

# Beck Academy

School Portfolio 2016-2017

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**  
**Mr. W. Burke Royster, Superintendent**  
**Mrs. Jennifer Meisten, Principal**



**Beck Academy**

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

**STUDENT CENTERED  
ACHIEVEMENT FOCUSED**

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

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

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



**SCHOOL RENEWAL PLAN COVER PAGE**



## **SCHOOL INFORMATION AND REQUIRED SIGNATURES**

**SCHOOL:** Beck Academy

**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>Dr. Crystal Ball O'Connor</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>Gary Daniels</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 \_\_\_\_\_ Gary L. Daniels, \_\_\_\_\_ Mindy Hodge \_\_\_\_\_
4. COMMUNITY MEMBER \_\_\_\_\_ Harriet Grey \_\_\_\_\_
5. SCHOOL IMPROVEMENT COUNCIL \_\_\_\_\_ Gary L. Daniels \_\_\_\_\_
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
Magnet Coordinator	Dr. Vicky Toney
Lead Teachers	Beth Greiner, Amy Stone, Ashleigh Skeleton Alyssa Nichols, Amy Downey, Scott Thompson, Kelli Faust Seth Stewart, Gina Carter, Zan Neubauer, Emily Strickland

### SCHOOL LEADERSHIP TEAM:

Seth Stewart, Darryn Norton, Zan Neubauer, Alyssa Nichols, Debbie Sanders, Gina Carter, Amy Stone Kelli Faust, Jennifer McKinney Woody, Dr. Wanda Brownlee, Sheila Green, Charles Strickland, Jennifer Meisten

### SCHOOL LITERACY TEAM:

Alissa Stewart, Amy Stone, 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

Our school is growing into a student-centered learning environment that focuses on giving our students second chances to relearn content and to retest for mastery. Our staff has met in both large and small groups to analyze current 2016 PASS, MAP, SC READY, EOC, quarterly benchmark assessments, and school demographics. This has resulted in changes to our instructional program. We have identified students in need of intervention and support. We have identified specific instructional goals and programs to more successfully meet the needs of all of our students, including the implementation of LIFT (Letting Students Fine Tune), which gives students those second chances to relearn content and retest for mastery. We continued to address particular literacy concerns with tier two type reading interventions. In addition, our staff participated in a variety of differentiated professional development focusing on standards based instruction, digital and technology resources to improve student engagement and achievement, literacy strategies, mathematical practices, and student-centered cultural awareness. We were able to participate in a new district pilot program, Mastery Connects, which provides a tremendous tool in enabling us to more quickly identify students in need of remediation on content indicators and standards. In 6<sup>th</sup> grade science and social studies classes we piloted a formative assessment program to better prepare students for summative assessments. 6<sup>th</sup> grade math classes have implemented a new math program second semester to provide a more individualized pathway for learning math standards. All of these new programs and initiatives have propelled us forward toward providing a more student-centered culture for our stakeholders.

### **School Leadership Team 2016-2017**

Seth Stewart, Darryn Norton, Zan Neubauer, Alyssa Nichols, Debbie Sanders, Gina Carter, Amy Stone, Kelli Faust, Jennifer McKinney Woody, Dr. Wanda Brownlee, Sheila Green, Charles Strickland, Jennifer Meisten

### **Digital Leadership Corps 2016-2017**

Beth Greiner, Ashleigh Skeleton, Emily Strickland

### **Mastery Connects Team 2016-2017**

Christine Hughes, Alyssa Nichols, Debbie Sanders

The following chart briefly outlines our work, timeline, and school leaders.

### School Portfolio Revision Plan 2016-2017

Dates	Schedule for Ongoing Evaluation	Persons Responsible
August 2016 to March 2017 PASS data SC Ready MAP data fall and spring EOC scores Report Card	<p>School department teams and small group collaborative planning cohorts met with the instructional coach to identify and analyze current achievement data and identify students in need of intervention:</p> <ul style="list-style-type: none"> <li>• PASS</li> <li>• MAP scores and school demographics'</li> <li>• SC READY</li> </ul> <p>Staff and SIC members reviewed the state report card with the principal. Staff and Instructional Coach met for sustained content planning in fall and spring to create strategies and instruction to close identified gaps in learning and achievement among subgroups.</p> <p><b>Where does SC READY baseline say?</b>  <b>What are our areas in need of improvement?</b>  <b>What are our gap areas?</b>  <b>What new initiatives do we need to meet student learning needs?</b>  <b>What programs, resources, professional development do we need?</b></p>	Principal Instructional Coach All Staff SIC members
September 2016 October 2016 November 2016 December 2016	<p>Mastery Connects Formative Assessment</p> <p>Teams participated in in ongoing professional development to implement a formative assessment program, including piloting Mastery Connects for our district.</p>	Mastery Connects/Formative Assessment Teacher Leadership Team Instructional Coach
September 2016 to April 2017	A newly formed Digital Leadership Corps attended district trainings to learn technology resource and strategies to retrain al staff in using technology and digital resources for greater student achievement and engagement.	Digital Leadership Cops Principal Instructional Coach
March/April 2015	<p>Presentation of the portfolio recommendations to the leadership team, the staff, and the SIC</p> <p>One electronic copy of the portfolio is due to Research and Planning and uploaded to site (March 30, 2017).</p>	Principal Instructional Coach Staff SIC



## **Executive Summary**

Beck Academy is an energetic, collaborative learning environment where all stakeholders work together to create an engaging, rigorous and nurturing learning experience for all students. Faculty and staff is driven to meet the ever changing needs of our students and provide a world class education that prepares students to be contributing members of the local and global community. 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 we have been awarded the Palmetto Gold Award for Academic Achievement and the Palmetto Silver Award for Closing the Achievement Gap. Despite these accomplishments we are very aware that we have a tremendous amount of work to do to increase the achievement level of all students.

Over the past three 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. If a student is struggling with mastering a concept, they may attend re-teaching sessions and then retest. This initiative provides multiple opportunities to master content before moving on and empowers students to take charge of their learning. In addition, students can take advantage of one-on-one tutoring and an afterschool homework program.

With a strong focus on literacy, we have spent the past two years 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 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 2017-2018 academic year, we want to make sure that we maintain our student centered learning environment while increasing targeted student interventions and acceleration. 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 continue with our school-wide writing program, the Schaffer model, to provide a systemic and organized support for student writing performance. We will also be adding a Literacy Specialist to our staff who work with students and serve as a resource for teachers.

Our staff excels in providing a team based approach that includes guidance, administration, and instructional support. 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.

Several years ago we began a new transition program for parents and students of rising 6<sup>th</sup> graders called Knight S.H.I.F.T. This program allows our incoming 6<sup>th</sup> grade students to participate in ice breakers and team building activities, meet teachers, learn about dress code and ID's, practice opening lockers and enjoy their first middle school lunch prior to the start of the school year. The usual first day fears were calmed, and students expressed a greater sense of security in the transition from elementary to middle school. Parents also have the opportunity to meet with teachers, guidance counselors and administration so they can 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. 34.6% of our students are served in our gifted and talented program, and 33% 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 95.8%. Beck serves 120 special needs students and forty-eight students with 504 plans. 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
- a Magnet Coordinator
- 13 additional support staff including 3 OT/PT and speech staff, 2 nurses, 3.5 guidance counselors, and 1 media specialist
- 8 support aides to serve special needs students

82.3% 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 Honors, Geometry Honors, English I Honors, Desktop Publishing, Google Applications, Multimedia Basics, PE, French I and Spanish I and II.

As a Select Magnet School, Beck focuses on international and foreign language studies. Our magnet program has provided us with an internationally diverse student body. As part of our magnet studies, we celebrate this diversity with 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 has become a favorite event for students, teachers and parents. Our students 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 to benefit Washington Center, Frazee Center, and local foodbanks.

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, school information app, teacher websites, and social media. Every effort is made to keep all stakeholders informed of school events and resources.

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**

As our students continue to show improvement in achievement and meeting state proficiency requirements in math, reading, writing, social studies, and science, our staff met in large and small groups to examine data to identify gaps in learning among subgroups and **create a plan of action to address these gaps.** The following observations were made:

#### **ELA SC READY Baseline Year 2016:**

- **54.6% of our students met or exceeded the state proficiency requirements which placed us above both our district proficiency of 48.3% and the state proficiency of 43%. We identified those students who were both approaching and not meeting proficiency. We provided additional support through a weekly LIFT program that enabled students to relearn content and retest for mastery of reading and writing content indicators. In grade 6 we provided a tier II intervention initiative for those students identified by Fontas and Pinnell testing as reading significantly below grade level.**

**Gaps were identified in reading and writing among the following sub groups:**

- **African American students (23% proficient)**
- **Special Education students (7% proficient)**
- **Males ( 46% proficient)**

### **MATH SC READY Baseline Year 2016:**

- **45.6%** of our students met or exceeded the state proficiency requirements which paced us above the state proficiency percentage of 42.6%. We identified those students who were both approaching and not meeting proficiency. We provided additional support through a weekly LIFT program that enabled students to relearn content and retest for mastery of math content indicators. In grade 6 (semester 2), we bought a new accelerated math program ALEKS to provide individualized pathways for learning math indicators and standards. Gaps were identified in math among the following sub groups:
- **African American students (16% proficient)**
- **Special Education students (6% proficient)**

### **Science PASS 2016:**

- Overall, **78.1%** exceeded or met proficiency standards in PASS science. We also have 48.1 % of our students scoring at the exemplary level which is above the state percentage of 25.7%. School-wide science scores dropped 2.6% from the previous proficiency percentage of 80.7% in 2015.

The following chart shows PASS Science scores by grade level:

	<b><u>Spring 2015</u></b>	<b><u>Spring 2016</u></b>
<b><u>Grade 6</u></b>	<b><u>77.8%</u></b>	<b><u>70.9%</u></b>
<b><u>Grade 7</u></b>	<b><u>80.4%</u></b>	<b><u>84.6%</u></b>
<b><u>Grade 8</u></b>	<b><u>83.1%</u></b>	<b><u>78.7%</u></b>

Grade 6 staff were particularly concerned with the drop in science scores from previous years (7%) and began using a new formative assessment program and weekly re-teaching initiative to provide systematic and ongoing intervention and opportunities for students to relearn content and demonstrate mastery.

**Gaps were identified in science proficiency among the following sub groups:**

- **African American students (54% proficient)**
- **Special Education students (28% proficient)**

### Social Studies PASS 2016:

- Overall, **79.5%** exceeded or met proficiency standards in PASS social studies. We also have 49.1 % of our students scoring at the exemplary level which is above the state percentage of 34.8%. School-wide social studies scores dropped 5.4% from the previous proficiency percentage of 84.9% in 2015.

The following chart shows PASS Science scores by grade level:

	<b><u>Spring 2015</u></b>	<b><u>Spring 2016</u></b>
<b><u>Grade 6</u></b>	<b><u>90.8%</u></b>	<b><u>81.5%</u></b>
<b><u>Grade 7</u></b>	<b><u>79.5%</u></b>	<b><u>78.2%</u></b>
<b><u>Grade 8</u></b>	<b><u>85.8%</u></b>	<b><u>79%</u></b>

Grade 6 staff were particularly concerned with the drop in science scores from previous years (9.3%) and began using a new formative assessment program and weekly re-teaching initiative to provide systematic and ongoing intervention and opportunities for students to relearn content and demonstrate mastery.

**Gaps were identified in social studies proficiency among the following sub groups:**

- African American students (59% proficient)
- Special Education students (37% proficient)

**Our students taking high school credit classes continue to show 99 to 100 % passage rates in both English 1 HONORS in both grades 7 and 8 and Algebra 1 HONORS in grade 8.**

<b>Year</b>	<b>Algebra 1 EOC</b> % scoring 70 or above	<b>English 1 EOC</b> % scoring 70 or above
<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>
<b>2015-2016</b>	<b>99.3%</b>	<b>100%</b>

To provide additional support for our disabled students, African-American students, and any student who showed lowered performance in a content area we have implemented the following initiatives and supports:

- Guidance staff provides at- risk intervention conferences with these students to provide guidance and additional support resources

- Weekly LIFT (Letting Individuals Fine Tune) provide structured re-teaching sessions and second chances for students to relearn content. Our principal provides a weekly Wednesday retesting session to allow students to take tests again for mastery.
- Stetson Model inclusive practices and tutorial support for students with IEP's
- Grade 6 tier II interventions with students reading below grade level
- 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**

Our parents feel our staff care about their children as unique individuals. Parents feel that staff encourage their children to learn, set high expectations for learning, and provide additional help both in school and beyond the school day. They appreciate the communication from teachers who return their phone calls and emails in a timely manner. 88.3% of our parents rate our school as friendly, while 84.1 % of our parents appreciate our efforts to provide parents with important information concerning their children.

Our students feel that teachers set high expectations for their achievement, learning and behavior. 95% know their teachers want them to understand concepts and not just memorize facts, and 94.6% of students feel their teachers give them tests on what they learn in class. Only 51.8% of our students feel their textbooks help them learn. 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 hallways.

When surveyed, 100 % of our teaching staff feel we provide a challenging instructional program with high expectations for student learning. 95.1 % of staff feel respected. 16.4% of our staff feel we have limited technology and digital resources for instruction, but 95.1% of our staff are using technology resources effectively for instruction. Our staff appreciate the high quality instructional programs and high expectations of our school administration. They value the quality time our school administration provides for content collaboration and instructional support. They continue to want to decrease their class sizes and have more digital and technology resources for increasing student engagement and learning.

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

Beck continues to have a positive and student-centered learning environment. In reviewing our parent, teacher, and student survey responses, 76.8% of our students, 83.6% of our staff, and 87.5% of our parents are satisfied with our school learning environment, and 80.7% of our students, 98.4% of our staff, and 84.1% 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 (Five Step Plan) and an ISS structure to deter misbehavior. Greater guidance interventions for our more at-risk students provide more intervention. Monthly celebrations and positive incentives for attendance and completing assignments and Marvelous Mondays for GCS dress code days for students with no referrals continue to provide positive rewards for good behavior. A new second chances program, LIFT (letting Students Fine Tune) provides opportunities for students to relearn content and demonstrate mastery. 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. These opportunities include:

- Greater guidance staff intervention at risk student interviews and conferences
- Student mentoring program
- LIFT (letting Individuals Fine Tune) providing structured re-teaching and reassessment for mastery
- Reading Tier II intervention program providing explicit reading instruction in grade 6 for below grade level readers
- An after-school extended day program to provide tutoring, intervention reading groups to provide explicit instruction in reading, homework supervision, special activities, computer skills, and supervision
- , 6<sup>th</sup> grade Knightshift program to transition from elementary school to middle school



One challenge this year has been growing our co-teaching inclusion model. 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. Collaborative planning times were coordinated with special education staff schedules to provide a common planning time each week.

We continue to teach and use our school-wide writing program- the Schaffer Model, which continues to bring a sense of consistency in the manner in which writing instruction takes place in our school with a common writing organizational structure in all content domains, including core subjects, technology, fine arts, physical education, and foreign languages.

Literacy Achievement continues to be a challenge for some of our most vulnerable students. Our school Literacy Team created a new school-wide literacy plan to meet the needs of all students last year. This year we continue to evaluate our reading data and create new goals for next year. We find that the tier II intervention groups with explicit instruction is a powerful tool in growing reading skills of those students who come to use reading significantly below 6<sup>th</sup> grade level.

We continue to strive to bridge learning gaps for our subgroup populations. As noted in this section on data analysis of particular concern are our scores for our subgroups of special needs and African-American students in all content subject areas. 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. We continue to provide 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. Our staff participated in literacy training sessions through the special needs department GCS and the Furman consortium professional development series.

The need for greater technology resources continues as we increase our digital learning tools and strategies. Purchasing 464 chrome books and a laptop portable lap was a tremendous help in increasing these resources, but we are in need of at least 450 more devices to provide a one to one ratio for students as teachers incorporate more and more technology based lessons. We are scheduled for refresh in our technology plan on two years. Our staff continue to use PTSA grants and resources such as Donors Choice to help supplement current resources.

Professional development focused 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 SCCCS standard-based instruction in ELA and math, literacy instruction, co-teaching practice in an inclusion classroom, new digital and technology resources, piloting Mastery Connects, piloting a new formative assessment program in grade 6, LIFT second chances at learning and mastery program, technology for the 21<sup>st</sup> century BYOD learner, close and analytical reading and text dependent analysis, classroom management procedures, and vertical alignment meetings with both our elementary and secondary feeder schools. With our training in student centeredness, we continue to focus on:

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

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, and the Instructional Coach. Collaborative content teams examine data, identify gaps in learning, and develop units of instruction which can be shared among colleagues. Standard support documents are a priority resource for planning units of instruction in science and social studies classes to ensure alignment with state standards and teaching essential learnings. Teachers continue to implement common summative assessments and have piloted new Mastery Connects benchmarks assessments.

### **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 SCPTSA Teacher of the Year 2010, 2014-15, 2015-16
- PTSA SC State Support Staff of the Year 2014-15, 2015-16
- PTSA SC State Excellence in Communication 2015-2016
- 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, 2015
- Multiple Membership Awards
- Big Event Community Celebration

#### **Student**

- All-State, Region, and County Orchestra and Band Winners  
Superior Rating in SCMEA Strings 2015-16, 2016-17
- SC Junior Scholars/ Duke TIP Scholars
- District Visual Arts Awards
- PTSA Reflection Winners both district and state in literature, visual arts, music composition, film direction, and photography
- Math Counts Competitors placed in the top 20
- Special Olympics Unified School

#### **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

## **School Profile**

### **School Community**

**Beck Academy is a select magnet school and serves over 900 students in our suburban setting on Woodruff Road.** As a satellite school for the district, Beck serves the Orthopedically Impaired, the Visually Impaired, and Hearing Impaired students. Currently we serve 120 special needs students and 48 504 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 Magnet Coordinator
- 3.5 Guidance Counselors

Our current building, built in 2006, 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
- 1 mobile laptop labs, 12 mobile chromebook carts
- 4 computer labs / classrooms
- Promethean Boards in all the majority of classrooms and wireless access as of spring 2014
- Band, Choral, and String Rooms

Our 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, Google Basics
- Challenge program for grades 6,7,and 8 in ELA
- Gateway to Technology Program for grades 6,7,8

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
- 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.
- Beck Knight S.H.I.F.T. for Grade 6 students and parents in early August provides students and parents a unique and smooth transition from elementary to middle school environment. Students participate in ice breakers and team building activities, meet their teachers, learn about dress code and ID's, practice opening lockers and have their first middle school lunch. *The usual dreaded first day fears are calmed, and students express a greater sense of security in the transition from elementary to middle school.* Parents also spend an hour with guidance counselors and administrators to learn how to navigate middle school and most importantly how to support their middle schooler.

- "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 magnet 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 lunch and 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. and Model UN Convention
  3. Beta Club Convention
  4. Special Education Community-based Instruction
  5. Strings, Choral, and Band Performance Events
  6. Art Exhibitions
  7. Artist in Residence Programs
  8. 8<sup>th</sup> grade spring trip to Washington, D.C.
  9. 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)

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. Beck staff, students, parents participated in the following community service projects:

- **Beck's Big Event** collected canned goods and blankets to donate to local food banks and shelters
- 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 funds for local charities

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

- 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.**

- Critical to our own student community is our Bob's Backpack program which currently feeds 25 homeless and at-risk students each weekend.

## **School Community**

Our Beck Academy staff is dedicated to providing an enriched learning environment for all students, meeting specific needs of student sub groups and individuals to bridge learning gaps. Currently, 57 teachers, 5 administrators, and support staff serve our student population. The following statistics give a more complete view of our current school personnel:

- 82.3% of our teachers have advanced degrees with three 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 added five new teachers to our staff.
- 90% of our staff is returning from the previous year.
- Our current teacher attendance rate is 94.8%.
- 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**

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 magnet status. Selection is based on student interest in the specific school program, previous academic achievement, teacher recommendation, attendance, and disciplinary records. This year we had 127 magnet slots available for students. We anticipate having 140 magnet slots 2017-2018.

In language arts and mathematics, students may qualify for gifted, advanced, and grade level classes. Our student attendance rate is 95.8%. 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

- Native Hawaiian
- Alaskan Native
- Asian
- African –American
- White
- Hispanic
- Limited English Proficient/ESOL
- Disabled/Non-Disabled
- Free and Reduced

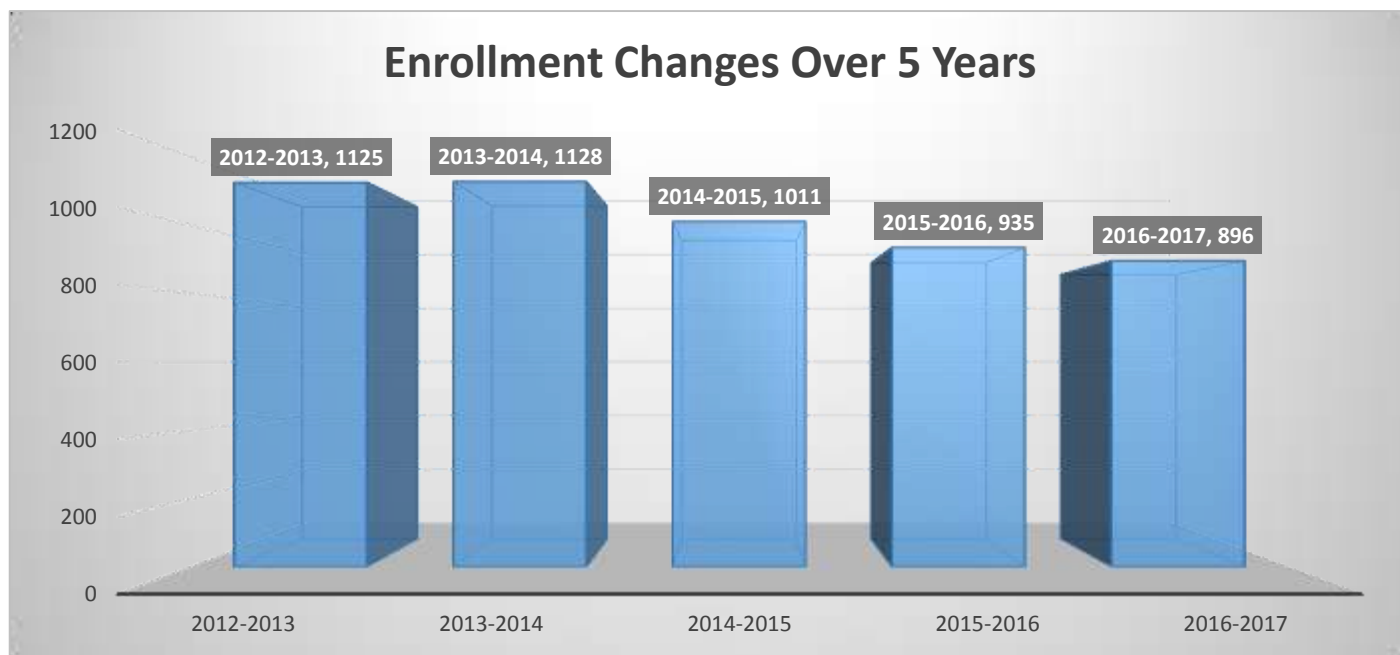
34.8% of our students are served in our gifted and talented program. The number of students enrolled in our high school credit classes continues to increase serving 77% of our student body. Our high school credit course offerings include:

- 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 in Google Basics
- Art 1

**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**, as our staff strives to differentiate instruction to meet the needs of every student we serve.

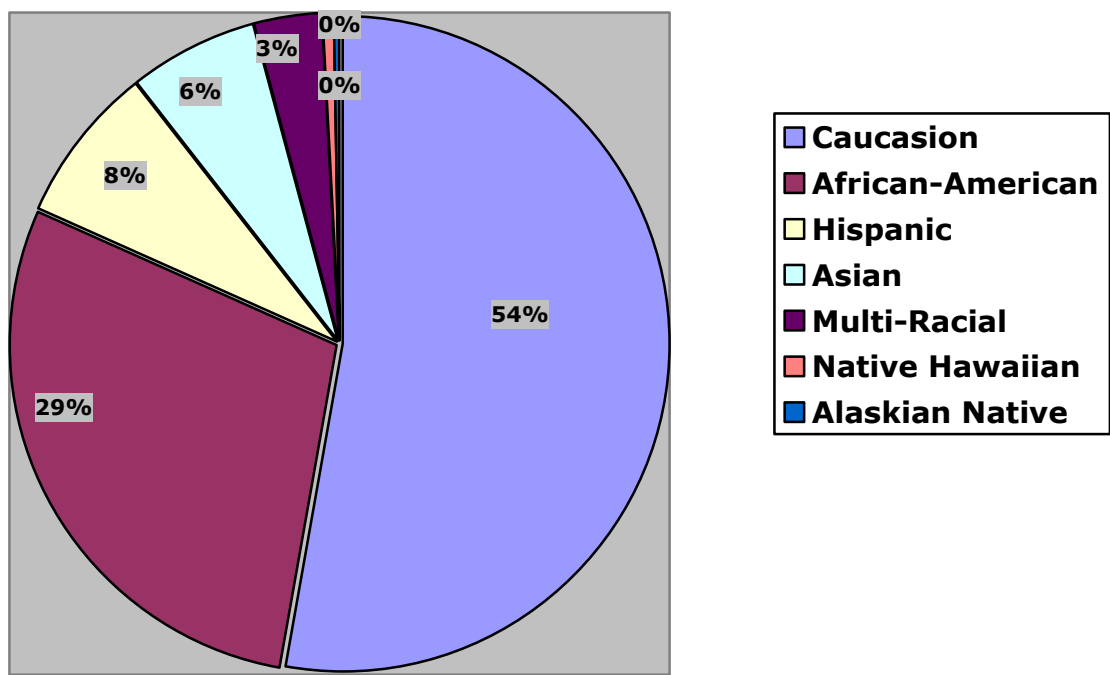
#### BECK ACADEMY TOTAL SCHOOL ENROLLMENT

We have 120 special needs students who are **13.3%** of our total school enrollment. 48 students are served with a 504 plan. **51.2% of our population is female and 47.9% is male.**

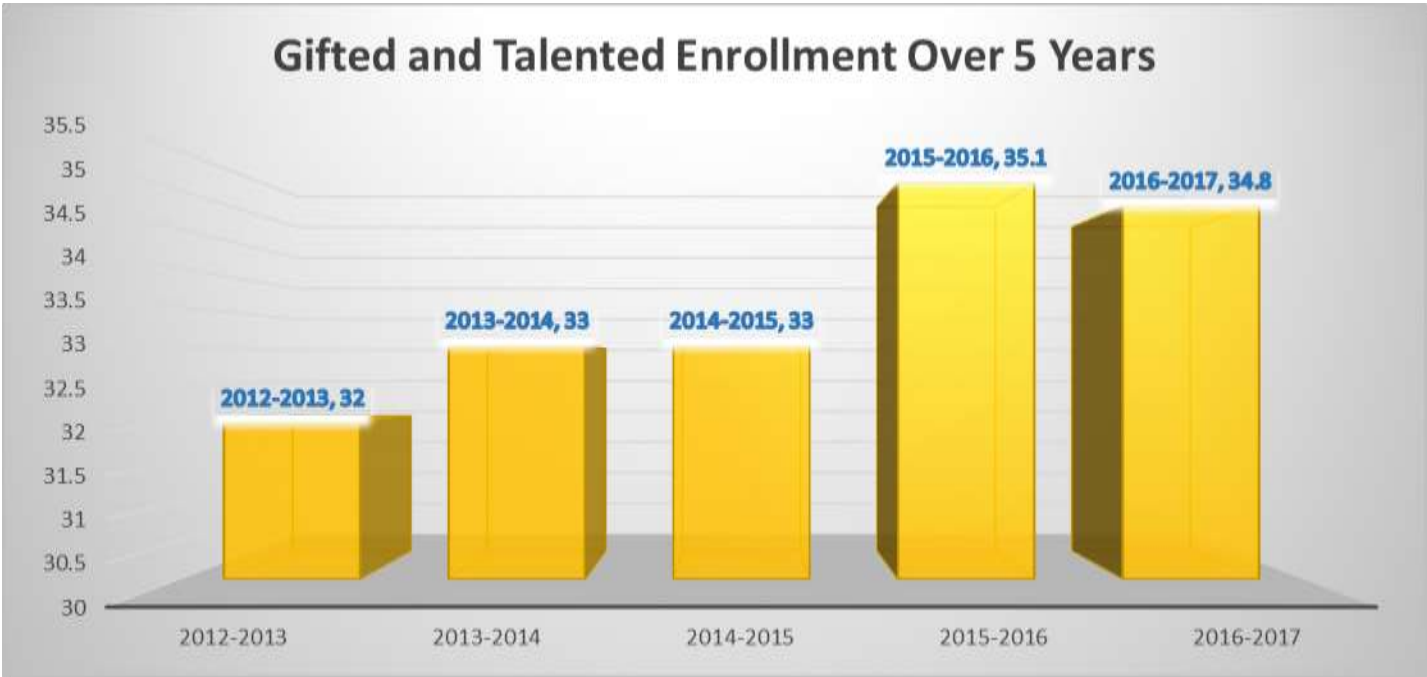




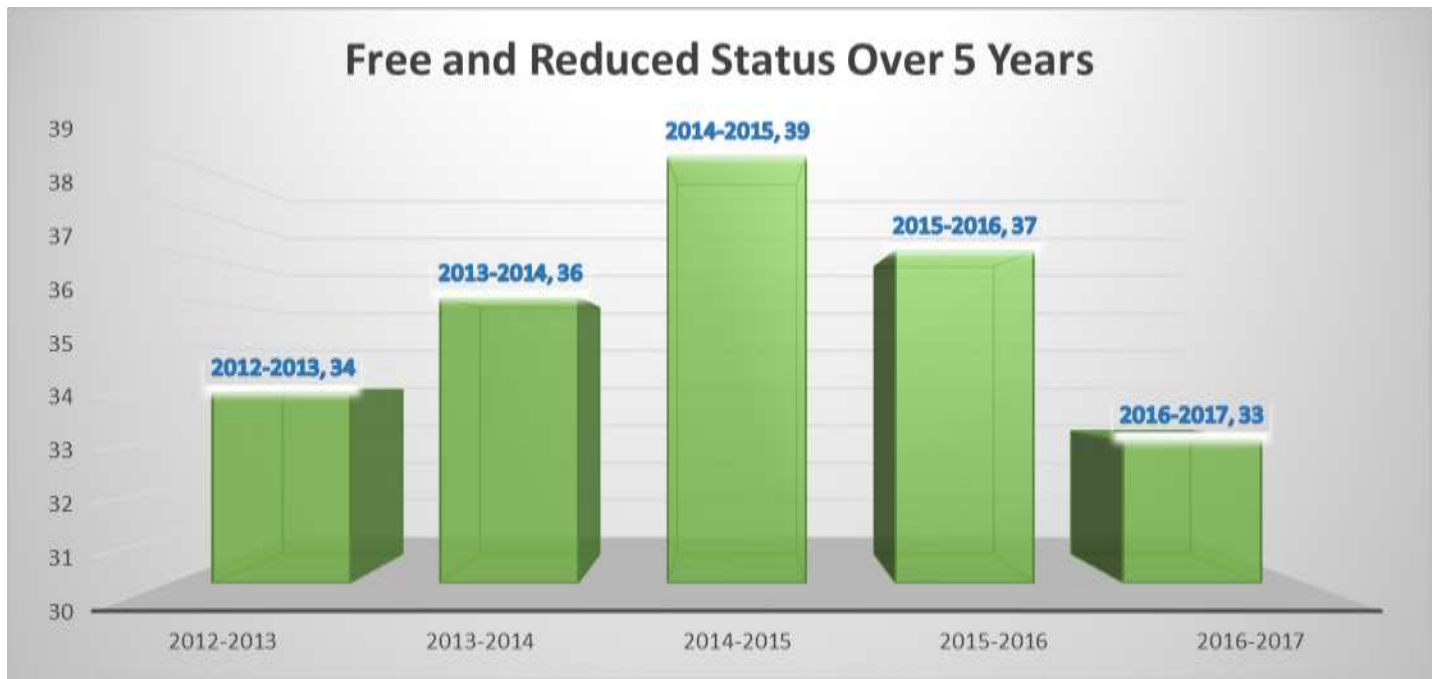
This chart shows the breakdown of our current population by ethnicity.



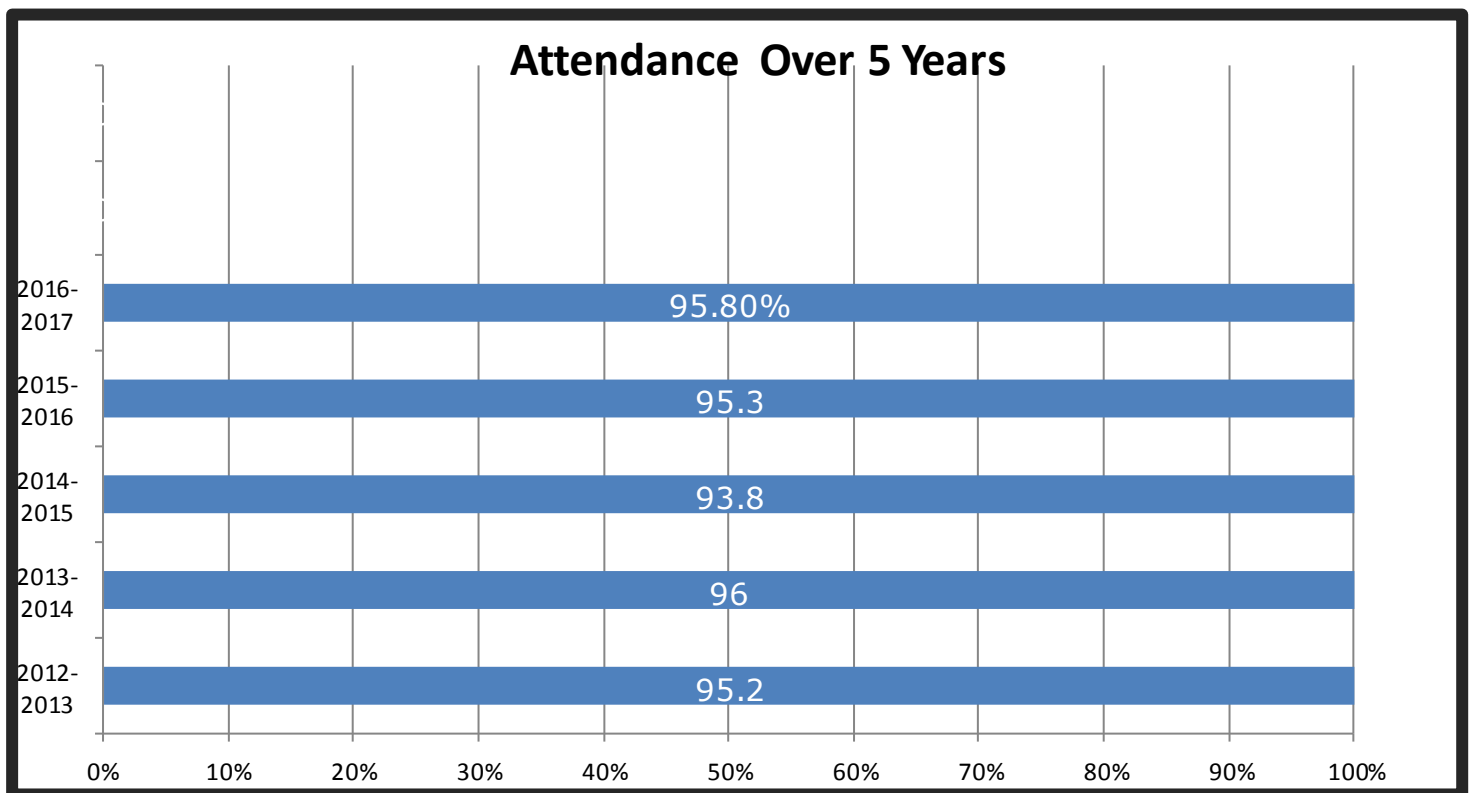
Beck Academy Gifted and Talented Enrollment



## BECK ACADEMY FREE and REDUCED STUDENT STATUS



## BECK ACADEMY STUDENT ATTENDANCE PERCENTAGES



## **School's Major Academic and Behavioral Programs**

Beck Academy provides a standards-based curriculum through a philosophy which seeks to instill in our students the desire to be life-long learners. Beck provides a culturally diverse and inclusive environment which focuses on helping all students be successful and to be productive community and global citizens who accept responsibility and work hard to achieve. We are proud to be named a Special Olympics Unified School this year. Seeking to educate the whole child, Beck provides an enriched learning environment through the following academic programs and initiatives:

- Fine arts studies in visual art, strings, band, choral music, and drama
- Foreign Language Studies in French and Spanish
- Special Needs Services including inclusion (Stetson Model)
- High School Credit Courses: English 1 HONORS, Algebra 1 HONORS, Geometry HONORS
- Gifted and Talented Program
- Gateway to Technology Program
- Virtual Google Basics and Computer Tec instructional programs
- ESOL Program
- EXPLORE Testing
- DUKE TIP scholars PSAT
- PRO-Team/ Unified School program 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
- Literacy Initiatives
- Mastery Connects Pilot School
- Focus on Student Centeredness
- Girls and Boys Book and Writing Clubs
- International Week Festival to Celebrate Global Awareness and Diversity
- LIFT- Letting Students Fine Tune Learning through Second Chances at Mastery
- Art Club
- Green Team

Teachers meet weekly in small professional learning communities for collaborative content planning. These content meetings are used for SC Ready and PASS standards unit planning, developing common assessments, and analyzing benchmark assessment data. Student-centered coaching and protocols have been created to analyze specific assignments and assessments with a more detailed item analysis. These weekly meetings also allow for day to day lesson planning and reflection on needed literacy and numeracy intervention strategies, and an opportunity for both inclusion and content staff to plan together. With the implementation of a new formative assessment program in 6<sup>th</sup> grade science and social studies classes, and a new reteach/retest for mastery program across all content classes- LIFT (Letting Individuals Fine Tune), time is also spent in these content planning revising instructional strategies for re-teaching for mastery and using formative assessment data to inform changes needed during instructional time.

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 during their first year.

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)
- KIGHT SHIFT Grade 6 transition program from elementary school

This year our guidance staff began focusing on intervention interviews and supports with at-risk students. We continued to provide a mentoring program with greater support for our at-risk students in 2016-2017. This intervention program is very successful, and we will continue to provide these supports in 2017-2018.

## **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. Every child has a voice.
- 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, Google and Digital resources, formative assessment practices 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 pacing calendars. Multiple assessments, such as MAP, PASS, and quarterly benchmarks in Mastery Connects, 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. In the past, Beck Academy students have continued to show improvement in learning and meeting state proficiency levels in all contents achieving 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 in 2015**. With the advent of new state standards and testing, we will continue to strive for excellence and to close achievement gaps for our most at risk students.

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 LIFT (Letting Individuals Fine Tune) to promote relearning and mastery, a 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 and benchmark data in small content teams to inform our instructional practice
- Analyze benchmarks to assess learning and what is taught, targeting gaps in understanding with LIFT

- 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 text dependent analysis 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
- Enhance the use of technology and digital resources to provide personalized learning experiences

These strategies and initiatives are needed to close achievement gaps in all content areas for the following subgroups:

- **African American students**
- **Special Education students**
- and in **ELA for our male students subgroups**

## 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 English 1 and a 99.3% passage rate in Algebra 1.

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

Year	Algebra 1 EOC % scoring 70 or above	English 1 EOC % scoring 70 or above
<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>
<b>2015-2016</b>	<b>99.3%</b>	<b>100%</b>

## PASS Science and Social Studies

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 2016 and over the last 5 years.

### PASS DATA PERCENTAGES for SPRING 2012-2016 ALL STUDENTS

	2016	2015	2014	2013	2012
Science	78.1%	80.7%	80.5%	84.5%	85.4%
Social Studies	79.5%	84.9%	78.4%	77.6%	77.5%

<u>Science</u>	<u>Spring 2015</u>	<u>Spring 2016</u>
<u>Grade 6</u>	<u>77.8%</u>	<u>70.9%</u>
<u>Grade 7</u>	<u>80.4%</u>	<u>84.6%</u>
<u>Grade 8</u>	<u>83.1%</u>	<u>78.7%</u>

Grade 6 staff were particularly concerned with the drop in science scores from previous years (7%) and began using a new formative assessment program and weekly re-teaching initiative to provide systematic and ongoing intervention and opportunities for students to relearn content and demonstrate mastery.

#### Gaps were identified in science proficiency among the following sub groups:

- African American students (54% proficient)
- Special Education students (28% proficient)

<u>Social Studies</u>	<u>Spring 2015</u>	<u>Spring 2016</u>
<u>Grade 6</u>	<u>90.8%</u>	<u>81.5%</u>
<u>Grade 7</u>	<u>79.5%</u>	<u>78.2%</u>
<u>Grade 8</u>	<u>85.8%</u>	<u>79%</u>

Grade 6 staff were particularly concerned with the drop in science scores from previous years (9.3%) and began using a new formative assessment program and weekly re-teaching initiative to provide systematic and ongoing intervention and opportunities for students to relearn content and demonstrate mastery.

#### Gaps were identified in social studies proficiency among the following sub groups:

- African American students (59% proficient)
- Special Education students (37% proficient)



**SC READY ELA and Math****2016****Baseline Year**

In the spring of 2016 students took the SC READY assessments in ELA and math for the first time. Our baseline data is as follows:

<b><u>ELA</u></b>	<b><u>2016-17</u></b>
<b><u>Whole School</u></b>	<b><u>54.6%</u></b>
Grade 6	53.2%
Grade 7	54%
Grade 8	56.1%

<b><u>Math</u></b>	<b><u>2016-17</u></b>
<b><u>Whole School</u></b>	<b><u>46.5%</u></b>
Grade 6	51.2%
Grade 7	45.5%
Grade 8	44.1%

**Gaps were identified in reading and writing among the following sub groups:**

- **African American students (23% proficient)**
- **Special Education students (7% proficient)**
- **Males ( 46% proficient)**

**Gaps were identified in math among the following sub groups:**

- **African American students (16% proficient)**
- **Special Education students (6% proficient)**

## 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:** Maintain 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 2015-2016 to 2016-2017. Currently, our highly qualified status is 100%. Our current teacher retention rate is **89%** as referenced on the SDE State Report Card 2016.

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

**ANNUAL OBJECTIVE:** To provide a yearly professional training and to continue training for all staff in the following areas:

- implementing and planning instruction to teach SCCCS standards
- creating common assessments
- project-based learning
- enhancing strategies and programs to provide more second chances and opportunities for students to relearn content
- collaborating with and observing peer teachers
- strategies for teaching reading to meet all student differentiated needs and levels
- teaching a common writing organizational formats and vocabulary in all subject areas and teaching text analysis skills such as HTA (hook, task, analysis and strategies to improve student writing skills for TDA and argument writing
- using literacy strategies in other content classes to continue to improve student reading analysis skills
- implementing and using new technology and digital resources to support and enhance instruction, such as ALEKS
- student centered coaching and analysis of student work for our African American and special needs students to inform instructional decisions and **to close the achievement gap**
- assessing with Mastery Connects, including benchmarks
- classroom management/ engagement strategies and protocols
- extended content planning time to reflect on and support instructional decisions
- using and working with inclusion and the Stetson Model to support instruction and achievement of special needs students
- Learning new strategies to continue to enhance our work of building a student centered culture
- Continue to share and provide teachers with incentives for improved teacher attendance
- Continue to implement a team approach to mentoring induction and ADA status teachers to provide more intense support and supervision
- Continue to provide grant and professional development funds that maximize opportunities for teachers collaborate and learn new strategies

## 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 0.9%, up from 2015-16 percentage of 0.3.

**-FIVE YEAR PERFORMANCE GOAL:** Increase the percent of parents who are satisfied with the learning environment from **89.78 in 2012** to 94.8% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2014-15, increase by 1 percentage point(s) annually parents who are satisfied with the learning environment. **Currently, it is 87.5%**

**-FIVE YEAR PERFORMANCE GOAL:** Increase the percent of students who are satisfied with the learning environment from **80.6% in 2012** to 85.8% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2014-15, increase by 1 percentage point(s) annually students who are satisfied with the learning environment. **Currently, it is 76.8%.**

**-FIVE YEAR PERFORMANCE GOAL:** Increase the percent of teachers who are satisfied with the learning environment from **95% in 2012** to 99% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2014-15, increase by 1 percentage point(s) annually teachers who are satisfied with the learning environment. **Currently, it is 83.6%.**

**-FIVE YEAR PERFORMANCE GOAL:** Increase the percent of parents who indicate that their child feels safe at school from **96.7% 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. **Currently, it is 91.6%.**

**-FIVE YEAR PERFORMANCE GOAL:** Increase the percent of students who feel safe at school during the school day from **93% 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. **Currently, it is 93.5%.**

**-FIVE YEAR PERFORMANCE GOAL:** Maintain the percent of teachers who feel safe at school during the school day at **100% in 2015 to 2018.**

**ANNUAL OBJECTIVE:** Beginning in 2014-15, increase by 1% annually the number of teachers who feel safe at school during the school day. **Currently, it is 100%**

Beck continues to have a positive and student-centered learning environment. In reviewing our parent, teacher, and student survey responses, 76.8% of our students, 83.6% of our staff, and 87.5% of our parents are satisfied with our school learning environment, and 80.7% of our students, 98.4% of our staff, and 84.1% of our parents are satisfied with our social and physical environment. 95 % of our teachers and 74.8% of our parents are satisfied with our home to school relations. Our parents strongly believe that our teachers encourage their child to learn

and provide additional learning opportunities and extra help outside of class. Our teachers feel we provide a strong instructional program and have high expectations for learning. They would like to have greater access to technology devices and a more one to one approach. Our students are positive about their learning experiences and know that their teachers have high expectations for them for both learning and behavior. Only 58.1% of our students feel students behave well in common areas such as hallways. Only 51.8% of our students feel their textbooks provide relevant learning materials. 88.5% of our parents know the staff cares about their children as individuals and learners. 85% of our parents see our school as friendly and feel they receive important information relevant to the school and their child.

To continue to promote a positive school climate, Beck has a school-wide discipline program (Five Step Plan) and an ISS structure to deter misbehavior. Greater guidance interventions for our more at-risk students provide more intervention. Monthly celebrations and positive incentives for attendance and completing assignments and Marvelous Mondays for GCS dress code days for students with no referrals continue to provide positive rewards for good behavior. A new second chances program, LIFT (letting Students Fine Tune) provides opportunities for students to relearn content and demonstrate mastery. 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. Many of our parents are very present at all school events and student programs.

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. Learner of the Month, Student Appreciation Day, and quarterly student celebrations provide more incentives for students encouraging good behavior, citizenship, and work ethic. Our weekly LIFT sessions provide students second chances to reteach/redo incomplete or missing assignments and re-test to bridge specific learning gaps and promote mastery. We are constantly monitoring the success of this program and make changes as needed to provide effective interventions for all of our students.



## 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 ELA each year.

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

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

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

	<b>Baseline 2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X		
School Actual		<b>54.6%</b>	
District Projected	X	49	52
District Actual (MS only)	46		

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

	<b><u>2016-17</u></b>
<b><u>Grade 6</u></b>	<b><u>53.2%</u></b>
<b><u>Grade 7</u></b>	<b><u>54%</u></b>
<b><u>Grade 8</u></b>	<b><u>56.1%</u></b>

## EOCEP % ENGLISH I

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I from 99.2% in 2012 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 2011-12</b>	<b>Planning Year 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>100%</b>	
School Actual	99.2%	100%	100%	100%	<b>100%</b>		
District Projected (MS and HS)	X	X	77.3	78.3	79.3	80.3	81.3
District Actual (MS only)	98.9	98.9	98.5	79.7 (MS & HS)	82.8 (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.	ELA teachers will meet for collaborative planning each week to plan SCCCS standards-based instruction, develop units of instruction, and examine and analyze student work to inform instruction, and revise strategies and goal for closing the gap for African American students and special education students.	Ongoing	Principal ELA Teachers SPED Inclusion Staff Instructional Coach	None	None	- Greater percentage of students that meet or exceed the standard on SC Ready -Alignment of Curriculum and pacing guides with new 2015 SCCC standards
2.	ELA department and content planning meetings will focus on SCCCS standards-based instruction, vertical planning, and implementing best practices. Professional development for ELA teachers will focus on literacy, writing, closing the literacy gap through: book studies, data analysis of Mastery Connects benchmarks, creating curriculum pacing guides and calendars, planning units of instruction accelerating and previewing content and vocabulary, learning summarizing strategies, using Literature Circles and Socratic Seminars, student centered differentiated instruction, reading intervention, literacy achievement, research skills, using formative assessment in Mastery Connects, project based learning, and writing model strategies to teach Text Dependent Analysis(TDA).	Ongoing	Teachers ELA Department Chair SPED Inclusion Staff Instructional Coach ELA District Coordinator, Debbie Barron, Professional Development For ELA teachers each month School Literacy Team	None	None	- Greater percentage of students that meet or exceed the standard on SCReady and closing the identified gaps for African-American, SPED, and male students  - Teacher SCReady data analysis spreadsheets, PD agenda and handouts, co-teaching sessions, student centered coaching and item analysis of assessments, and classroom observations will be used to document implementation.  -Mastery Connects reports
3.	Using Mastery Connects, ELA teachers will give benchmarks to gain understanding in areas of strengths and weaknesses.					
4.	Grade 6 ELA and SPED staff, and the IC will use Fontas and Pinnell assessments to create differentiated groupings for reading instruction to meet student needs and address gaps in reading comprehension and fluency.					
5.	ELA teachers will continue to use weekly LIFT sessions to reteach content and provide second chances for students to relearn missed concepts and retest for mastery.					-LIFT spreadsheets in Google documenting student attendance in LIFT sessions



☒ 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 2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X		
School Actual		<b>46.5%</b>	
District Projected	X	44	47
District Actual (MS only)	41		

	<b><u>2016-17</u></b>
<b><u>Grade 6</u></b>	<b><u>51.2%</u></b>
<b><u>Grade 7</u></b>	<b><u>45.5%</u></b>
<b><u>Grade 8</u></b>	<b><u>44.1%</u></b>

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

## EOCEP % ALGEBRA I

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I from 97.2%% in 2012 to 100% in 2018.

**ANNUAL OBJECTIVE:** Increase by .7 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 2011-12</b>	<b>Planning Year 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%	100%	
School Actual	97.2%	99%	98.9%	100%	<b>99.3%</b>		
District Projected (MS and HS)	X	X	84.6	85.6	86.6	87.6	88.6
District Actual (MS only)	99.4	97.6	99.2	90.1 (MS & HS)	85.5 (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> (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 SCCCS standards-based instruction, curriculum mapping, developing units of instruction to address both content and mathematical standards of practice, and differentiated instruction to meet student needs. Time will be provided to plan and implement common math assessments and analyze results to inform instruction to create more student centered differentiation and address gaps in learning math content for African – American and SPED students.	Ongoing	Principal Math Teachers SPED Inclusion Staff Instructional Coach	None	None	- Greater percentage of students that meet or exceed the standard on SCRReady -Assessments -Lesson plans -Observations
	2. Math departmental meetings will focus standards-based instruction and vertical planning. Teachers will share resources for meeting specific needs and address learning gaps among SPED and African-American students. Staff will also learn about project based and digital learning resources, and mathematical practices.	Ongoing	Math Teachers SPED Inclusion Staff Math Department Chair SPED Inclusion Staff Valerie Mueller, GCS District Math Consultant	None	None	- Alignment of Curriculum - Observations - Assessments
	3. Using Mastery Connects math teachers will use quarterly benchmarks to administer to students to gain understanding in areas of strengths and weaknesses.	On going	Math Teachers Instructional Coach	None	None	- Greater percentage of students that meet or exceed the standard on SCRReady -Mastery Connects reports
	4. Grade 6 math staff will use formative assessments in Mastery Connects, and the ALEKS math program to both address students gaps and accelerate math content learning.  5. Math teachers will continue to use weekly LIFT sessions to reteach content and provide second chances for students to relearn missed concepts and retest for mastery.	Ongoing	Math Teachers Instructional Coach	None	None	-Observations  - Greater percentage of students that meet or exceed the standard on SCRReady  -ALEKS Data Reports  -LIFT spreadsheets in Google documenting student attendance in LIFT sessions

## 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 2015-16	2016-17	2017-18
Projected Performance	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 data for 2015-16.\*

<b>% Tested ELA – District Grades 6-8</b>	<b>Baseline 2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	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 data for 2015-16.\*

<b>% Tested Math – School</b>	<b>Baseline 2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	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	*		
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\*SC SDE did not provide data for 2015-16.\*

<b>% Tested Math – District – Grades 6-8</b>	<b>Baseline 2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	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 data for 2015-16.\*

## 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 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	80.7%	79.1%	
School Actual		<b>78.1%</b>		
District Projected	X	73.9	74.9	75.9
District Actual	72.9	71.4		

	<b><u>2016-17</u></b>
<b><u>Grade 6</u></b>	<b><u>70.9%</u></b>
<b><u>Grade 7</u></b>	<b><u>84.6%</u></b>
<b><u>Grade 8</u></b>	<b><u>78.7%</u></b>

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

<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>
	<p>1. Science teachers will meet for collaborative planning each week to improve standards-based instruction, review SDE State support documents, plan curriculum mapping, common assessments, and plan for formative assessments using Mastery Connects to monitor mastery of standards</p> <p>2. Science teachers will analyze student assessments and benchmarks to inform instruction, including the use of an item analysis to differentiate instruction and close the gap among African-American and SPED students.</p>	Ongoing	Principal ScienceTeachers Instructional Coach	None	None	<ul style="list-style-type: none"> <li>- Greater percentage of students meeting or exceeding the standard on PASS SCIENCE achievement testing</li> <li>- Assessments</li> <li>- Lesson plans</li> <li>- Observations</li> <li>- IC monitor Mastery Connects</li> </ul>
	3. Science departmental meetings will focus on standards-based instruction and vertical planning using state support documents to plan for essential learnings, including project based and digital learning. They will attend district provided science professional development training on literacy standards for science instruction.	Ongoing	Science Teachers Science Department Chair Chris Burras, GCS District Science Consultant	None.	None	<ul style="list-style-type: none"> <li>- Alignment of Curriculum</li> <li>- Observations</li> <li>- Assessments</li> <li>- Greater percentage of students meeting or exceeding the standard on PASS SCIENCE achievement testing</li> </ul>
	<p>4. Science teachers will continue to use interactive note-taking with students to increase achievement and build greater essential learnings for students.</p> <p>5. Science teachers will continue to use weekly LIFT sessions to reteach content and provide second chances for students to relearn missed concepts and retest for mastery.</p>	Ongoing	Science Staff	None	None	<ul style="list-style-type: none"> <li>- Observations</li> <li>- Greater percentage of students meeting or exceeding the standard on PASS SCIENCE achievement testing</li> <li>- LIFT spreadsheets in Google documenting student attendance in LIFT sessions</li> </ul>



## 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 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	85.9%	73.3%	
School Actual		<b>79.5%</b>		
District Projected	X	82.2	83.2	84.2
District Actual	81.2	78.8		

	<b><u>2016-17</u></b>
<b><u>Grade 6</u></b>	<b><u>81.5%</u></b>
<b><u>Grade 7</u></b>	<b><u>78.2%</u></b>
<b><u>Grade 8</u></b>	<b><u>79%</u></b>

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

<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>Indicators of Implementation</b>
1. Social Studies teachers will meet for collaborative planning each week to improve standards-based instruction, review SDE State support documents, plan curriculum mapping, using interactive notebooking strategies, and creating common assessments. Social studies teachers will analyze student assessments and benchmarks in Mastery Connects to inform instruction to differentiate instruction and close the gap among African-American and SPED students.	Ongoing	Principal Social Studies Teachers Instructional Coach	None	None	- Greater percentage of students meeting or exceeding the standard on PASS Social Studies achievement testing -Assessments -Lesson plans -Observations
2. Social Studies departmental meetings and district trainings to focus on standards-based instruction and vertical planning, argument writing, reading historical documents, and project based and digital learning resources.  3. Teachers will use formative assessments in Mastery Connects to help identify gaps in learning and mastery of content standards.	Ongoing	Social Studies Teachers Social Studies Department Chair GCS District Social Studies Consultant Instructional Coach	None	None	- Alignment of Curriculum - Observations - Assessments - IC monitoring of Mastery Connects
4. Social Science teachers will continue to use weekly LIFT sessions to reteach content and provide second chances for students to relearn missed concepts and retest for mastery. Studies	On going	Social Studies Teachers	None	None	-Greater percentage of students meeting or exceeding the standard on PASS SCIENCE achievement testing -LIFT spreadsheets in Google documenting student attendance in LIFT sessions

## 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 1:** Maintain the percentage of teachers meeting highly qualified subject status and current middle level certification status from 2015-2016 to 2016-2017.

**ANNUAL OBJECTIVE 2:** To provide a yearly professional training for all staff in the following areas:

- implementing and planning instruction to teach SCCCS standards
- creating common assessments
- project-based learning
- enhancing strategies and programs to provide more second chances and opportunities for students to relearn content
- collaborating with and observing peer teachers
- strategies for teaching reading to meet all student differentiated needs and levels
- teaching a common writing organizational formats and vocabulary in all subject areas
- using literacy strategies in other content classes
- implementing and using new technology and digital resources to support and enhance instruction, such as ALEKS
- student centered coaching and analysis of student work for our African American and special needs students to inform instructional decisions and **to close the achievement gap**
- assessing with Mastery Connects, including benchmarks
- classroom management/ engagement strategies and protocols
- extended content planning time to reflect on and support instructional decisions
- using and working with inclusion and the Stetson Model to support instruction and achievement of special needs students
- Learning new strategies to continue to enhance our work of building a student centered culture

**DATA SOURCE(S):**

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

**Professional Development Calendar 2016-2017**

<b>Dates</b>	<b>Professional Development Activity</b>	<b>Participants</b>
	<b><i>Mandatory Staff Trainings for all staff</i></b>	
August 22-23	Power Teacher Gradebook Setup for all staff	Debbie Sanders, IC
August 29-30	MAP Training for all ELA, math, special education staff	Debbie Sanders, IC
March April 2017 TBA	PASS, SC READY, EOC State Testing Procedures Mandatory Training for All Staff	All Staff Debbie Sanders, STC Vicky Toney, STC
	<b><i>Mastery Connects and Assessment for all staff</i></b>	
October 5	Overview of Mastery Connects and Log in/Account Setup	Jennifer Meisten, Principal
October 13	Grade Level Training: <ul style="list-style-type: none"> <li>Creating a Tracker(s)</li> <li>Assigning , Uploading, and Grading Assessments</li> <li>Socrative/ Socrative Garden</li> <li>TE Case Benchmark Assessments</li> <li>Learning Objectives and I Can Statements</li> <li>Grouping for Differentiation</li> </ul>	Alyssa Nichols Christine Hughes Debbie Sanders Mastery Connects Trainers
Content Planning throughout the year each Thursday and Friday Periods: 5,6,7	Using Mastery Connects for Data Analysis Reflection and follow-up Sessions for Support	Science, Math, Social Studies, and ELA teachers Debbie Sanders, IC
October 24- November 4	Content Planning (1/2 day )with vertical articulation for Math teachers Using IXL program Creating assessments Interpreting Data to Inform Instruction Focus for Groups:  How are we tackling mastery?	Science, Math, Social Studies, and ELA teachers Jennifer Meisten, Principal Debbie Sanders, IC

	<p>What are we doing for our students who are excelling in the content standard?</p> <p>How are we using flexible grouping?</p> <p><b>Close examination of our current data and what this data is telling us.</b></p> <p>What are we seeing in the data?      What are our next steps?</p> <p>What instructional shifts need to be made? What PD do we need?</p> <p>What support from the district /academic specialist do we need? Other outside resources?</p>	
	<i>Content Unit , Data Analysis, and Assessment Planning Focus</i>	
Content Planning throughout the year each Thursday and Friday	<p><b>Schedule:</b></p> <p>Thursday's 5<sup>th</sup> period Science and Math PLC's grade6  6<sup>th</sup> period Science and Math PLC's grade7  7<sup>th</sup> period Science and Math PLC's grade 8</p> <p>Friday's 5<sup>th</sup> period ELA and S.S. PLC's grade6  6<sup>th</sup> period ELA and S.S. PLC's grade7  7<sup>th</sup> period ELA and S.S. PLC's grade 8</p>	Science, Math, Social Studies, and ELA teachers Debbie Sanders, IC
September 26	ELA Kelley Gallagher Furman Consortium, Deeper Reading Strategies Represent to ELA staff in PLC's	ELA Staff: Gina Carter Alissa Stewart Candace Ferguson
November 2	ELA Mary Howard Response to Intervention Literacy that Matters Furman Consortium Represent to ELA staff in PLC's	ELA Staff: Kevin Wynn Nancy Washington
March 22	ELA Thomas Guskey Workshop on Assessments Furman Consortium Represent to ELA staff in PLC's	ELA Staff: Daphne Mitchell Ashleigh Skeleton
November 10 11	Math SCCTM Math Fall Conference Grenville, SC TD Center Represent to math staff in PLC's	Math Staff: Sarah Shady Friday Emily Strickland Thursday Michele Gogul Thursday Beth Dameron Thursday Libby Proctor Friday Kelli Faust Friday
October 21	Special Education HH SC Deaf and Hearing Summit Columbia , SC Represent to Special Education Staff in PLC	Special Education Staff: Alex Roman
	<i>Technology Focus Groups on Wednesdays</i>	
October 5	Using Goobrics Google Classroom an Introduction Screen-O-Matic Recordings	Digital Leader Corps Beth Greiner Daphne Mitchell Ashleigh Skeleton Emily Strickland

		Shawn Uppole Kinsley Heaton
November 2	Using Goobrics Google Classroom an Introduction Oral Administration of Tests for IEP,504 Students Strategies and Resources A-Z Books for Literacy Mastery Connects Advanced II	Digital Leader Corps Beth Greiner Daphne Mitchell Ashleigh Skeleton Emily Strickland Zan Neubauer Alex Roman Alyssa Nichols
December 7	Rubicon Atlas Focus Group for District	Christine Hughes Ashleigh Skeleton Debbie Sanders Alyssa Nichols Micquan Roberts Sue Florence
January 4	NA Snow Days	
February 1	Digital Leadership Corps: Advanced DLC: SOS Someone Help Me! Mastery Connects: The Next Frontier in Formative Assessment Literacy Strategies Furman Consortium Mary Howard	Digital Leader Corps Beth Greiner Ashleigh Skeleton Emily Strickland Alyssa Nichols Kevin Wynn Nancy Washington
March 1	DLC: Technology Canva .com ALEKS for Math Intervention	Digital Leadership Corps: Ashleigh Skeleton Emily Strickland Beth Greiner Debbie Sanders
April 5	DLC: Technology Updates Thomas Guskey- Assessments for Learning- Literacy	Digital Leadership Corps: Ashleigh Skeleton Emily Strickland Beth Greiner Kerry Hanning
	<i>School Culture and Classroom Environment Focus</i>	
April 7-9	Learning and the Brain Conference What matters most? Nuturing the Whole Child Brain Represent to staff at April faculty meeting	Seth Stewart
April 21	RON CLARK Academy Student Motivation and Success	Jennifer Woody Ashleigh Skeleton Sarah Williams Shannon Royal
	Content Planning (1/2 day ) Creating assessments Interpreting Data to Inform Instruction Reflection on Student Learning How do we close the gap?	Administration ELA Math Science Social Studies Related Arts
April- May	Trainings for State Testing	

## Professional Development Calendar 2017-2018 Draft

Dates	Professional Development Activity	Participants
July 2017	Digital Learning and Devices Training	DLC: Beth Greiner, Ashleigh Skeleton, Gina Carter, Emily Strickland, Administrators, IC
	Mandatory Trainings for All Staff	
August 2017	Power Teacher Gradebook Setup for all staff	Debbie Sanders, IC. PT Manager
August 2017	Mastery Connects Updates and Revisions	Alyssa Nichols, Christine Hughes, Debbie Sanders ,MC Lead Trainers
March- April 2018 TBA	PASS, SC READY, EOC State Testing Procedures	All Staff Debbie Sanders, STC
	Content Focus and Curriculum/ Assessment Planning/ Closing the Gaps	
Content Planning throughout the year each Thursday and Friday Periods: 5,6,7	Using Mastery Connects for Data Analysis , Formative Assessment, and LIFT Sessions Reflection	Science, Math, Social Studies, and ELA teachers Debbie Sanders, IC
October- November Fall Content Planning Days	Content Planning (1/2 day ) Creating assessments Interpreting Data to Inform Instruction Review and Evaluate goals and strategies for closing the gaps in math, reading ,science, social studies content learning for African-American and SPED students, and male students in ELA	Science, Math, Social Studies, and ELA teachers Jennifer Meisten, Principal Debbie Sanders, IC Administrators
Content Planning throughout the year each Thursday and Friday	Schedule: Thursday's 5 <sup>th</sup> period Science and Math PLC's grade6 6 <sup>th</sup> period Science and Math PLC's grade7 7 <sup>th</sup> period Science and Math PLC's grade 8 Friday's 5 <sup>th</sup> period ELA and S.S. PLC's grade6 6 <sup>th</sup> period ELA and S.S. PLC's grade7 7 <sup>th</sup> period ELA and S.S. PLC's grade 8	Science, Math, Social Studies, and ELA teachers Debbie Sanders, IC
	SCHOOL CULTURE and CLASSROOM ENVIRONMENT	
September 2017	RON CLARK Academy Focus on Engagement and Motivation	Jennifer Woody, 6 <sup>th</sup> Assistant Principal Shannon Royal Ashleigh Skeleton Sarah Williams
	Technology Focus Groups for Wednesdays( monthly)	
September 2017 October	DLC Digital Learning and Devices	Digital Leader Corps Beth Greiner Gina Carter Ashleigh Skeleton Emily Strickland
September October November December	DLC Digital Learning and Devices	Digital Leader Corps Beth Greiner Gina Carter Ashleigh Skeleton Emily Strickland
September October November December	Project Based Learning	Jennifer Meisten, Principal Chris Rivardo Debbie Sanders, IC Administrators
January 2018	Digital Learning Focus	Digital Leader Corps

		Beth Greiner Gina Carter Ashleigh Skeleton Emily Strickland
February 2018	Digital Leadership Learning Focus	Digital Leader Corps Beth Greiner Ashleigh Skeleton Emily Strickland Gina Carter
March 2018	Digital Leadership Learning Focus	Digital Leadership Corps: Ashleigh Skeleton Emily Strickland Beth Greiner Gina Carter
March 2018 Spring Content Planning Days	Content Planning (1/2 day ) Creating assessments Interpreting Data to Inform Instruction Review and Evaluate goals and strategies for closing the gaps in math, reading ,science, social studies content learning for African-American and SPED students, and male students in ELA	Science, Math, Social Studies, and ELA teachers Jennifer Meisten, Principal Debbie Sanders, IC Administrators
April 2018	Mandatory State Testing Training	Debbie Sanders, STC



## 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 2011-12</b>	<b>Planning Year 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	95.0	95.0	95.0	95.0	95.0
School Actual	96	95.2	95.9	95.3	<b>95.8%</b>		
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6	95.7		

## 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 2011-12</b>	<b>Planning Year 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 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
School Actual	0.7	0.7	0.4	0.3	<b>0.9</b>		
District Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
District Actual	0.5%	0.6%	0.6%	0.7%	0.9%		

## 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 89.78%% 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 2011-12</b>	<b>Planning Year 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%	91.5%	89.9%	<b>87.5%</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	90.1		

\*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 80.8% 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 2011-12</b>	<b>Planning Year 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	75.2	80.8	75.8	74	<b>76.8</b>		
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES/MS)	83.8	82.7	81.6	83.9 (ES, MS, & HS)	83.8 (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 95% in 2012 to 99% 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 2011-12</b>	<b>Planning Year 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	94.7	95	94.1	91.8	<b>83.6%</b>		
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3	91.7		

## 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 96.7% 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 #20

	<b>Baseline 2011-12</b>	<b>Planning Year 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	94.1	96.7	93.7	89.9	<b>91.6%</b>		
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8	93.1	91.7	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 93% 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 2011-12</b>	<b>Planning Year 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	86.6	93	91.3	86.7	<b>93.5%</b>		
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	91.3	91.1		

## 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 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 #42

	<b>Baseline 2011-12</b>	<b>Planning Year 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	100	100	100	95.9	<b>100</b>		
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3	98.4		



<b><u>STRATEGY</u></b> <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 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 SCCCS standards in ELA and math, and literacy strategies in science and social studies in accordance with our philosophy to provide relevant, project-based and meaningful learning experiences that connect students to real life problems and events.</p>	Ongoing	Principal Instructional Coach Administrators Teachers	None		<ul style="list-style-type: none"> <li>- Greater percentage of students who meet or exceed the SC Ready standards in math and ELA, and the PASS standards in social studies and science</li> <li>- Increase in the percentage of students, teachers, 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 through our new LIFT program and our continued afterschool extended day program that provides tutoring, homework supervision, special activities, and computer skills to meet the needs of our stakeholders.</p> <p>We will continue our mentoring program to</p>	Ongoing	Extended Day Director Principal Selected Teaching Staff	Varied Weekly Extended-Day Fees		<ul style="list-style-type: none"> <li>- Increased <b>closing of the achievement gap</b> for the following sub groups: <ul style="list-style-type: none"> <li>• African-Americans, males, and Special Needs students in ELA as measured by the percentage of students meeting or exceeding the standard for SCCCS Ready in ELA subtests</li> </ul> </li> </ul>

target at risk students, and provide increased guidance interventions to target at risk students.					<ul style="list-style-type: none"> <li>African- American students in math as measured by the percentage of students meeting or exceeding the standard for SCCCS READY in math subtests</li> <li>- Increase in the percentage of students, teachers, and parents who are satisfied with our learning environment as measured by the SDE student, parent, and teacher survey administered each year.</li> </ul>
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