

# Beck Academy

## International Baccalaureate Middle Years Program

School Portfolio 2015-2016

Scope of Action Plan 2013-2014 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**  
**Dr. W. Burke Royster, Superintendent**  
**Mrs. Jennifer Meisten, Principal**



**Beck Academy**

*Everyone has a voice and every voice matters...*

**STUDENT CENTERED  
LEARNING FOCUSED**

**"Learners Today...Leaders Tomorrow"**

**Absolute Rating.....Excellent**

**Improvement Rating.....Excellent**



**SCHOOL RENEWAL PLAN COVER PAGE**  
**SCHOOL INFORMATION AND REQUIRED SIGNATURES**

**SCHOOL**                                      **GREENVILLE COUNTY SCHOOL DISTRICT**

**SCHOOL RENEWAL PLAN FOR YEARS 2013-2014 through 2017-2018 (*five years*)**

**SCHOOL RENEWAL ANNUAL UPDATE FOR 2016-2017 (*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**

|                        |                  |             |
|------------------------|------------------|-------------|
| <b>Mrs. Lisa Wells</b> |                  |             |
| <b>PRINTED NAME</b>    | <b>SIGNATURE</b> | <b>DATE</b> |

**SUPERINTENDENT**

|                             |                  |             |
|-----------------------------|------------------|-------------|
| <b>Dr. W. Burke Royster</b> |                  |             |
| <b>PRINTED NAME</b>         | <b>SIGNATURE</b> | <b>DATE</b> |

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

|                       |                  |             |
|-----------------------|------------------|-------------|
| <b>J. Scott Davis</b> |                  |             |
| <b>PRINTED NAME</b>   | <b>SIGNATURE</b> | <b>DATE</b> |

**PRINCIPAL**

|                         |                  |             |
|-------------------------|------------------|-------------|
| <b>Jennifer Meisten</b> |                  |             |
| <b>PRINTED NAME</b>     | <b>SIGNATURE</b> | <b>DATE</b> |
| <b>Deborah Sanders</b>  |                  |             |
| <b>PRINTED NAME</b>     | <b>SIGNATURE</b> | <b>DATE</b> |

**SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD**

SCHOOL'S 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.

### POSITION

### NAME

1. PRINCIPAL \_\_\_\_\_ Jennifer Meisten \_\_\_\_\_
2. TEACHER \_\_\_\_\_ Deborah E. Sanders \_\_\_\_\_
3. PARENT/GUARDIAN \_\_\_\_\_ Alexander McNair, Gary Daniels \_\_\_\_\_
4. COMMUNITY MEMBER \_\_\_\_\_ Harriet Grey \_\_\_\_\_
5. SCHOOL IMPROVEMENT COUNCIL \_\_\_\_\_ J. Scott Davis \_\_\_\_\_
6. Read to Succeed Reading Coach \_\_\_\_\_ NA \_\_\_\_\_
7. School Read to Succeed Literacy Leadership Team Lead Deborah E. Sanders
8. OTHERS\* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)  
\*\* Must include the School Read to Succeed Literacy Leadership Team.

### POSITION

### NAME

|                           |   |
|---------------------------|---|
| Assistant Principals      | Sheila Green, Charles Strickland, Wanda Brownlee  |
| Administrative Assistants | Jennifer McKinney Woody   |
| IB Coordinator            | Dr. Vicky Toney   |
| Lead Teachers             | Kerry Hanning, Beth Dameron, Mandy Anderson<br>Sarah Williams, Amy Downey, Michelle Nash<br>Karen Harris, Seth Stewart, Darryn Norton, Zan Neubauer, Emily Strickland |

### SCHOOL LEADERSHIP TEAM:

Karen Harris, Seth Stewart, Darryn Norton, Zan Neubauer, Emily Strickland, Debbie Sanders, Beth Dameron, Jennifer McKinney Woody, Dr. Wanda Brownlee, Sheila Green, Charles Strickland, Jennifer Meisten

### SCHOOL LITERACY TEAM:

Alissa Stewart, Amy Stone, Holly Hughes, Kevin Wynn, Kathy Sibley, Sheila Green, Jennifer McKinney Woody, Debbie Sanders, Jennifer Meisten

**\*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 district 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 district 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 district 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 district 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 district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

**Innovation**

The district 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.

**X Collaboration**

The district (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 district 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.

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### **Half-Day Child Development**

The district 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.

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### **Developmentally Appropriate Curriculum for PreK–3**

The district 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.

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### **X Parenting and Family Literacy**

The district 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.

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### **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.

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### **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

In order to become a more student centered school, our staff met both in large and small groups to analyze current 2015 PASS, MAP, benchmark testing, EOC achievement data, quarterly benchmark assessments, and school demographics. We identified students in need of intervention and support. Staff identified specific instructional goals and programs to more successfully meet the needs of all of our students. We addressed particular literacy concerns with specific interventions. In addition, our staff completed surveys and participated in a variety of professional development focusing on standards, strategies for teaching vocabulary and writing, mathematical practices, student centered cultural awareness and instructional strategies, student centered data analysis to inform instruction, and the use of new technology and devices for the 21<sup>st</sup> century learner. The following charts briefly outline our school revision plan and committee leaders and members.

### School Portfolio Revision Plan 2015-2016

| Dates   | Schedule for Ongoing Evaluation  | Persons Responsible  |
|---|--|--|
| August 2015 to March 2016<br>PASS data<br>MAP data fall and spring<br>EOC scores<br>Report Card | School department teams and small group collaborative planning cohorts met to identify and analyze current achievement data: <ul style="list-style-type: none"> <li>PASS</li> <li>MAP scores and school demographics</li> </ul> Staff and SIC members reviewed the state report card with the principal. We asked the following questions:<br><b>Where are we now?</b><br><b>Where do we see that we need to go to raise student achievement?</b><br><b>What are our areas in need of improvement?</b><br><b>What new initiatives do we need?</b><br><b>What are our current professional development needs?</b> | Principal<br>Instructional Coach<br>All Staff<br>SIC members                     |
| September 2015<br>February 2016   | Student Centered Professional Development<br><br>The Leadership Team participated in ongoing professional development to analyze current school culture and systems to create strategies for a more student centered culture. Team members met to create plans of action to address concerns.<br><br>See analysis chart pages 9-10   | Leadership Team  |
| October 2015<br>December 2015<br>January 2016   | Presentation of data and school programs to SIC  | Principal<br>Instructional Coach<br>Assistant Administrators<br>All staff<br>SIC |
| February 2016<br>March 2016<br>April 2016   | Literacy Team meets to create a school wide reading plan. Presentation of plan to school staff and SIC members.  | Literacy Team<br>SIC   |
| March/April 2015  | Presentation of the portfolio recommendations to the leadership team, the staff, and the SIC<br>One electronic copy of the portfolio is due to Research and Planning and uploaded to site (April 4, 2016).   | Principal<br>Instructional Coach<br>Staff<br>SIC                                 |

## School Leadership Team 2015-2016

|  |   |
|--|---|
| <b>Student Achievement Needs Assessment</b> <ul style="list-style-type: none"> <li>○ Analyze and discuss PASS/HSAP data - aggregate data (all students) and disaggregated data (by subgroups)</li> </ul> <p>What are our current needs in all subject areas? See ESEA document</p>   | Administrative Staff<br>Leadership Team<br>Guidance Staff<br>All Teachers |
| <b>School Profile of the School Personnel Needs Assessment</b>   | Administrative Staff<br>Leadership Team<br>Guidance Staff                 |
| <b>School Profile of the School Community Needs Assessment</b>   | Administrative Staff<br>Leadership Team<br>Guidance Staff<br>SIC          |
| <b>School Profile of the Student Population 45<sup>th</sup> day Needs Assessment</b>   | Administrative Staff<br>Leadership Team<br>Guidance Staff                 |
| <b>School Academic Programs Initiatives and Behavioral Programs Needs Assessment</b>   | Administrative Staff<br>Leadership Team<br>Guidance Staff<br>Teachers     |
| <b>Teacher Administrative Quality Needs Assessment over 3-5 years</b> <ul style="list-style-type: none"> <li>○ Teacher retention</li> <li>○ Teacher attendance</li> <li>○ Teachers with advanced degrees</li> <li>○ Teacher certification</li> <li>○ Professional development</li> <li>○ Technology proficiency</li> </ul> | Administrative Staff<br>Leadership Team                                   |
| <b>School Climate Needs Assessment over 3-5 years</b> <ul style="list-style-type: none"> <li>• Student attendance</li> <li>• Discipline data</li> <li>• Parent Involvement</li> <li>• Volunteer hours</li> </ul>   | Administrative Staff<br>Leadership Team<br>Guidance Staff<br>Teachers     |



## Executive Summary

During the 2015-2016 school year, Beck administration and staff examined our school culture, student achievement, and how we address the specific individual needs of all of our students. A team comprised of a cross section of staff members led the process of examining our school culture in the following areas:

- Culture
- Curriculum, Instruction, and Assessment
- Professional Learning Communities
- Student Social Equity

Through our research we have identified that we excel in the areas of teacher collaboration, common assessments, emphasis on student learning outcomes, and recognizing and celebrating student achievement. We are very excited that once again we have received an Improvement and Absolute rating of **EXCELLENT**. We have also been awarded the Palmetto Gold Award for Academic Achievement and the Palmetto Silver Award for Closing the Achievement Gap. Despite these accomplishments we are continuously working on developing a school wide strategic plan that outlines a systematic approach to closing the gap for our at-risk students and increasing their academic success.

Over the past two years, our teachers and administrators have worked very hard to create a student centered learning environment that supports the emotional and academic development of all students. In an effort to be more proactive, a guidance counselor and administrator are located on each grade level hallway. They are both intricate members of our student support team and interact with students on a daily basis. Their presence, constant visibility and combined support has led to a decrease in behavior issues and an increase in positive relationships.

Academically, our teachers are focused on ensuring that all students are striving for content mastery. To achieve this, we have many opportunities for students to seek additional assistance beyond the classroom. Students are required to attend lunch tutorial sessions if they are unable to demonstrate mastery of a concept. This year Beck began a new initiative and has a remediation teacher available during every class period. The remediation teacher can pull students for small group instruction or the teacher can push into a class to provide additional support. In addition, students can take advantage of one-on-one tutoring and an afterschool homework program

With a strong focus on literacy, this fall we began individually testing 6th grade students whose MAP scores coupled with classroom performance indicated a need for interventions. Based on these test results, we created small differentiated reading groups among the 6th grade ELA classes and provide students with weekly interventions targeted at strengthening literacy skills. These groups are assessed throughout the year and placement is fluid and based solely on student need.

As we prepare for the 2016-2017 academic year, we want to make sure that we maintain our student centered learning environment while increasing targeted student interventions. We understand that literacy is the cornerstone of education so we have assembled a school based Literacy Team to develop a plan of action to better address student literacy needs across the curriculum. We will also continue with our school-wide writing program based on the Schaffer model to provide organizational support for student writing performance.

Our staff excels in providing a team based support system that includes guidance, instructional, and administrative staff. This team approach, coupled with academic interventions provided by our educational support staff, maximize a student's potential for learning while meeting their social and emotional needs.

Beginning in 2015, our school also implemented a new transition program for parents and students of rising 6<sup>th</sup> graders called Knight S.H.I.F.T. Over 75% of our 2015 6<sup>th</sup> grade community attended this unique program. Students participated in ice breaker and team building activities, met teachers, learned about dress code and ID's, practiced opening lockers and had their first middle school lunch. The usual dreaded first day fears were calmed, and students expressed a greater sense of security in the transition from elementary to middle school. Parents also spent an hour with guidance counselors and administrators to learn how to navigate middle school and most importantly how to support a middle school child.

A very important aspect of our school culture is social equity for all students. Beck Academy has a broad attendance area, serving 935 students from diverse backgrounds. 35.1% of our students are served in our gifted and talented program, and 37% of our students are classified free and reduced lunch status. We have launched a new program this year, which provides weekend backpacks of food and personal products to our most vulnerable students. Our current student attendance rate is 95.3%. Beck serves 119 special needs students and fifty-four students with 504 plans. We are a satellite middle school for students who have Visual, Orthopedic or Hearing Impairments. Our school community is inclusive for all students and focuses on valuing each child's unique perspective. Students in the 7<sup>th</sup> and 8<sup>th</sup> grade have the

opportunity to serve as a peer buddy and participate in adaptive art and pe and attend Special Olympics as a mentor and supporter. We have a diverse staff that meets the needs of our unique student population including:

- 5 administrators
- 60 teachers
- an Instructional Coach
- an IB Coordinator
- 13 additional support staff including 3 OT/PT and speech staff, 2 nurses, 3 guidance staff, and 1 media specialist
- 15 support aides to serve special needs students

80.3% of our teachers have advanced degrees with two staff members holding National Board certification. 100% of our teachers are highly qualified. We offer a gifted and talented program for ELA and high school credit classes for Algebra I, Geometry, English I, Keyboarding, Desktop Publishing, Google Applications, French I and Spanish I and II.

As an International Baccalaureate Middle Years Programme and Select Magnet School, Beck focuses on international and foreign language studies. We were the first middle school in South Carolina to become an IB MYP school in 2000. Our magnet program has provided us with an internationally diverse student body. As part of our magnet studies, we celebrate this diversity with an International Day where students have the opportunity to share their unique customs, traditions, dress, and culture. All students in the building take part in this celebration and it is has become a favorite event for students, teachers and parents. Our IB program also encourages students to participate in community service learning and to become global thinkers. Students are encouraged to perform community service and understand the role they play in the school, local and global community. Students have served many hours of community service during the year and participated in the following community service projects:

- Beck's Big Event to raise funds for local charities
- Relay for Life
- Beck Academy's Green Team sponsors recycling efforts.
- Adopt-a-Family programs provided for many needy families during the holiday season.
- Student Council fundraisers for Place of Hope, Julie Valentine Center, Let There Be Moms

Students who reside in Beck's attendance area are automatically enrolled in our IB program, while students residing outside of the attendance area may apply for admission. Selection is based on student interest in the specific school program, previous academic achievement, teacher recommendation, attendance, and disciplinary records.

Beck Academy is an integral part of our community which is apparent based on our strong parent and staff involvement in the school. We believe that we need to work together as a community to provide an optimum and enriched learning environment. Beck provides a variety of opportunities for our parents to be involved. Communication with parents is a priority and is maintained through weekly phone blasts, teacher websites, and social media. Every effort is made to keep all stakeholders informed of school events and resources. We were also the first middle school in our district to add a free Smart Phone app for Beck Academy stakeholders.

Partnering with businesses and community groups provide critical additional resources for our students. We have many business partners who lend services, donations and volunteers to help make school events a huge success.

Our instructional program continues to grow to meet the diverse needs of our students. In language arts and mathematics, students may qualify for gifted, advanced, and grade level classes. 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. Our staff takes ownership in providing our students enriched and nurturing learning experiences. We hold to the belief that our students are "learners today to become leaders tomorrow." We provide a safe and secure setting nurtured by outstanding teachers, visionary leaders, and supportive community members. At Beck Academy **everyone has a voice and every voice matters.**

## Summary of the Needs Assessment for Student Achievement

Beck Academy students continue to work to show improvement in achievement and meeting state proficiency requirements in math, reading, writing, social studies, and science. In the spring of 2015 our PASS scores increased in both science and social studies achievement. Over 80 % of our students tested continue to show proficiency in these subject areas. The following observations were noted:

- Social studies achievement increased 6.5 % from the previous year. Our staff continue to implement new strategies including interactive notebooking, simulations, quarterly benchmarks, and authentic assessments to grow our achievement.
- Science achievement increased slightly by .2% from 2014.

**For all students, social studies scores went up a huge 6.5%, moving from 78.4% to 84.9% (2015).**

- Grades 6 and 8, each had an increase of slightly over 3% in social studies achievement.
- Grade 7 achievement increased a 5.4% from the previous years. This is huge for grade 7 social studies staff. *Is this the impact of their using interactive notebooks and increased prioritizing standards and indicators to narrow the focus of each content unit?*

Reading, English, math, and writing were assessed with a new test called ACT Aspire. This test was designed to assess student progress in achieving a benchmark score to indicate levels of readiness and success for taking the ACT in grade 11. Scores for reading and writing were reported accordingly for meeting the benchmark and cut:

- In need of support
- Close
- Ready
- Exceeding

In reviewing the chart of ACT Aspire achievement, our staff noted the following observations in English:

- More than 75% of our students met the ready and exceeding benchmark in all three grades, 6,7,8

- In reading in grades 6 and 7, less than 50% of students met the ready and exceeding benchmark, but in 8<sup>th</sup> grade, 68% of the students met the ready and exceeding benchmark
- In writing, more than 50% of our students met the ready and exceeding benchmark in grade 6, while in grade 8 only 43.2% of our students met the ready and exceeding benchmark and in grade 7, only 35.4% of our students met the ready and exceeding benchmark.
- In math, 71.6% of our students met the ready and exceeding benchmark, while only 45.5% met or exceeded the benchmark the 7<sup>th</sup> grade, as compared to 49.7% in 8<sup>th</sup> grade.

For our staff, the observations are not consistent with results in content areas in previous years. Even though our results are comparable with state and district results for ACT Aspire testing, the results did not give us adequate or reliable feedback to inform instruction and make decisions. We continue to use quarterly benchmarks, MAP RIT scores in reading and math, and teacher anecdotal notes from formative assessments to make instructional decisions. We continue to show growth on state assessments over time, in 2015, we achieved an absolute report card rating of **Excellent** and a growth rating of **Excellent**. We had a 100% passage rate in English 1 HONORS and Algebra 1 end of course testing.

To provide additional support for our disabled students, African-American students, and ESOL students who showed lowered performance in all content areas of ACT Aspire testing we have implemented the following initiatives and supports:

- at- risk intervention conferences with these students to provide guidance and support resources
- expanded working lunch tutorial programs to reteach skills and retake assessments for mastery
- Stetson Model inclusive practices
- students participating in the after school program receive additional help with assignments and one to one tutoring with teaching staff

### **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 and set high expectations for learning. They appreciate the communication from teachers who return their phone calls and emails in a timely manner. Our students feel that teachers set high expectations for their achievement and expect them to learn. They feel their teachers want them to understand concepts not just memorize facts. Students feel respected by their teachers, but note that they want all students to act respectfully and behave accordingly in all common areas such as the lunchroom and hallways.

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. They feel our leadership sets high standards of expectations for staff. Our staff is concerned with the lack of sufficient computers and laptops for school use and the age of many of our resources.

### **Summary of the Needs Assessment for School Climate**

Beck has a positive school climate, and in reviewing our parent, teacher, and student survey responses, 74% of our students, 85.7% of our staff, and 89.9% of our parents are satisfied with our school learning environment, and 72.1% of our students, 91.8% of our staff, and 88.2% 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, as well as our quarterly student celebrations. Our extended day program 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: guidance staff at risk student interviews and conferences, new mentoring program, working lunch, no zeroes, and the after-school extended day program to provide tutoring, intervention reading groups to provide explicit instruction in reading, 6<sup>th</sup> grade Knightshift program to transition from elementary school to middle school, homework supervision, special activities, computer skills, and supervision to meet the needs of our stakeholders.

One critical challenge this year has been providing resources and support for inclusive teachers. Training in the Stetson Model has provided tremendous support to grow this program into a co-teaching model. We continue to make progress toward this goal. Both special education and regular content teachers are able to train and reflect together to provide strong co-teaching model supports. In addition, collaborative planning times were coordinated with special education staff schedules to provide a common planning time each week. An additional challenge over the past three years has been to create a school-wide writing program. The development and implementation of a school-wide writing program continues to bring 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. Literacy continues to be a challenge for some of our most vulnerable students. Our Literacy Leadership Team is creating a new school-wide literacy plan to meet the needs of all 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, ESOL, African-American students, and Free and reduced status. 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 (Stetson Model) and



tutorial format for instruction to provide needed intervention and additional classroom support for learning.

A significant challenge that remains is the need for greater technology resources. Current laptop carts are outdated and unreliable. Purchasing 464 chrome books and a laptop portable lap was a priority for us this year as teachers incorporate more and more technology based lessons. Teachers continue to use PTSA grants and resources such as Donors Choice to help supplement current resources. Our professional development will focus on providing our staff with research-based best practices in instruction, analyzing and disaggregating PASS, MAP, EOC, and new SC READY data, creating common assessments and benchmarks, reinforcing our school-wide writing instructional practices, planning new SCCC standard-based instruction in ELA and math, making cross-curricular connections, co-teaching practice in an inclusion classroom, technology for the 21<sup>st</sup> 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. With our training in student centeredness, we will focus on:

- Culture
- Curriculum, Instruction, and Assessment
- Professional Learning Communities
- Student Social Equity

In addition, our staff will focus on implementing a new literacy plan to raise student achievement in reading. A newly formed school Literacy Team is committed to providing professional development for staff on both content and discipline literacy.

Providing and preserving staff common planning time continues to be a priority in all subject areas to allow for collaboration among content specific content colleagues, special education staff, the Instructional Coach, and the IB Coordinator. 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 summative and benchmarks assessments.

### **Significant Awards, Results, and Accomplishments**

Beck Academy staff is well known throughout our district for our focus on writing development. The development and implementation of a school-wide writing program five years ago 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. We are embracing a new reading/literacy plan to increase student achievement in all areas of reading: fluency, comprehension, language, and vocabulary development.

Our IB MY program seeks to instill in our students a sense of community awareness and service. Community service initiatives include: fund raising activities to provide for local charities, food drives for 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 2016-2017 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 new math and ELA SC College and Career Readiness standards, ensures data analysis to inform instructional strategies, varied groupings, intervention strategies such as reteach/redo, one to one tutoring, inclusion and tutorial support, intervention conferences and support for at risk learners, a new mentoring program, a focus on a student centered culture, a literacy plan, 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 2013, 2014
- Palmetto Gold Award 2015
- Palmetto Silver Award 2015
- Excellent Report Card Ratings 2013,2014,2015

### **Community**

- State PTSA Teacher of the Year 2010, 2014-15, Support State of the Year 2014-15
- Finalist for Riley Award for SIC Excellence 2014
- 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 Celebration
- State SC PTSA Winners for Supporting Staff and Outstanding Teacher and other recognitions 2014

### **Student**

- All-State, Region, and County Orchestra and Band Winners
- SC Junior Scholars/150 +Duke TIP Scholars
- District Visual Arts Awards
- PTSA Reflection Winners both district and state in visual arts, music, and photography
- Math Counts Competitors placed in the top 20

### **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 and excellent social equity. 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. With the addition of guidance student group conferencing for at-risk students, more intervention services can be provided. As a positive incentive for attendance and completing assignments, our Marvelous Monday policy and Quarterly Student celebrations continue to be successful. 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.

## School Profile

### School Community

Beck Academy is an International Baccalaureate Middle Years Programme School and serves over 935 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 119 special needs students and 54 504 students. This includes three self-contained classes, inclusive services, and tutorials.

Jennifer Meisten, our principal, leads an administrative leadership team consisting of:

- 3 assistant principals
- 1 administrative assistant
- 1 Instructional Coach
- 1 IB/Magnet Coordinator
- 3 Guidance Counselors

Our 60 teachers, administrative, and 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 7<sup>th</sup> and 8<sup>th</sup> grade, Spanish II in 8<sup>th</sup> grade, and Keyboarding and Computer Tec, Desktop Publishing
- 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

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
- Quarterly Student Celebrations
- Community and Service Learning
- Quarterly Attendance and Grade Awards
- Beck Academy Blue Knight
- Roundtable
- IB Learners 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 Event 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. Model UN Convention

4. Beta Club college visits and projects
  5. Special Education Community-based Instruction
  6. Strings, Choral, and Band Performance Events
  7. Art Exhibitions
  8. Artist in Residence Programs
  9. 8<sup>th</sup> grade spring trip to Washington, D.C.
  10. 6<sup>th</sup> and 7<sup>th</sup> grade regional area trips
- Parents actively participate in the planning and implementation of school events such as the 8<sup>th</sup> 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, 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 Schoolinfo App and then choose our state and school.* Beck Academy can also be found on Twitter at [www.twitter.com/BECKBLUEKNIGHTS](https://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](mailto:scgeorges@charter.net)

**Student Directory**—Advertise your business in our Student Directory. PTSA—[scgeorges@charter.net](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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:

- Beta for MDA Shamrocks
- **Beck Event** collected 800 **canned goods** to be donated to God's Pantry
- Beck Academy's **Green Team** sponsors recycling efforts.
- **Adopt-a-Family** programs provided for many needy families during the holiday season.
- Student Council sponsored fund raisers for Julie Valentine Center, Place of Hope, Let There Be Moms

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

- Beck hosts student teachers and practicum students from several colleges and universities including **Furman University, Clemson University, USC Upstate, North Greenville 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, 60 teachers, 5 administrators, and support staff serve our student population. The following statistics give a more complete view of our current school personnel:

- 83.1% 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 new staff members.
- 88.1% our staff is returning from the previous year.
- Our current teacher attendance rate is 93.3%.
- 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. Next year we will have 80 magnet slots available for students.

In language arts and mathematics, students may qualify for gifted, advanced, and grade level classes. Our student attendance rate is 95.3%. 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

35.1% 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 serving over 50% 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, Desktop Publishing, Computer Apps, virtual classes
- Art 1

In 2016-2017 offerings will also include: Art 1, Desktop Publishing, Computer Apps to replace keyboarding.

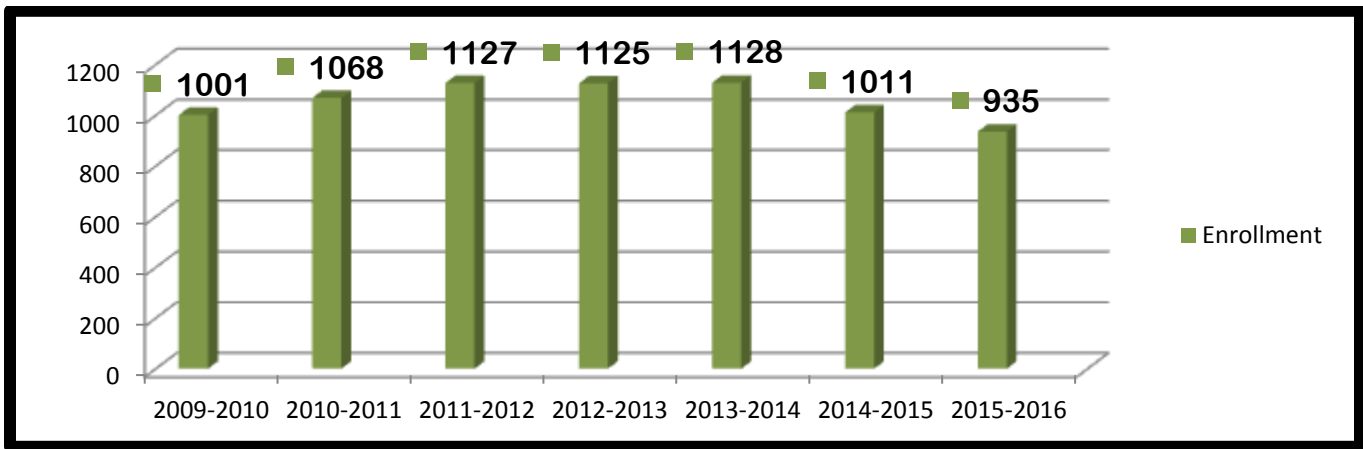
Our staff takes ownership in providing our students enriched and nurturing learning environments. **We are student centered and committed to meeting all student needs.** We hold to the belief that our students are “learners today to become leaders tomorrow.” **Everyone has a voice and every voice matters.** 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.

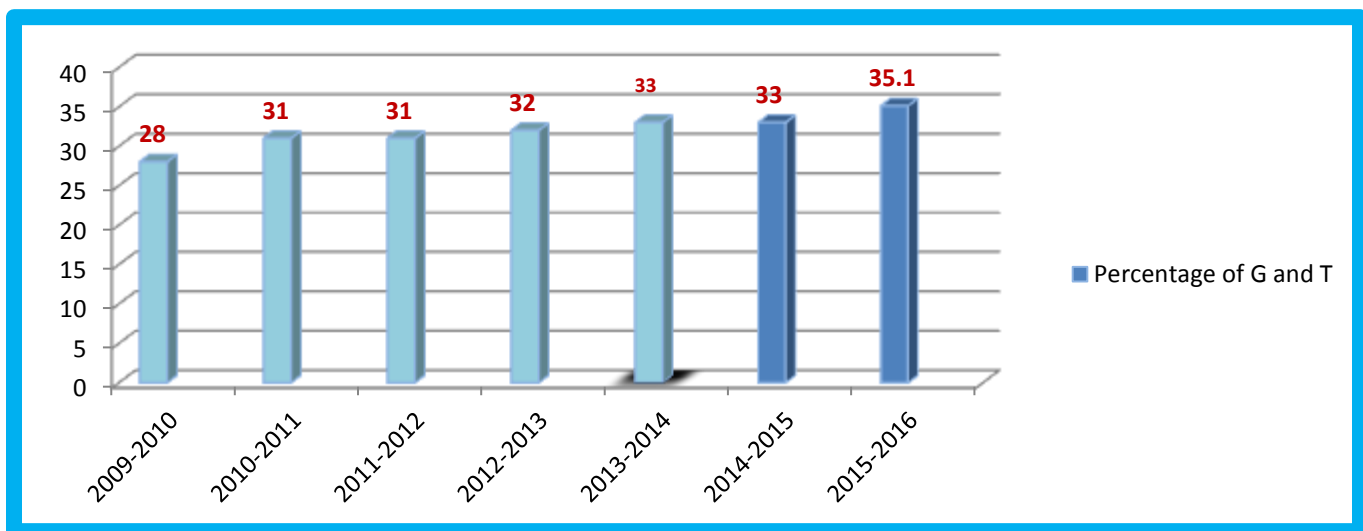
## BECK ACADEMY TOTAL SCHOOL ENROLLMENT

We have 119 special needs students who are 12.7% of our total school enrollment.

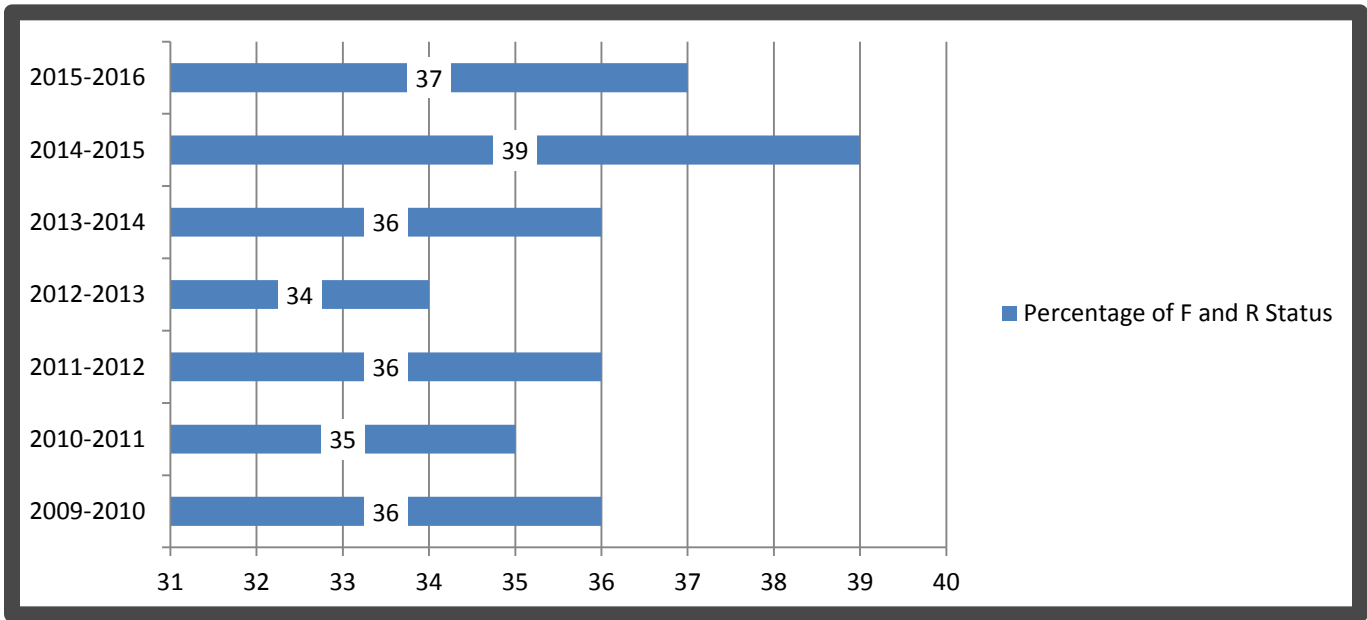
54 students are served with 504 plan.



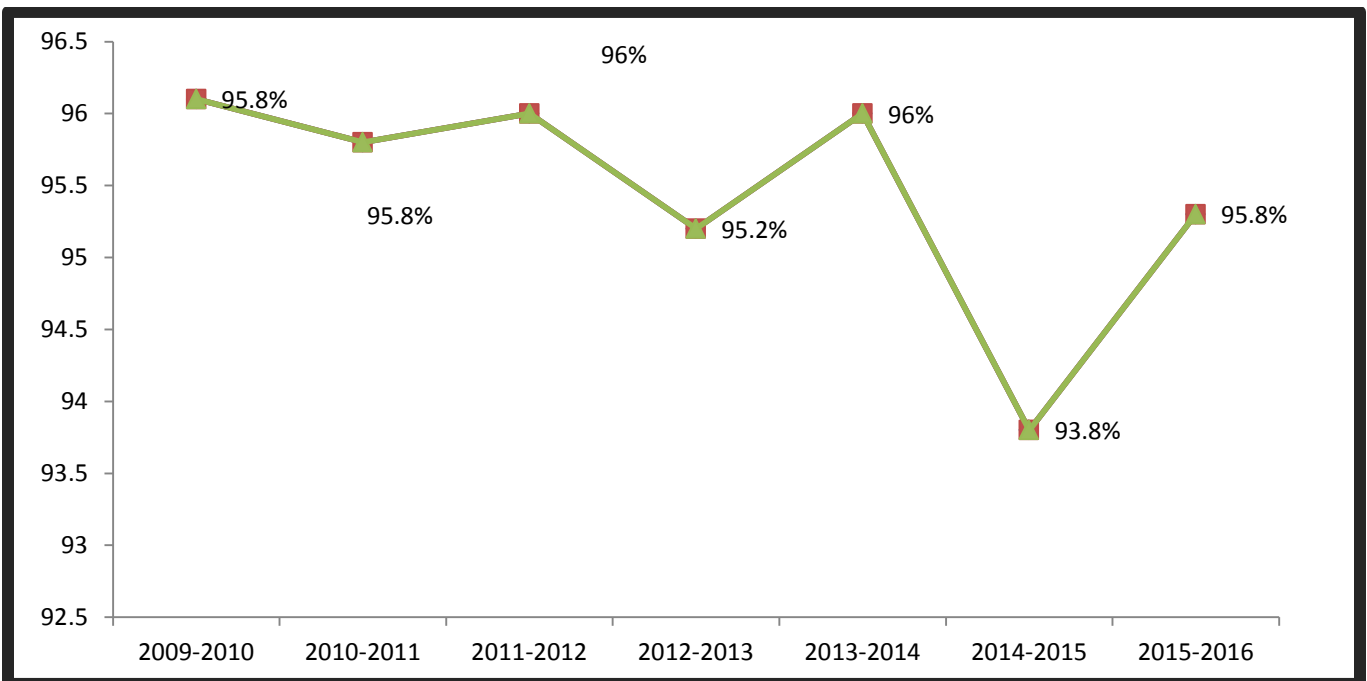
## Beck Academy Gifted and Talented Enrollment



### BECK ACADEMY FREE and REDUCED STUDENT STATUS



### BECK ACADEMY STUDENT ATTENDANCE PERCENTAGES



## **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 including inclusion (Stetson Model)
- High School Credit Courses
- Gifted and Talented Program
- Gateway to Technology Program
- ESOL Program
- EXPLORE Testing
- DUKE TIP scholars PSAT
- PRO-Team for 7<sup>th</sup> and 8<sup>th</sup> graders
- Math Counts
- Yearbook
- Robotics
- Beta Club
- Youth in Government
- Student Council
- Stetson Inclusion Model
- School-wide Writing Instructional Program
- Focus on Student Centeredness
- Learning Focused Instructional Strategies and Best Practices
- Historical Simulations
- Girls and Boys Book Clubs
- International Week
- The POWER of ReTEACH/ReDO, grade level floors

- Art Club
- Green Team

Teachers meet weekly in small professional learning communities for collaborative content planning. These content meetings are used for SCReady standards unit planning, developing common assessments, analyzing assessment data such as quarterly benchmarks, MAP and PASS. Student- centered coaching and protocols have been created to analyze specific assignments and assessments with a detailed item analysis, 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, and an opportunity for both inclusion and content staff to plan together. We revised and implemented 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, and the grade level administrator observe the mentee on a regular basis and share concerns and areas of strength of the mentee. Team members reflect with the mentee individually. In addition mentors and mentees meet regularly with the instructional coach for professional learning and reflection.

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 PSAT Duke TIP Scholars
- Explore/Kuder
- Classroom visits
- Curriculum Night
- Magnet Open House
- 8<sup>th</sup> Grade Job Shadowing
- College Fair
- Career Field Trips and Career Speakers
- Lunch and Learn Speakers
- Bully Prevention Program (Grade 6)

This year our guidance staff began focusing on intervention interviews and supports with at-risk students. We began a new mentoring program to provide greater support for our at-risk students in 2015-2016. This intervention program is very successful, and we will continue to provide these supports in 2016-2017.

## **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. We believe 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. We are student centered and committed to social equity for all our 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 best practices, Stetson Model for Inclusion, using technology in instruction

such as flipped classrooms, unit design, and in the IB Program in order to provide students with a holistic learning experience. Curricula has been prioritized and linked with state standards through the use of district curriculum guides. Multiple assessments, such as MAP, PASS, and quarterly 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, Quarterly Student celebrations, and other special certificates.

### **Data Analysis and Needs Assessment of Student Achievement 2013-2014 through 2017-2018**

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 2015, we achieved an absolute report card rating of **Excellent** and a growth rating of **Excellent, and the Palmetto Award for both General Achievement and Closing the Gap.**

We will continue to focus on closing the achievement gap and improving learning and achievement. To achieve these goals we will:

- Continue to provide inclusive services based on the Stetson model strategies to meet the diverse learning needs of our special needs population
- Continue to provide tutorial assistance, intervention groups, and specialized tutoring as needed by students to target literacy and numeracy skills
- Implement a new school-wide reading literacy plan to grow student achievement



- Continue to grow our new guidance mentoring and intervention programs to target and provide extensive support and resources for our most at-risk students and provide weekend backpacks of food and resources for identified students
- Continue to offer opportunities such as working lunch, reteach and retake, and no zero policy for students to complete class assignments, as well as one to one tutoring with Beck teachers
- Continue to offer quarterly celebrations for student success to increase engagement and student ownership of learning
- Continue to involve parents in semester student-led conferences to reflect on academic progress in content classes
- Continue to analyze student work in small content teams to inform our instructional practice
- Create benchmarks to assess learning and what is taught, targeting gaps in understanding
- Continue to use our school-wide writing model to provide consistency with writing vocabulary, organizational strategies, and writing organizers across the curriculum
- ELA staff will teach close analytical reading strategies and use writing workshops and conferences with students to grow these critical skills
- Math teachers will incorporate more hands-on and manipulative learning experiences to teach standards and target math intervention and differentiated instructional strategies and student groupings
- Focus on literacy skills and questioning skill in all content subjects

**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 show a 100% percentage of passage rate in both English 1 and Algebra 1.

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

| <b>Year</b>      | <b>Algebra 1 EOC</b><br>% scoring 70 or above | <b>English 1 EOC</b><br>% scoring 70 or above |
|------------------|---|---|
| <b>2009-2010</b> | <b>98.7%</b>                                  | <b>98.4%</b>                                  |
| <b>2010-2011</b> | <b>98.9%</b>                                  | <b>100%</b>                                   |
| <b>2011-2012</b> | <b>97.2%</b>                                  | <b>99.2%</b>                                  |
| <b>2012-2013</b> | <b>99%</b>                                    | <b>100%</b>                                   |
| <b>2013-2014</b> | <b>98.9%</b>                                  | <b>100%</b>                                   |
| <b>2014-2015</b> | <b>100%</b>                                   | <b>100%</b>                                   |

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 six year period. We have a 100% passage rate in both English 1 and Algebra 1. We teach the state Algebra 1 and English 1 standards. Our yearly parent high school curriculum night was expanded this year to include all parents of rising 7<sup>th</sup> and 8<sup>th</sup> grade students. We are making every effort to keep parents both informed and involved in the curriculum selection process.

**PASS**

Beck students continue to show progress in achieving proficiency in PASS science and social studies. The following charts show our current PASS scores from spring 2015

**PASS DATA PERCENTAGES for SPRING 2015- 2011  
ALL STUDENTS**

|                | 2015  | 2014  | 2013  | 2012  | 2011  |
|----------------|-------|-------|-------|-------|-------|
| Science        | 80.7% | 80.5% | 84.5% | 85.4% | 75.8% |
| Social Studies | 84.9% | 78.4% | 77.6% | 77.5% | 77.6% |

In the spring of 2015 our PASS scores increased in both science and social studies achievement. Over 80 % of our students tested continue to show proficiency in these subject areas.

The following observations were notes:

- Social studies achievement increased 6.5 % from the previous year. Staff continue to implement new strategies including interactive notebooking, simulations, and authentic assessments to grow our achievement.
- Science achievement increased slightly by .2% from 2014.

**For all students, social studies scores went up a huge 6.5%, moving from 78.4% to 84.9% (2015).**

- Grades 6 and 8, each had an increase of slightly over 3% in social studies achievement.
- Grade 7 achievement increased a 5.4% from the previous years. This is huge for grade 7 social studies staff. *Is this the impact of their using interactive notebooks and increased prioritizing standards and indicators to narrow the focus of each content unit?*

## ACT ASPIRE 2014-2015

The following charts are highlighted to show the number of students scoring at the ready or exceeding level in meeting the benchmark score to prepare for the ACT assessment in grade 11.

| English |     |     |      |      |      |      |      |       |     |
|---------|-----|-----|------|------|------|------|------|-------|-----|
| Grade   | A   | B   | C    | D    | E    | F    | G    | H     | I   |
| 6       | 273 | 5.9 | 14.3 | 34.1 | 45.8 | 20.1 | 79.9 | 425.7 | 7.8 |
| 7       | 363 | 6.6 | 17.1 | 30.3 | 46.0 | 23.7 | 76.3 | 426.9 | 9.2 |
| 8       | 355 | 3.9 | 14.6 | 31.3 | 50.1 | 18.6 | 81.4 | 429.1 | 8.5 |

| Mathematics |     |      |      |      |      |      |      |       |     |
|-------------|-----|------|------|------|------|------|------|-------|-----|
| Grade       | A   | B    | C    | D    | E    | F    | G    | H     | I   |
| 6           | 275 | 5.5  | 22.9 | 31.3 | 40.4 | 28.4 | 71.6 | 423.4 | 6.2 |
| 7           | 367 | 21.5 | 33.0 | 24.3 | 21.3 | 54.5 | 45.5 | 421.6 | 8.0 |
| 8           | 360 | 25.0 | 25.3 | 17.2 | 32.5 | 50.3 | 49.7 | 425.4 | 8.6 |

| Reading |     |      |      |      |      |      |      |       |     |
|---------|-----|------|------|------|------|------|------|-------|-----|
| Grade   | A   | B    | C    | D    | E    | F    | G    | H     | I   |
| 6       | 273 | 22.7 | 30.8 | 22.7 | 23.8 | 53.5 | 46.5 | 420.5 | 7.0 |

|   |     |      |      |      |      |      |      |       |     |
|---|-----|------|------|------|------|------|------|-------|-----|
| 7 | 363 | 23.7 | 30.6 | 31.4 | 14.3 | 54.3 | 45.7 | 421.1 | 6.6 |
| 8 | 355 | 18.6 | 19.2 | 36.6 | 25.6 | 37.7 | 62.3 | 424.8 | 6.8 |

| Writing |     |      |      |      |     |      |      |       |     |
|---------|-----|------|------|------|-----|------|------|-------|-----|
| Grade   | A   | B    | C    | D    | E   | F    | G    | H     | I   |
| 6       | 269 | 7.1  | 39.8 | 47.2 | 5.9 | 46.8 | 53.2 | 427.3 | 6.0 |
| 7       | 353 | 16.1 | 48.4 | 31.7 | 3.7 | 64.6 | 35.4 | 425.0 | 6.2 |
| 8       | 352 | 12.8 | 44.0 | 40.9 | 2.3 | 56.8 | 43.2 | 426.3 | 5.2 |

In reviewing the chart of ACT Aspire achievement, our staff noted the following observations in English:

- More than 75% of our students met the ready and exceeding benchmark in all three grades, 6,7,8
- In reading in grades 6 and 7, less than 50% of students met the ready and exceeding benchmark, but in 8<sup>th</sup> grade, 68% of the students met the ready and exceeding benchmark
- In writing, more than 50% of our students met the ready and exceeding benchmark in grade 6, while in grade 8 only 43.2% of our students met the ready and exceeding benchmark and in grade 7, only 35.4% of our students met the ready and exceeding benchmark.

- In math, 71.6% of our students met the ready and exceeding benchmark, while only 45.5% met or exceeded the benchmark the 7<sup>th</sup> grade, as compared to 49.7% in 8<sup>th</sup> grade.

For our staff, the observations are not consistent with results in content areas in previous years. Even though our results are comparable with state and district results for ACT Aspire testing, the results did not give us adequate or reliable feedback to inform instruction and make decisions.

## **Data Analysis and Needs Assessment of Teacher/ Administrative Quality 2013-2014 through 2017-2018**

**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 2014-2015 to 2015-2016. Currently, our highly qualified status is 100%. Our current teacher retention rate is **88.1%** as referenced on the SDE State Report Card 2014.

**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 teaching standards, building common assessments and benchmarks, analyzing student work in small content teams to inform instructional practices, collaborating with and observing peer teachers, using common writing organizational formats and vocabulary to teach writing in all subject areas, using literacy and higher order questioning strategies in all contents, 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 strategies such as the Stetson model 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 standards, teaching literacy and higher order questioning skills in all subject areas as a shared goal, classroom management skills, teaching inclusion students with the Stetson Model , bridging the gaps in literacy and numeracy skills for at-risk learners, interactive note-taking, close and analytical reading strategies, and writing strategies with our school-wide writing program, writing conferencing in ELA to improve writing skills, examining homework effectiveness, building quarterly benchmarks to reveal gaps in understanding, analyzing data

- 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 21<sup>st</sup> learners
- Continue to provide grant and professional development funds that maximize opportunities for teachers collaborate and learn new strategies

## SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

**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 each year.

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in writing as measured by SC READY.

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in writing as measured by SC READY.

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

|                       | <b>Baseline<br/>2015-16</b> | <b>2016-17</b> | <b>2017-18</b> |
|-----------------------|-----------------------------|----------------|----------------|
| School<br>Projected   | X                           |                |                |
| School<br>Actual      |                             |                |                |
| District<br>Projected | X                           |                |                |
| District<br>Actual    |                             |                |                |

\*Baseline data to be established in 2015-16.\*

## SC READY READING

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

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

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in reading as measured by SC READY.

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in reading as measured by SC READY.

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

|                       | <b>Baseline<br/>2015-16</b> | <b>2016-17</b> | <b>2017-18</b> |
|-----------------------|-----------------------------|----------------|----------------|
| School<br>Projected   | X                           |                |                |
| School<br>Actual      |                             |                |                |
| District<br>Projected | X                           |                |                |
| District<br>Actual    |                             |                |                |

\*Baseline data to be established in 2015-16.\*



## EOCEP % ENGLISH I

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

**FIVE YEAR PERFORMANCE GOAL:** Maintain percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I at 100\_\_\_\_% in 2015 to \_100\_% in 2018.

**ANNUAL OBJECTIVE:** Maintain 100% 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 and SDE EOCEP data file used for accountability calculations

|                                   | <b>Baseline<br/>2011-12</b> | <b>Planning<br/>Year<br/>2012-13</b> | <b>2013-14</b> | <b>2014-15</b>    | <b>2015-16</b> | <b>2016-17</b> | <b>2017-18</b> |
|-----------------------------------|-----------------------------|--------------------------------------|----------------|-------------------|----------------|----------------|----------------|
| School Projected                  | X                           | X                                    | 100%           | 100%              | 100%           |                |                |
| <b>School Actual</b>              | <b>99.2%</b>                | <b>100%</b>                          | <b>100%</b>    | <b>100%</b>       |                |                |                |
| District Projected<br>(MS and HS) | X                           | X                                    | 77.3           | 78.3              | 79.3           | 80.3           | 81.3           |
| District Actual<br>(MS only)      | 98.9                        | 98.9                                 | 98.5           | 79.7<br>(MS & HS) |                |                |                |

End of Course data for MS only includes EOCEP scores for 7<sup>th</sup> and 8<sup>th</sup> graders at GCS traditional middle schools and charter middle schools.

| <b>STRATEGY</b> | <b>Activity</b>  | <b><u>Timeline</u></b> | <b><u>Person Responsible</u></b>   | <b><u>Estimated Cost</u></b> | <b><u>Funding Sources</u></b> | <b><u>Indicators of Implementation</u></b>   |
|-----------------|--|------------------------|--|------------------------------|-------------------------------|--|
| 1.              | <p>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.</p> <p>ELA teachers will meet to continue to revise units and revise curriculum pacing guides to reflect 2015 ELA standards SCCCS.</p>  | Ongoing                | Principal Teachers<br>Instructional Coach  | None                         | None                          | <p>- Greater percentage of students that meet or exceed the standard on SC Ready</p> <p>-Greater percentage of students meeting MAP reading growth targets from fall 2016 to spring 2017</p>   |
| 2.              | <p>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: book studies, state standards, data analysis of benchmarks, 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, literacy achievement, research skills, and writing model strategies. This strategy will provide teachers with the necessary knowledge, collaboration, and tools to teach all levels of ELA successfully, maximizing students' potential to learn.</p> <p>ELA teachers will examine and analyze student work to inform instruction, including item analysis.</p> <p>ELA teachers will create, administer, and analyze quarterly benchmarks to administer to students to gain understanding in areas of strengths and weaknesses.</p> | Ongoing                | Teachers<br>ELA Department Chair<br>Instructional Coach<br>ELA District Coordinator, Debbie Barron,<br>Professional Development For ELA teachers each month<br>Literacy Team | None                         | None                          | <p>- Greater percentage of students that meet or exceed the standard on SCReady</p> <p>-Alignment of Curriculum and pacing guides with new 2015 SCCC standards</p> <p>- Greater percentage of students meeting MAP reading growth targets from fall 2016 to spring 2017</p> <p>- Teacher SCReady/ MAP data analysis spreadsheets, PD agenda and handouts, co-teaching sessions, student centered coaching and item analysis of assessments, 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</p> |
| 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 that meet or exceed the standard on SCReady   |
| 4.              | Use of MAP testing 1 <sup>st</sup> and 3 <sup>rd</sup> quarter to identify specific areas to target for instruction, remediation, and acceleration to focus on improvement of student achievement in ELA.  | Ongoing                | Teachers<br>Instructional Coach  | None                         | ATA Funds                     | -Greater percentage of students meeting MAP reading growth targets from fall 2016 to spring 2017   |

☒ 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:** Meet or exceed the standard in mathematics as measured by SC READY.

**ANNUAL OBJECTIVE:** Meet or exceed the standard in mathematics as measured by SC READY.

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

|                       | <b>Baseline<br/>2015-16</b> | <b>2016-17</b> | <b>2017-18</b> |
|-----------------------|-----------------------------|----------------|----------------|
| School<br>Projected   | X                           |                |                |
| School<br>Actual      |                             |                |                |
| District<br>Projected | X                           |                |                |
| District<br>Actual    |                             |                |                |

\*Baseline data to be established in 2015-16.\*

## EOCEP % ALGEBRA 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 Algebra I at 100% in 2015 to \_100% in 2018.

**ANNUAL OBJECTIVE:** Maintain 100% 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

|                                   | <b>Baseline<br/>2011-12</b> | <b>Planning<br/>Year<br/>2012-13</b> | <b>2013-14</b> | <b>2014-15</b>    | <b>2015-16</b> | <b>2016-17</b> | <b>2017-18</b> |
|-----------------------------------|-----------------------------|--------------------------------------|----------------|-------------------|----------------|----------------|----------------|
| School Projected                  | X                           | X                                    | 100%           | 100%              | 100%           |                |                |
| <b>School Actual</b>              | <b>97.2%</b>                | <b>99%</b>                           | <b>98.9%</b>   | <b>100%</b>       |                |                |                |
| District Projected<br>(MS and HS) | X                           | X                                    | 84.6           | 85.6              | 86.6           | 87.6           | 88.6           |
| District Actual<br>(MS only)      | 99.4                        | 97.6                                 | 99.2           | 90.1<br>(MS & HS) |                |                |                |

End of Course data for MS only includes EOCEP scores for 7<sup>th</sup> and 8<sup>th</sup> graders at GCS traditional middle schools and charter middle schools.

| <b>STRATEGY</b><br><b>Activity</b>  | <b><u>Timeline</u></b> | <b><u>Person Responsible</u></b>   | <b><u>Estimated Cost</u></b> | <b><u>Funding Sources</u></b><br>(Act 135, academic assistance, categorical funding, Title II, etc.) | <b>Indicators of Implementation</b>  |
|---|------------------------|--|------------------------------|--|--|
| 1. Math teachers will meet for collaborative planning each week to improve SCReady standards-based instruction, curriculum mapping, developing units on ATLAS RUBICON, and mathematical standards of practice.<br><br>Math teachers will meet to revise units and revise curriculum pacing guides for the new 2015 math standards SCCC.   | Ongoing                | Principal Teachers<br>Instructional Coach  | None                         | None   | - Greater percentage of students that meet or exceed the standard on SCReady<br>-Assessments<br>-Lesson plans<br>-Observations                                 |
| 2. Math departmental meetings will focus standards-based instruction and vertical planning. Our teachers will implement common math assessments and analyze results to inform instruction.  | Ongoing                | Teachers<br>Math Department Chair<br>Valerie Mueller, GCS District Math Consultant | None                         | None   | - Alignment of Curriculum<br>- Observations<br>- Assessments   |
| 3. Train teachers to incorporate IB philosophy along with state standards to add rigor to the curriculum.<br><br>Math teachers will examine and analyze student work to inform instruction, including item analysis.<br><br>Math teachers will create quarterly benchmarks to administer to students to gain understanding in areas of strengths and weaknesses.                      | On going               | IB Coordinator<br>Teachers   | None                         | None   | -Observations<br>- share and discuss results of IB Self Study with all faculty<br>- Greater percentage of students that meet or exceed the standard on SCReady |
| 4. The use of MAP testing 1 <sup>st</sup> 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 SCReady. | Ongoing                | Teachers<br>Instructional Coach  | None                         | None   | -Greater percentage of students meeting MAP reading growth targets from fall to spring testing 2016 to 2017  |

## SC READY % TESTED

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

**FIVE YEAR PERFORMANCE GOAL:** Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on SC READY.

**ANNUAL OBJECTIVE:** Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on SC READY.

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

| % Tested ELA – School      | Baseline<br>2014-15 | 2015-16 | 2016-17 | 2017-18 |
|----------------------------|---------------------|---------|---------|---------|
| Projected Performance      | 95.0                | 95.0    | 95.0    | 95.0    |
| Actual Performance         |                     |         |         |         |
| All Students               | *                   |         |         |         |
| Male                       | *                   |         |         |         |
| Female                     | *                   |         |         |         |
| White                      | *                   |         |         |         |
| African-American           | *                   |         |         |         |
| Asian/Pacific Islander     | *                   |         |         |         |
| Hispanic                   | *                   |         |         |         |
| American Indian/Alaskan    | *                   |         |         |         |
| Disabled                   | *                   |         |         |         |
| Limited English Proficient | *                   |         |         |         |
| Students in Poverty        | *                   |         |         |         |

\*SC SDE did not provide baseline data for 2014-15.\*

| <b>% Tested ELA – District<br/>Grades 6-8</b> | <b>Baseline<br/>2014-15</b> | <b>2015-16</b> | <b>2016-17</b> | <b>2017-18</b> |
|---|-----------------------------|----------------|----------------|----------------|
| Projected Performance                         | 95.0                        | 95.0           | 95.0           | 95.0           |
| Actual Performance                            |                             |                |                |                |
| All Students                                  | *                           |                |                |                |
| Male  | *                           |                |                |                |
| Female  | *                           |                |                |                |
| White   | *                           |                |                |                |
| African-American                              | *                           |                |                |                |
| Asian/Pacific Islander                        | *                           |                |                |                |
| Hispanic                                      | *                           |                |                |                |
| American Indian/Alaskan                       | *                           |                |                |                |
| Disabled                                      | *                           |                |                |                |
| Limited English Proficient                    | *                           |                |                |                |
| Students in Poverty                           | *                           |                |                |                |

\*SC SDE did not provide baseline data for 2014-15.\*

| <b>% Tested Math – School</b> | <b>Baseline<br/>2014-15</b> | <b>2015-16</b> | <b>2016-17</b> | <b>2017-18</b> |
|-------------------------------|-----------------------------|----------------|----------------|----------------|
| Projected Performance         | 95.0                        | 95.0           | 95.0           | 95.0           |
| Actual Performance            |                             |                |                |                |
| All Students                  | *                           |                |                |                |
| Male                          | *                           |                |                |                |
| Female                        | *                           |                |                |                |
| White                         | *                           |                |                |                |
| African-American              | *                           |                |                |                |
| Asian/Pacific Islander        | *                           |                |                |                |
| Hispanic                      | *                           |                |                |                |
| American Indian/Alaskan       | *                           |                |                |                |
| Disabled                      | *                           |                |                |                |
| Limited English Proficient    | *                           |                |                |                |
| Students in Poverty           | *                           |                |                |                |



\*SC SDE did not provide baseline data for 2014-15.\*

| <b>% Tested Math –<br/>District – Grades 6-8</b> | <b>Baseline<br/>2014-15</b> | <b>2015-16</b> | <b>2016-17</b> | <b>2017-18</b> |
|--|-----------------------------|----------------|----------------|----------------|
| Projected Performance                            | 95.0                        | 95.0           | 95.0           | 95.0           |
| Actual Performance                               |                             |                |                |                |
| All Students                                     | *                           |                |                |                |
| Male   | *                           |                |                |                |
| Female   | *                           |                |                |                |
| White  | *                           |                |                |                |
| African-American                                 | *                           |                |                |                |
| Asian/Pacific Islander                           | *                           |                |                |                |
| Hispanic   | *                           |                |                |                |
| American Indian/Alaskan                          | *                           |                |                |                |
| Disabled   | *                           |                |                |                |
| Limited English Proficient                       | *                           |                |                |                |
| Students in Poverty                              | *                           |                |                |                |

\*SC SDE did not provide baseline data for 2014-15.\*

## SCPASS 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:** Meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

|                            | <b>Baseline<br/>2014-15</b> | <b>2015-16</b> | <b>2016-17</b> | <b>2017-18</b> |
|----------------------------|-----------------------------|----------------|----------------|----------------|
| School<br>Projected        | X                           |                |                |                |
| <b>School<br/>Actual</b>   | <b>80.7</b>                 |                |                |                |
| District<br>Projected      | X                           |                |                |                |
| <b>District<br/>Actual</b> | <b>72.9</b>                 |                |                |                |

\*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.\*

| <b>STRATEGY</b><br><b>Activity</b>   | <b><u>Timeline</u></b> | <b><u>Person Responsible</u></b>   | <b><u>Estimated Cost</u></b> | <b><u>Funding Sources</u></b> | <b><u>Indicators of Implementation</u></b>  |
|--|------------------------|--|------------------------------|-------------------------------|---|
| 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 2014-2016 science standards to be tested in 2016-2017.<br><br>2. Science teachers will analyze student assessments to inform instruction, including the use of an item analysis. | Ongoing                | Principal Teachers<br>Instructional Coach  | None                         | None                          | - Greater percentage of students meeting or exceeding the standard on PASS SCIENCE achievement testing<br>- Assessments<br>- Lesson plans<br>- Observations                                   |
| 2. Science departmental meetings will focus on standards-based instruction and vertical planning using state support documents to plan for essential learnings.<br>.   | Ongoing                | Teachers<br>Science Department Chair<br>Chris Burras, GCS<br>District Science Consultant | None                         | None                          | - Alignment of Curriculum<br>- Observations<br>- Assessments  |
| 3. Train teachers to incorporate IB philosophy along with state standards to add rigor to the curriculum.  | On going               | IB Coordinator<br>Teachers   | None                         | None                          | - Observations<br>- share and discuss results of IB Self Study with all faculty<br>- Greater percentage of students meeting or exceeding the standard on the PASS SCIENCE achievement testing |
| 4. Attending district provided science professional development training on literacy standards for science instruction and understanding and teaching new 2014-2015 science standards, including content and disciplinary literacy.  | On going               | Science Department<br>Chair<br>Teachers<br>Chris Burras, GCS<br>Science Department Chair | None                         | None                          | - Alignment of Curriculum<br>- Observations<br>- Assessments<br>- Lesson plans  |

|  |         |               |      |      |   |
|--|---------|---------------|------|------|---|
| 5. Science teachers will begin to use interactive note-booking with students to increase achievement and build greater essential learnings for students. | Ongoing | Science Staff | None | None | -Observations<br>- share and discuss results of IB Self Study with all faculty<br>-Greater percentage of students meeting the mean score of 636 and above each year on PASS SCIENCE achievement testing |
|--|---------|---------------|------|------|---|

## SCPASS 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:** Meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

|                          | <b>Baseline<br/>2014-15</b> | <b>2015-16</b> | <b>2016-17</b> | <b>2017-18</b> |
|--------------------------|-----------------------------|----------------|----------------|----------------|
| School<br>Projected      | X                           |                |                |                |
| <b>School<br/>Actual</b> | <b>84.9%</b>                |                |                |                |
| District<br>Projected    | X                           |                |                |                |
| District<br>Actual       | 81.2                        |                |                |                |

\*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.\*

| <b>STRATEGY</b><br><b>Activity</b>  | <b><u>Timeline</u></b> | <b><u>Person Responsible</u></b>   | <b><u>Estimated Cost</u></b> | <b><u>Funding Sources</u></b> | <b>Indicators of Implementation</b>  |
|---|------------------------|--|------------------------------|-------------------------------|--|
| 1. Social Studies teachers will meet for collaborative planning each week to improve standards-based instruction, SDE State support documents, curriculum mapping, and common assessments. Social studies teachers will analyze student assessments to inform instruction, including the use of an item analysis. | Ongoing                | Principal Teachers<br>Instructional Coach  | None                         | None                          | - Greater percentage of students meeting or exceeding the standard on PASS Social Studies achievement testing<br>-Assessments<br>-Lesson plans<br>-Observations                                |
| 2. Social Studies departmental meetings will focus on standards-based instruction and vertical planning and the introduction on <b>interactive notebooking</b> to increase student understanding.   | Ongoing                | Teachers<br>Social Studies Department Chair<br>Tami Finley, GCS District Social Studies Consultant | None                         | None                          | - Alignment of Curriculum<br>- Observations<br>- Assessments   |
| 3. Train teachers to incorporate IB philosophy along with state standards to add rigor to the curriculum.   | On going               | IB Coordinator<br>Teachers   | None                         | None                          | -Observations<br>- share and discuss results of IB Self Study with all faculty<br>-Greater percentage of students meeting or exceeding the standard on PASS Social Studies achievement testing |
| 4. Attending district provided social studies professional development training on literacy standards, content and discipline literacy, and argument writing for social studies instruction.  | On going               | Social Studies Department Chair<br>Teachers<br>Tami Finley, GCS Social Studies Department Chair    | None                         | None                          | - Alignment of Curriculum<br>- Observations<br>- Assessments<br>- 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:** 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 2014-2015 to 2015-2016.

**ANNUAL OBJECTIVE:** To provide a yearly professional training for all staff in the following areas: implementing and planning instruction to teach SCCCS standards, building common assessments, collaborating with and observing peer teachers, strategies for teaching reading to meet all student needs and levels, 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, student centered coaching and analysis of student work to inform instructional decisions, creating benchmarks, classroom management strategies, protocols, and ongoing reflection to support instruction, using and working with inclusion and the Stetson Model 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.

**DATA SOURCE(S):**

|           | Baseline<br>2011-12 | Planning<br>Year<br>2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-----------|---------------------|-----------------------------|---------|---------|---------|---------|---------|
| Projected | x                   | x                           |         |         |         |         |         |
| Actual    |                     | 100                         | 100     | 100     | 100     |         |         |



# Beck Academy Professional Development Plan

2015-2016

| Month   | Professional Training   | Description of Professional Training   | Leaders   | Place/Time   |
|---|---|--|---|--|
| <b>August 6, 2015</b>   | <b>New Teacher Orientation Training at Beck</b>   | New teachers to Beck will meet with the principal, 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 ENRICH, and ATLAS.-RUBICON,                                  | <i>Principal<br/>Assistant Principals<br/>IC<br/>IB Coordinator</i>                 | Beck Academy Media Center<br>8:30-12:30<br>Lunch   |
| <b>August 12, 2015</b>  | <b>Website Update Help Session</b>  | Teachers can receive help to set up and update their teacher websites.   | <i>Zachary Nicks,<br/>Trainer</i>   | Zachary Nicks media center<br>Bring your own laptop  |
| <b>August 14,17 2015</b>  | <b>Power Teacher Training Setting up gradebooks</b>   | Teachers will setup their 2015-2016 gradebooks in POWER SCHOOL.  | <i>Debbie Sanders, IC<br/>All staff</i>   | <i>Media Center<br/>ELA and Social Studies 12:30-1:30<br/>Math and Science 1:30-2:30<br/>Monday- Related Arts and Special Education</i>              |
| <b>August 26, 27, 2015<br/>ELA<br/>Wednesday<br/>and Math<br/>Thursday 2<sup>nd</sup><br/>Planning<br/>periods</b>                              | <b>MAP Training required for math, ELA staff, and self-contained classes</b>  | Teachers will be trained in MAP common core testing. MAP schedule and procedures will be shared. <b>New features of the common core web – based MAP will be shared.</b>  | <i>Debbie Sanders, IC</i>   | Second Planning Wednesday/ Thursday 3 <sup>rd</sup> 5 <sup>th</sup> 7 <sup>th</sup> in grade level planning  |
| <b>August 24-28, 2015<br/>2<sup>nd</sup> planning<br/>periods<br/>Collaborative<br/>planning<br/>begins and<br/>runs through<br/>May, 2016.</b> | <b>Collaborative Planning Sessions begin for</b> <ul style="list-style-type: none"> <li>• <b>ELA Wednesday</b></li> <li>• <b>Math Thursday</b></li> <li>• <b>Science Monday</b></li> <li>• <b>Social Studies Friday</b></li> <li>• <b>Special Needs all week</b></li> </ul> | Teachers will: <ul style="list-style-type: none"> <li>• Create Student Learning Objectives</li> <li>• plan collaboratively common units and common assessments with inclusion teachers and instructional coach</li> <li>• reflect on assessments using the student centered coaching protocol</li> </ul> | All Staff<br>Debbie Sanders, IC<br>Vicky Toney, IB<br>Coordinator                   | Beginning August 24 through May 20<br><br>2 <sup>nd</sup> Planning periods/ or other as planned by collaborative team<br>Various times and locations |
| <b>September 9, 2015 and running through</b>  | <b>Vertical Teaming by Subject Area through Subject Teams</b>   | Subject area PLC's and departments will meet throughout the year for professional development (teachers teaching teachers) sharing ideas,  | <i>Kerry Hanning, ELA<br/>Amanda Anderson,<br/>Social Studies<br/>Beth Dameron,</i> | Second/fourth Wednesday of each month<br>Various locations<br>3:45-4:45, or as needed  |

|  |   |  |   |   |
|--|---|--|---|---|
| <b>May18, 2016</b>   |   | <p>reflecting on practice, and learning new strategies and ideas for teaching common core and literacy standards including:</p> <ul style="list-style-type: none"> <li>• Writing in ELA unit planning for studies/strategies and GT</li> <li>• Math standards and unit planning for grade level, advanced, and high school credit Algebra 1 and Geometry courses</li> <li>• New 2015-2016 science standards and unit planning</li> <li>• Social Studies common planning</li> <li>• Sharing district PD sessions</li> </ul> | <p><i>Math</i><br/> <i>Sarah Williams,</i><br/> <i>Science</i><br/> <i>Michele Nash,</i><br/> <i>Foreign Language</i><br/> <i>Eric Bell, Fine Arts</i><br/> <i>Anne Hart,</i><br/> <i>Technology</i><br/> <i>Debbie Sanders, IC</i><br/> <i>Dr. Vicky Toney, IB</i><br/> <i>Coordinator</i></p> |   |
| <b>September 17,<br/>October 27<br/>December 8<br/>January 19<br/>February 9</b> | <b>Leadership Team Student Centered Learning Sessions</b>   | District provided training for Leadership teams in creating a student learning centered culture.   | <i>Jeff McCoy</i>   | P.J. Fisher Middle School 4:30-6:00   |
| <b>September 30<br/>October 28<br/>January 20<br/>February 24<br/>April 20</b>   | <b>Mentor to Mentee MTM Program</b> <ul style="list-style-type: none"> <li>• Provides ongoing support for new staff meeting with mentors and instructional coach for reflection and specialized PD.</li> </ul>  | Agendas provided separately.   | <i>Debbie Sanders, IC</i>   |   |
| <b>October 5, 2015</b><br><br><b>Week of...</b>                                  | <b>IB OCC Instruction</b>   | Teacher will receive instruction on using the IB OCC webpage and tool.   | <i>Vicky Toney, IB Coordinator</i>  | 2 <sup>nd</sup> planning periods<br>Monday science<br>Wednesday ELA<br>Thursday Math<br>Friday Social Studies |
| <b>October 7, 2015</b><br><b>Wednesday Faculty Meeting and PD Session</b>        | <b>Wednesday faculty meetings will offer 3 differentiated professional development sessions led by teachers. These sessions will focus on new technology practices, instructional practices, engagement strategies, and district content initiatives.</b> | <p>Rape Date Violence</p> <p>Google Docs Using and Sharing</p>   | <p><i>Jennifer McKinney</i><br/> <i>Administrator</i><br/> <i>Veronica Roberts</i><br/> <i>Guidance</i></p> <p><i>Emily Strickland</i><br/> <i>Grade 6</i><br/> <i>Hilary MacDonald</i><br/> <i>Grade 7</i><br/> <i>Zachary Nicks</i><br/> <i>Grade 8</i></p>                                   | <p>Media Center</p> <p>Individual Rooms</p>   |
|  | <b>Wednesday faculty meetings will</b>  | Brooke Edwards Using Google  |   | Three different PD sessions are offered each  |

|  |   |  |  |  |
|--|---|--|--|--|
|  | <b>offer 3 differentiated professional development sessions led by teachers. These sessions will focus on new technology practices, instructional practices, engagement strategies, and district content initiatives.</b> | <p>Creatively</p> <p>Sarah Smith Special Needs Students Dealing with Autism</p> <p>ELA Staff Writing with the Schaffer Model in Review</p> <p>MTM Mentor to Mentee</p>   |  | <p>Wednesday. Teachers select two to attend.</p> <p>Various locations around the school<br/>From 4:00-5:00</p> <p>Administrative Conference Room 4:00-4:30Pe</p> |
|  | <b>IB Evaluation Review</b>   | <p>Planning for upcoming IB evaluation in December.</p>  | <i>Vicky Toney, IB Coordinator</i>   | <p>2<sup>nd</sup> planning periods</p> <p>Monday science</p> <p>Wednesday ELA</p> <p>Thursday Math</p> <p>Friday Social Studies</p>                              |
|  |   |  |  |  |
| <b>December 2, 2015</b>                | <b>Wednesday Faculty Focus</b>  | Preparing for our IB Visit   | <i>Vicky Toney, IB Coordinator<br/>Principal-<br/>Jennifer Meisten<br/>All Staff Members</i> | Media Center   |
| <b>January 6, 2016<br/>Wednesday</b>   | <b>Chrome Book Training I</b>   | <p>Teachers will be trained by district instructional technology staff on using chrome books for instructional purposes.</p> <p>Series 1 of a 4 part series</p>  | GCS Staff  | Media Center 3:45-5:20   |
| <b>January 13, 2016<br/>Wednesday</b>  | <b>ELA Balanced Literacy and GCS Reading Plan</b>   | ELA staff will learn strategies for balanced literacy and GCS balanced literacy approach secondary level.  | ELA Staff  | 820  |
| <b>January 27, 2016<br/>Wednesday</b>  | <b>Science Standards and Strategies for Teaching</b>  | Science staff will learn new strategies for addressing science standards and examine 2014 state PASS data for areas of weakness and in need of intervention.   | Science Staff  | 621  |
| <b>February 26, 2016<br/>Wednesday</b> | <b>Chrome Book training II</b>  | <p>Teachers will be trained by district instructional technology staff on using chrome books for instructional purposes.</p> <p>Series 2 of a 4 part series</p>  | GCS Staff  | Media Center 3:45-5:50   |
| <b>March 2016</b>                      | <b>Peer Observations for all Staff</b>  | <p>Staff will complete 2 peer observations during their planning period and reflect in small content meetings sharing observations and reflections.</p> <p>Protocols for observations and reflections will be shared in small content planning meetings.</p> | <i>All Staff<br/>Debbie Sanders, IC</i>  | Beginning March 1 for observations for reflections in and for reflections in content planning groups.  |
| <b>March and</b>                       | <b>ELA Book Study Spring Semester</b>   | ELA Staff will study Kelly Gallagher's In  | ELA Staff  |  |

|                                     |   |  |               |                            |
|-------------------------------------|---|--|---------------|----------------------------|
| <b>April , 2016</b>                 | <b>Literacy Focus</b>   | <b>the Best Interest of Students</b>   |               |                            |
| <b>March 23, 2016<br/>Wednesday</b> | <b>Science Standards<br/>Questioning and Investigating the<br/>World Through Technology and<br/>Science</b> | This workshop will be a representing of Chris Burras middle level science seminar on Investigating and Questioning Our World through Science and Technology. The curriculum will present new strategies and modeling ideas to teach SEP. A discovery approach will be presented to science staff to replicate in their own classrooms. | Science Staff | Sarah Williams science lab |
| <b>April 6, 2016</b>                | <b>Chrome Book Training III</b>   | Teachers will be trained by district instructional technology staff on using chrome books for instructional purposes.<br>Series 3 of a 4 part series   | All Staff     | Media Center 3:45-5:45     |
| <b>May- 2016</b>                    | <b>Chrome Book Training IV</b>  | Teachers will be trained by district instructional technology staff on using chrome books for instructional purposes.<br>Series 4 of a 4 part series   | All Staff     | Media Center 3:45-5:45     |

### Beck Academy Professional Development Planning Calendar

**2016-2017**

General DRAFT

| <b>Month</b>          | <b>Professional Training</b>                            | <b>Description of Professional Training</b>   | <b>Leaders</b>  | <b>Place/Time</b>  |
|-----------------------|---|---|---|--|
| <b>August 5, 2016</b> | <b>New Teacher Orientation Training at Beck</b>         | New teachers to Beck will meet with the principal, 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 ENRICH, and ATLAS.-RUBICON, | <i>Principal<br/>Assistant Principals<br/>IC<br/>IB Coordinator</i> | Beck Academy Media Center<br>8:30-12:30<br>Lunch   |
| <b>August 9, 2016</b> | <b>Website Update Help Session</b>                      | Teachers can receive help to set up and update their teacher websites.  | <i>Zachary Nicks,<br/>Trainer</i>                                   | Zachary Nicks media center<br>Bring your own laptop  |
| <b>August 12 2016</b> | <b>Power Teacher Training<br/>Setting up gradebooks</b> | Teachers will setup their 2016-2017 gradebooks in POWER SCHOOL.   | <i>Debbie Sanders, IC<br/>All staff</i>                             | <i>Media Center<br/>Special Education 10:30-11:30<br/>ELA and Social Studies 12:30-1:30<br/>Math and Science 1:30-2:30</i> |

|  |   |   |  |   |
|--|---|---|--|---|
|  |   |   |  | <i>Related Arts 2:30-3:30</i>   |
| <b>August 29, 2017<br/>ELA and Math<br/>Monday 2<sup>nd</sup><br/>Planning<br/>periods</b>   | <b>MAP Training required for math, ELA staff, and self-contained classes</b>  | Teachers will be trained in MAP common core testing. MAP schedule and procedures will be shared. <b>New features of the common core web – based MAP will be shared.</b>   | <i>Debbie Sanders, IC</i>  | Second Planning Monday<br>3 <sup>rd</sup><br>5 <sup>th</sup><br>7 <sup>th</sup><br>in grade level planning  |
| <b>August 22, 2016<br/>2<sup>nd</sup> planning<br/>periods<br/>Collaborative<br/>planning<br/>begins and<br/>runs through<br/>May, 2017.</b> | <b>Collaborative Planning Sessions begin for</b> <ul style="list-style-type: none"> <li>• <b>ELA Thursday</b></li> <li>• <b>Math Monday</b></li> <li>• <b>Science Friday</b></li> <li>• <b>Social Studies Wednesday</b></li> <li>• <b>Special Needs all week</b></li> </ul> | Teachers will: <ul style="list-style-type: none"> <li>• Create Student Learning Objectives</li> <li>• plan collaboratively common units and common assessments with inclusion teachers and instructional coach</li> <li>• reflect on assessments using the student centered coaching protocol</li> </ul>  | All Staff<br>Debbie Sanders, IC<br>Vicky Toney, IB<br>Coordinator  | Beginning August 22 through May 19<br><br>2 <sup>nd</sup> Planning periods/ or other as planned by collaborative team<br>Various times and location |
| <b>September 21, 2016 and running through May 19, 2017</b>   | <b>Vertical Teaming by Subject Area through Subject Teams</b>   | 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: <ul style="list-style-type: none"> <li>• Reading and writing in ELA unit planning for studies/strategies and GT</li> <li>• Math standards and unit planning for grade level, advanced, and high school credit Algebra 1 and Geometry courses</li> <li>• New 2016-2017 science standards and unit planning</li> <li>• Social Studies common planning</li> <li>• Sharing district PD sessions</li> </ul> | <i>Kerry Hanning, ELA<br/>Social Studies<br/>Beth Dameron, Math<br/>Sarah Williams, Science<br/>Michele Nash, Foreign Language<br/>Eric Bell, Fine Arts<br/>Anne Hart, Technology<br/>Debbie Sanders, IC<br/>Dr. Vicky Toney, IB<br/>Coordinator</i> | Second/fourth Wednesday of each month<br>Various locations<br>3:45-4:45, or as needed   |
| <b>TBA</b>   | <b>Leadership Team Student Centered Learning Sessions and Professional Development Training</b>   | District provided training for Leadership teams in creating a student learning centered culture with specific   | <i>TBA</i>   |   |

|   |   |   |                                    |   |
|---|---|---|------------------------------------|---|
|   |   | professional development  |                                    |   |
| September<br>November<br>January<br>March<br>April-May  | <b>Mentor to Mentee MTM Program</b> <ul style="list-style-type: none"> <li>Provides ongoing support for new staff meeting with mentors and instructional coach for reflection and specialized PD.</li> </ul>  | Agendas provided separately.  | <i>Debbie Sanders, IC</i>          |   |
| <b>FALL TBA</b>   | <b>IB Training for Unit Planning and Upcoming Evaluation in December</b>  | Teacher will receive instruction in planning integrated IB units of instruction | <i>Vicky Toney, IB Coordinator</i> | 2 <sup>nd</sup> planning periods<br>Per content planning schedule |
| <b>Runs-<br/>October<br/>2016<br/>Wednesday<br/>Faculty<br/>Meeting and<br/>PD Session<br/>Through<br/>April 2017</b> | <b>Wednesday faculty meetings will offer 3 differentiated professional development sessions led by teachers. These sessions will focus on new technology practices, instructional practices, engagement strategies, and district content initiatives.</b> |   | <i>Varies</i>                      | Media Center<br><br>Individual Rooms                              |





## 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 – School Profile page – Students section

|                          | <b>Baseline<br/>2011-12</b> | <b>Planning<br/>Year<br/>2012-13</b> | <b>2013-14</b> | <b>2014-15</b> | <b>2015-16</b> | <b>2016-17</b> | <b>2017-18</b> |
|--------------------------|-----------------------------|--------------------------------------|----------------|----------------|----------------|----------------|----------------|
| School<br>Projected      | X                           | X                                    | 95.0           | 95.0           | 95.0           | 95.0           | 95.0           |
| <b>School<br/>Actual</b> | <b>96</b>                   | <b>95.2</b>                          | <b>95.9</b>    | <b>95.3</b>    |                |                |                |
| District<br>Projected    | X                           | X                                    | 95.0           | 95.0           | 95.0           | 95.0           | 95.0           |
| District<br>Actual       | 95.9                        | 95.6                                 | 95.0           | 95.6           |                |                |                |

## 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 - School Profile page – Students section

|                          | <b>Baseline<br/>2011-12</b> | <b>Planning<br/>Year<br/>2012-13</b> | <b>2013-14</b>    | <b>2014-15</b>    | <b>2015-16</b>    | <b>2016-17</b>    | <b>2017-18</b>    |
|--------------------------|-----------------------------|--------------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| School Projected         | X                           | X                                    | Less than<br>0.5% | Less than<br>0.5% | Less than<br>0.5% | Less than<br>0.5% | Less than<br>0.5% |
| <b>School<br/>Actual</b> | <b>0.7</b>                  | <b>0.7</b>                           | <b>0.4</b>        | <b>0.3</b>        |                   |                   |                   |
| District Projected       | X                           | X                                    | Less than<br>0.5% | Less than<br>0.5% | Less than<br>0.5% | Less than<br>0.5% | Less than<br>0.5% |
| District Actual          | 0.5%                        | 0.6%                                 | 0.6%              | 0.7%              |                   |                   |                   |

## 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 2013-14, increase by \_1\_ percentage point(s) annually parents who are satisfied with the learning environment.

**DATA SOURCE(S):** SDE School Report Card Survey results – Parent Survey item #5

|                    | <b>Baseline<br/>2011-12</b> | <b>Planning<br/>Year<br/>2012-13</b> | <b>2013-14</b> | <b>2014-15</b> | <b>2015-16</b> | <b>2016-17</b> | <b>2017-18</b> |
|--------------------|-----------------------------|--------------------------------------|----------------|----------------|----------------|----------------|----------------|
| School Projected   | X                           | X                                    |                |                |                |                |                |
| School Actual      | 87.7%                       | 89.8%                                | <b>91.5%</b>   | <b>89.9%</b>   |                |                |                |
| District Projected | X                           | X                                    | 89.0           | 89.5           | 90.0           | 90.5           | 91.0           |
| District Actual    | 88.0*                       | 88.1                                 | 88.1           | 89.8           |                |                |                |

\*SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 10-11.\*

## STUDENT SATISFACTION – LEARNING ENV.

☐ 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 2013-14, increase by \_1 percentage point(s) annually students who are satisfied with the learning environment.

**DATA SOURCE(S):** SDE School Report Card Survey results – Parent Survey item #18

|  | <b>Baseline<br/>2011-12</b> | <b>Planning<br/>Year<br/>2012-13</b> | <b>2013-14</b> | <b>2014-15</b>         | <b>2015-16</b> | <b>2016-17</b> | <b>2017-18</b> |
|--|-----------------------------|--------------------------------------|----------------|------------------------|----------------|----------------|----------------|
| School Projected                       | X                           | X                                    |                |                        |                |                |                |
| School Actual                          | <b>75.2</b>                 | <b>80.8</b>                          | <b>75.8</b>    | <b>74</b>              |                |                |                |
| District Projected<br>(ES, MS, and HS) | X                           | X                                    | 83.5           | 84.0                   | 84.5           | 85.0           | 85.5           |
| District Actual<br>(ES/MS)             | 83.8                        | 82.7                                 | 81.6           | 83.9<br>(ES, MS, & HS) |                |                |                |

## 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 2013-14, increase by \_1\_ percentage point(s) annually teachers who are satisfied with the learning environment.

**DATA SOURCE(S):** SDE School Report Card Survey results – Teacher Survey item #27

|                       | <b>Baseline<br/>2011-12</b> | <b>Planning<br/>Year<br/>2012-13</b> | <b>2013-14</b> | <b>2014-15</b> | <b>2015-16</b> | <b>2016-17</b> | <b>2017-18</b> |
|-----------------------|-----------------------------|--------------------------------------|----------------|----------------|----------------|----------------|----------------|
| School<br>Projected   | X                           | X                                    |                |                |                |                |                |
| School<br>Actual      | <b>94.7</b>                 | <b>95</b>                            | <b>94.1</b>    | <b>91.8</b>    |                |                |                |
| District<br>Projected | X                           | X                                    | 92.5           | 93.0           | 93.5           | 94.0           | 94.5           |
| District<br>Actual    | 98.0                        | 92.6                                 | 93.5           | 93.3           |                |                |                |

## 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 2013-14, 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 – Parent Survey item #18

|                       | <b>Baseline<br/>2011-12</b> | <b>Planning<br/>Year<br/>2012-13</b> | <b>2013-14</b> | <b>2014-15</b> | <b>2015-16</b> | <b>2016-17</b> | <b>2017-18</b> |
|-----------------------|-----------------------------|--------------------------------------|----------------|----------------|----------------|----------------|----------------|
| School<br>Projected   | X                           | X                                    |                |                |                |                |                |
| School<br>Actual      | <b>94.1</b>                 | <b>96.7</b>                          | <b>93.7</b>    | <b>89.9</b>    |                |                |                |
| District<br>Projected | X                           | X                                    | 93.9           | 94.3           | 94.7           | 95.1           | 95.5           |
| District<br>Actual    | 93.5                        | 92.8                                 | 93.1           | 91.7           |                |                |                |

\*SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.\*

## 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 \_8.66\_% in 2012 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.

**DATA SOURCE(S):** SDE School Report Card Survey results – Student Survey item #30

|                       | <b>Baseline<br/>2011-12</b> | <b>Planning<br/>Year<br/>2012-13</b> | <b>2013-14</b> | <b>2014-15</b> | <b>2015-16</b> | <b>2016-17</b> | <b>2017-18</b> |
|-----------------------|-----------------------------|--------------------------------------|----------------|----------------|----------------|----------------|----------------|
| School<br>Projected   | X                           | X                                    |                |                |                |                |                |
| School<br>Actual      | <b>86.6</b>                 | <b>93</b>                            | <b>91.3</b>    | <b>86.7</b>    |                |                |                |
| District<br>Projected | X                           | X                                    | 91.9           | 92.3           | 92.7           | 93.1           | 93.5           |
| District<br>Actual    | 90.9                        | 90.2                                 | 89.2           | 91.3           |                |                |                |



## 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 2013-14, maintain the percentage point(s) annually teachers who feel safe at school during the school day.

**DATA SOURCE(S):** SDE School Report Card Survey results – Teacher Survey item #39

|                       | <b>Baseline<br/>2011-12</b> | <b>Planning<br/>Year<br/>2012-13</b> | <b>2013-14</b> | <b>2014-15</b> | <b>2015-16</b> | <b>2016-17</b> | <b>2017-18</b> |
|-----------------------|-----------------------------|--------------------------------------|----------------|----------------|----------------|----------------|----------------|
| School<br>Projected   | X                           | X                                    |                |                |                |                |                |
| School<br>Actual      | <b>100</b>                  | <b>100</b>                           | <b>100</b>     | <b>95.9</b>    |                |                |                |
| District<br>Projected | X                           | X                                    | 98.5           | 98.5           | 98.5           | 98.5           | 98.5           |
| District<br>Actual    | 98.9                        | 98.3                                 | 98.2           | 98.3           |                |                |                |

| <b><u>STRATEGY</u></b><br><b><u>Activity</u></b>   | <b><u>Timeline</u></b> | <b><u>Person Responsible</u></b>   | <b><u>Estimated Cost</u></b>       | <b><u>Funding Sources</u></b>     | <b><u>Indicators of Implementation</u></b>   |
|--|------------------------|--|------------------------------------|-----------------------------------|--|
| <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"> <li>-Marvelous Mondays (Students with no referrals or detentions can wear Greenville County Dress Code.)</li> <li>-Student Appreciation Day (Student participation is based on behavior performance.)</li> <li>-Quarterly Student Celebrations for achievement and attendance</li> <li>-School 5 step Plan involving parent contacts for misbehavior</li> <li>-SRO on site full time</li> <li>- Communicating district discipline policies through videos</li> </ul> | Ongoing                | Principal<br>Attendance Clerk  | Varied                             | PTSA support and funds from sales | <ul style="list-style-type: none"> <li>-Our student attendance rate will continue to be at 95% or higher as monitored by out attendance clerk.</li> <li>-The percentage of students participating in Marvelous Mondays and Student Appreciation Day is tracked.</li> </ul>   |
| <p>2. We will continue to provide quality instruction including SCReady standards 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<br>Instructional Coach<br>IB Coordinator<br>Administrators<br>Teachers | None                               |                                   | <ul style="list-style-type: none"> <li>- Greater percentage of students who meet or exceed the SCReady standard in math and ELA, and the PASS standard in social studies and science</li> <li>- 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.</li> </ul>   |
| <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, 61 as0, and with the new addition of an afterschool extended day program continuing in 2016-2017 to provide tutoring, homework supervision, special activities, computer skills, and supervision to meet the needs of our stakeholders.</p> <p>Introduce a new mentoring program to target</p>  | Ongoing                | Extended Day Director<br>Principal<br>Selected Teaching Staff                    | Varied Weekly<br>Extended-Day Fees |                                   | <ul style="list-style-type: none"> <li>- Increased closing of the achievement gap for the following sub groups: African-Americans, and Free and Reduced status as measured by mean scores of 636 or greater on PASS Science, and Social Studies achievement tests and meeting or exceeding the standard for SC Ready in math and ELA subtests</li> <li>- Increase in the percentage of students and parents who are satisfied with our learning</li> </ul> |

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| at risk students, and continue with guidance interventions to target at risk students with increased services. |  |  |  |  | environment as measured by the SDE student, parent, and teacher survey administered each year. |
|--|--|--|--|--|--|

## School Climate Needs Assessment 2013-2014 through 2017-2018

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% or higher.

**ANNUAL OBJECTIVE:** Maintain an annual student attendance rate of 95% or higher. Currently our student attendance rate is 95.8%.

**- 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 0.3%.

**-FIVE YEAR PERFORMANCE GOAL:** Increase the percent of parents who are satisfied with the learning environment from **89.9 in 2015** 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.

**-FIVE YEAR PERFORMANCE GOAL:** Increase the percent of students who are satisfied with the learning environment from **74% in 2015** 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.

**-FIVE YEAR PERFORMANCE GOAL:** Increase the percent of teachers who are satisfied with the learning environment from **91.8% in 2015** 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.

**-FIVE YEAR PERFORMANCE GOAL:** Increase the percent of parents who indicate that their child feels safe at school from **89.9% in 2015** 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.

**-FIVE YEAR PERFORMANCE GOAL:** Increase the percent of students who feel safe at school during the school day from **86.7% in 2015** 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.

**-FIVE YEAR PERFORMANCE GOAL:** Increase the percent of teachers who feel safe at school during the school day from **95.9% in 2015 to 98% by 2018**.

**ANNUAL OBJECTIVE:** Beginning in 2014-15, increase by 1% annually the number of teachers who feel safe at school during the school day.

Beck has a very positive school climate. In reviewing our parent, teacher, school, survey responses, 74% of our students, 91.8% of our staff, and 89.9% of our parents are satisfied with our school learning and social environment. 91.6 % of our parents feel teachers have high expectations for students and encourage them to learn. 95.5% of our parents feel that our school provides good home to school communication about student progress in learning and

promptly return email and phone calls. Parents felt the teachers had high expectations for students and encouraged them to learn. Our parents attend open house and parent conferences (81.5%), but are not able to come and visit their child's classes during the school day as they wish they could. 95% of our students know their teachers expect them to learn, and 88.3% of students feel their teachers want them to understand what they are learning. 94.8% of students know their teachers want them to behave. 97.9% of our staff feels that our school is providing challenging instructional programs for our students, and 100% have high expectations for student learning. Our staff feels that administrators have set high expectations for teacher performance (95.9%). 91.6% of our parents surveyed agree that the school sets high expectations for learning. 88.9% of parents feel their child is cared about as an individual.

According to the survey, 64.7% of our students feel the greatest challenge to our school is student behavior, especially in common areas such as the hallways and school grounds. 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 (57.2%). Only 43.6% of parents surveyed felt teachers called them to report good things about their students. As we try to improve our culture of student centeredness, we need to focus on providing more technology, improving student behavior in common areas, and continuing to make classes more interesting and fun using resources and instructional strategies beyond textbooks and workbooks.

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. IB Learner of the Month, Student Appreciation Day, and quarterly student celebrations provide more incentives for students encouraging good behavior, citizenship, and work ethic. Our working lunch tutorials provide students an opportunity to reteach/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 effective interventions for 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 REPORT CARD 2015

