

# Beck International Academy

School Portfolio 2017-2018  
Scope of Action Plan 2018-2019 through 2022-2023

*The mission of Beck International Academy is to meet the needs of our diverse student body in an environment that nurtures, accepts, challenges, inspires, and empowers all students to achieve their individual best.*

Greenville County Schools  
Dr. W. Burke Royster, Superintendent  
Mrs. Jennifer Meisten, Principal



Beck Academy  
STUDENT CENTERED  
ACHIEVEMENT FOCUSED

Tomorrow's Leaders, Learning and Serving Today

State Historical Rating.....Excellent



## SCHOOL RENEWAL PLAN COVER PAGE

**SCHOOL NAME:** Beck International Academy

**SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 (five years)**

**SCHOOL RENEWAL ANNUAL UPDATE FOR 2018-2019 (one year)**

### Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

### Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.


#### SUPERINTENDENT

Dr. W. Burke Royster		8/15/2018
PRINTED NAME	SIGNATURE	DATE

#### PRINCIPAL

Jennifer Meisten		7/19/18
PRINTED NAME	SIGNATURE	DATE

#### CHAIRPERSON, BOARD OF TRUSTEES

Charles J. Saylor		8/28/18
PRINTED NAME	SIGNATURE	DATE

#### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Gary Daniels		7-31-18
PRINTED NAME	SIGNATURE	DATE

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

Deborah Sanders		7/19/18
PRINTED NAME	SIGNATURE	DATE

School Address: 901 Woodruff Rd, Greenville, SC 29607

School Telephone: (864) 355-1400

Principal Email Address: jmeisten@greenville.k12.sc.us

## Stakeholder Involvement for School Renewal

	Position	Name
1.	Principal	Jennifer Meisten
2.	Teacher	Alyssa Nichols
3.	Parent/Guardian	Dave Gorman
4.	Community Member	Terry Potter
5.	Paraprofessional	Amos Valentine
6.	School Improvement Council Member	Gary Daniels
7.	Read to Succeed Reading Coach	Deborah Sanders
8.	School Read To Succeed Literacy Leadership Team Lead	Deborah Sanders
9.	School Read To Succeed Literacy Leadership Team Member	Alissa Fennell

OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

\*\* Must include the School Literacy Leadership Team for Read to Succeed

### **Administrative Leadership Team:**

Jennifer Meisten, Sheila Green, Jennifer Woody, Deborah Sanders

### **Principal Advisory Committee:**

Sarah Shady, Beth Dameron, Jennifer McGrady, Sheila Green, Carlton Steller, Deborah Sanders, Wanda Brownlee, Jennifer Woody, Anne Brashears, Becky Boyd, Allison Diaz

### **School Leadership Team for Read to Succeed:**

Kevin Wynn, Alissa Fennell, Jennifer Woody, Jennifer Meisten, Deborah Sanders, Amy Stone, Allison Diaz, Sheila Green

**SIC:** Gary Daniels, Alyssa Nichols, Dave Gorman, Jennifer Meisten, Ruth Daley, Terry Potter, Tracy Watson, Sheila Green, Jennifer Woody, Leslie Esteban, Jennifer McGrady, Christy Yenser, Debbie Sanders, Harriet Gray, Michelle Seaver, Katie Mitchell, Tammy Dantin

## Early Childhood Development and Academic Assistance Act (Act 135) Assurances

(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<b>Academic Assistance, PreK–3</b> The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Academic Assistance, Grades 4–12</b> The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Parent Involvement</b> The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Staff Development</b> The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Technology</b> The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Innovation</b> The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Collaboration</b> The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<b>Developmental Screening</b> The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
<input type="radio"/> Yes <input type="radio"/> No	<b>Half-Day Child Development</b> The school provides half-day child development programs for <b>four-year-olds</b> (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.

<input checked="" type="radio"/> N/A	
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<b>Developmentally Appropriate Curriculum for PreK–3</b> The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<b>Parenting and Family Literacy</b> The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be 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-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Recruitment</b> The district makes special and intensive efforts to <b>recruit</b> and <b>give priority</b> 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 not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b> 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 continues to grow a student-centered learning environment focusing on giving our students second chances to learn and master content standards. We believe that focusing on the whole child is the key to academic success. To achieve these goals, our staff analyzed various data sources to inform our instructional decisions. Meeting in both large and small collaborative groups, staff analyzed current PASS, MAP, SC READY, EOC data, quarterly benchmark assessments, and school demographics. We continuously identified gaps in learning and provided intervention and supports for students in need.

To more successfully meet the needs of all our students we implemented these initiatives:

- LIFT (Letting Students Fine Tune), which gives students those second chances/opportunities to relearn content and retest for mastery
- a morning school- wide advisory period used for intervention needs, small group differentiated work, acceleration, and relearning content
- Literacy intervention programs: Read 180, System 44, and Language Live!
- A math program (ALEKS) in grades 6 and 7, offering self-paced pathways for learning standards and needed intervention to bridge math learning gaps.

Mastery Connects, which we piloted in 2016-17, continues to be a tremendous tool in enabling us to more quickly identify students in need of remediation on content indicators and standards. 6<sup>th</sup> grade science and social studies classes continued their formative assessment program to better prepare students for summative assessments and showed increases in achievement from the previous year.

In addition, Beck staff participated in a variety of differentiated professional development focusing on implementing technology into instruction, student engagement, strategies to improve student reading and writing, and staff team and culture building activities. All of these new programs, activities, and initiatives help us to continue to grow a student-centered culture.

### **Principal Advisory Committee:**

Sarah Shady, Beth Dameron, Jennifer McGrady, Sheila Green, Carlon Steller, Deborah Sanders, Wanda Brownlee, Jennifer Woody, Anne Brashears, Becky Boyd, Allison Diaz

### **School Leadership Team for Read to Succeed:**

Kevin Wynn, Alissa Fennell, Jennifer Woody, Jennifer Meisten, Deborah Sanders, Amy Stone, Allison Diaz, Sheila Green

**Digital Leadership Corps:**

Beth Greiner, Ashleigh Skeleton, Emily Strickland, Mary Chandler

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

**School Portfolio Revision Plan 2017-18**

Dates	Schedule for Ongoing Evaluation	Persons Responsible
August 2017 March 2018 PASS data SC Ready MAP data winter Grade 8 EOC scores Report Card Survey Data Quarterly benchmarks	<p>School teams, focus groups, and small group collaborative planning cohorts met to identify and analyze current achievement data, quarterly benchmarks, and identify students in need of intervention:</p> <ul style="list-style-type: none"> <li>• SC READY and SC PASS</li> <li>• School demographics</li> <li>• Quarterly Benchmarks</li> </ul> <p>The state report card data, surveys, and demographics were reviewed. Staff, instructional coach, and assistant principals met for sustained content planning weekly to identify gaps, plan instruction, and create strategies to close identified gaps in learning among subgroups.</p> <p><i>What are our gap areas?</i>  <i>What new initiatives do we need to meet student learning needs?</i>  <i>What programs, resources, and professional development do we need?</i></p>	Principal Assistant Principals Instructional Coach All Staff SIC members
Quarterly Meetings 2017-2018	<p>Mastery Connects Formative/ Summative Assessment</p> <p>Content teams met with the administrative leadership team to analyze both formative and assessment data among grade level content cohort groups. Teachers reflected and shared strategies that worked to improve mastery.</p> <p>Summative charts were created by the instructional coach to share assessment results with staff.</p>	All Staff Administrative team Instructional Coach
January- April 2018	School Focus groups, SIC, and advisory groups met to revise our belief, vision, and mission statements, to reflect on current practice, to plan new goals for learning and achievement, and to make recommendations.	All Staff SIC Leadership Team

**Faculty Focus Groups:**

**Group 1:** Gina Carter Mary Jane Schumacher Sarah Shady Eric Bell  
Ashleigh Skelton Kristina Kahn David Smith Ralph Buckie

**Group 2:** Alissa Fennell Kaitlyn Carpenter Veronica Roberts Shannon Royal  
Brittany Attaway Carlon Steller Alton Ellison

**Group 3:** Sarah Williams Libby Miller Beth Greiner Mike Daugherty  
Fran Sinkler Brooke Edwards Kathleen Robinson

**Group 4:** Jenny Jackson Alyssa Nichols Candace Ferguson Anne Brashears  
Chris Rivardo Kerry Hanning Jean Palamara

**Group 5:** Savannah Roberts Nancy Washington Cheri Goering Ester Dolder  
Kevin Wynn Lagette Kennedy Becky Boyd Michele Nash

**Group 6:** Billy Spitzmiller Katie Haney Amy Downey Allison Diaz  
Beth Dameron Marti Bowles Rob Sherrill Mary Chandler

**Group 7:** Emily Strickland Darryn Norton Kelli Ballard Daphne Mitchell  
Laurie Witherspoon Morgan Swartz Bruce Sherman

**Group 8:** Sarah Smith Patrick Webb Amy Stone George Dedesma Seth Stewart  
Kelly Karalash Jenny McGrady



## Executive Summary

Beck International Academy is an energetic, collaborative student-centered learning environment where all stakeholders work together to create an engaging, rigorous and nurturing learning experience for all students. Faculty and staff are 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. We believe in educating the whole child. 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, social, 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 have 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. We have implemented three new reading intervention programs: Read 180, System 44, and Language Live. These programs target students who are reading 3-4 years below grade level.

As we prepare for the 2018-2019 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 focus on building a culture of independent readers that have both stamina and engagement for reading varied texts. 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 reading interventionist to our staff that will 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 951 students from diverse backgrounds. 35.9% of our students are served in our gifted and talented program, and 36.2% 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 95.2%. Beck serves 112 special needs students and 46 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:

- 4 administrators
- 59 teachers
- an Instructional Coach
- a Magnet Coordinator
- Additional support staff including 3 OT/PT and speech staff, 2 nurses, 3.5 guidance counselors, mental health specialist, and 1 media specialist
- 8 support aides to serve students with special needs

76.3% of our teachers have advanced degrees with one staff member 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 International Academy focuses on international relations and public service. 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 encourage 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 Dodge Ball Tournament
- 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 International 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.

### **Summary of the Needs Assessment for Student Achievement**

#### **ELA SC READY 2017**

**54% of our students met or exceeded the state proficiency requirements which placed us above both our district proficiency of 46.2% and the state proficiency of 40%. We identified students who were both approaching and not meeting proficiency. We provided additional support through a morning advisory time and a weekly LIFT program both which enabled students to relearn content, participate in small group intervention groups, and retest for mastery. In grade 6 we provided a new intervention program for students reading 2 -3 levels below their grade: Language Live! For all students served with an I.E.P., two intervention programs were provided to address reading gaps: Read 180 and System 44.**

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

- **African American students (22% proficient)** a loss in proficiency of 1% from the previous year
- **Special Education students (8% proficient)** although, a gain in proficiency from the previous year of 2%
- **Males ( 46% proficient)**

## MATH SC READY 2017

53.9% of our students met or exceeded the state proficiency requirements which placed us above the state proficiency percentage of 42.1% and our district proficiency of 48%. We identified those students who were both approaching and not meeting proficiency. We provided additional support through a morning advisory time and a weekly LIFT program both which enabled students to relearn content, participate in small group intervention groups, and retest for mastery. In grade 6 and 7, we again used an 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 (17% proficient)** 1% gain in proficiency from the previous year
- **Special Education students (9 % proficient)** 3% gain in proficiency from the previous year
- **All males, grades 7 and 8 (47% proficient)**

## Science PASS 2017

Overall, 65.6% exceeded or met proficiency standards in PASS science which is above the state percentage of 48.7%. School-wide science scores dropped 12.5% from the previous proficiency percentage of 78.1% in 2016 using the new state scoring rating.

The following chart shows PASS Science scores by grade level:

	<u>Spring 2016</u>	<u>Spring 2017</u>
<u>Grade 6</u>	<u>70.9%</u>	<u>71.1%</u>
<u>Grade 7</u>	<u>84.6%</u>	<u>57.8%</u>
<u>Grade 8</u>	<u>78.7%</u>	<u>67%</u>

Grade 6 scores show a gain in achievement which they attribute to a new formative assessment program and weekly re-teaching initiative (advisory and L.I.F.T.) 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 (34% proficient)** a loss from the previous year
- **LEP students (44% proficient)**
- **Special Education students (21% proficient)** a loss of 7% from the previous year

## Social Studies PASS 2017

Overall, **76.5%** exceeded or met proficiency standards in PASS social studies. We also have **46.2 %** of our students scoring at the exemplary level which is above the state percentage of **32.2%**.

The following chart shows PASS social studies scores by grade level:

	<b><u>Spring 2016</u></b>	<b><u>Spring 2017</u></b>
<b><u>Grade 6</u></b>	<b><u>81.5%</u></b>	<b><u>86.7%</u></b>
<b><u>Grade 7</u></b>	<b><u>78.2%</u></b>	<b><u>69.8%</u></b>
<b><u>Grade 8</u></b>	<b><u>79%</u></b>	<b><u>72.3%</u></b>

Grades 7 and 8 scores show a loss in achievement from the previous year. Staff analyzed data and used formative assessments in Mastery Connects, advisory and L.I.F.T. 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 (53% proficient)** a loss of 6% from the previous year
- **Special Education students (38% proficient)** a gain of 1% from the previous year

**Our students taking high school credit classes continue to show 98 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> % passage rate	<b>English 1 EOC</b> % passage rate
<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>
<b>2016-2017</b>	<b>98%</b>	<b>100%</b>
<b>2017-2018</b>	<b>99%</b>	<b>100%</b>

To address achievement gaps we provide needed support and intervention for all students in the following ways:

- Guidance staff provide at- risk intervention conferences with students and parents and continuously monitor student progress
- Weekly L.I.F.T. (Letting Individuals Fine Tune) provides structured re-teaching sessions and second chances for students to relearn and master content. Bus transportation is provided for any student in need, so that all students have equal access to participate in this weekly support session.
- Advisory classes (each morning of the week) offer additional re-teaching, relearning, acceleration, and small group intervention to provide additional support
- Stetson Model inclusive practices and tutorial support for students with IEP's
- Grades 6,7,8 students were provided tiered intervention in reading through the following programs:

Language Live! (6<sup>th</sup>)                      Read 180/ System 44 (I.E.P.
- Grades 6 and 7 students used ALEKS, a personalized pathway math program
- Students participating in the after school program have an opportunity to receive additional help with assignments and one to one tutoring.

### **Summary of the Needs Assessment for Teacher and Administrator Quality**

Our goal is to provide our stakeholders with a diverse and qualified teaching and administrative staff. 100% of our staff are highly qualified. Our staff believes that focusing on the whole child is our key to academic success. We also strive to inspire students to meet their individual potential and to encourage them to take ownership of their learning. We believe in providing second chances for our students so they have numerous opportunities for re-learning to master content.

This past year we have participated in differentiated professional development to grow our experience and expertise. These include:

Content and Learning: Mastery Connects and Formative Assessment and Data Analysis,  
Math Conference SCCTM, Language Live! Read 180.System 44  
Furman Consortium: Penny Kittle and Literacy, Art Educators Conference

Technology Tools: FLIP GRID, Google Classroom, Chromebooks 101, Den Ambassador Program, Discovery Education

School Culture: Book Study: The Energy Bus, ODD Seminar SCAMLE Conference 2018  
Ron Clark Academy on Engagement and Motivation

Mentoring: MTM Mentor to Mentee Program

We continue to provide scheduled and protected time for PLC's (professional learning committees) to meet, analyze data, share strategies and best practice in their content areas, and plan for instruction. We want to continue to provide ongoing and differentiated professional training to meet the needs of all of our staff. In 2018-19, we are using instructional rounds for teachers and administrators to observe and reflect on current practice.

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

Beck International Academy continues to have a positive, safe, and student-centered learning environment. In our SDE 2017 Education Survey, 93.1% of students, 98.2% of teachers, and 93.3% of parents feel safe at school each day.

To continue to promote a positive and safe 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.

In 2018-19, our staff will implement Capturing Kids Hearts, so that every student is connected to a caring and supportive adult. This program gives proactive and positive support and guidance as students make choices and decisions. Combined with the use of OnTrack and GCSource, we will be able to more closely identify and monitor the progress of at-risk students in areas of attendance, behavior, and achievement. We will continue with our second-chances program, L.I.F.T. (Letting Students Fine Tune) which 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 International Academy continues to provide quality instruction and multi-tiered intervention initiatives to improve student achievement and bridge learning gaps. Students have multiple opportunities for re learning and retesting in content areas to promote mastery. Our staff meet weekly in PLC's and grade level teams to analyze and plan how to address these challenges.

Specific areas in need of improvement include:

- Growing our Stetson inclusion model to a true co-teaching model. It takes time for co-teachers to build strong and trusting relationships and create a seamless teaching team. We continue to make progress toward this goal. By creating a specified day and time for PLC's to meet, both special education and regular content teachers are able to reflect on data from assessments and plan more cohesively as a team to address the fluency, literacy, numeracy and cognitive retention gaps among our special education students.
- Reading competency and engagement continue to be a challenge for many of our students. Our School Literacy Team and ELA PLC's evaluate reading data quarterly to inform instruction. Team members attended literacy workshops and found independent reading to be lacking in our balanced literacy program. While we have made great progress in the last three years in writing by implementing a school-wide writing program, we struggle with reading. We have used two reading intervention programs this past year: Language Live!, Read 180/System 44 to address specific gaps of 3-4 years. As we plan this summer for next year, we have recognized the need for a specific program and planned a new reading initiative to increase independent reading and student choice.
- Specific subgroup populations (as noted in this section on data analysis) are of particular concern in content areas of ELA, math, and science: special needs students, African-American students, and male students. We will continue in our PLC groups to use formative assessment data to identify gaps and plan for intervention. Combined with advisory and L.I.F.T. sessions, we do see growth for these students in content areas, but we must continue to 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 use the new Mastery Connects benchmarks assessments.

- 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 this upcoming school year to become a one to one school. Leadership and administrative teams have met with district staff and attended professional training to learn specific procedures for handling all aspects of this one to one technology device program.
- There is an ongoing challenge each year to increase student engagement and student positive behavior choices and to reduce the number of students recommended for expulsion. Next year, our staff will implement Capturing Kids Hearts, so that each child has a connection to a supportive and caring adult at school. This provides mentoring and ongoing proactive and positive support to help guide student decisions and deescalate situations. Combined with ON Track we will more effectively identify and track the progress and significant challenges of each student we serve in order to implement an effective plan of intervention.

### **Significant Awards, Achievements, and Accomplishments**

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

#### **Academic**

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

#### **Community**

- State 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 and BBQ

#### **Student**

- All-State, Region, and County Orchestra and Band Winners  
Superior Rating in SCMEA Strings 2015-16, 2016-17
- SC Junior Scholars 150/ 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 International Academy is a select magnet school and serves 951 students in our suburban setting on Woodruff Road.** As a satellite school for the district, Beck serves the Orthopedically Impaired, and Hearing Impaired students. Currently we serve 112 special needs students and 46 504 students. We are a unified school. Students are served in 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
- Cafeteria
- "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 teaching, 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
- Reading Interventions programs: Language Live! Read 180/System 44

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 from the Metropolitan Arts Council
  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.

- Graduation Plus and Career exploration Opportunities include: STEM field trips, 7<sup>th</sup> grade career trip, IGP conferences, Naviance programs, job shadowing, guest speakers, Bricks 4 Kids, Zoo mobile, and the Dome.

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 School info App and then choose our state and school.* Beck Academy can also be found on Twitter at [www.twitter.com/BECKBLUEKNIGHTS](http://www.twitter.com/BECKBLUEKNIGHTS).

Beck staff places a high premium and is committed to the relationships established with local businesses and charitable organizations, and the opportunities we are able to provide for our students due to their generosity. Our business partners are an integral part of our community and educational program.

### Opportunities for business partners include:

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

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

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

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

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

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

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

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

- BIG EVENT T-SHIRT SPONSOR, BOOTH (Fall Festival)	- RESTAURANT SPIRIT NIGHT (% of sales to the school, all year)
- STUDENT APPRECIATION DAY—Food, Drinks, Booth (Spring Festival)	- FACULTY/STUDENT INCENTIVES (All Year)

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

One of the most important roles is to grow is a spirit of community service focusing on international relations and public service. Students are encouraged to perform community service during the time they are enrolled at Beck. A large variety of local community organizations provide students opportunities to give back to their community including:

- **Beck's Big Event** collecting canned goods and blankets to donate to local food banks and shelters
- Beck Academy's **Green Team** sponsoring recycling efforts.

- **Adopt-a-Family** programs providing for many needy families during the holiday season.
- Student Council sponsoring fund raisers for local charities

Beck also partners with:

- Local universities such as **Furman University, Clemson University, USC Upstate, North Greenville University,** and **Bob Jones University.**
- Civic organizations such as the MET, to provide resources and programs.

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

## School Personnel

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

Currently, 58 teachers, 5 administrators, and support staff serve our student population. Our current principal is beginning her 4th year at Beck International Academy. The following statistics give a more complete view of our current school personnel:

- 76.3% of our teachers have advanced degrees with one staff member holding National Board certification. 100% of our teachers are highly qualified.
- 89.8% of our teachers have continuing contracts.
- We have a racially and gender diverse staff that meets the needs of our international student population. We have experienced veteran staff and new teachers. In 2017-18, we added eleven new teachers.
- 89.9% of our staff is returning from the previous year.
- Our current teacher attendance rate is 91.6%.
- The average teacher salary is \$52,051, which reflects a diverse staff in years of experience and age.

As reflected in our parent, student, and teacher yearly survey, our stakeholders are highly satisfied with our learning environment, learning expectations, communication and relations between home and school, 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. This year (2017-18) our enrollment was 951 students.

According to our 2017 SC Report Card:

- 38.7% of our students reside in poverty
- 44% of our students take high school credit classes
- 34% are served by our gifted and talented program
- 0.4% of our students were retained
- student attendance rate is 95.2%

We believe that educating the whole child is the key to academic success for our students. We believe in inspiring students to meet their individual potential.

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.

Currently we have the following 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

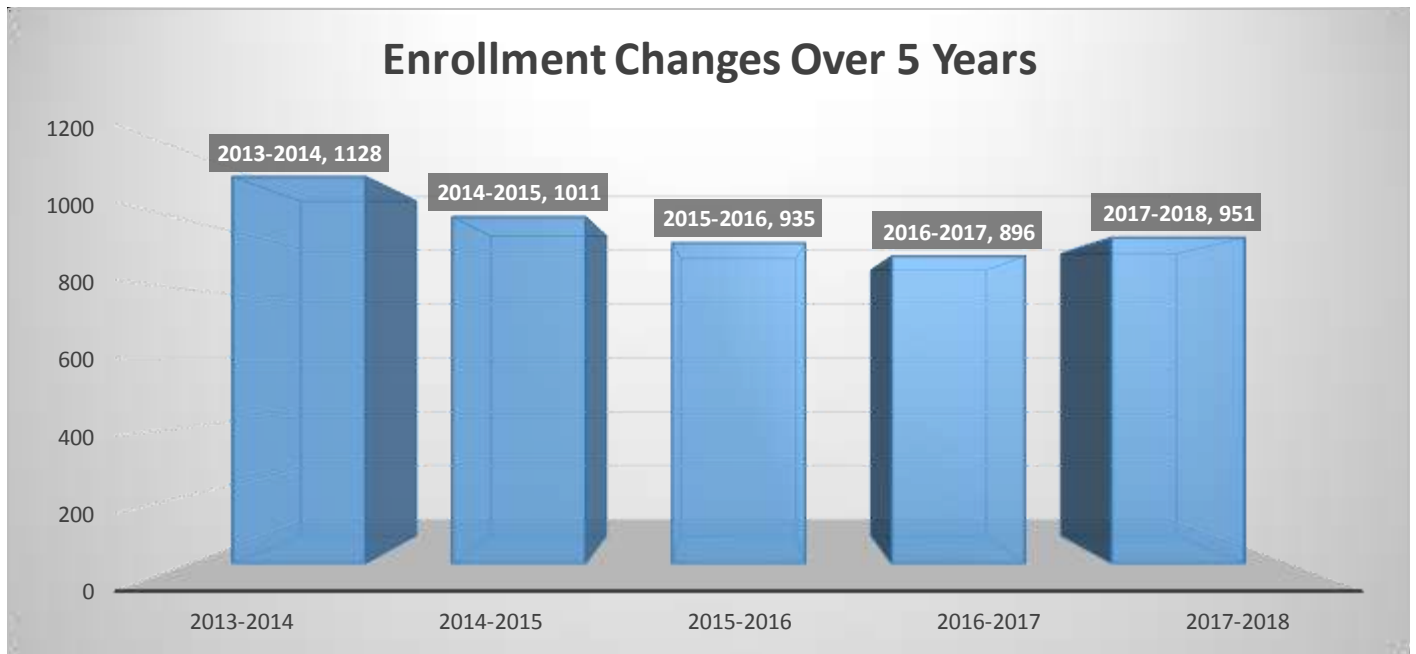
### **BECK INTERNATIONAL ACADEMY TOTAL SCHOOL ENROLLMENT**

We serve 112 special needs students who are **11.8%** of our total school enrollment. 46 students are served with a 504 plan. We have a total population of 951 students in the 2017-18 school year. The following charts show our demographics by:

- school enrollment
- ethnicity
- gifted and talented

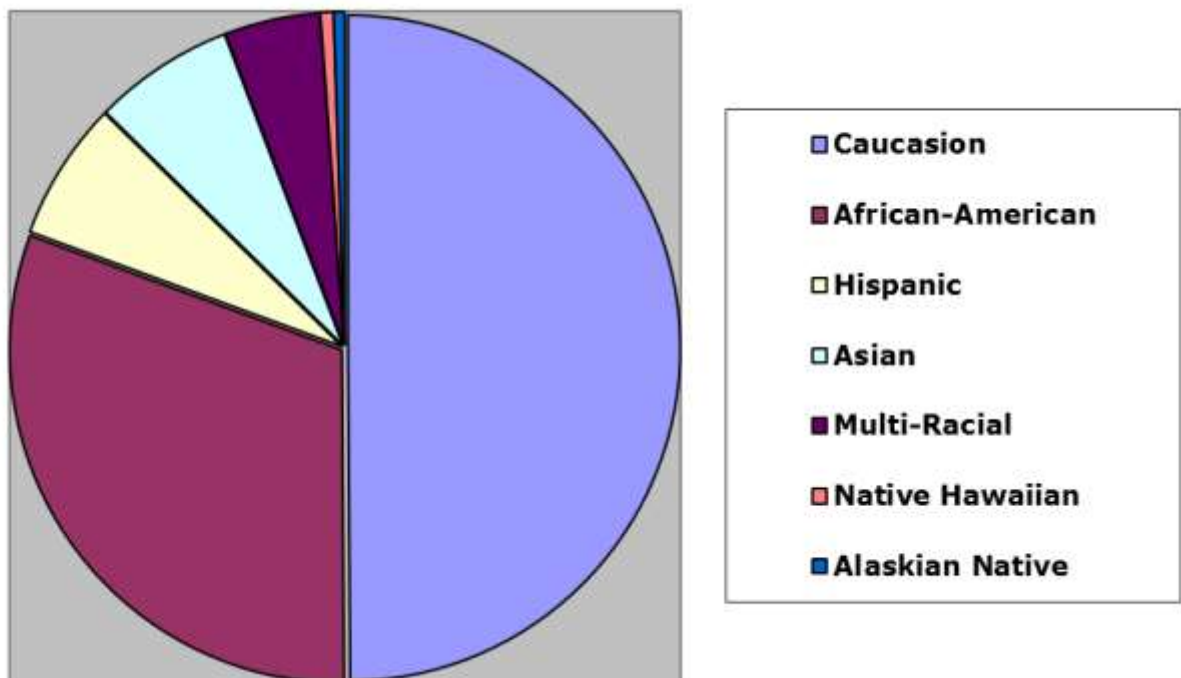


- free and reduced
- attendance

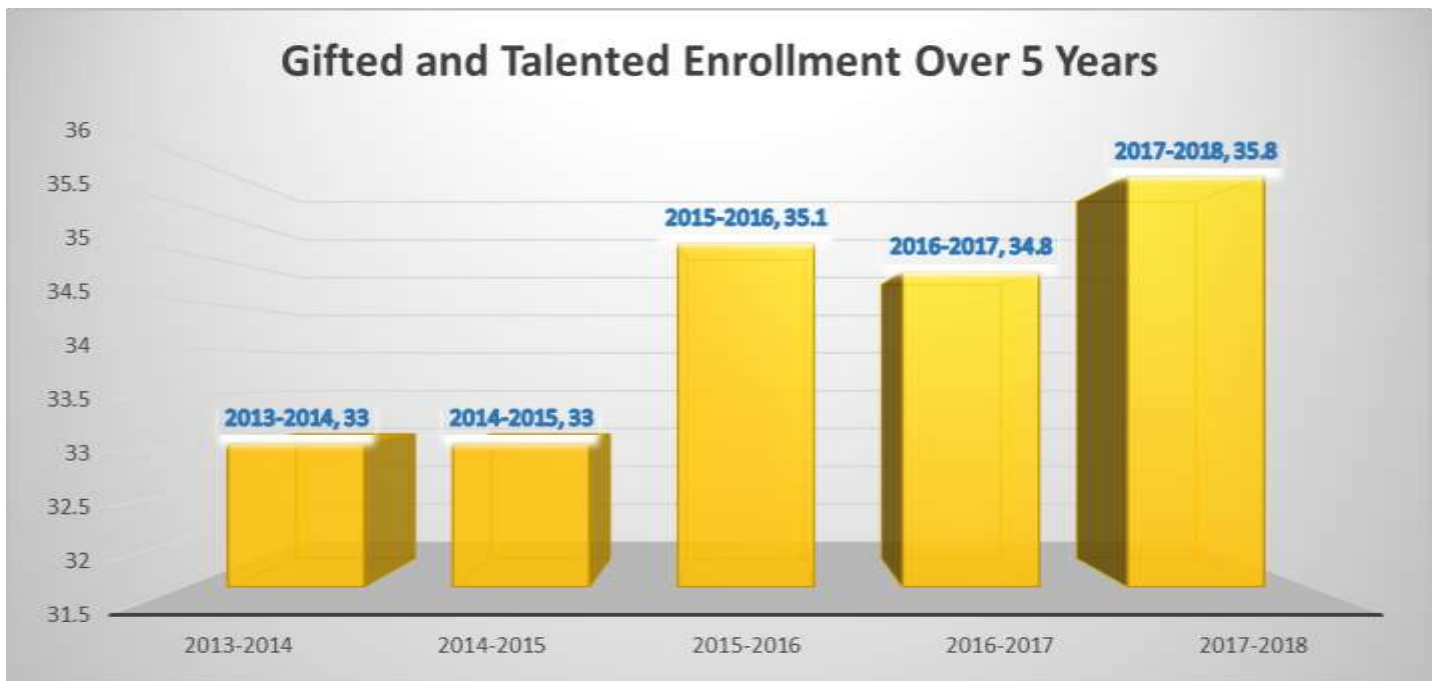


This chart shows the breakdown of our current population by ethnicity.

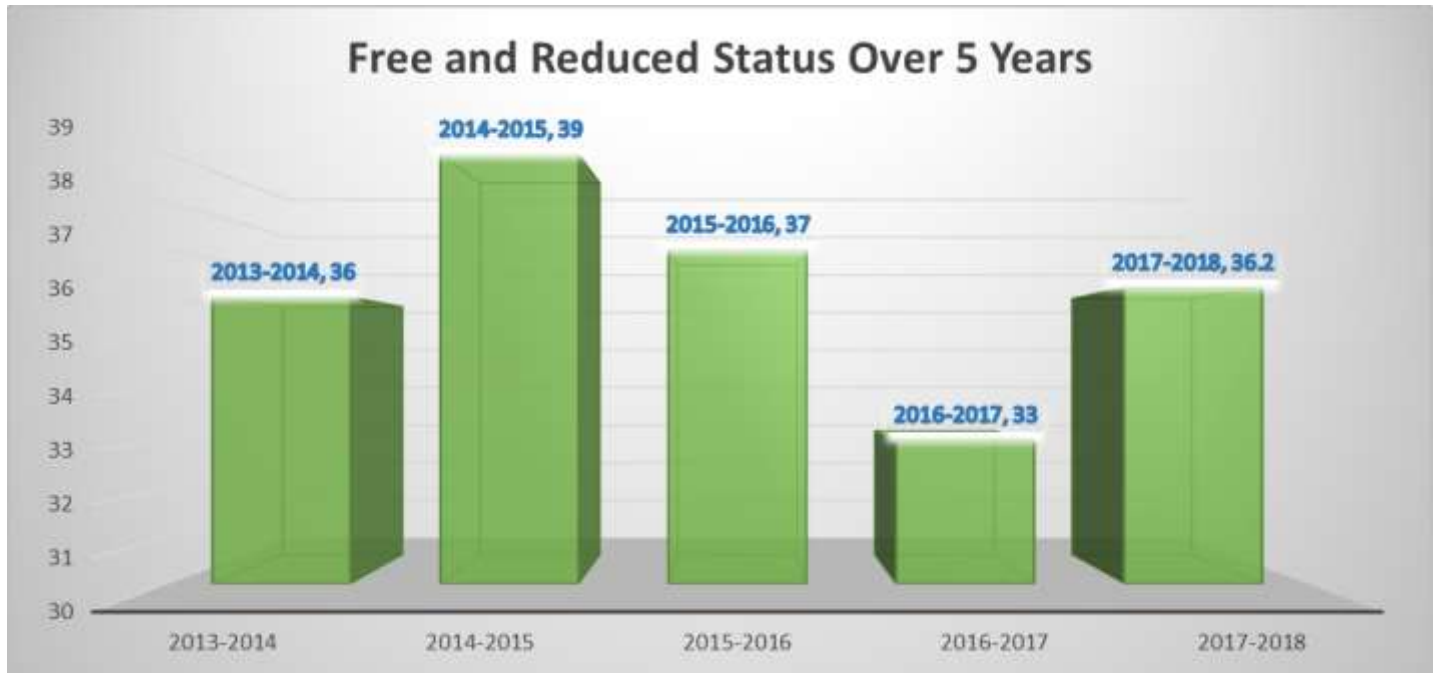
Caucasion-49.9%   African-American-30.7%   Asian-6.9%   Hispanic-6.8%  
 Multi-Racial- 4.6%   Native Hawaiian- .6%   Alaskan Native- .5%



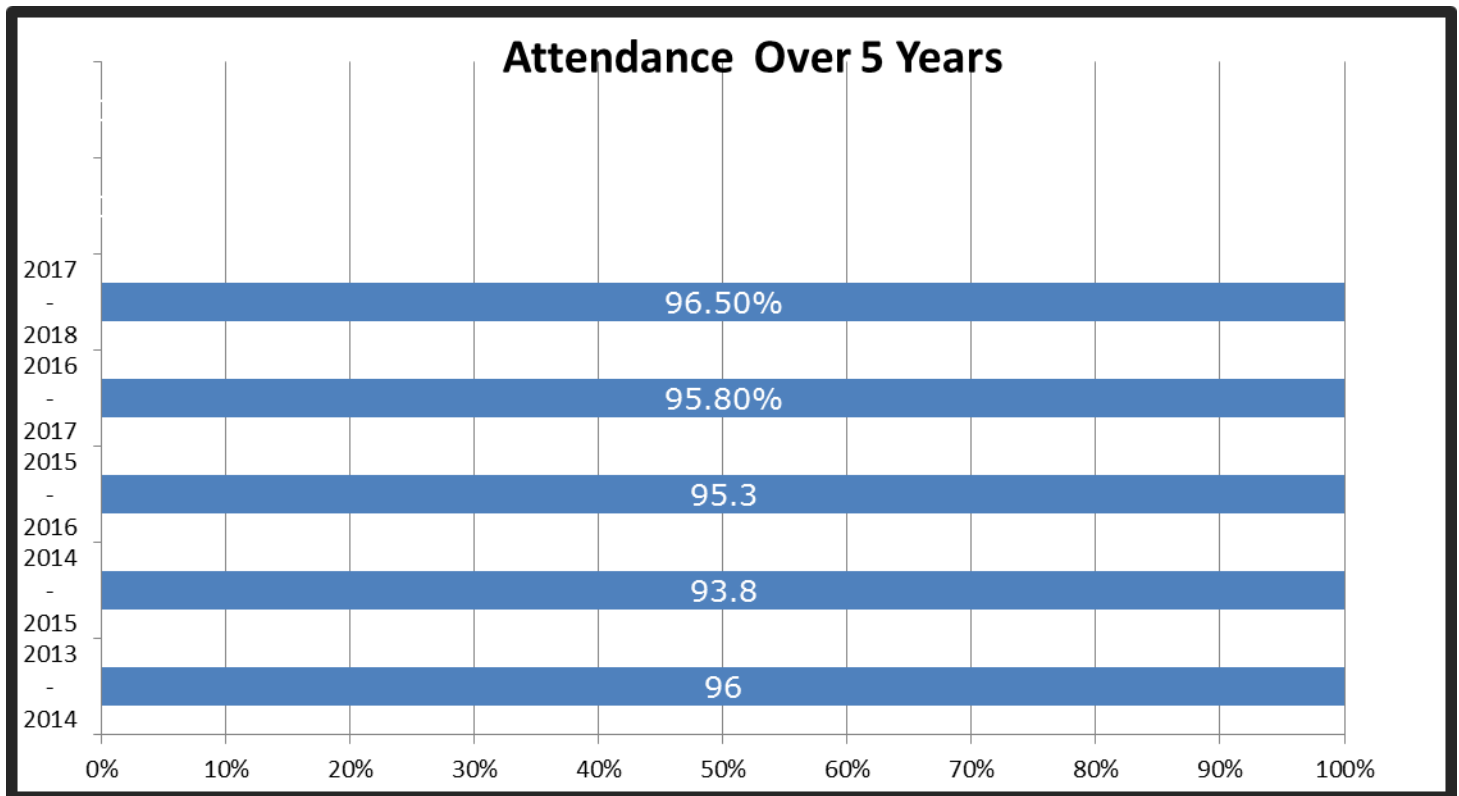
## Beck Academy Gifted and Talented Enrollment



## BECK ACADEMY FREE and REDUCED STUDENT STATUS



## BECK ACADEMY STUDENT ATTENDANCE PERCENTAGES



## School's Major Academic and Behavioral Programs

Beck International Academy staff believes in educating the whole child. To this end, we provide and offer a variety of programs and initiatives:

High school credit 2017-18 course offerings:

- 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

Standards-based instruction in all courses and a formative assessment grading in grade 6 science and social studies classes help to increase our student achievement and learning. Gifted and talented courses are offered at all three grades levels, and three levels of math instruction are provided for incoming 6<sup>th</sup> graders (math 6, math 6/7, math 6/7/8).

In 2017-18, we continued to implement **second chances for learning for all students through an extended daily advisory period and a Wednesday afternoon re-teach/relearn/reassess program called L.I.F.T. (Letting Individuals Fine Tune).**

**To implement this second chances program with fidelity and equity for all students, we** provided bus transportation home for all students in need.

In addition, **we implemented two new district reading intervention programs:**

- Language Live! For non IEP students who are reading 2-4 levels below their grade
- Read 180/System 44 for IEP students in need of reading interventions

To help with math instruction in grades 6 and 7 and provided a more personalized pathway for instruction, we purchased student subscriptions to ALEKS for needed skills practice and enrichment pathways for accelerated learners.

Beck International Academy provides the following additional programs and initiatives:

- Fine arts studies in visual art, strings, band, choral music, and drama
- Special Needs Services including inclusion (Stetson Model)
- KNIGHT SHIFT Grade 6 transition program from elementary school
- Gateway to Technology Program
- Virtual Google Basics and Computer Tec instructional programs
- ESOL Program
- Curriculum Night and Magnet Open House
- 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
- School-wide Writing Instructional Program (Schaffer Model)
- Mastery Connects (Year 2 Implementation)
- International Week Festival to Celebrate Global Awareness, Diversity and International Relationships
- Art Club
- Green Team

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

- 8<sup>th</sup> Grade Job Shadowing
- College Fair
- Career Field Trips and Career Speakers
- Lunch and Learn Speakers
- Bully Prevention Program (Grade 6)

Staff will continue to focus on intervention interviews and supports with at-risk students, including a special one to one mentoring program for at-risk students.

In the 2018-19 school year all staff will be trained, and we will implement Capturing Kids Hearts and ON Track with fidelity to increase our ability to identify needs of all students as well as those at-risk, and provide needed services for all students.

Teachers continue to meet weekly in **small professional learning communities for collaborative** content planning. These content meetings are used for SC Ready/PASS standards unit planning, developing common assessments, and analyzing Mastery Connects formative assessment and 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 allow for day to day lesson planning and reflection on needed literacy and numeracy intervention strategies and provide an opportunity for both special education and core content staff to plan together. This is also a time to identify students in need of weekly reteach/relearn/retesting sessions for mastery using both advisory and Wednesday afterschool L.I.F.T. (Letting Individuals Fine Tune) time.

Last year, we revised our teacher mentor program to provide more intense support and supervision for both induction and ADA teachers. A mentor team consisting of the assigned teacher mentor, the instructional coach, 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. For the upcoming 2018-19 year, we will continue to reflect and revise our teacher mentor program to provide ongoing support for all teachers and use instructional rounds to meet unique individual professional development needs.

## **Mission Vision, and Beliefs**

The Beck International 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 are student-centered and committed to social equity for all our students. The Beck International Academy family has developed and is committed to a vision, set of beliefs, and mission as the foundation for all aspects of our educational community.

### **Our Vision:**

**Our vision is to inspire, educate, and lead all learners in a creative environment that focuses on the social, emotional, physical, intellectual, and cultural development of each individual student.**

### **Our Beliefs:**

*We believe...*

*in inspiring students to meet their individual potential  
that focusing on the whole child is key to our academic success  
in providing a safe and supportive community in which students can thrive  
in encouraging students to take ownership for their learning*

### **Our Mission:**

**The mission of Beck International Academy is to meet the needs of our diverse student body in an environment that nurtures, accepts, challenges, inspires, and empowers all students to achieve their individual best.**

## Data Analysis and Needs Assessment

### Student Achievement

Beck International Academy is committed to providing our students:

- standards-driven instruction and PLC work to analyze student work and data to inform instructional practice
- second chances and multiple opportunities to relearn and re-assess to target gaps in learning
- multiple ways to demonstrate mastery and authentic assessments
- a school-wide literacy program that provides intervention for our most at-risk students
- using student reading and writing conferences to grow analytical reading skills, encourage independent reading, and teach questioning and text dependent writing skills
- reading math acceleration and remediation program to close the gaps in numeracy
- guidance intervention conferences and student counseling to target at-risk learners
- quarterly celebrations for student success to increase engagement and student ownership of learning
- enhance the use of technology and digital resources to provide personalized and blended learning experiences

As referenced from the SDE 2017 Report Card <https://ed.sc.gov/dat/report-cards/>

#### Achievement gaps in SC READY ELA are noted for the following subgroups:

- **African American students (22% proficient)** a loss in proficiency of 1% from the previous year
- **Special Education students (8% proficient)** although, a gain in proficiency from the previous year of 2%
- **Males ( 46% proficient)**

This chart shows **ELA 2016-17 performance in SCREADY ELA:**

<u>ELA</u>	<u>2016-17</u>
<b><u>Whole School</u></b>	<b><u>54%</u></b>
Grade 6	<b>53%</b>
Grade 7	<b>51.3%</b>
Grade 8	<b>57.6%</b>

**Achievement gaps in SC READY Math are noted for the following subgroups:**

- **African American students (17% proficient)** 1% gain in proficiency from the previous year
- **Special Education students (9 % proficient)** 3% gain in proficiency from the previous year
- **All males, grades 7 and 8 (47% proficient)**

**This chart shows Math 2016-17 performance in SCREADY Math:**

<u>Math</u>	<u>2016-17</u>
<u>Whole School</u>	<u>53.9%</u>
Grade 6	65.3%
Grade 7	46.4%
Grade 8	49.1%

**Achievement gaps in SC PASS Science are noted for the following subgroups:**

- **African American students (34% proficient)** a loss from the previous year
- **LEP students (44% proficient)**
- **Special Education students (21% proficient)** a loss of 7% from the previous year

**This chart shows Science 2016-17 performance in SC PASS Science:**

	<u>Spring 2017</u>
<u>Grade 6</u>	<u>71.1%</u>
<u>Grade 7</u>	<u>57.8%</u>
<u>Grade 8</u>	<u>67%</u>

**Achievement gaps in SC PASS Social Studies are noted for the following subgroups:**

- **African American students (53% proficient)** a loss of 6% from the previous year
- **Special Education students (38% proficient)** a gain of 1% from the previous year

**This chart shows Social Studies 2016-17 performance in SC PASS Social Studies:**

	<u>Spring 2017</u>
<u>Grade 6</u>	<u>86.7%</u>
<u>Grade 7</u>	<u>69.8%</u>
<u>Grade 8</u>	<u>72.3%</u>



## END of COURSE TESTING

Our students taking high school credit classes continue to show 98 to 100 % passage rates in both English 1 HONORS in both grades 7 and 8 and Algebra 1 HONORS in grade 8.

Year	Algebra 1 EOC % passage rate	English 1 EOC % passage rate
2013-2014	98.9%	100%
2014-2015	100%	100%
2015-2016	99.3%	100%
2016-2017	98%	100%
2017-2018	99%	100%

## Teacher/ Administrative Quality

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

1. The school will have qualified, diverse teachers (gender and ethnicity) by 2023.  
Schools will provide targeted and ongoing support and professional development to help teachers work with diverse populations.

Professional development training and mentoring for all staff will continue to include:

- Using PLC's ( professional learning communities) to collaborate and:
  1. planning standards-based instruction and creating learning targets
  2. planning common summative assessments
  3. analyzing data and formative assessments to inform instruction
  4. planning weekly strategies in advisory and L.I.F.T. to provide students second chances to relearn and demonstrate mastery
  5. planning instruction to differentiate groupings of students based on identified Needs and gaps in learning and achievement
  6. sharing literacy strategies to continue to improve student reading analysis skills
  7. implementing and using new technology and digital resources to support and enhance instruction, such as ALEKS, IXL, Language Live
  8. sharing and analyzing formative assessment in Mastery Connects, including benchmarks
  9. classroom management/ engagement strategies and protocols

10. learning blended learning strategies and personalized learning pathways
11. Capturing Kids Hearts to form positive relationships with students
12. Sharing and providing teachers with incentives for improved teacher attendance
13. Continuing to implement a team approach to mentoring induction and ADA status teachers to provide more intense support and supervision
14. Implementing instructional rounds to provide more personalized and supportive PD experiences
15. Providing grant and professional development funds that maximize opportunities for teachers to collaborate and learn new strategies

**Professional Development Calendar for 2017-2018 pages 36-39.**

## Professional Development Calendar 2017-2018

### PLC (Professional Learning Communities) Work:

A critical piece for successful implementation of quality professional development is the work done in our PLC's. Our PLC groups meet each week with the instructional coach, inclusion staff, and/or an administrator during a prescribed time.

During this time we:

- Discuss current content units and share specific instructional strategies
- Discuss concerns in learning unit content standards or indicators with our students
- Discuss any inclusion concerns with our special education staff and determine how they will push in to provide support
- Create and analyze current formative or summative assessments in Mastery Connects and determine how we will use LIFT (Letting Individuals Fine Tune) sessions to reteach and reassess
- Analyze benchmark assessments and standardized test data to determine gaps in learning and areas of strength and those in need of re-teaching

In addition, the first Wednesday of each month is set aside for differentiated staff professional development. Staff is provided three choices for professional training in order to more appropriately provide training to meet their specific needs. Teachers teach teachers in these sessions. The focus in these sessions is on: technology and digital learning, instructional strategies, learning theory/researched best practices, literacy, mentoring, and classroom learning environments.

The following calendar shares our upcoming professional trainings for the 2017-18 school year:

Dates	Professional Development Activity	Participants
July 2017	Digital Learning and Devices Training	DLC: Beth Greiner, Ashleigh Skeleton, Emily Strickland, Allison Diaz, Mary Chandler, Principal, Administrators, IC
	Required Management Trainings for All Staff	
August 2017	Power Teacher Gradebook Setup for all staff	Debbie Sanders, IC. PT Manager
August/September 2017	Mastery Connects Updates and Revisions Analyzing Current Data and Creating SLO's (Student Learning Objectives)	Alyssa Nichols, Debbie Sanders MC Lead Trainers
April 2018 TBA	PASS, SC READY, EOC State Testing Procedures	All Staff Debbie Sanders,



August 2017	New Teacher Meeting Specific training provided for all new staff	Jennifer Meisten, Principal Administrators, New Beck Staff Debbie Sanders, IC
1 <sup>st</sup> semester August through December	MTM (Mentor to Mentee) monthly professional development and roundtable reflection meetings This professional development activity is designed to provide specific support for all induction, ADEPT, A1Formative staff and their mentors.	All induction, ADEPT, A1Formative staff and mentors Debbie Sanders, IC
November/December 2017	Discovering ELEOT Observation and Performance Criteria Beck Google Classroom	Jennifer Meisten, Principal
	<b>SCHOOL CULTURE and CLASSROOM ENVIRONMENT</b>	
November 27, 2017	ODD Seminar- Operational, Defiant, and Disruptive Children and Adolescents	Rob Sherrill Carlton Steller Debbie Sanders
March 2018	RON CLARK Academy Focus on Engagement and Motivation	Alissa Stewart Ralph Bucci Andrea Owen Brittany Attaway
March, April, May 2018	School –wide Book Study The Energy Bus	Principal, Administrative Leadership Team, Staff
	<b>Technology Focus Groups for Wednesdays( monthly)</b>	
October 2017	DLC Digital Learning and Devices Session 1 Discovering Discovery ED Resources Session 2 Google Classroom Basics	Digital Leader Corps Beth Greiner Mary Chandler Ashleigh Skeleton Emily Strickland
January 3, 2018	Digital Learning Focus and Devices Technology Tools : Chromebooks 101	Digital Leader Corps Beth Greiner Mary Chandler Ashleigh Skeleton Emily Strickland
February 2018	Digital Leadership Learning Focus - Technology Tools Learning and Using about FLIP GRIP Google Classroom/ Videos	Digital Leader Corps Beth Greiner Mary Chandler Ashleigh Skeleton Emily Strickland
Person to Person Session Dates Feb. 6,27 April 27	DEN Ambassador Program Discovery Education Ambassador Program for Integrating Technology into Classroom Instruction Technology Renewal Credit Available	Emily Strickland, DLC
MAY 2018	<b>Mandatory State Testing Training</b>	Debbie Sanders, STCs Jenny McGrady

# School Climate Needs Assessment

Our current school climate goals and objectives in the area of School Climate are:

1. Maintain a rate of 90% among parents, students, and teachers who agree or strongly agree they feel safe during the school day on the South Carolina Department of Education Survey. Currently, this rate is:

Parents- 93.3%

Students- 93.1%

Teachers- 98.2%

2. The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.
3. The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %. Currently, this rate is 1.3%.
4. The school will demonstrate a caring environment as indicated by an increase in the percent of middle school students who describe their teacher as caring on the AdvancED Culture and Climate Survey. Currently, this percentage is 61%.
5. Maintain a student attendance rate of 95% or higher. Currently, this rate is 95.2%.
6. The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of middle school students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school. Currently, this percentage is:

Students feeling afraid- 7%

Students feeling lonely- 13%

Students feeling angry- 13%

Beck International Academy continues to have a positive and student-centered learning environment. We believe in educating the whole child. In reviewing our AdvancED Climate and Culture Survey, 76% of our students feel they are expected to learn at school, and 61% of students feel that their teachers are fun and caring. 71% of our students feel their interactions with adults are respectful, and 68% feel their interactions are helpful. A concern from our survey indicates that 51% of our students are tired and 47% are bored.

Over 90% of our parents, teachers, and students agree they feel safe during the school day. Parents are a strong 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.

Our teachers feel we provide a strong instructional program and have high expectations for students. They would like to have greater access to technology devices and a more one to one approach.

Beck staff strives to promote a positive school learning environment. To this end, we provide the following programs and initiatives:

- Second chances programs through advisory and L.I.F.T. (Letting Individuals Fine Tune)  
to relearn material and take second assessments to demonstrate mastery
- School-wide five discipline plan
- Guidance one to one student interventions
- Mental Health Counselor on campus
- Monthly positive student incentives and celebrations to honor student attendance and work  
Marvelous Mondays (Students with no referrals or detentions can wear Greenville County Dress Code.)  
Student Appreciation Day (Student participation is based on behavior performance.)  
Quarterly Student Celebrations for achievement and attendance
- Extended day program provides homework time and one on one tutoring to students to further their learning
- Peer buddies, such as Beck Ambassadors, to help students transferring after the beginning of the school year to adjust and provide empathy
- Advisory periods
- Student Action Committees
- Enhance professional development to increase staff awareness and understanding of community and student population being served

As we analyze the AdvancED survey results, we realize the need for programs to more accurately identify, assess, provide , and monitor appropriate interventions for our most at risk students. In 2018-19 staff will learn and implement with fidelity ON Track and GCSource programs. These programs identify at risk students with behavior, attendance, and grades, and use the collected data in to plan appropriate interventions. In addition, staff is being trained in the summer of 2018 in Capturing Kids Hearts, a program to empower all adults (teachers, custodians, bus drivers, resource officers, administrators etc.) to establish a positive rapport

with students. This new initiative will provide mentoring and ongoing proactive and positive support to help guide student decisions and deescalate situations. CKH helps to insure that every student has a connection to a caring and supportive adult in the building. It also establishes protocols among all adults to communicate positively with kids.

**2016-17 SDE SC Report Card link:**

**<https://ed.sc.gov/data/report-cards/historic-school-report-cards/2017/view/?y=2017&t=M&d=2301&s=029>**





**Performance Goal Area:** ☒ Student Achievement\* ☐ Teacher/Administrator Quality\* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required) ☐ District Priority

*Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional  
*1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

**PERFORMANCE GOAL: 1** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from   54  % in 2016-17 to   59  % in 2022-23.

*Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.*

SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by   1  % annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>54</b> (2016-17)	<b>School Projected Middle</b>	<b>55</b>	<b>56</b>	<b>57</b>	<b>58</b>	<b>59</b>
		<b>School Actual Middle</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>43</b> (2016-17)	<b>District Projected Middle</b>	<b>46</b>	<b>49</b>	<b>52</b>	<b>55</b>	<b>58</b>



<b>ACTION PLAN FOR STRATEGY #1: Provide targeted reading and writing instruction for all students</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
<ul style="list-style-type: none"> <li>revise strategies for closing the gaps in literacy for African American, male, and special education students</li> <li>inform instructional changes needed for all level of learners</li> </ul> <p>They will work with a reading interventionist to plan intervention and differentiated instruction.</p> <ul style="list-style-type: none"> <li>Implement the MTSS framework of intervention using Read 180, System 44, and Language Live!</li> </ul>					<p>diverse texts in classroom libraries for independent reading that meet student needs and interests</p> <p>Formative and summative assessments to identify students in need of intervention and to track student growth</p>
<p>2.. Professional development for ELA teachers will focus on</p> <ul style="list-style-type: none"> <li>engaging readers in independent reading</li> <li>building stamina</li> <li>teaching writing strategies (Schaffer Model) and TDA</li> <li>closing the literacy gap through: student centered differentiated instruction and reading intervention programs- System 44, Read 180,</li> <li>project based and blended learning initiatives</li> </ul>	2018-2023	Principal Instructional Coach ELA Teachers SPED Staff ELA District Coordinator Summer Academy	None	None	<p>Greater percentage of students that meet or exceed the standard on SC Ready ELA assessment and closing the gap for African-American, male, and special education students</p> <p>Observations Unit Leeson Plans Agenda notes from</p>

<b>ACTION PLAN FOR STRATEGY #1: Provide targeted reading and writing instruction for all students</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Teacher PD and administrative teams use instructional observational rounds and reflective conversations to inform needed instructional changes and support.					<p>content meetings</p> <p>Agendas from PD trainings and Weekly PLC meetings</p> <p>Assessment charts and data reports from intervention reading programs</p> <p>Reflection Logs from instructional round observations.</p>
3. ELA teachers will continue to use formative assessments to inform weekly LIFT sessions to reteach content and provide second chances for students to relearn missed concepts and retest for mastery.	2018-2023	Principal Instructional Coach ELA Teachers Administrators	None	None	<p>LIFT spreadsheets in Google documenting student attendance in LIFT sessions</p> <p>Mastery Connects</p> <p>Assessment Data Charts</p>

**Performance Goal Area:** ☒ Student Achievement\* ☐ Teacher/Administrator Quality\* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required) ☐ District Priority

*Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional  
*1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

**PERFORMANCE GOAL: 2** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 53.9% in 2016-17 to 58.9% in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 1% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations <b>53.9</b> (2016-17)	<b>School Projected Middle</b>	<b>54.9</b>	<b>55.9</b>	<b>56.9</b>	<b>57.9</b>	<b>58.9</b>
		<b>School Actual Middle</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations <b>40</b> (2016-17)	<b>District Projected Middle</b>	<b>43</b>	<b>46</b>	<b>49</b>	<b>52</b>	<b>55</b>

		<b>District Actual Middle</b>					
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<b>ACTION PLAN FOR STRATEGY #1: Provide targeted math core instruction for all students</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
<p>1. Math teachers will meet for collaborative planning as PLC's each week to plan SCCCS standards-based best practices instruction following the GCSD instructional protocol that</p> <ul style="list-style-type: none"> <li>identifies learning targets</li> <li>develops comprehensive units of instruction</li> <li>developing instruction at higher DOK levels</li> <li>modeling and think alouds to scaffold student thinking and support independence as mathematicians who are conceptual and critical thinkers enhance student understanding of mathematical concepts through intentional and authentic use of content vocabulary</li> <li>use tasks and activities that promote reasoning and problem solving</li> <li>use real world problems as a part of daily class instruction</li> </ul>	2018-2023	Principal Math Teachers SPED Staff Instructional Coach Administrators	None	None	<p>Greater percentage of students that meet or exceed the standard on SC Ready math assessment and closing the gap for African-American, male, and special education students</p> <p>Observations Unit Leeson Plans Agenda notes from content meetings Agendas from PD trainings and Weekly PLC meetings Assessment charts and data reports from Mastery Connects</p>

<ul style="list-style-type: none"> <li>• interactive note booking</li> </ul> <p>They will examine, monitor, and analyze student performance using both formative and summative assessments in Mastery Connects with the instructional coach, special education staff, and administrators to</p> <ul style="list-style-type: none"> <li>• revise strategies for closing the gaps in math for African American, male, and special education students</li> <li>• inform instructional changes needed for all level of learners</li> </ul>					Reflection Logs from instructional round observations.
<p>2. Professional development for Math teachers will focus on</p> <ul style="list-style-type: none"> <li>• engaging students in mathematical reasoning and real world problem solving</li> <li>• teaching critical thinking skills</li> <li>• closing the gap through: student centered differentiated instruction and intervention</li> <li>• project based and blended learning initiatives</li> </ul> <p>Teacher PD and administrative teams use instructional observational rounds and reflective conversations to inform needed instructional changes and support.</p>	2018-2023	Principal Instructional Coach Math Teachers SPED Staff Math District Coordinator Summer Academy	None	None	<p>Greater percentage of students that meet or exceed the standard on SC Ready math assessment and closing the gap for African-American, male, and special education students</p> <p>Observations Unit Lesson Plans Agenda notes from content meetings Agendas from PD trainings and Weekly PLC meetings Assessment charts and data reports from Mastery Connects</p> <p>Reflection Logs from instructional round</p>



					observations.
3. Math teachers will continue to use formative assessments to inform weekly LIFT sessions to reteach content and provide second chances for students to relearn missed concepts and retest for mastery.	2018-2023	Principal Instructional Coach Math Teachers Administrators	None	None	LIFT spreadsheets in Google documenting student attendance in LIFT sessions Mastery Connects Assessment Data Charts

**Performance Goal Area:**   ☒ Student Achievement\*   ☐ Teacher/Administrator Quality\*   ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* *required*)   ☐ District Priority

*Gifted and Talented Requires*   ☐ Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional  
*1 Academic Goal and 1 Additional Goal*   ☐ Gifted and Talented: Other

**PERFORMANCE GOAL: 3** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will meet or exceed the state and federal accountability standard annually from 2018-19 through 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by   1  % annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>School Projected Middle</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>School Actual Middle</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>District Projected Middle</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>

		<b>District Actual Middle</b>					
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\*Beginning in 2017-18, grades 4, 6, and 8 will take SCPASS Science.

<b>ACTION PLAN FOR STRATEGY #1: Provide targeted science core instruction for all students</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
<p>1. Science teachers will meet for collaborative planning as PLC's each week to plan SCCCS standards-based best practices instruction following the GCSD instructional protocol that</p> <ul style="list-style-type: none"> <li>identifies learning targets</li> <li>develops comprehensive units of instruction</li> <li>developing instruction at higher DOK levels</li> <li>modeling and think alouds to support independence as use tasks and activities that promote reasoning and problem solving</li> <li>use real world problems as a part of daily class instruction</li> <li>intentional teaching of content vocabulary</li> <li>thinking like a scientist</li> <li>project based and blended learning</li> <li>interactive note booking</li> </ul> <p>They will examine, monitor, and analyze student performance using both</p>	2018-2023	Principal Science Teachers Instructional Coach Administrators	None	None	<p>Greater percentage of students that meet or exceed the standard on SC PASS science assessment</p> <p>Observations</p> <p>Unit Leeson Plans</p> <p>Agenda notes from content meetings</p> <p>Agendas from PD trainings and Weekly PLC meetings</p> <p>Assessment charts and data reports from Mastery Connects</p> <p>Reflection Logs from instructional round observations.</p>

<p>formative and summative assessments in Mastery Connects with the instructional coach, and administrators to</p> <ul style="list-style-type: none"> <li>• revise strategies for closing the gaps in science</li> <li>• inform instructional changes needed for all level of learners</li> <li>• use SSC SDE state support documents to prioritize science indicators</li> </ul>					
<p>2. Professional development for Science teachers will focus on</p> <ul style="list-style-type: none"> <li>• engaging students in reasoning and real world problem solving</li> <li>• teaching critical thinking skills</li> <li>• closing the gap through: student centered differentiated instruction and intervention</li> <li>• project based and blended learning initiatives</li> <li>• increasing the use of digital learning</li> </ul> <p>Teacher PD and administrative teams use instructional observational rounds and reflective conversations to inform needed instructional changes and support.</p>	2018-2023	Principal Instructional Coach Science Teachers Science District Coordinator Summer Academy	None	None	<p>Greater percentage of students that meet or exceed the standard on SC PASS science assessment</p> <p>Observations Unit Leeson Plans Agenda notes from content meetings Agendas from PD trainings and Weekly PLC meetings Assessment charts and data reports from Mastery Connects Reflection Logs from instructional round observations.</p>
<p>3. Science teachers will continue to use formative assessments to inform weekly LIFT sessions to reteach content and</p>	2018-2023	Principal Instructional Coach Science Teachers Administrators	None	None	<p>LIFT spreadsheets in Google documenting student attendance in LIFT sessions</p>

provide second chances for students to relearn missed concepts and retest for mastery.					Mastery Connects Assessment Data Charts
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**Performance Goal Area:** ☒ Student Achievement\* ☐ Teacher/Administrator Quality\* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* *required*) ☐ District Priority

*Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional  
*1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

**PERFORMANCE GOAL: 4** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will increase by 1% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 and 7 only	<b>School Projected Middle</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>School Actual Middle</b>					

SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 and 7 only	<b>District Projected Middle</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>District Actual Middle</b>					

\*Beginning in 2017-18, grades 5 and 7 will take SCPASS Social Studies\*

<b>ACTION PLAN FOR STRATEGY #1: Provide targeted social studies core instruction for all students</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Social Studies teachers will meet for collaborative planning as PLC's each week to plan SCCCS standards-based best practices instruction following the GCSO instructional protocol that <ul style="list-style-type: none"> <li>identifies learning targets</li> <li>develops comprehensive units of instruction</li> <li>developing instruction at higher DOK levels</li> <li>modeling and think alouds to support independence as use tasks and activities that promote reasoning and problem solving</li> <li>use real world problems as a part of daily class instruction</li> </ul>	2018-2023	Principal Social Studies Teachers Instructional Coach Administrators	None	None	Greater percentage of students that meet or exceed the standard on SC PASS social studies assessment  Observations Unit Lesson Plans Agenda notes from content meetings Agendas from PD trainings and Weekly PLC meetings Assessment charts and data reports from Mastery

<ul style="list-style-type: none"> <li>intentional teaching of content vocabulary</li> <li>project based and blended learning</li> <li>interactive note booking</li> </ul> <p>They will examine, monitor, and analyze student performance using both formative and summative assessments in Mastery Connects with the instructional coach, and administrators to</p> <ul style="list-style-type: none"> <li>revise strategies for closing the gaps in science</li> <li>inform instructional changes needed for all level of learners</li> <li>use SSC SDE state support documents to prioritize social studies indicators</li> </ul>					<p>Connects</p> <p>Reflection Logs from instructional round observations.</p>
<p>2. Professional development for social studies teachers will focus on</p> <ul style="list-style-type: none"> <li>engaging students in reasoning and real world problem solving</li> <li>teaching critical thinking skills</li> <li>student centered differentiated instruction and intervention</li> <li>project based and blended learning initiatives</li> <li>increasing the use of digital learning</li> <li>using primary documents and resources</li> </ul> <p>Teacher PD and administrative teams use instructional observational rounds and reflective conversations to inform needed instructional changes and support.</p>	2018-2023	<p>Principal</p> <p>Instructional Coach</p> <p>Social Studies</p> <p>Teachers</p> <p>Social Studies</p> <p>District Coordinator</p> <p>Summer Academy</p>	None	None	<p>Greater percentage of students that meet or exceed the standard on SC PASS social studies assessment</p> <p>Observations</p> <p>Unit Leeson Plans</p> <p>Agenda notes from content meetings</p> <p>Agendas from PD trainings and Weekly PLC meetings</p> <p>Assessment charts and data reports from Mastery Connects</p> <p>Reflection Logs from instructional round</p>

					observations.
3. Social Studies teachers will continue to use formative assessments to inform weekly LIFT sessions to reteach content and provide second chances for students to relearn missed concepts and retest for mastery.	2018-2023	Principal Instructional Coach Social Studies Teachers Administrators	None	None	LIFT spreadsheets in Google documenting student attendance in LIFT sessions Mastery Connects Assessment Data Charts



**Performance Goal Area:**   ☒ Student Achievement\*   ☐ Teacher/Administrator Quality\*   ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* *required*)   ☐ District Priority

*Gifted and Talented Requires*   ☐ Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional  
*1 Academic Goal and 1 Additional Goal*   ☐ Gifted and Talented: Other

**PERFORMANCE GOAL: 5** Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for each standardized test (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 51 (2016-17) Annual Increase = 1%	<b>Projected Hispanic</b>	52	53	54	55	56
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 51 (2016-17) Annual Increase =1%	<b>Actual Hispanic</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 17 (2016-17) Annual Increase =2.9%	<b>Projected AA</b>	19.9	22.8	25.7	28.6	31.5

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 17 (2016-17) Annual Increase =2.9%	<b>Actual AA</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 8 (2016-17) Annual Increase =3.4%	<b>Projected SWD</b>	11.4	14.8%	18.2	21.6	25
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 8 (2016-17) Annual Increase =3.4%	<b>Actual SWD</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 26 (2016-17) Annual Increase =2.4%	<b>Projected LEP</b>	28.4	30.8	34.2	37.6	41
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 26 (2016-17) Annual Increase =2.4%	<b>Actual LEP</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations  (2017-18) Annual Increase =	<b>Projected SIP</b>	TBD	TBD	TBD	TBD	TBD
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations  (2017-28) Annual Increase =	<b>Actual SIP</b>					

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 48 (2016-17) Annual Increase =1.2%	<b>Projected Hispanic</b>	49.2	50.4	51.6	52.8	54
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 48 (2016-17) Annual Increase =1.2%	<b>Actual Hispanic</b>	49.2	50.4	51.6	52.8	54
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 17 (2016-17) Annual Increase =2.9%	<b>Projected AA</b>	19.9	22.8	25.7	28.6	31.5
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 17 (2016-17) Annual Increase =2.9%	<b>Actual AA</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 9 (2016-17) Annual Increase =3.4%	<b>Projected SWD</b>	12.4	15.8	19.2	22.6	26
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 9 (2016-17) Annual Increase =3.4%	<b>Actual SWD</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 29 (2016-17) Annual Increase =2.3%	<b>Projected LEP</b>	31.3	33.6	35.9	38.2	40.5

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 29 (2016-17) Annual Increase =2.3%	<b>Actual LEP</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2017-18) Annual Increase =	<b>Projected SIP</b>	TBD	TBD	TBD	TBD	TBD
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2017-18) Annual Increase =	<b>Actual SIP</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Projected Hispanic</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Actual Hispanic</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Projected AA</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Actual AA</b>					

SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Projected SWD</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Actual SWD</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Projected LEP</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Actual LEP</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Projected SIP</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Actual SIP</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Projected Hispanic</b>	TBD	TBD	TBD	TBD	TBD

SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Actual Hispanic</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Projected AA</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Actual AA</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Projected SWD</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Actual SWD</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Projected LEP</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Actual LEP</b>					

SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Projected SIP</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Actual SIP</b>					

<b>ACTION PLAN FOR STRATEGY #1: Increase the effectiveness of data-based core instruction</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Teachers will meet for collaborative planning as PLC's each week to plan SCCCS standards-based best practices instruction following the GCSD instructional protocol that <ul style="list-style-type: none"> <li>identifies learning targets</li> <li>develops comprehensive units of instruction</li> <li>developing instruction at higher DOK levels</li> </ul>	2018-2023	Teachers Instructional coach Principal Administrators	None	None	Agendas from PLC meetings Observations Lesson plans Instructional rounds for observation and reflection
2. They will use data driven conversations to examine, monitor, and analyze student performance using: <ul style="list-style-type: none"> <li>formative and summative assessments in Mastery Connects with the instructional coach, special</li> </ul>	2018-2023	Teachers Instructional coach Principal Administrators	None	None	Agendas from PLC meetings Observations Lesson plans

<b>ACTION PLAN FOR STRATEGY #1: Increase the effectiveness of data-based core instruction</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
education staff, and administrators to meet the needs of all learners. Reteach and offer students second chances to master content through advisory and L.I.F.T.					Instructional rounds for observation and reflection Mastery Connects and benchmark data reports and charts LIFT spreadsheets
3. Participate in professional development trainings on best practices on diverse learners	2018-2023	Principal Instructional Coach GCS Academic Specialists	None	None	PD calendar District PD offerings Agendas from PD



**Performance Goal Area:** ☒ Student Achievement\* ☐ Teacher/Administrator Quality\* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required) ☐ District Priority

*Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional  
*1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

**PERFORMANCE GOAL: 6** 100% of middle schools will have targeted literacy intervention classes by 2023.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool	TBD	School Projected	TBD	TBD	TBD	TBD	TBD
PowerSchool		School Actual	TBD	TBD	TBD	TBD	TBD
PowerSchool	50	District Projected	75	100	100	100	100

PowerSchool		<b>District Actual</b>					
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<b>ACTION PLAN FOR STRATEGY #1:</b> To provide targeted reading interventions aligned to student needs					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Determine and utilize appropriate evidence-based assessments to identify targeted intervention needs <ul style="list-style-type: none"> <li>Fountas and Pinnell</li> <li>ELA SC READY scores</li> <li>Mastery Connects</li> </ul>	2018-2023	Principal Instructional Coach Administrators Reading Interventionist	None	None	Data charts and spreadsheets to review and identify students in need of intervention
2. Implement the MTSS framework intervention guidelines with fidelity <ul style="list-style-type: none"> <li>Language Live!</li> <li>Read 180/System 44</li> </ul> Coach teachers in best practice	2018-2023	Principal Instructional Coach Administrators Reading Interventionist Teachers	None	None	Assessment reports from intervention programs to monitor growth  Coaching cycles logs and PLC agendas
3. Monitor and track student growth through intervention assessment reports,	2018-2023	Principal Instructional Coach	None	None	Implement On Track/GCSOURCE to

<b>ACTION PLAN FOR STRATEGY #1:</b> To provide targeted reading interventions aligned to student needs					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
benchmarks, and Mastery Connects assessments		Administrators Reading Interventionist Teachers			monitor progress  Quarterly review of Mastery Connects data and benchmarks to monitor student progress

**Performance Goal Area:**   ☐ Student Achievement\*   ☒ Teacher/Administrator Quality\*   ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required)   ☐ District Priority

*Gifted and Talented Requires*   ☐ Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional  
*1 Academic Goal and 1 Additional Goal*   ☐ Gifted and Talented: Other

**PERFORMANCE GOAL: 1** The school will have qualified, diverse teachers (gender and ethnicity) by 2023.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Employment report	% of diverse teachers 2017-18	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual	TBD	TBD	TBD	TBD	TBD
Employment report	% of diverse teachers 2017-18	District Projected	TBD	TBD	TBD	TBD	TBD

		<b>District Actual</b>					
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<b>ACTION PLAN FOR STRATEGY #1:</b> to provide ongoing support for teachers to work with diverse student populations					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Provide professional development to help staff work with diverse student populations	2018-2023	Principal Instructional Coach Administrators GCS District Staff	None	None	Professional development activities to help teachers work with diverse student populations Capturing Kids Heart training for all staff- July-August 2018 Observations Instructional rounds for observation and reflection
2. Provide mentoring and support for new teachers to collaborate and develop positive relationships with a mentor, a	2018-2023	Principal Instructional Coach Administrators	None	None	Observations Coaching cycle logs from administrators and

<b>ACTION PLAN FOR STRATEGY #1:</b> to provide ongoing support for teachers to work with diverse student populations					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
buddy teacher, and the instructional coach through MTM (Mentor to Mentor) initiative		Mentors			instructional coach
3. Provide time and support for all teachers to develop personalized growth plans	2018-2023	Principal Instructional Coach Administrators	None	None	Coaching cycle logs from administrators and instructional coach

<b>Performance Goal Area:</b> Schools, etc.)* (* required)	<input type="checkbox"/> Student Achievement*	<input type="checkbox"/> Teacher/Administrator Quality*	<input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
	<input type="checkbox"/> District Priority		
<i>Gifted and Talented Requires Goal and 1 Additional Goal</i>	<input type="checkbox"/> Gifted and Talented: Academic	<input type="checkbox"/> Gifted and Talented: Artistic	<input type="checkbox"/> Gifted and Talented: Social and Emotional
	<input type="checkbox"/> Gifted and Talented: Other		<i>1 Academic</i>
<b>PERFORMANCE GOAL: 1</b> Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree they feel safe during the school day on the South Carolina Department of Education Survey.			
<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.			

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE School Report Card Survey	90	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	93.1%	School Actual Students					
SC SDE School Report Card Survey	90	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

	98.2%	<b>School Actual Teachers</b>					
SC SDE School Report Card Survey	90	<b>School Projected Parents</b>	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$
	93.3%	<b>School Actual Parents</b>					
SC SDE School Report Card Survey	<b>91</b>	<b>District Projected Students</b>	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$
		<b>District Actual Students</b>					
SC SDE School Report Card Survey	<b>94</b>	<b>District Projected Teachers</b>	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$
		<b>District Actual Teachers</b>					



SC SDE School Report Card Survey	88	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents					

ACTION PLAN FOR STRATEGY #1: To increase the percentage of parents, teachers, and students that feel safe during school hours and to communicate safety measures with all stakeholders					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Communicate clearly and effectively with all stakeholders that district/school-wide emergency response plans are in place and include explanations of the training and drills that take place at school.	2018-2023	Principal Administration Office Staff	None	NA	Newsletters, Social Media Posts, SIC and PTA Agendas. and Phone Blasts logs and emails
2. Be proactive by periodically pushing out information about the safety measures that we take at school including:	2018-2023	Principal Administration	None	NA	Newsletters, Social Media Posts, SIC and PTA Agendas. and Phone Blasts

<b>ACTION PLAN FOR STRATEGY #1:</b> To increase the percentage of parents, teachers, and students that feel safe during school hours and to communicate safety measures with all stakeholders					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
<ul style="list-style-type: none"> <li>• Background checks</li> <li>• Training front office staff to recognize and de-escalate situations</li> <li>• SRO officer on campus-provides al law enforcement presence and information on issues</li> </ul>					logs and emails
3. Continue to utilize social media, tip lines, phone blasts and media outlets to encourage parents, students, teachers and community members to report any concerns or issues.	2018-2023	Principal Administration	None	NA	Newsletters, Social Media Posts, SIC and PTA Agendas. and Phone Blasts logs and emails Tips from parents, staff, and students

**Performance Goal Area:** ☐ Student Achievement\* ☐ Teacher/Administrator Quality\* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required) ☐ District Priority

*Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional  
*1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

**PERFORMANCE GOAL: 2** The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.

**PERFORMANCE GOAL: 3** The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 1.3	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0

		<b>District Actual</b>					
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<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
ESSA Federal Accountability and SDE School Report Card	(2016-17) <b>1.3</b>	<b>School Projected</b>	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		<b>School Actual</b>					
ESSA Federal Accountability and SDE School Report Card	(2016-17) <b>.04</b>	<b>District Projected</b>	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		<b>District Actual</b>					

<b>ACTION PLAN FOR STRATEGY #1:</b> Identify at risk students for behavior, attendance, and grades by implementing On Track and using GCSource and provide needed support and intervention for these students with guidance and mental health programs and services.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Train staff on using On Track And GCSource to identify and monitor at-risk students for behavior, attendance, and grades.	2018-2023 July 2018 Training	Principal Leadership Team	NA	NA	July 2018 Training
2. Use peer buddies, such as Beck Ambassadors to help students transferring after the beginning of the school year to adjust and provide empathy.	2018-2023	Principal Guidance Staff Leadership Team Student Ambassadors Student Council	NA	NA	Program in place and used each year.
3. Train all staff on <b>Capturing Kids Hearts</b> to provide mentoring and ongoing proactive and positive support to help guide student decisions and deescalate situations.  This program helps to insure that every student has a connection to a caring and supportive adult in the building.	2018-2023 July August 2018 training for all staff	Principal Administrative Team All Staff	NA	NA	Training in place for July/August 2018 for all staff to learn and apply the principles of CKH.
4. Continue to provide positive incentive	2018-2023	Principal	Not Known	PTSA Funds	Incentive programs are in

<p>programs to encourage students to attend school and be engaged in learning such as:</p> <ul style="list-style-type: none"> <li>• Quarterly Incentive Assemblies and Awards</li> <li>• Marvelous Mondays for good behavior in which students may wear GCS dress code attire.</li> <li>• SAD- Student Appreciation Day at the end of the year to celebrate good behavior and citizenship.</li> </ul>		<p>Administrative Leadership Team Guidance Staff PTSA</p>			<p>place and used each year.</p>
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**Performance Goal Area:** ☐ Student Achievement\* ☐ Teacher/Administrator Quality\* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required) ☐ District Priority

*Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional  
*1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

**PERFORMANCE GOAL: 4** The school will demonstrate a caring environment as indicated by an increase in the percent of middle school students who describe their teacher as caring on the AdvancED Culture and Climate Survey.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys		School Projected	54	58	62	66	70
	61	School Actual					
AdvancED Culture & Climate Surveys		District Projected	54	58	62	66	70

	MS and HS 51	<b>District Actual</b>					
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<b>ACTION PLAN FOR STRATEGY #1:</b> Empower all adults (teachers, custodians, bus drivers, resource officers, administrators etc.) to establish a positive rapport with students.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Train all staff on <b>Capturing Kids Hearts</b> to provide mentoring and ongoing proactive and positive support to help guide student decisions and deescalate situations.  This program helps to insure that every student has a connection to a caring and supportive adult in the building. It also establishes protocols among all adults to communicate positively with kids.	2018-2023 July August 2018 training for all staff	Principal Administrative Team All Staff	NA	NA	Training in place for July/August 2018 for all staff to learn and apply the principles of CKH.
2. Use peer buddies, such as Beck Ambassadors to help students transferring after the beginning of the	2018-2023	Principal Guidance Staff Leadership Team	NA	NA	Program in place and used each year.



<b>ACTION PLAN FOR STRATEGY #1:</b> Empower all adults (teachers, custodians, bus drivers, resource officers, administrators etc.) to establish a positive rapport with students.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
school year to adjust and provide empathy. Advisory periods Student Action Committees`		Student Ambassadors Student Council			
3. Enhance professional development to increase staff awareness and understanding of community and student population being served.	2018-2023	Principal Administrative Leadership Team	NA	NA	Visits to community

**Performance Goal Area:**   ☐ Student Achievement\*   ☐ Teacher/Administrator Quality\*   ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* *required*)   ☐ District Priority

*Gifted and Talented Requires*   ☐ Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional  
*1 Academic Goal and 1 Additional Goal*   ☐ Gifted and Talented: Other

**PERFORMANCE GOAL: 5** Achieve and maintain a student attendance rate of 95% or higher.

**INTERIM PERFORMANCE GOAL:** Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) <b>95.2</b>	<b>School Projected</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>
		<b>School Actual</b>					
ESSA Federal Accountability and SDE School Report Card	(2016-17) <b>95.0</b>	<b>District Projected</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>
		<b>District Actual</b>					

<b>ACTION PLAN FOR STRATEGY #1:</b> To maintain an annual attendance rate of 95% or higher					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Consistently monitor and evaluate student attendance through GS Source and On Track, and promote attendance with students and parents as an important component of school success.	2018-2023	Principal Administration Guidance Attendance Clerk	None	None	Our student attendance rate will continue to be at 95% or higher as monitored by out attendance clerk. The percentage of students participating in Marvelous Mondays and Student Appreciation Day is tracked.
2. Continue implement positive incentive programs to honor students with perfect attendance throughout the year by quarterly celebrations, notices, rewards, incentives, and certificates such as the following: -Marvelous Mondays (Students with no referrals or detentions can wear Greenville County Dress Code.) -Student Appreciation Day (Student participation is based on behavior performance.) -Quarterly Student Celebrations for achievement and attendance		Principal Administration Guidance Attendance Clerk	TBD	PTSA Local funds	Our student attendance rate will continue to be at 95% or higher as monitored by out attendance clerk. The percentage of students participating in Marvelous Mondays and Student Appreciation Day is tracked.
3. Provide peer buddies, ambassadors, and support to welcome new students entering after the beginning of the school year.	2018-2023	Principal Guidance	None	None	Beck Ambassador Program implemented 2017-18

<b>ACTION PLAN FOR STRATEGY #1:</b> To maintain an annual attendance rate of 95% or higher					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Beck Ambassador Program		Administrators Student Ambassadors			

**Performance Goal Area:**   ☐ Student Achievement\*   ☐ Teacher/Administrator Quality\*   ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required)   ☐ District Priority

*Gifted and Talented Requires*   ☐ Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional  
*1 Academic Goal and 1 Additional Goal*   ☐ Gifted and Talented: Other

**PERFORMANCE GOAL: 6** The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of middle school students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Afraid – 7% Lonely – 13% Angry – 13%	<b>School Projected</b>	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 12
		<b>School Actual</b>	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
AdvancED Culture & Climate Surveys	Afraid – 7% Lonely – 14% Angry 15%	<b>District Projected Secondary</b>	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 12

		<b>District Actual</b>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>
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<b>ACTION PLAN FOR STRATEGY #1:</b> Identify at-risk students and provide needed support and intervention to create a positive learning environment for all students.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Train staff on using On Track And GCSource to identify and monitor at-risk students for behavior, attendance, and grades.	2018-2023 July 2018 Training	Principal Leadership Team	NA	NA	July 2018 training Students identified and monitored.
2. Train all staff on <b>Capturing Kids Hearts</b> to provide mentoring and ongoing proactive and positive support to help guide student decisions and deescalate situations.  This program helps to insure that every student has a connection to a caring and supportive adult in the building. It also establishes protocols among all adults to communicate positively with kids.	2018-2023 July August 2018 training for all staff	Principal Administrative Team All Staff	NA	NA	Training in place for July/August 2018 for all staff to learn and apply the principles of CKH.

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<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
3. Implement a strong social/emotional component into existing school character education plans and provide professional learning for classroom teachers on best practice strategies for building social/emotional skills in students	2018-2023	Principal Administrative Team Guidance Teachers	NA	NA	Observations and evidence of interventions during instructional rounds

