IC Vicky Toney, IB Coordinator Assistant Administrators	Each Wednesday and Thursday beginning August 27 through May 21 2 nd Planning periods/ or other as planned by collaborative team Various times and locations
September 30, 2014 PD Tuesday 2 nd Planning Periods	IB MYP Subject Guides and Student Led Conferences	<ul style="list-style-type: none"> • Teachers will be trained in new procedures for conducting student led conferences. • Teachers will be trained in reviewing, using, and understanding new MYP subject guides. 	Dr. Vicky Toney, IB Coordinator	Second Planning Tuesday PD Media Center PD room 6 th 7 th 8th
September 9 or 16, 2014 Technology Tuesday Series 2	Technology Tuesday Series 2 Promethean Boards for Beginners and aligned with Common Core	Teachers will be introduced to features that allow them to enhance common core and literacy standards instruction using their Promethean Boards	Zachary Nicks, Trainer	Zachary Nicks room Grade 7 hall, Bring your own laptop 3:45-4:45pm
September 10, 2014 and running through May 13, 2015	Vertical Teaming by Subject Area through Subject Teams	Subject area PLC's and departments will meet throughout the year for professional development (teachers teaching teachers) sharing ideas, reflecting on practice, and learning new strategies and ideas for teaching common core and literacy standards including: Teachers will participate in professional	Kerry Hanning, ELA Amanda Anderson, Social Studies Beth Dameron, Math Sarah Williams, Science Michele Nash,	Second/fourth Wednesday of each month Various locations 3:45-4:45, or as needed

		<p>development in the following areas:</p> <ul style="list-style-type: none"> • Argument writing in social studies and science • ELA common core standards and unit planning for studies/strategies and GT • Math common core standards and unit planning for grade level, advanced, and high school credit Algebra 1 and Geometry • Teaching Channel videos connections for common core standards • School-wide writing • Literacy in social studies and science classes • New 2014-2015 science standards and unit planning • Writing across the content <p>New 2013-2014 foreign language standards</p>	<p>Foreign Language Eric Bell, Fine Arts Anne Hart, Technology Debbie Sanders, IC Dr. Vicky Toney, IB Coordinator</p>	
<p>October 21, 2014 Tuesday 3:45-5:00</p> <p>Writing</p>	<p>Writing and Common Core</p>	<p>This course will provide a workshop approach to teaching writing in all content areas aligned with common core literacy standards. The focus will be on strategies to teach organization and content with argument, narrative, and informational text writing. Specific strategies will be shared to focus on summarizing and elaborating with commentary on facts and quotes from informational text.</p>	<p>Hilary MacDonald, ELA</p>	<p>Room 710</p>
<p>October 7 and 14, 2014 Technology Tuesday Series 3:45-4:45</p>	<p>Student Projects TECH 1 TECH 2 TBA</p>	<p>Using technology and devices to create student project based learning.</p>	<p>Holly Hughes, Media Specialist</p>	<p>Media Center</p>

October 16, 2014 Student Led Conferences Teacher workday	Student Led Conferences Day	Students, parents, and staff will be participating in student led IB conferences.	Students Parents All staff Dr. Toney, IB Coordinator Stephanie Beaver, Guidance	All day-various rooms and times
October 28, 2014 PD Tuesdays	IB Unit Planner Revisions Part 1	<ul style="list-style-type: none"> Dr. Toney will present a series of workshops for staff on revisions made to the IB unit planner template for the 2014-2015 school year. 	Dr. Vicky Toney, IB Coordinator	Second Planning Tuesday PD Media Center PD room 6 th 7 th 8th
November 11, 2014 PD Tuesdays	IB Unit Planner Revisions Part 2	Dr. Toney will present a series of workshops for staff on revisions made to the IB unit planner template for the 2014-2015 school year.	Dr. Vicky Toney, IB Coordinator	Second Planning Tuesday PD Media Center PD room 6 th 7 th 8th
November 19,20 December 4,5, 18,19, 2014 1/2 Day Common Core Planning PD for math and science staff, ELA, and social Studies staff 2014-2015	Common Core and Literary Numeracy Standard Focused Common Planning ½ day For ELA and Social Studies staff For Math and Science Staff	Specific time is preserved for math and science staff to work in small professional learning communities to plan common assessments and assignments aligned to state and common core standards that promote rigorous learning strategies and teach for higher order thinking skills. The time is structured so that each teacher will have 1 half day to work with their grade level cohorts and instructional staff. Specific time is preserved for ELA and social studies staff to work in small professional learning communities to plan common assessments and assignments aligned to state and common core standards that promote rigorous learning strategies and teach for higher order thinking skills. The time is structured so that each teacher will have 1 half day to work with their grade level cohorts and instructional staff.	Math and Science staff ELA and social studies staff Assistant Principals Debbie Sanders, IC Vicky Toney IB Coordinator	PD media center room Grade 6 Am Periods 1,2,3 8:15-12:13 <ul style="list-style-type: none"> Pm Periods 4,5,6 12:17-3:15 Grade 7 <ul style="list-style-type: none"> Am Periods 1,2,3 8:15-12:13 Pm Periods 4,5,6 12:17-3:15 Grade 8 Am Periods 1,2,3 8:15-11:33 <ul style="list-style-type: none"> Pm Periods 4,5,6 11:37-3:15
November December 2014 January February March April 2015	IB Small Group Evaluation	The IB coordinator will work with small groups of teachers to prepare for the 5 year upcoming evaluation in the fall of 2015.	Dr. Vicky Toney IB Coordinator All staff	PD media center room Grade 6 Am Periods 1,2,3 8:15-12:13 <ul style="list-style-type: none"> Pm Periods 4,5,6 12:17-3:15 Grade 7 <ul style="list-style-type: none"> Am Periods 1,2,3 8:15-12:13

				<ul style="list-style-type: none"> Pm Periods 4,5,6 12:17-3:15 Grade 8 Am Periods 1,2,3 8:15-11:33 <ul style="list-style-type: none"> Pm Periods 4,5,6 11:37-3:15
Technology Tuesdays Series 4	TBA Possibly... Using BYOD in Your Class The Flipped Classroom advanced			
February 26- April 3 2015	Peer Observations/Co-Teaching and Reflections	Teachers will participate in two meaningful peer observations with learning walks. There will be two sessions involved: looking at the research, creating assignments, and setting protocols and procedures for observations. Session two is the actual observation and reflection on the data collected and implications for school-wide goals for instructional planning.	Debbie Sanders, Instructional Coach All staff	Media Center PD room Second Planning Various observation times and dates

School Climate Needs Assessment 2011-2012 through 2013-2014

Our current school climate goals are:

GOAL AREA 3: Provide a school environment supportive of learning.

- FIVE YEAR PERFORMANCE GOAL: Achieve an annual student attendance rate of 95%.

ANNUAL OBJECTIVE: Maintain an annual student attendance rate of 95% or higher. Currently our student attendance rate is 96%.

- FIVE YEAR PERFORMANCE GOAL: Maintain a student expulsion rate below 0.5% of the total school population.

ANNUAL OBJECTIVE: Maintain an annual student expulsion rate below 0.5% of the total school population. Currently, our expulsion rate is 0.7%.

-FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from **89.8%** in 2013 to 94.8% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) annually parents who are satisfied with the learning environment.

-FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from **80.8%** in 2013 to 85.8% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) annually students who are satisfied with the learning environment.

-FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from **95%** in 2013 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) annually teachers who are satisfied with the learning environment.

-FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from **96.7% in 2013** to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) annually parents who indicate that their child feels safe at school.

-FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from **93% in 2013** to 98% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) annually students who feel safe at school during the school day.

-FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who feel safe at school during the school day from **100% in 2013** to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain at 100% the annual percentage teachers who feel safe at school during the school day.

Beck has a positive school climate, and in reviewing our parent, teacher, school, survey responses, 80.8% of our students, 95% of our staff, and 89.8% of our parents are satisfied with our school learning and social environment. 91.5 % of our parents feel their child is cared for by his/her teachers, and 96.1 % of our parents feel teachers have high expectations for students. 85.9% of our parents feel that our school provides good home to school communication about student progress in learning. In their survey responses, our parents feel greatly satisfied with their children's educational experiences at Beck. Our

parent portal, websites, phone master calls, individual teacher and administrative calls, and face to face conferences continue to provide additional and effective communication with our parents regarding school events and educational outcomes. 89.2% of our students feel that they are provided a challenging curriculum and classes. 100 % of our staff feel that our school is providing challenging instructional programs for our students.

According to the survey, 39.6% of our students feel the greatest challenge to our school is student behavior, especially in common areas, while 75.9% of parents surveyed feel that students are well behaved at school, and 96.7% of staff feel that students are well behaved at school. In addition, 29.3% of our students feel their classes could be more exciting and fun. Additionally, the survey reports that the greatest challenge for our staff seems to be in having sufficient technology for instruction and learning, including the use of integrated technology. For our parents, the greatest challenge for our school is their ability to visit their child's classroom during the day and hearing positive things from teachers about their children. Students are most concerned about behavior in common areas, having fun classes, and having their parents both help them and understand their homework assignments.

To continue to promote a positive school climate, Beck implements a discipline policy, the Five Step Plan. Our ISS structure has greatly improved and ISS is perceived more as a deterrent to further misbehavior. As a positive incentive for attendance and completing assignments, our Marvelous Monday policy is quite successful. An 8th grade program, "Caught Doing Good," IB Learner of the Month, Student Appreciation Day, and quarterly hall of fame recognition provides more incentives for students encouraging good behavior, citizenship, and work ethic. Our working lunch policy provides students an opportunity to redo incomplete or missing assignments and bridge specific learning gaps to promote mastery. We are constantly monitoring the success of this program and make changes as needed to provide a redo policy for all of our students.

Our parents are highly involved in their child's education, and they provide hours upon hours of volunteer support and assistance. Our PTSA not only donates of their time and energy, but provides needed teacher supplies, grant funds, and many appreciation gifts and treats to our staff throughout the year.

School Renewal Plan (Action Plan) 2014-2015 through 2017-2018

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PASS % Writing

GOAL AREA 1: Raise the academic challenge and performance of each student.

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in writing and English Language Arts each year.

FIVE YEAR PERFORMANCE GOAL: **Maintain** the percentage of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS) from **83.4%%** in 2013 to **83.4%%** in 2018.

ANNUAL OBJECTIVE: Annually **maintain the percentage** students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	83.4	83.4	83.4	83.4	83.4
School Actual	83.3	83.4					
District Projected	X	X	78.8	79.8	80.8	81.8	82.8
District Actual	77.8						

PASS % ELA

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) **from 78.5% in 2013 to 82.5% in 2018.**

ANNUAL OBJECTIVE: Increase by 1 percentage point(s) annually students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	79.5%	80.5%	81.5%	82.5%	83.5%
School Actual	81.3	78.5					
District Projected	X	X	79.0	80.0	81.0	82.0	83.0
District Actual	78.0						

PASS AVG. ELA

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: By grade band (middle), meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

The African-American subgroup will meet the new AMO of 632. The Disabled subgroup will meet an AMO of 600.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

ELA – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	664.8	664.1					
Male	660.6	664					
Female	669.2	664.4					
White	681.4	685.4					
African-American	631.8	627.2					
Asian/Pacific Islander	694.8	697					
Hispanic	646.2	642.2					
American Indian/Alaskan	NA	NA					
Disabled	596.5	596.2					
Limited English Proficient	646.0	649.2					
Subsidized Meals	631.9	627.5					

EOCEP % ENGLISH I

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I from 100% in 2013 to 100% in 2018.

ANNUAL OBJECTIVE: Increase by .8 percentage points annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I.

DATA SOURCE(S): SDE School Report Card

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100	100	100	100	100
School Actual	99.2	100					
District Projected (MS and HS)	X	X	77.3	78.3	79.3	80.3	81.3
District Actual (MS only)	98.9						

STRATEGY	Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
1.	ELA teachers will meet for collaborative planning each week to improve common core standards-based instruction and develop units on ATLAS Rubicon to share with colleagues.	Ongoing	Principal Teachers Instructional Coach IB Coordinator	None	None	- Greater percentage of students meeting the mean score of 632 and above each year on PASS ELA achievement testing -Greater percentage of students meeting MAP reading growth targets from fall 2014 to spring 2015
2.	ELA departmental meetings will focus on common core standards-based instruction, vertical planning, and implementing best practices. Professional development for ELA teachers will be provided in: common core standards, data analysis, Curriculum Maps, planning focused units of instruction using <i>the KUD and ATLAS RUBICON</i> , accelerating and previewing content and vocabulary, summarizing strategies, Literature Circles, Socratic Seminars, differentiated instruction, reading intervention, research skills, and writing model strategies. This strategy will provide teachers with the necessary knowledge, collaboration, and tools to teach all levels of common core ELA successfully, maximizing their potential to learn. ELA teachers will participate in a book study on teaching close reading strategies to students using Kylene Beers text, <u>Notice and Note</u> .	Ongoing	Teachers ELA Department Chair Instructional Coach ELA District Coordinator, Debbie Barron, Professional Development For ELA teachers each month	None	None	- Greater percentage of students meeting the mean score of 632 and above each year on PASS ELA achievement testing -Special needs students will meet an AMO of 600 -Alignment of - Curriculum and pacing guides - Greater percentage of students meeting MAP reading growth targets from fall 2013 to spring 2014 - Teacher PASS/ MAP data analysis spreadsheets, PD agenda and handouts, co-teaching sessions, classroom observations will be used to document implementation, and the Instructional Coach (Debbie Sanders) will be responsible for providing training and monitoring results with administrators
3.	Train teachers to incorporate IB philosophy along with state standards/ common core standards to add rigor to the curriculum.	On going	IB Coordinator	None	None	-Greater percentage of students meeting the mean score of 632 and above each year on PASS ELA achievement testing

4. Use of MAP testing 1 st and 3 rd quarter to identify specific areas to target for instruction, remediation, and acceleration to focus on improvement of student achievement in ELA.	Ongoing	Teachers Instructional Coach	None	ATA Funds	-Greater percentage of students meeting MAP reading growth targets from fall 2013 to spring 2014
5. Student Incentives Reading Program through Summer Reading and School-wide Reading Program	Summer 2013 2013-2018	ELA Teachers Instructional Coach Media Center Staff	None	None Media Center Funds to purchase texts from yearly book fairs	-Greater percentage of students meeting the mean score of 632 and above each year on PASS ELA achievement testing -Increased in circulation and the number of students checking out materials to read

PASS % MATH

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in mathematics each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS) **from 77.1% in 2013 to 82.6% in 2018.**

ANNUAL OBJECTIVE: Increase by 1 percentage point(s) annually students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	78.1	79.1	80.1	81.1	82.1
School Actual	77.6	77.1					
District Projected	X	X	78.4	79.4	80.4	81.4	82.4
District Actual	77.4						

PASS AVG. MATH

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: By grade band (middle), meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

The African-American subgroup will meet the new AMO of 632. The Disabled subgroup will meet an AMO of 600.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

Math – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	664.2	666.3					
Male	666.4	667.7					
Female	661.8	665					
White	680.5	686.5					
African-American	626.1	625.8					
Asian/Pacific Islander	724.6	730					
Hispanic	644.7	645					
American Indian/Alaskan	NA	NA					
Disabled	593.0	596.9					
Limited English Proficient	654.5	667.8					
Subsidized Meals	627.1	627.2					

EOCEP % ALGEBRA I

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I from 99% in 2012 to 100% in 2018.

ANNUAL OBJECTIVE: Increase by 1 percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100	100	100	100	100
School Actual	97.2	99.5%					
District Projected (MS and HS)	X	X	84.6	85.6	86.6	87.6	88.6
District Actual (MS only)	99.4						

PASS % TESTED

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups each year from 2013-14 through 2017-18.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups annually.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

% Tested ELA	School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance								
All Students		99.7	100					
Male		100	100					
Female		99.4	100					
White		100	100					

African-American	99.1	100					
Asian/Pacific Islander	100	100					
Hispanic	100	100					
American Indian/Alaskan	NA	NA					
Disabled	98.1	100					
Limited English Proficient	100	100					
Subsidized Meals	99.3	100					

% Tested Math	School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance								
All Students		99.8	100					
Male		100	100					
Female		99.6	100					
White		100	100					
African-American		99.4	100					
Asian/Pacific Islander		100	100					
Hispanic		100	100					
American Indian/Alaskan		NA	NA					
Disabled		99.1	100					
Limited English Proficient		100	100					
Subsidized Meals		99.5	100					

% Tested Math District – Grades 6-8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100.0						
Male	99.9						
Female	100.0						
White	100.0						
African-American	99.9						
Asian/Pacific Islander	100.0						
Hispanic	99.9						
American Indian/Alaskan	100.0						
Disabled	99.8						
Limited English Proficient	99.9						
Subsidized Meals	99.9						

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

STRATEGY	Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (Act 135, academic assistance, categorical funding, Title II, etc.)	Indicators of Implementation
1.	Math teachers will meet for collaborative planning each week to improve common core standards-based instruction, curriculum mapping, developing units on ATLAS RUBICON, and mathematical standards of practice.	Ongoing	Principal Teachers Instructional Coach IB Coordinator	None	None	- Greater percentage of students meeting the mean score of 632 and above each year on PASS MATH achievement testing -Assessments -Lesson plans -Observations
2.	Math departmental meetings will focus on common core standards-based instruction and vertical planning. Our teachers will implement common Greenville County School District math assessments and analyze results to inform instruction.	Ongoing	Teachers Math Department Chair Rita Bixler, GCS District Math Consultant	None	None	- Alignment of Curriculum - Observations - Assessments
3.	Train teachers to incorporate IB philosophy along	On going	IB Coordinator	None	None	-Observations

with state standards to add rigor to the curriculum.		Teachers			<ul style="list-style-type: none"> - share and discuss results of IB Self Study with all faculty - Greater percentage of students meeting the mean score of 632 and above each year on PASS MATH achievement testing
4. The use of MAP testing 1 st and 3rd quarter to identify specific areas to target for instruction, remediation, and acceleration to focus on improvement of student achievement in MATH. The use of MAP data to plan for ongoing instruction in math classes. The use of benchmark testing for semester analysis and as a teaching tool to prepare students for PASS.	Ongoing	Teachers Instructional Coach	None	None	-Greater percentage of students meeting MAP reading growth targets from fall to spring testing
5. Implement the use of accelerated math for all grade level math 8 students and one grade level math 7 class to bridge learning gaps and increase math achievement.	Ongoing	Math 8 Teachers Math 7 class Grade 8 Administrator		Local Funding	<ul style="list-style-type: none"> - Greater percentage of students meeting the mean score of 632 and above each year on PASS MATH achievement testing, especially in bridging gaps for subgroups of students: free and reduced and African-American Special needs students will meet an AMO of 600

PASS % SCIENCE

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in science each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS) from 84.5% in 2013 to 90.4% in 2018.

ANNUAL OBJECTIVE: Increase by 1 percentage point(s) annually students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	85.5	86.5	87.5	88.5	89.5
School Actual	85.4	84.5					
District Projected	X	X	76.9	77.9	78.9	79.9	80.9
District Actual	75.9						

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

PASS AVG. SCIENCE

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: By grade band (middle), meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

Science – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	668.8	657.9					
Male	676.8	659.9					
Female	660.3	656.4					
White	687.1	676.3					
African-American	629.0	618.5					
Asian/Pacific Islander	710.8	704.8					

Hispanic	648.5	645.3					
American Indian/Alaskan	NA	NA					
Disabled	592.4	589.2					
Limited English Proficient	653.6	661					
Subsidized Meals	628.2	621.6					

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
1. Science teachers will meet for collaborative planning each week to improve standards-based instruction, SDE State support documents, curriculum mapping, common assessments, learning focused strategies, and begin reviewing and planning for new 2014-2015 science standards to be tested in 2015-2016.	Ongoing	Principal Teachers Instructional Coach IB Coordinator	None	None	- Greater percentage of students meeting the mean score of 632 and above each year on PASS SCIENCE achievement testing - Special needs students will meet an AMO of 600 -Assessments -Lesson plans -Observations
2. Science departmental meetings will focus on standards-based instruction and vertical planning using state support documents to plan for essential learnings. .	Ongoing	Teachers Science Department Chair Chris Burras, GCS District Science Consultant	None	None	- Alignment of Curriculum - Observations - Assessments
3. Train teachers to incorporate IB philosophy along with state standards to add rigor to the curriculum.	On going	IB Coordinator Teachers	None	None	-Observations - share and discuss results of IB Self Study with all faculty -Greater percentage of students meeting the mean score of 632 and above each year on PASS SCIENCE achievement testing -Special needs students will meet an AMO of 600
4. Attending district provided science professional development training on literacy standards for science instruction and understanding and teaching new 2014-2015 science standards.	On going	Science Department Chair Teachers Chris Burras, GCS Science Department Chair	None	None	- Alignment of Curriculum - Observations - Assessments - Lesson plans
5. Science teachers will begin to use interactive note-taking with students to increase achievement and build greater essential learnings for students.	Ongoing	Science grade 6 staff	None	None	-Observations - share and discuss results of IB Self Study with all faculty -Greater percentage of students meeting the mean score of 632 and above each year on PASS

					SCIENCE achievement testing
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PASS % SOCIAL STUDIES

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in social studies each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS) from 77.6% in 2013 to 81.6% in 2018.

ANNUAL OBJECTIVE: Increase by 1 percentage point(s) annually students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	78.6	79.6	80.6	81.6	82.6
School Actual	77.5	77.6					
District Projected	X	X	79.9	80.9	81.9	82.9	83.9
District Actual	78.9						

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

PASS AVG. SOCIAL STUDIES

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: By grade band (middle), meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

Social Studies – School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
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Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	654.3	651.6					
Male	660.4	660.7					
Female	647.3	643.6					
White	670.2	670.7					
African-American	618.8	620.1					
Asian/Pacific Islander	700.0	690.7					
Hispanic	639.9	632.4					
American Indian/Alaskan	NA	NA					
Disabled	585.4	591.2					
Limited English Proficient	643.5	634.6					
Subsidized Meals	618.1	616.5					

Social Studies – District – Grades 6-8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	641.9						
Male	646.1						
Female	637.5						
White	653.5						
African-American	615.7						
Asian/Pacific Islander	680.3						
Hispanic	632.8						
American Indian/Alaskan	622.9						
Disabled	589.9						
Limited English Proficient	626.6						
Subsidized Meals	620.5						

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

STRATEGY	Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
1.	Social Studies teachers will meet for collaborative planning each week to improve standards-based instruction, SDE State support documents, curriculum mapping, common assessments, and learning focused strategies.	Ongoing	Principal Teachers Instructional Coach IB Coordinator	None	None	- Greater percentage of students meeting the mean score of 632 and above each year on PASS Social – Special needs students will meet an AMO of 600 Studies achievement testing -Assessments -Lesson plans -Observations
2.	Social Studies departmental meetings will focus on standards-based instruction and vertical planning and the introduction on interactive notebooking to increase student understanding. .	Ongoing	Teachers Social Studies Department Chair Tami Finley, GCS District Social Studies Consultant	None	None	- Alignment of Curriculum - Observations - Assessments
3.	Train teachers to incorporate IB philosophy along with state standards to add rigor to the curriculum.	On going	IB Coordinator Teachers	None	None	-Observations - share and discuss results of IB Self Study with all faculty -Greater percentage of students meeting the mean score of 632 and above each year on PASS Social Studies achievement testing -Special needs students will meet an AMO of 600
4.	Attending district provided social studies professional development training on literacy standards and argument writing for social studies instruction.	On going	Social Studies Department Chair Teachers Tami Finley, GCS Social Studies Department Chair	None	None	- Alignment of Curriculum - Observations - Assessments - Lesson plans

PROFESSIONAL DEVELOPMENT

☐ Student Achievement ☒ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL 1: Annually increase the percentage of teachers meeting highly qualified subject status and current middle level certification status to ensure highly qualified personnel in all positions on or before the 2017-18 school year.

ANNUAL OBJECTIVE: Maintain the percentage of teachers meeting highly qualified subject status and current middle level certification status from 2013-2014 to 2014-2015.

DATA SOURCE(S):

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x	99%	100%	100%	100%	100%
Actual		98%	100%				

FIVE YEAR PERFORMANCE GOAL 2: To provide quality, continuous, and relevant professional development training on site to all staff to meet demonstrated academic needs and concurrent state and district academic strategic goals and objectives.

ANNUAL OBJECTIVE: To provide a yearly professional training for all staff in the following areas: implementing and planning instruction to teach common core standards, building common assessments, collaborating with and observing peer teachers, using common writing organizational formats and vocabulary to teach writing in all subject areas, using literacy strategies in science and social studies classes, implementing and working with new technology and available resources to support instruction, classroom management strategies, protocols, and ongoing reflection to support instruction, using and working with inclusion to support instruction for special needs students to meet current observed learning needs of our teachers to support the achievement needs of our student population.

Professional Development Plan

2014-2015

Month	Beck Academy IBMYP Professional Development	Description	Professional Development Calendar Facilitator(S)	2014-2015 Places/ Times
August 7, 2014 THURSDAY	New Teacher Orientation Training at Beck	New teachers to Beck will meet with the principal and administrative and instructional leadership to review school policies and procedures and to participate in initial professional development on IB, Incident Management System, and PAS_T (SAFE-T), ENRICH, ATLAS.-RUBICON,	Principal Assistant Principals IC IB Coordinator	Beck Academy Media Center 8:30-12:30 Lunch 1:30-2:30 ATLAS/ENRICH 5 exchange day points
August 12, 2014 Wednesday First Day Back for Teachers				
August 14, 2014 Thursday	Power Teacher Training Setting up your gradebook for NEW STAFF	PD ROOM 9:00-10:30 for NEW STAFF	<i>Debbie Sanders, IC All staff</i>	<i>Main Hall Computer Lab or PD room with teacher laptops Morning Sessions: 8:30-9:30 Special Needs Staff 9:45-10:45 Social Studies Staff 11:00-12:00 ELA Staff Afternoon Sessions: 12:15-1:15 Science Staff 1:30-2:30 Math Staff 2:30- 3:30 Related Arts Staff</i>
August 15, 2014 Friday	Power Teacher Training Setting up your gradebook	Teachers will setup their 2014-2015 gradebooks in POWER SCHOOL.		
August 18, 2014 Monday Last teacher workday before students return	IB Training	All staff will be trained in IB subject area requirements.	<i>Dr. Vicky Toney, IB Coordinator All staff</i>	<i>Main Hall Computer Lab Morning Sessions: 8:30-9:30 Special Needs Staff 9:45-10:45 Social Studies Staff 11:00-12:00 ELA Staff Afternoon Sessions: 12:15-1:15 Science Staff 1:30-2:30 Math Staff 2:30- 3:30 Related Arts Staff</i>
August 19, 2014 Tuesday	1st DAY for STUDENTS			
August 26, 2014 Tuesday PD Tuesday 2 nd Planning periods	MAP Training required for math, ELA staff, and Emily Whitley and Sarah Smith classes Common Core MAP Share MAP Schedule and Procedures,	Teachers will be trained in MAP common core testing. MAP schedule s and procedures will be shared. New features of the common core MAP will be shared and new staff will be trained.	Debbie Sanders, IC, Math and ELA teachers	Second Planning Tuesday PD Media Center PD room 6 th 7 th 8th

August 27, 28, 29, 2014	ADEPT Teacher One on One Mentor Assignments PAS-T/SAFE-T Observations	Meeting with new ADEPT teachers and reflecting on the process for the 2014-2015 school year.	Debbie Sanders, IC ADEPT STAFF Caitlin Young ADEPT Daphne Mitchell ADA ADEPT Joshua Menk ADEPT	Days and times vary for each teacher.
August 26, 2014 Technology Tuesday afterschool	Technology Tuesday Series 1 Website Training 1	Teachers will be trained in new features to enhance and update their teacher websites.	Zachary Nicks, Trainer	Zachary Nicks room Grade 7 hall, Bring your own laptop 3:45-4:45pm
August 27,28, 2014 Wednesdays and Thursdays 2nd planning periods Collaborative Planning begins and runs through Wednesday and Thursdays until May 20,21, 2015	Collaborative Planning for ELA, Math, Science, Social Studies, and Special Needs staff	Teachers will participate in professional development in the following areas: <ul style="list-style-type: none"> • Argument writing in social studies and science • ELA common core standards and unit planning for studies/strategies and GT • Math common core standards and unit planning for grade level, advanced, and high school credit Algebra 1 and Geometry • Teaching Channel videos connections for common core standards • School-wide writing • Literacy in social studies and science classes • New 2014-2015 science standards and unit planning 	All Staff Debbie Sanders, IC Vicky Toney, IB Coordinator Assistant Administrators	Each Wednesday and Thursday beginning August 27 through May 21 2 nd Planning periods/ or other as planned by collaborative team Various times and locations
September 30, 2014 PD Tuesday 2 nd Planning Periods	IB MYP Subject Guides and Student Led Conferences	<ul style="list-style-type: none"> • Teachers will be trained in new procedures for conducting student led conferences. • Teachers will be trained in reviewing, using, and understanding new MYP subject guides. 	Dr. Vicky Toney, IB Coordinator	Second Planning Tuesday PD Media Center PD room 6 th 7 th 8th
September 9 or 16, 2014 Technology Tuesday Series 2	Technology Tuesday Series 2 Promethean Boards for Beginners and aligned with Common Core	Teachers will be introduced to features that allow them to enhance common core and literacy standards instruction using their Promethean Boards	Zachary Nicks, Trainer	Zachary Nicks room Grade 7 hall, Bring your own laptop 3:45-4:45pm
September 10, 2014 and running through May 13, 2015	Vertical Teaming by Subject Area through Subject Teams	Subject area PLC's and departments will meet throughout the year for professional development (teachers teaching teachers) sharing ideas, reflecting on practice, and learning new strategies and ideas for teaching common core and literacy standards including:	Kerry Hanning, ELA Amanda Anderson, Social Studies Beth Dameron, Math Sarah Williams, Science	Second/fourth Wednesday of each month Various locations 3:45-4:45, or as needed

		<p>Teachers will participate in professional development in the following areas:</p> <ul style="list-style-type: none"> • Argument writing in social studies and science • ELA common core standards and unit planning for studies/strategies and GT • Math common core standards and unit planning for grade level, advanced, and high school credit Algebra 1 and Geometry • Teaching Channel videos connections for common core standards • School-wide writing • Literacy in social studies and science classes • New 2014-2015 science standards and unit planning • Writing across the content <p>New 2013-2014 foreign language standards</p>	<p>Michele Nash, Foreign Language Eric Bell, Fine Arts Anne Hart, Technology Debbie Sanders, IC Dr. Vicky Toney, IB Coordinator</p>	
<p>October 21, 2014 Tuesday 3:45-5:00</p> <p>Writing</p>	Writing and Common Core	<p>This course will provide a workshop approach to teaching writing in all content areas aligned with common core literacy standards. The focus will be on strategies to teach organization and content with argument, narrative, and informational text writing. Specific strategies will be shared to focus on summarizing and elaborating with commentary on facts and quotes from informational text.</p>	Hilary MacDonald, ELA	Room 710
<p>October 7 and 14, 2014 Technology Tuesday Series 3:45-4:45</p>	<p>Student Projects TECH 1 TECH 2 TBA</p>	<p>Suing technology and devices to create student project based learning.</p>	Holly Hughes, Media Specialist	Media Center

October 16, 2014 Student Led Conferences Teacher workday	Student Led Conferences Day	Students, parents, and staff will be participating in student led IB conferences.	Students Parents All staff Dr. Toney, IB Coordinator Stephanie Beaver, Guidance	All day-various rooms and times
October 28, 2014 PD Tuesdays	IB Unit Planner Revisions Part 1	<ul style="list-style-type: none"> Dr. Toney will present a series of workshops for staff on revisions made to the IB unit planner template for the 2014-2015 school year. 	Dr. Vicky Toney, IB Coordinator	Second Planning Tuesday PD Media Center PD room 6 th 7 th 8th
November 11, 2014 PD Tuesdays	IB Unit Planner Revisions Part 2	Dr. Toney will present a series of workshops for staff on revisions made to the IB unit planner template for the 2014-2015 school year.	Dr. Vicky Toney, IB Coordinator	Second Planning Tuesday PD Media Center PD room 6 th 7 th 8th
November 19,20 December 4,5, 18,19, 2014 1/2 Day Common Core Planning PD for math and science staff, ELA, and social Studies staff 2014-2015	Common Core and Literary Numeracy Standard Focused Common Planning ½ day For ELA and Social Studies staff For Math and Science Staff	Specific time is preserved for math and science staff to work in small professional learning communities to plan common assessments and assignments aligned to state and common core standards that promote rigorous learning strategies and teach for higher order thinking skills. The time is structured so that each teacher will have 1 half day to work with their grade level cohorts and instructional staff. Specific time is preserved for ELA and social studies staff to work in small professional learning communities to plan common assessments and assignments aligned to state and common core standards that promote rigorous learning strategies and teach for higher order thinking skills. The time is structured so that each teacher will have 1 half day to work with their grade level cohorts and instructional staff.	Math and Science staff ELA and social studies staff Assistant Principals Debbie Sanders, IC Vicky Toney IB Coordinator	PD media center room Grade 6 Am Periods 1,2,3 8:15-12:13 <ul style="list-style-type: none"> Pm Periods 4,5,6 12:17-3:15 Grade 7 <ul style="list-style-type: none"> Am Periods 1,2,3 8:15-12:13 Pm Periods 4,5,6 12:17-3:15 Grade 8 Am Periods 1,2,3 8:15-11:33 <ul style="list-style-type: none"> Pm Periods 4,5,6 11:37-3:15
November December 2014 January February March April 2015	IB Small Group Evaluation	The IB coordinator will work with small groups of teachers to prepare for the 5 year upcoming evaluation in the fall of 2015.	Dr. Vicky Toney IB Coordinator All staff	PD media center room Grade 6 Am Periods 1,2,3 8:15-12:13 <ul style="list-style-type: none"> Pm Periods 4,5,6 12:17-3:15 Grade 7 <ul style="list-style-type: none"> Am Periods 1,2,3 8:15-12:13

				<ul style="list-style-type: none"> Pm Periods 4,5,6 12:17-3:15 Grade 8 Am Periods 1,2,3 8:15-11:33 <ul style="list-style-type: none"> Pm Periods 4,5,6 11:37-3:15
Technology Tuesdays Series 4	TBA Possibly Using BYOD and integrated technology in instruction Flipped Classroom- advanced			
February 26-April 3 2015	Peer Observations/Co-Teaching and Reflections	Teachers will participate in two meaningful peer observations with learning walks. There will be two sessions involved: looking at the research, creating assignments, and setting protocols and procedures for observations. Session two is the actual observation and reflection on the data collected and implications for school-wide goals for instructional planning.	Debbie Sanders, Instructional Coach All staff	Media Center PD room Second Planning Various observation times and dates

STUDENT ATTENDANCE

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

GOAL AREA 3: Provide a school environment supportive of learning.

FIVE YEAR PERFORMANCE GOAL: Achieve an annual student attendance rate of 95%.

ANNUAL OBJECTIVE: **Maintain** an annual student attendance rate of **95%** or higher.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96%	95.2%					
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9						

STUDENT EXPULSION

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain a student expulsion rate below 0.5% of the total school population.

ANNUAL OBJECTIVE: Maintain an annual student expulsion rate below 0.5% of the total school population.

DATA SOURCE(S): SDE School Report Card and GCS Incident Management System (IMS)

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
School Actual	0.7%	0.7%					
District Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
District Actual	0.5%						

PARENT SATISFACTION – LEARNING ENV.

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 87.7%% in 2012 to 94.8% by 2018.

ANNUAL OBJECTIVE: Beginning in 2014-15, increase by 1 percentage point(s) annually parents who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #5

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	90.8%	91.8%	92.8%	93.8%	94.8%
School Actual	87.7%	89.8%					
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*						

STUDENT SATISFACTION – LEARNING ENVIR.

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 75.2% in 2012 to 85.8% by 2018.

ANNUAL OBJECTIVE: Beginning in 2014-15, increase by 1 percentage point(s) annually students who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	81.8%	82.8%	83.8%	84.8%	85.8%
School Actual	75.2%	80.8%					
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES/MS)	83.8						

TEACHER SATISFACTION – LEARNING ENV.

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 94.7% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2014-15, increase by 1 percentage point(s) annually teachers who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #27

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	96%	97%	98%	99.%	100%
School Actual	94.7%	95%					
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0						

PARENT SATISFACTION – SAFETY

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 94.1% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2014-15, increase by 1 percentage point(s) annually parents who indicate that their child feels safe at school.

DATA SOURCE(S): SDE School Report Card Survey results – Question #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	97.7%	98.7%	99.7%	100%	100%
School Actual	94.1%	96.7%					
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5						

STUDENT SATISFACTION – SAFETY

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 86.6% in 2012 to 98% by 2018.

ANNUAL OBJECTIVE: Beginning in 2014-15, increase by 1 percentage point(s) annually students who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Question #30

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	94%	95%	96%	97%	98%
School Actual	86.6%	93%					
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9						

TEACHER SATISFACTION – SAFETY

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who feel safe at school during the school day from 100% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2014-15, maintain at 100% the annual percentage teachers who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Question #39

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100%	100%	100%	100%	100%
School Actual	100%	100%					
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9						

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
<p>1. We will continue to provide quality instruction, a safe learning environment, and an incentive program to promote student attendance. We will also continue to honor students with perfect attendance throughout the year by celebrations, notices, rewards, incentives, and certificates such as the following:</p> <ul style="list-style-type: none"> -Marvelous Mondays (Students with no referrals or detentions can wear Greenville County Dress Code.) -Student Appreciation Day (Student participation is based on behavior performance.) -School 5 step Plan involving parent contacts for misbehavior -SRO on site full time - Communicating district discipline policies through videos 	Ongoing	Principal Attendance Clerk	Varied	PTSA support and funds from sales	<ul style="list-style-type: none"> -Our student attendance rate will continue to be at 95% or higher as monitored by out attendance clerk. -The percentage of students participating in Marvelous Mondays and Student Appreciation Day is tracked.
<p>2. We will continue to provide quality instruction including common core implementation in ELA and math, and literacy strategies in science and social studies in accordance with our IB philosophy to provide relevant, meaningful learning experiences that connect students to real life problems and events.</p>	Ongoing	Principal Instructional Coach IB Coordinator Administrators Teachers	None		<ul style="list-style-type: none"> - Greater percentage of students meeting the mean score of 632 and above each year on PASS ELA, MATH, Social Studies, Science achievement testing including new additional new state common core testing with students meeting proficiency -Special needs students will meet an AMO of 600 on all content areas subjects - Increase in the percentage of students and parents who are satisfied with our learning environment as measured by the SDE student, parent, and teacher survey administered each year.
<p>3. We will continue to provide students with opportunities for re-teaching, redoing assignments, and retesting to promote mastery of learning concepts, such working lunch, reteach Tuesdays, 50 as0, and with the new addition of an afterschool extended day program continuing in 2014-2015 to provide tutoring, homework supervision, special activities, computer skills, and</p>	Ongoing	Extended Day Director Principal Selected Teaching Staff	Varied Weekly Extended-Day Fees		<p>Greater percentage of students meeting the mean score of 632 and above each year on PASS ELA, MATH, Social Studies, Science achievement testing including new additional new state common core testing with students meeting proficiency</p> <ul style="list-style-type: none"> - Increased closing of the

supervision to meet the needs of our stakeholders.					<p>achievement gap for the following sub groups: African-Americans, and Free and Reduced status as measured by mean scores of 632 or greater on PASS ELA, Math, Science, and Social Studies achievement tests</p> <p>-Special needs students will meet an AMO of 600 in all content areas</p> <p>- Increase in the percentage of students and parents who are satisfied with our learning environment as measured by the SDE student, parent, and teacher survey administered each year.</p>
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SCHOOL REPORT CARD 2013

2012-2013 ESEA (Federal Accountability Rating System)

