

Beck International Academy

**School Portfolio 2021-2022
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



SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Beck Middle School

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2022-2023 (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.

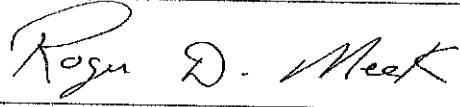
SUPERINTENDENT

Dr. W. Burke Royster		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

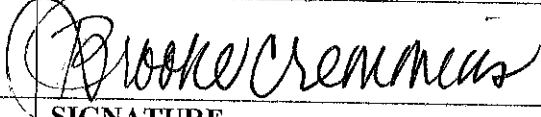
PRINCIPAL

Jennifer Meisten		3-14-22
PRINTED NAME	SIGNATURE	DATE

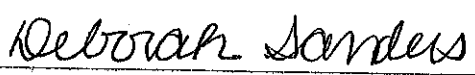
CHAIRPERSON, BOARD OF TRUSTEES

Mr. Roger Meek		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Brooke Cremmins		March 17, 2022
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Deborah Sanders		3-14-22
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 901 Woodruff Road Greenville, South Carolina 29607

SCHOOL TELEPHONE: (864) 355-1400

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL RENEWAL

Position	Name
Jennifer Meisten	Principal
Alton Ellison	Teacher
Brooke Cremmins	Parent/Guardian
Terry Potter	Community Member
Crystal Dix	Paraprofessional
Brooke Cremmins	School Improvement Council Member
Lauren Stoddard	Read to Succeed Reading Coach
Deborah Sanders	School Read To Succeed Literacy Leadership Team Lead
Lauren Stoddard	School Read To Succeed Literacy Leadership Team Member

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, Brittany Jackson, James Reid, Deborah Sanders

Principal Advisory Committee:

Jennifer Meisten, Sheila Green, Becky Boyd, Brittany Jackson, Allison Diaz, Alton Ellison, Deborah Sanders

School Leadership Team for Read to Succeed:

Lauren Stoddard, Brittany Jackson, Jennifer Meisten, Deborah Sanders, Allison Diaz, Sheila Green,

Process Champions Team:

Alton Ellison, Megan Shaver, Cheri Goering, Michelle Rand, Katie Haney

SIC: Jennifer Meisten, Sheila Green, Brittany Jackson, Brooke Cremmins, Brianna Shaw, Merry Mac Williams, Christy Yenser, Debbie Sanders, Jennifer Pestrak, Katie Mitchell, Candace Brown, Michelle Rand, Elizabeth Chamber

ASSURANCES FOR SCHOOL RENEWAL PLANS

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all federal and state applicable statute and regulation requirements, including those listed.

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

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

_____ **Academic Assistance, PreK–3**

The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

 X **Academic Assistance, Grades 4–12**

The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

 X **Parent Involvement**

The school encourages and assists parents in becoming more involved in their children’s education and will make special efforts to meet with parents at convenient times, provide parents with their child’s individual test results, interpretation of the results, and information on the district’s curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal’s and superintendent’s evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.

 X **Staff Development**

The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*.

 X **Technology**

The district integrates technology in professional development and classroom instruction in order to improve teaching and learning.

 X **Innovation**

The district funds innovative activities to improve student learning and accelerate the performance of all students.

 X **Collaboration**

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

_____ **Developmental Screening**

The district ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.

_____ **Half-Day Child Development**

The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.

Developmentally Appropriate Curriculum for PreK–3

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

Parenting and Family Literacy

The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.

Recruitment

The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for 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): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

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

The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

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INTRODUCTION

Beck International Academy 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. We encourage students to serve as leaders in their school and serve their communities. **We are honored to be designated both as National Schools to Watch and a Capturing Kids Showcase School in 2020 and 2021.**

Our 2018 school year began with new ideas for building a strong school culture by implementing Capturing Kids Hearts. We are continuing to follow these philosophies to guide our interactions with students, staff, and community.

Throughout the 2019, 2020, and 2021 school years we have examined and analyzed both our state performance data from the previous spring and our quarterly benchmark data to inform our instructional decisions. Meeting in both large groups and professional learning communities (PLC's) every month, staff analyzed current PASS, MAP, SC READY, EOC data, quarterly benchmark assessments, and school demographics. We identified 20% of our lowest performing students, created intervention groups. We prioritized standards and scaffolded our instruction, both reteaching and reassessing learning. These intervention and mentoring supports were provided for all students, including our most academically gifted students. An extended morning advisory period provided specified instructional time. We will continue these intense data reviews and intervention practices through 2022-2021 school year.

In 2020-2021 school year, we implemented an additional intervention program, providing afterschool tutoring and transportation on Wednesdays and Thursdays. Thursday are also devoted to intensive reading and math tutoring through additional Read 180/System 44 and Mathia online programs.

We met in small content PLC's with the instructional coach over the summer to work on new curriculum and content units for the 2018-2019 and 2019-2020 school years. ELA staff, concerned that our middle level students either don't read or fake read, focused on promoting sustained engagement, stamina, and student choice to promote self-selected reading. We have continued these practices throughout 2019 and 2020 school years.

To more successfully meet the needs of all our students we have continued to implement 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 extended advisory period used for intervention needs, and small group differentiated work to relearn content. Students focus on learning skills in math and ELA.
- Literacy intervention programs: Read 180 and System 44
- After-school tutoring twice weekly to work on missing assignment in all content areas and to focus on math and reading remediation

In addition:

- On Track continues to be implemented with fidelity to identify to create a plan of action to intervene and to continuously monitor and adjust the plan to help our at-risk students. These students are identified at risk because of behavior, grades/achievement, and attendance issues.

Our entire staff was trained in Capturing Kid's Hearts (CKH) in the summer of 2018. A major focus for our school, CKH has truly transformed our school culture. CKH strives to restructure school culture by developing healthy and strong relationships between teachers, students, and all school and community staff. Creating social contracts with each class gives students a voice in creating a safe, caring, diverse, and trusted learning environment, while holding themselves accountable for classroom behaviors and helping to decrease behavior management issues. As stated earlier, we are honored to be a 2020 and 2021 CKH National Showcase School.

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. 6th grade science and social studies classes continued their formative assessment program to better prepare students for summative assessments in 2018, 2019, 2020, and 2021 school years.

Beck staff has participated in a variety of differentiated professional development focusing on implementing technology into instruction, enhancing Google resources, UDL best practices, co-teaching models in inclusive classrooms, student engagement, writing strategies to improve student literacy skills through the Upstate Writing Project, and staff team and culture building activities through CKH. Nine staff members attended 2022 SCAMLE Conference, and several of these participants presented. All of these programs, activities, and initiatives help us to continue to grow as a student-centered culture.

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

Dates	Schedule for Ongoing Evaluation	Persons Responsible
<p>August 2021 through April 2022</p> <p>PASS data SC Ready</p> <p>EOC scores Algebra 1</p> <p>Carnegie Reports on Mathia Usage Report Card</p> <p>Quarterly benchmarks in Mastery Connects</p> <p>Formative Assessments</p>	<p>School teams, focus groups, and small PLC's planning cohorts met to identify and analyze current achievement data, quarterly benchmarks, and identify students in need of intervention, including our 20% lowest performing students</p> <ul style="list-style-type: none"> • SC READY and SC PASS • School demographics • Quarterly Benchmarks <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 do we need to meet student learning needs and close the gaps? What is working?</i> <i>What is not working?</i> <i>How can we best serve our students?</i> <i>What programs, resources, and professional development do we need?</i> <i>Who are our 20% of struggling learners?</i></p>	<p>Principal Assistant Principals</p> <p>Instructional Coach All Staff SIC members</p>
<p>Monthly PLC and Content Team Meetings Data Dives</p> <p>August through April 2021-2022</p> <p>November 2021 January/February 2022 April 2022</p>	<p>Mastery Connects Formative/ Summative Assessment</p> <p>Quarterly Benchmarks</p> <p>Standards Mastered</p> <p>Summative charts of state testing data and benchmark data were created and shared with all staff. Staff members selected students to serve in their advisory small group instruction in math and ELA.</p> <p>Content teams met with the administrative leadership team to analyze both formative and assessment data among grade level content cohort groups. Teachers identified students scoring 1,2 on quarterly benchmarks and noted student levels: -,+.</p> <p>Following each benchmark, PLCs meet to dive deeper into the data:</p> <ul style="list-style-type: none"> • Tracking student progress from benchmark to benchmark • Identifying the most missed indicators on each assessment 	<p>All Staff Administrative team PLC's Instructional Coach</p>

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 and have several new initiatives that ensure that our students receive the social emotional support they need. 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. Despite our 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 five 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. The addition of a full-time on-site mental health counselor this year has ensured that our students are able to receive the services they require.

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 four years focusing on targeted interventions to remediate our students. We have implemented new reading intervention programs: Read 180 and System 44. With the use of these interventions we have seen our students make tremendous gains in the area of reading.

As we prepare for the 2022-2023 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 to focus on school-wide writing initiatives through the Upstate Writing Consortium. We will also be adding a reading interventionist to our staff who 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.

In my second year at Beck, we began a new transition program for parents and students of rising 6th graders called

Knight S.H.I.F.T. This program allows our incoming 6th 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. This year, Beck has proudly become a Capturing Kids Hearts school. This is a school wide initiative that focuses on building relationship capacity. This initiative has been an integral part of reshaping our culture and empowering students to have ownership in the learning process.

A very important aspect of our school culture is social equity for all students. Beck Academy has a broad attendance area, serving 800 students from diverse backgrounds. 30.9% of our students are served in our gifted and talented program, and our poverty index is 52.1%. To support our students, we offer a program called Beck's Backpack which provides weekend backpacks of food and personal products to our most vulnerable students. Beck serves 154 special needs students and 45 students with 504 plans. Our school community is inclusive for all students and focuses on valuing each child's unique perspective. Students in the 7th and 8th 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
- 54 teachers
- an Instructional Coach
- a Magnet Coordinator
- Additional support staff including 3 OT/PT and speech staff, 2 nurses, 4 guidance counselors, mental health specialist, and 1 media specialist
- 9 support aides to serve students with special needs

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, Google Applications, Multimedia Basics, 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 are encouraged 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

SC ELA READY Spring 2021

51.7% of our students met or exceeded the state proficiency requirements.

We identified students who were both approaching and not meeting proficiency and created across all grade levels a spreadsheet of our lowest 20% performing students. To provide additional support for these students, teachers, administrators, and counselors used an extended advisory time to work with small groups of students differentiated by learning levels.

We continue to provide support for all students through a morning advisory time and a weekly afternoon LIFT program which enables students to relearn content, participate in small group intervention groups, and retest for mastery. Two intervention programs were provided to address reading gaps: Read 180 and System 44. In addition, both a reading interventionist and math interventionist worked with small groups of students to provide intensive instruction. In 2020-2021 we implemented afterschool intensive tutoring programs to more fully serve these student needs. This tutoring program continued in 2021-2022.

Sub groups report the following in 2021: SCREADY ELA Subgroup % Proficient

Grade 6	Grade 7	Grade 8
Hispanic 35%	Hispanic 44.4%	Hispanic 68.2%
African-American 17.6%	African-American 16.2%	African-American 18.9%
Disabled 5.3%	Disabled 11.8%	Disabled 13.8%
PIP 30.8%	PIP 25.4%	PIP 32.4%

Writing Achievement continues to be a priority for our staff.

We implemented a new partnership with Upstate Writing Consortium last year, participating in their CW3 program (College, Career, and Community Writers Program) to improve writing instruction. We have continued this partnership in 2021-2022.

Focus of program: to assure more teachers have the ability to teach college and career-ready writing—with a specific emphasis on writing arguments based on nonfiction texts;

Provides: scaffolded teaching and formative assessment resources that support the development of students' argument writing and prepares youth for college, career, and community engagement.

- 30 hours of professional development in best writing strategies per teacher per year
- focus on argument writing strategies to improve TDA achievement

MATH SC READY Spring 2021

40.8 % of our students met or exceeded the state proficiency requirements. We identified students who were both approaching and not meeting proficiency and created across all grade levels a spreadsheet of our lowest 20% performing students.

To provide additional support for these students, teachers, administrators, and counselors used an extended advisory time to work with small groups of students differentiated by learning levels.

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 grades 6, 7, and 8 we have continued with the new math program, Carnegie math, which is a blended learning math program. A math intervention specialist provides intensive support to our identified 20% struggling learners with both a pull-out program and class support. In 2020-2021 we implemented afterschool intensive tutoring programs to more fully serve these student needs. This tutoring program continued in 2021-2022.

In addition, our math content teachers are provided with weekly common bellwork that spirals back through previous skills from previous grade levels to address specific needs.

Subgroups report the following: MATH Spring 2021

Grade 6	Grade 7	Grade 8
Hispanic 35%	Hispanic 21.4%	Hispanic 45.5%
African-American 6.8%	African-American 5.1%	African-American 6.3%
Disabled 10.5%	Disabled 3.9%	Disabled 6.7 %
PIP 22.2%	PIP 10.6%	PIP 18.4%

Specific Skill Areas in Need of Improvement

Grade 6	Grade 7	Grade 8
Number System	Number System	Expressions, Equations, and Inequalities
Expressions, Equations, and Inequalities	Data Analysis and Probability	Number System Functions

SCIENCE PASS Spring 2021

Science PASS Proficiency Scores Grade 6

<u>All students</u>	53.8%
Hispanic	40%
African-American	4.1%
Disabled	7.9%
PIP	31.9%

Grade 6 continues implementing 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.

Areas in need of improvement include: science and engineering, earth science and weather, life science and animals, and

life science and plants.

Our students taking high school credit classes continue to show 97 to 100 % passage rates in Algebra 1 HONORS in grade 8 and grade 7 in the spring of 2021.

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%
2018-2019	98.6%	100%
2019-2020	On March 27, 2020, the U.S. Department of Education approved the SC Department of Education's request to waive statewide assessment, accountability, and reporting requirements of in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to COVID-19. Waiver	Waiver
2020-2021	96.7%	Not Applicable

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
 - Identifying in PLC teams our lowest 20% performing students. Teachers, administrators, and guidance staff provide differentiated intervention and acceleration for all students.
- ☐ Weekly L.I.F.T. (Letting Individuals Fine Tune) provide 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 these weekly afterschool support sessions.
- ☐ Extended Advisory classes (each morning of the week) offer additional re-teaching, relearning, acceleration, and small group intervention to provide additional support
- ☐ Stetson Model and Co-Teaching 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:

Read 180/ System 44 (I.E.P.)

- Students participating in the afterschool program have an opportunity to receive additional help with assignments and one to one tutoring. After-school tutoring provide intensive tutoring in 2019, 2020, and 2021. These include:
 - Working on missing assignment in all content areas
 - Intensive time spent on Mathia and Read 180/System 44-word trainings to help our most struggling 20% of learners

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 believe 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: Schools To Watch- 37 criteria Instructional Protocols

Carnegie Math, Technology Tools, UDL, Co-Teaching in the SPED classroom, 3CPW Upstate Writing Institute 2021-2022 Argumentative Writing, District Tuesday in the Middle PLC's in all content areas, Formative Assessment and Data Dives for Analysis, Read 180. System 44 trainings, Spring 2022 SCAMLE Conference

OnTrack training and implementation to identify at risk students in attendance, behavior, and grades to provide needed and timely intervention.

Technology Tools: FLIP GRID, Google Classroom, Peardeck Beck TECH with Active-Spire in Review, LOOM, Best eLearning practices, flipped classrooms, and GIMKIT

School Culture: Capturing Kid's Hearts (CKH) refresh training in fall 2021

A major focus for our school, CKH has truly transformed our school culture. CKH strives to restructure school culture by developing healthy and strong relationships between teachers, students, and all school and community staff. Creating social contracts with each class gives students a voice in creating a safe, caring, diverse, and trusted learning environment, while holding themselves accountable for classroom behaviors and helping to decrease behavior management issues.

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 practices in their content areas, and plan for collaborative assessments and instruction. We want to continue to provide ongoing and differentiated professional training to meet the needs of all of our staff.

Summary of the Needs Assessment for School Climate

Beck International Academy continues to have a positive, safe, and student-centered learning environment. 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 provides 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.

Our staff continues to 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. We will continue with our afterschool free tutoring program to help our most at-risk students succeed. 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.

In addition, the following intervention and supports for our most struggling learners include:

- Literacy intervention programs: Read 180 and System 44
- After-school tutoring provide intensive tutoring in 2019, 2020, 2021, and continues in 2022. These include:
 - Working on missing assignment in all content areas
 - Intensive time spent on Mathia and Read 180/System 44-word trainings to help our most struggling 20% of learners
 - Extended advisory time devoted to providing intensive intervention support through differentiated small groups.

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 relearning 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 based on spring 2021 data:

- Continuing to improve our writing achievement. Currently, we scored lower in the area of writing on our spring SCREADY assessment. Students struggle with deconstructing the prompt, creating the thesis or claim statement, supporting with evidence and explaining with commentary. To help our teachers with writing instruction, we are continuing our participation this year in the Upstate Writing Institute with Clemson University. Consultants provide ongoing professional development and support. We are continuing to use these strategies beginning in 2019-2020 and continuing in 2020-2021 and 2021-2022.

In addition, we have continuing to provide an online program NO RED INK as an additional support for all students in grammar and writing.

- 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 are making progress in writing by implementing a school-wide writing program, we struggle with reading. We have used two reading intervention programs this past year: Read 180/System 44 to address specific gaps of 3-4 years.
- Recognizing the need to increase independent reading and student choice, [our ELA student learning objectives have focused on increasing student engagement, building stamina for reading extended passages, and student choice in text selection to break the cycle of no reading or fake reading we are increasingly seeing among our middle school students.](#)

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 Pupils in Poverty (PIP).

We will continue in our PLC groups to use formative assessment data to identify gaps and plan for intervention. We will continue to use benchmark data to dive more deeply into our benchmark results, identifying and charting student progress, or lack thereof, on specific skills and indicators. Combined with extended advisory intervention, afternoon tutoring, and L.I.F.T. sessions, we saw growth for these students in content areas. We will 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 all content areas to ensure alignment with state standards and teaching essential learnings. Teachers continue to implement common summative assessments and formative assessments.

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 out of school suspension (OSS) and expulsion. We continue to 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 OnTrack 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.

- Math scores continue to be an area of concern. The following chart show math scores over a 4-year period. We are especially concerned about our current 8th graders, who began this year with a math proficiency score of 32.7%.

SC READY Math Proficiency Scores Over 5 Years (last testing date - Spring 2021)

(No testing in 2020 due to pandemic and SCDE waiver)

-	<u>Spring 2017</u>	<u>Spring 2018</u>	<u>Spring 2019</u>	<u>Spring 2021</u>
<u>Grade 6</u>	<u>65.3%</u>	<u>58.6%</u>	<u>58.8%, up 0.2%</u>	51.6%
<u>Grade 7</u>	<u>46.4%</u>	<u>46%</u>	<u>47.5%, up 1.5%</u>	32.7%
<u>Grade 8</u>	<u>49.1%</u>	<u>48.4%</u>	<u>52.4%, up 4%</u>	37.1%

We are continuing with our new blended math program, Carnegie Math, which we first piloted in 2019-2020. This is our third year of implementation.

In addition, we have provided significant targeted intervention services in 2020-2021 and continued in 2021-2022. These include:

- Literacy intervention programs: Read 180 and System 44
- After-school tutoring provide intensive tutoring in 2019, 2020, and 2021. These include:
 - Working on missing assignment in all content areas
 - Intensive time spent on Mathia and Read 180/System 44-word trainings to help our most struggling 20% of learners

Extended advisory small group intervention and acceleration provide ongoing support. Our afterschool tutoring program targets our most at-risk students.

Significant Awards, Achievements, and Accomplishments

During the past five years, Beck Academy and its staff and students have received the following awards and

commendations:

2020-21, 2021-22 National SCHOOLS TO WATCH

2020, 2021 Capturing Kid's Hearts Showcase School Award

Academic

- ☐ Federal Accountability Grade A, B
- ☐ Palmetto Gold Awards
- ☐ Palmetto Silver Awards
- ☐ Excellent and Good 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, film direction, and photography
- ☐ Math Counts Competitors placed in the top 20
- ☐ Special Olympics Unified School

Clubs

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

Athletics

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

School Profile

School Community 2021-2022

Beck International Academy is a select magnet school and currently serves 873 students in our suburban setting on Woodruff Road. There are 43 virtual students. Beck serves many special needs students including the Orthopedically Impaired, and Hearing-Impaired. Currently we serve 154 special needs students and app. 45 504 students. We are a unified school. Students are served in both self- contained and inclusion classes.

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

- ☐ 3 Assistant Principals
- ☐ 1 Instructional Coach
- ☐ 1 Magnet Coordinator (part time)
- ☐ 3.5 Guidance Counselors

Our current building, built in 2006, offers state of the art facilities including:

- o Specifically designed restrooms for orthopedic satellite program
- o 7 Science Labs
- o Cafetorium
- o “Touch” doors making us handicap accessible throughout the school
- o Art Studio with kiln room
- o Excellent Athletic Fields
- o Tennis Courts and Basketball Courts
- o 1 mobile laptop labs, 12 mobile Chromebook carts
- o 4 computer labs / classrooms
- o Promethean Boards in all the majority of classrooms and wireless access as of spring 2014
- o Band, Choral, and String Rooms

Our teaching, administrative, and support staff provide our stakeholders with a variety of instructional programs for students including:

- o Two levels of grade 6 math instruction
- o High school credit classes in English 1 HONORS, Algebra 1, Geometry, French 1 and Spanish 1 in both 7th and 8th grade, Spanish II in 8th grade, Discovering Computer Science
- o Challenge program for grades 6,7, and 8 in ELA
- o Gateway to Technology Program for grades 6,7,8
- o Reading Interventions programs: Read 180/System 44

Students participate in a range of fine arts classes including visual art, drama, chorus, band, and 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
- CKH Student Ambassadors

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. In 2020-2021 this event was held virtually.
- “Beck’s Big Event is a large community event sponsored by the PTSA that gives families a chance to spend time together enjoying games while raising funds for local charities. This was held virtually in 2019-2020.
- 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. In 2020-2021 this event was held virtually.
- 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 in 2019-2020 included:
 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
- Parents actively participate in the planning and implementation of school events such as the 8th grade dance, athletic events, open houses, International Day, Red Ribbon Week, Book events, Student Appreciation Day, Teacher Appreciation Day, and fundraisers, etc. during the 2021-2022 school year.
- 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 during the 2021-2022 school year.

- Graduation Plus and Career exploration Opportunities include: STEM field trips, 7th grade career trip, IGP conferences, Naviance programs, job shadowing, guest speakers during the 2021-2022 school year.

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

Beck staff place 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

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

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

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

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

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

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

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

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

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

One of the most important roles is to grow 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 during the 2019-2020 school year.
- ☐ 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 and arts integration programs

School Personnel

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

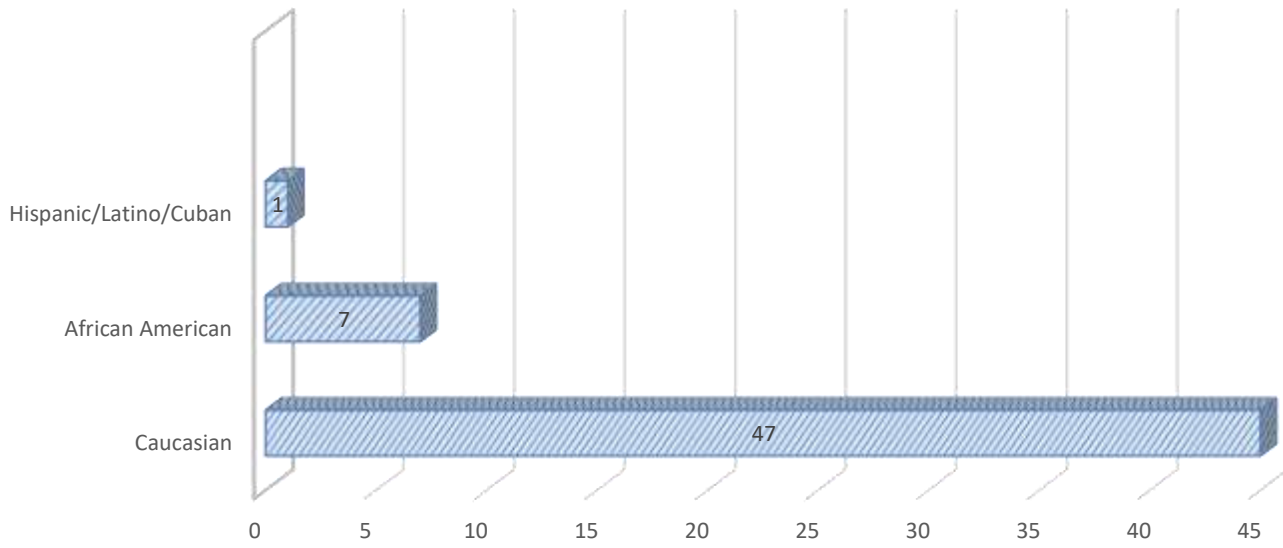
- 3 Assistant Principals
- 1 Instructional Coach
- 1 Magnet Coordinator (part-time)
- 3.5 Guidance Counselors

Currently, 4 administrators, 3.5 guidance staff, 1 Instructional Coach, 1 Reading Interventionist, 1 Math Interventionist, 1 Mental Health Specialist, 1 Media Specialist, 1 SRO officer, and 13 classified staff serve our student population. Our current principal has completed her 8th year at Beck International Academy. [The following statistics from 2021 report card data give a more complete view of our school personnel:](#)

- ☐ Currently, 54 teachers serve our students.
- ☐ 100% of our teachers are highly qualified.
- ☐ We strive to have a racially and gender diverse staff that meets the needs of our international student population. We have experienced veteran staff and new teachers.
- ☐ 71.4% of our staff is returning from the previous year.
- ☐ Our current teacher attendance rate is 95.2% for the 2020-2021 school year.
- ☐ The average teacher salary is \$52,345 which reflects a diverse staff in years of experience and age.

Source: 2021 SCSDE Report Card

TEACHING STAFF ETHNICITY



Teacher Populations 2021-2022			Number
Total Number of Teachers in School			54
Number of Regular Education Teachers			46
Number of Special Education Teachers			7
Number of ESL/ELL Teachers			1
Number of “Core” Subject Teachers 2021-2022			
Subject	6 th Grade	7 th Grade	8 th Grade
Language Arts	3 (both 6 and 7)	2	3
Mathematics	3 (both 6 and 7)	2	3
Science	3 (both 6 and 7)	2	3
Social Studies	3 (both 6 and 7)	2	3

Student Population Data

Our attendance area is broad and diverse, serving an affluent middle class, international community, and an inner-city community. This year our enrollment is currently 873 students.

According to our 2021 SC Report Card:

- 28.4% of our students take high school credit classes
- 30.9% are served by our gifted and talented program
- 0.7% of our students were retained
- Student attendance rate is 93.12% GC SOURCE
- 52.1% poverty rate

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.

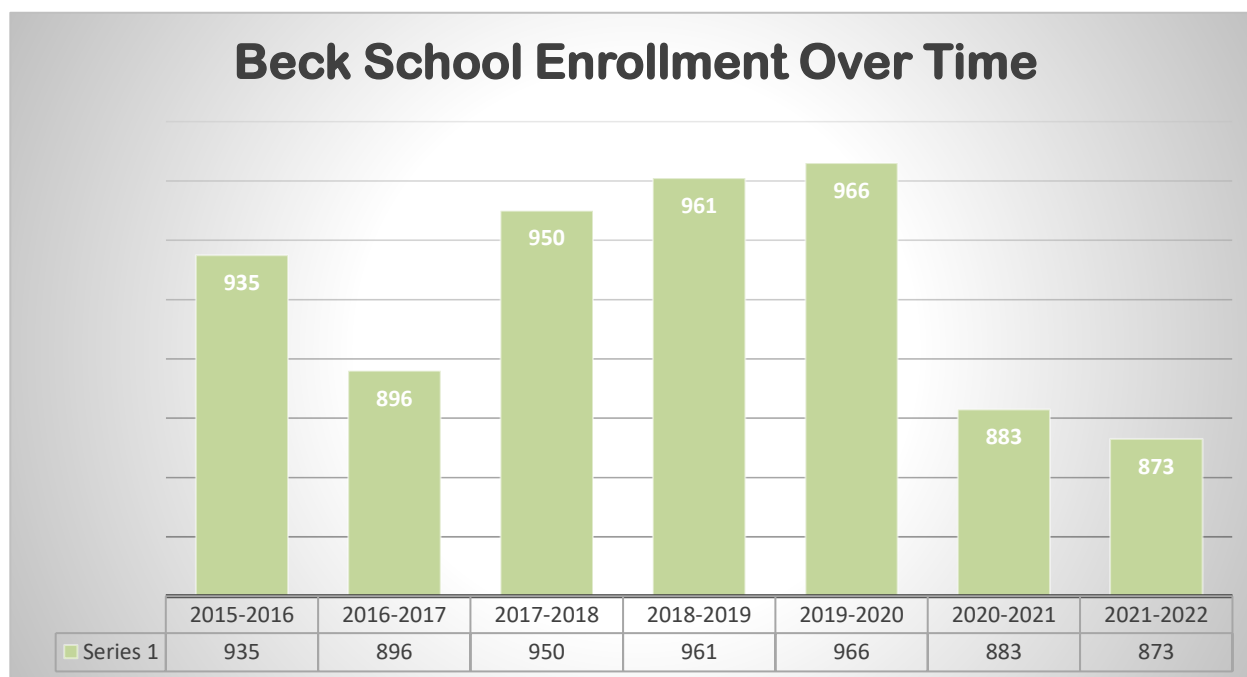
Currently we have the following subgroups of students reported in our data:

- All students
- Male
- Female
- Asian
- African–American
- White
- Disabled/Non-Disabled
- Hispanic/Latino
- Two or more races
- Pupils in Poverty (PIP)

BECK INTERNATIONAL ACADEMY TOTAL SCHOOL ENROLLMENT

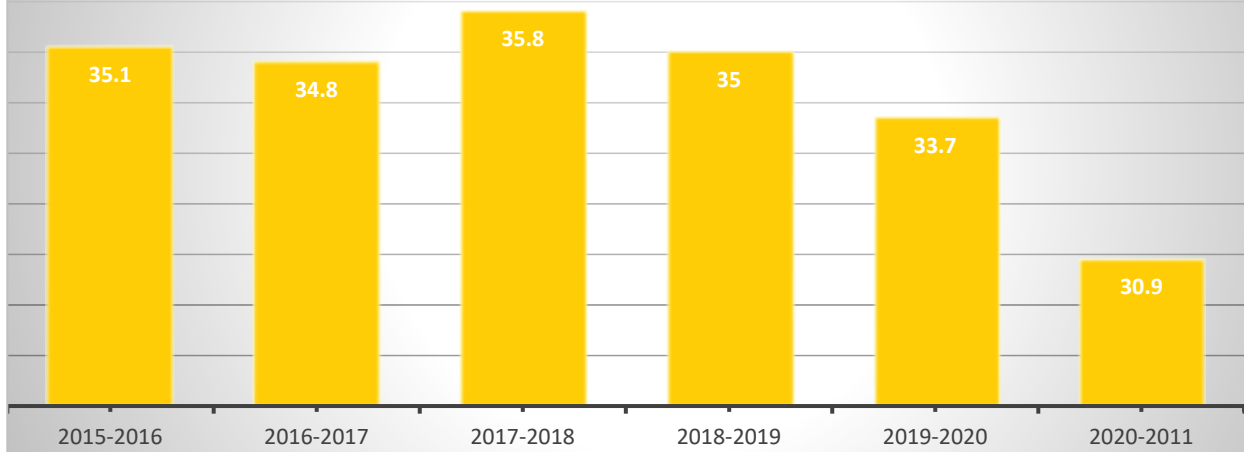
In 2021-2022, we serve 830 brick and mortar and 43 virtual students. Our special needs students are **17.5 %** of our total school enrollment. 45 brick and mortar students are served with a 504 plan. We have a total population of **873 students in the 2021-2022** school year. The following charts show our demographics by for the 2021-2022 school year.

- school enrollment
- ethnicity
- gifted and talented
- free and reduced
- attendance

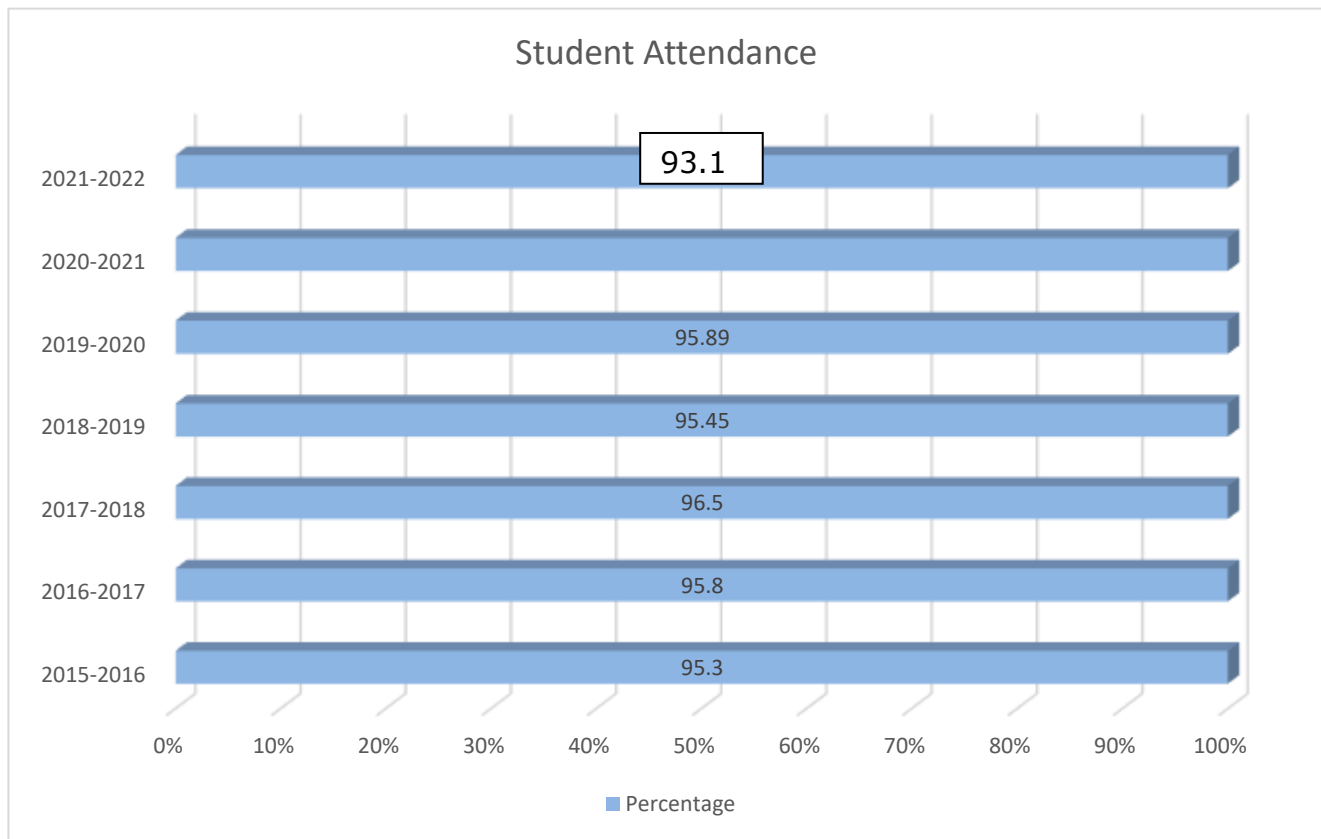


Beck Academy Gifted and Talented Enrollment

Gifted and Talented Percentage



BECK ACADEMY STUDENT ATTENDANCE PERCENTAGES



School's Major Academic and Behavioral Programs

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

High school credit 2021-2022 course offerings:

- Algebra I H for Grade 8
- Geometry for Grade 8
- Spanish 1 for grade 8, Spanish 1 for grade 7, and Spanish II for grade 8
- English 1 HONORS for grade 8
- Desktop Publishing, Computer Apps, virtual classes in Google Basics

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

In 2021-2022 we continued to implement **second chances for learning for all students through an extended daily advisory period and re- teach/relearn/reassess program called L.I.F.T. (Letting Individuals Fine Tune).** Staff provide an afterschool tutorial for our most struggling students focusing on reading and math instruction and completing assignments.

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 a reading intervention program:**

- Read 180/System 44 for both general education and IEP students in need of reading interventions
- Providing both a reading and math interventionist to support our most at-risk students

- Literacy intervention programs: Read 180 and System 44
- After-school tutoring provide intensive tutoring in 2019, 2020, 2021, and 2022.

These include:

- Working on missing assignment in all content areas
- Intensive time spent on Mathia and Read 180/System 44-word trainings to help our most struggling 20% of learners
- Extended advisory small group math support and intervention

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 7th and 8th graders
- Math Counts
- Yearbook
- Beta Club
- Youth in Government
- Student Council
- School-wide Writing Instructional Program (Upstate Writing Consortium)
- Mastery Connects (Year 5 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
- 8th Grade Job Shadowing
- College Fair
- Career Field Trips and Career Speakers
- Lunch and Learn Speakers
- Bully Prevention Program (Grade 6)
- Mental Health Counselor on site

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 2018-19 school year all staff was trained, and we have implemented Capturing Kids Hearts as new initiative. A major focus for our school, CKH has truly transformed our school culture. CKH strives to restructure school culture by developing healthy and strong relationships between teachers, students, and all school and community staff. Creating social contracts with each class gives students a voice in creating a safe, caring, diverse, and trusted learning environment, while holding themselves accountable for classroom behaviors and helping to decrease behavior management issues. Refresh training and implementation of Leadworthy leadership classes was implemented beginning in 2019-2020. These classes continue in 2021-2022.

We continue with CKH in 2019, 2020, 2021, and 2020.

We have also implemented OnTrack with fidelity to increase our ability to identify needs of all students as well as those at-risk, and provide needed services and intervention for all students to keep them on track for success, achievement, and graduation.

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 dives. 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 weekly reteach/relearn/retesting sessions for mastery using both advisory and afterschool tutoring.

In 2018-19, 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 2022-2023 school 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 special education and core content staff to plan together. This is also a time to identify students in need of remediation and/or intervention. We are continuing to provide intensive coaching cycles and support for teachers.

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.

Student Achievement

Beck International Academy is committed to providing our students:

- ☐ standards-driven instruction and PLC's working to analyze student work and quarterly 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
- ☐ living by the 37 criteria of a SCHOOLS TO WATCH in academic achievement, social equity, developmental readiness, and organizational structures and protocols
- ☐ 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 and math acceleration and remediation program to close the gaps in literacy and 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

We continue with our partnership with Upstate Writing Consortium this year, participating in their CW3 program (College, Career, and Community Writers Program) to improve writing instruction.

Focus of program: to assure more teachers have the ability to teach college and career-ready writing—with a specific emphasis on writing arguments based on nonfiction texts;

Provides: scaffolded teaching and formative assessment resources that support the development of students' argument writing and prepares youth for college, career, and community engagement.

- 30 hours of professional development in best writing strategies per teacher per year
- focus on argument writing strategies to improve TDA achievement

SCREADY ELA Data Trends

SCREADY ELA				
Year	6th	7 th	8 th	ALL
2018	57.1	53.2	48.9	53.3
2019	57.3	56.4	52.5	55.4
2020	NO STANDARDIZED TESTS			
2021	53.8	48.6	52.9	51.7

SC READY MATH Data Trends

SC PASS Science 6 Data Trends

SCREADY MATH				SCI
6 th	7 th	8 th	ALL	6 th
58.7	46.2	46.2	51.7	57.4
58.7	46.7	58.7	52.6	64.9
NO STANDARDIZED TESTS				
52.5	34.3	37.1	40.8	54.4

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) for collaboration 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 Carnegie Math, Language Live, Upstate Writing Partnership and 3CWP program
 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. Implementing the 37 criteria of a SCHOOLS TO WATCH
 13. Sharing and providing teachers with incentives for improved teacher attendance
 14. Continuing to implement a team approach to mentoring induction and ADA status teachers to provide more intense support and supervision
 15. Implementing instructional rounds to provide more personalized and supportive PD experiences
 16. Providing grant and professional development funds that maximize opportunities for teachers to collaborate and learn new strategies

Professional Development Calendar for 2021-2022

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 weekly during a prescribed time. Wednesday PLC times with the principal and instructional coach are reserved for analyzing data and benchmark results, and identifying and planning for our most at risk 20% student learners, identifying underlying causes and creating plans of action to help intervene and mentor the students.

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 and other resources 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 second Wednesday of each month is set aside for differentiated staff professional development. Staff are provided 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 2021-2022 school year:

Dates	Professional Development Activity	Participants
Summer 2021	Beck Summer Reading Program for Staff	All Staff
August September	Power School Gradebook Setup	All Staff Debbie Sanders, IC
April 2022	State Testing Training 2022	All Staff

		Administration STC's Debbie Sanders/ Kerry Hughes
	CURRICULUM, CONTENT, INSTRUCTION, and ASSESSMENT	
July 2021 August 2021	Read 180/System 44 Training	Read 180 Staff District Brittany Jackson Debbie Sanders Lauren Stoddard Pamela Giles Becky Boyd
September 2021	Special Education and IEP Goals	Principal IC Administrators Special Education Staff
August 2021 Through April 2022	Carnegie MATH COHORT District Support Meetings	Carnegie Support Team All Math Staff IC
November 2021 January/ February 2022 April 2022	Benchmark DATA Dives Reviews with PLC's Student Data Profiles	Administration IC All content teaching staff
September 2021 Through April 2022	District Tuesdays in the Middle Support and Collaboration by Zoom By Content and Grade Level	All teachers IC Administration
January 6, 2022 January 13 January 27 February 10 March 10 recorded April 7 April 14	UDL School Team Webinars	Principal IC UDL Team Kerry Hughes, Mark Hertko
August 2021 October 2021 Summer 2022	Upstate Writing Consortium Support Narrative Writing Argument Writing TDA Writing	All ELA Staff Debbie Sanders, IC Upstate Writing Consultant-Tobi Pirolla
March 2022	SCAMLE Conference 2022 Beck attending and presenting	Administration Leadership Teaching Staff: Andrea Owen Katie Haney Jessica Crocker Courtney Post Taylor Price
	MENTORING and ADEPT and Evaluating TEACHER PERFORMANCE	
1 st semester	MTM (Mentor to Mentee) individual coaching	All induction, ADEPT, A11Formative staff

August through April	cycles and support throughout the year. Meetings are scheduled one to one due to COVID protocols. This professional development activity is designed to provide specific support for all induction, ADEPT, AI Formative staff and their mentors.	and mentors Jennifer Meisten, Principal Debbie Sanders, IC
	SCHOOL CULTURE and CLASSROOM ENVIRONMENT	
	CKH Reflection Training Capturing Kid's Hearts	All staff Principal Admin/Leadership Team CKH Support
	Technology Focus	
Tech Wednesdays at Beck Series Semester 1	Activ-Spire in Review Best Tech Tools	District Instructional Technology Staff All Staff Administration Instructional Coach

School Climate Needs Assessment

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

- 1.** 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.
- 2.** 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 0.7%.
- 3.** Maintain a student attendance rate of 95% or higher. Currently, this rate is 93.12%.

Source: GC SOURCE

- 4.** The school will create and sustain an environment that supports mental and social/emotional health.
- 5.** Beck International Academy continues to have a positive and student-centered learning environment. We believe in educating the whole child.

Results of Teacher, Student, and Parent Opinion Surveys

	<u>Teachers</u>	<u>Students</u>	<u>Parents</u>
Number of surveys returned	33	435	91
Percent satisfied with learning environment	90.9%	89.2%	90.1%
Percent satisfied with social and physical environment	90.9%	90.8%	84.6%
Percent satisfied with school-home relations	100.0%	86.1%	68.2%

Source: SCSDE School Report Card 2020-2021

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. Beck staff strive 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
- Capturing Kids Hearts program and philosophy to change our school culture
- Living the 37 criteria of a SCHOOLS TO WATCH
- 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 for intervention and differentiated instruction based on student learning needs
- Capturing Kids Hearts Initiative 2018-2019, continuing in 2021-2022
- Student Action Committees
- Enhance professional development to increase staff awareness and understanding of community and student population being ser

[2020-2021 SDE SC Report Card Link:](#)

Impact of COVID-19:

On March 27, 2020, the U.S. Department of Education approved the SC Department of Education’s request to waive statewide assessment, accountability, and reporting requirements of in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to COVID-19.

For spring 2020, South Carolina did not administer any of the following assessment programs:

- SC READY (English language arts and mathematics in grades 3–8);
- SCPASS (science in grades 4 and 6);
- End-of-Course Examination Program (English, Algebra, Biology, United States History and the Constitution) the requirement that these examinations count 20 percent has been waived;
- Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness
- Literacy Screening (PALS Pre-K™), Individual Growth and Development Indicators (myIGDIs™), and Teaching Strategies® GOLD); and
- Alternate Assessments – some students have already taken the alternate assessments.

The following assessments were unable to be administered due to COVID-19 and required a waiver

- Grade 10 PSAT
- Ready to Work
- ACT, SAT
- AP, IB, Cambridge International

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 **64%** 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 **3%** annually.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SDE website and School Report Card	54 % Meets Expectations and Exceeds Expectations (2016-17)	School Projected Middle	56	58	58	61	64
		School Actual Middle 52	55.4	waiver	51.7		
SC READY ELA SDE website and School Report Card	43% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Middle	46	49	52	55	58
		District Actual Middle 44	49	waiver	47		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>1. ELA 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"> identifies learning targets develops comprehensive units of instruction with engaging texts to build stamina developing instruction at higher DOK levels plan for scheduled and sustained independent reading times and teacher book talks, encouraging self-selected reading and reading engagement and stamina <p><i>Beck Reads Initiative 2018</i></p> <ul style="list-style-type: none"> modeling and think alouds through mentor/anchor texts interactive notebooking Upstate Writing Consortium Support through C2WP program of professional development to develop writing skills <p>They will examine, monitor, and analyze student performance using both formative and summative assessments in Mastery Connects with the instructional coach,</p>	2018-2023	Principal Instructional Coach ELA Teachers ELA Interventionist SPED Staff	None	None	<p>A greater percentage of students will meet or exceed the standard on the SC READY assessment, helping to close the gap for special education students, African-American students, and Pupils in Poverty.</p> <p>In addition: Observations of teachers: strategies, modeling, conferencing, book talks Unit Lesson Plans Agenda notes from content meetings and PLC meetings Summer Content Planning syllabi and Agenda notes Mastery Connects charts and spreadsheets for both formative and summative assessments and benchmarks Increase of varied and diverse texts in classroom libraries for independent reading that meets student needs and interests</p> <p>Formative and summative assessments to identify students in need of intervention and tracking student growth in Benchmark performance with quarterly data dives.</p>

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>special education staff, and administrators to</p> <ul style="list-style-type: none"> revise strategies for closing the gaps in literacy for African American and special education students <p>inform instructional changes needed for all level of learners.</p> <p>A reading interventionist will work with the framework of MTSS to plan for intervention using READ 180 and System 44.</p>					
<p>2. Professional development for ELA teachers will focus on</p> <ul style="list-style-type: none"> engaging readers in independent reading building stamina teaching writing strategies Upstate Writing C3WP program closing the literacy gap through: student centered differentiated instruction and reading intervention programs- System 44, Read 180, <p>project based and blended learning initiative</p>	2016-2021	Principal Instructional Coach Upstate Writing Consultants ELA Staff	\$6000.00	ATSI funding July 2021	<p>A greater percentage of students will meet or exceed the standard on the SC READY assessment, helping to close the gap for special education students, African-American students, and Pupils in Poverty.</p> <p>In addition: Observations of teachers: strategies. modeling, conferencing, book talks Unit Lesson Plans Agenda notes from content meetings and PLC meetings Summer Content Planning syllabi and Agenda notes Mastery Connects charts and spreadsheets for both</p>

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
PLC's examine data in depth throughout the quarter to tack student growth in reading and writing or the lack thereof, and plan intervention strategies.					<p>formative and summative assessments and benchmarks Increase of varied and diverse texts in classroom libraries for independent reading that meets student needs and interests</p> <p>Formative and summative assessments to identify students in need of intervention and tracking student growth in Benchmark performance with quarterly data dives</p> <p>Agendas and data spreadsheets from PLC Data Meetings.</p>
3. ELA teachers will continue to use both formative assessments to inform weekly instructional decisions, reteaching content, and providing second chances for students to re learn missed concepts and retest for mastery.	2018-2023	Principal Instructional Coach ELA Staff	None	None	<p>Mastery Connects Anecdotal notes Assessment Data Spreadsheets</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 54 % in 2016-17 to 63 % in 2022-23

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 3 % annually.

DATA SOURCE(s):	2016-17	2017-18	2018– 19	2019– 20	2020– 21	2021– 22	2022– 23
SC READY Math SDE website and School Report Card	54 % Meets Expectations and Exceeds Expectations (2016-17)	School Projected Middle	54	57	57	60	63

		School Actual Middle 51	52.6	waiver	40.8		
SC READY Math SDE website and School Report Card	40% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Middle	43	46	49	52	55
		District Actual Middle 43	44	waiver	35		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<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"> identifies learning targets develops comprehensive units of instruction developing instruction at higher DOK levels modeling and think alouds to scaffold student thinking and support independence as mathematicians who are conceptual 	2018-2023	Principal Instructional Coach Math Staff	IXL – \$8200.00 For 2 years 2020 2021 Continuing in 2022-2023	ATSI	<p>A greater percentage of students will meet or exceed the standard on the SC READY assessment, helping to close the gap for special education students, African-American students, and Pupils in Poverty.</p> <p>In addition: Observations of teachers: strategies. modeling, conferencing, book talks Unit Lesson Plans Agenda notes from content meetings and PLC meetings</p>

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>and critical thinkers enhance student understanding of mathematical concepts through intentional and authentic use of content vocabulary</p> <ul style="list-style-type: none"> • use tasks and activities that promote reasoning and problem solving • use real world problems as a part of daily class instruction <p>interactive note booking</p> <ul style="list-style-type: none"> • IXL skills practice programs • Adopting and using Carnegie Math Learning and piloting in 2018-19, continuing in 2019,2020,2021, and 2022. <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"> • revise strategies for closing the gaps in math for African American, and special education students <p>inform instructional changes needed for all level of learners</p>					<p>Summer Content Planning syllabi and Agenda notes Mastery Connects charts and spreadsheets for both formative and summative assessments and benchmarks</p> <p>Formative and summative assessments to identify students in need of intervention and tracking student growth in Benchmark performance with quarterly data dives</p> <p>Agendas and data spreadsheets from PLC data analysis.</p>
<p>2. Professional development for Math teachers will focus on</p> <ul style="list-style-type: none"> • engaging students in mathematical 	2018-2023	Principal Instructional Coach Administrators	None	None	A greater percentage of students will meet or exceed the standard on the SC READY assessment, helping to close the gap for special education students,

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>reasoning and real-world problem solving</p> <ul style="list-style-type: none"> teaching critical thinking skills closing the gap through: student centered differentiated instruction and intervention project based and blended learning initiatives Tuesday in the Middle District Carnegie Support Sessions Benchmark Data Dives to track student progress with math skills and plan for intervention <p>Teacher PD and administrative teams use instructional observational rounds and reflective conversations to inform needed instructional changes and support</p>		Math Staff District Staff			<p>African-American students, and Pupils in Poverty.</p> <p>In addition: Observations of teachers: strategies, modeling, conferencing, book talks Unit Lesson Plans Agenda notes from content meetings and PLC meetings Summer Content Planning syllabi and Agenda notes Mastery Connects charts and spreadsheets for both formative and summative assessments and benchmarks</p> <p>Formative and summative assessments to identify students in need of intervention and tracking student growth in Benchmark performance with quarterly data dives</p> <p>Agendas and data spreadsheets from PLC data analysis.</p>
3. Math teachers will continue to use both formative assessments to inform weekly instructional decisions, reteaching content, and providing second chances for students to re learn missed concepts and retest for mastery.	2018-2023	Principal Instructional Coach Math Staff Administrators	None	None	<p>Mastery Connects Anecdotal Notes Carnegie Mathia Reports PLC Notes</p>

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> 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 3_% annually.

DATA SOURCE(s):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23

SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 6 only	School Projected Middle	62	67	67	70	73
		School Actual Middle 60	64.9	waiver	54.4		
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 6 only	District Projected Middle	56	59	62	65	68
		District Actual Middle 53	53	waiver	46		

*Beginning in 2019-20, grade 6 will be administered SCPASS Science. Percentages prior to 2019-20 represent Grade 6 and Grade 8.

ACTION PLAN FOR STRATEGY #1:	EVALUATION				
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<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"> identifies learning targets develops comprehensive units of instruction developing instruction at higher DOK levels modeling and think alouds to support independence as use tasks and activities that promote reasoning and problem solving use real world problems as a part of daily class 	2018-2023	Principal Instructional Coach Science Grade 6	None	None	<p>A greater percentage of students will meet or exceed the standard on the SC READY assessment, helping to close the gap for special education students, African-American students, and Pupils in Poverty.</p> <p>In addition: Observations of teachers: strategies. modeling, conferencing, book talks Unit Lesson Plans Agenda notes from content meetings and PLC meetings Summer Content Planning syllabi and Agenda notes Mastery Connects charts and spreadsheets for both formative and</p>

ACTION PLAN FOR STRATEGY #1:	EVALUATION				
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>instruction</p> <ul style="list-style-type: none"> intentional teaching of content vocabulary thinking like a scientist project based and blended learning <p>interactive notebooking</p> <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"> revise strategies for closing the gaps in science inform instructional changes needed for all level of learners 					<p>summative assessments and benchmarks</p>

ACTION PLAN FOR STRATEGY #1:	EVALUATION				
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
use SSC SDE state support documents to prioritize science indicators					
2. Professional development for Science teachers will focus on <ul style="list-style-type: none"> engaging students in reasoning and real-world problem solving teaching critical thinking skills closing the gap through: student centered differentiated instruction and intervention project based and blended learning initiatives 	2018-2023	Principal Instructional Coach Science Grade 6 Staff District Science Consultant	None	None	A greater percentage of students will meet or exceed the standard on the SC READY assessment, helping to close the gap for special education students, African-American students, and Pupils in Poverty. Formative and summative assessments to identify students in need of intervention and tracking student growth in Benchmark performance with quarterly data dives

ACTION PLAN FOR STRATEGY #1:	EVALUATION				
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<ul style="list-style-type: none"> increasing the use of digital learning Science District Tuesdays in the Middle Sessions for collaboration <p>Teacher PD and administrative teams use instructional observational rounds and reflective conversations to inform needed instructional changes and support.</p>					Agendas and data spreadsheets from PLC data analysis.
3. Science teachers will continue to use both formative assessments to inform weekly instructional decisions, reteaching content, and providing second chances for students to re learn missed concepts and retest for mastery.	2018-2023	Principal Instructional Coach Science Grade 6 Staff	None	None	Formative and summative assessments to identify students in need of intervention and tracking student growth in Benchmark performance with quarterly data dives

ACTION PLAN FOR STRATEGY #1:	EVALUATION						
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION		
					Agendas and data spreadsheets from PLC data analysis. Mastery Connects		

4

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
PERFORMANCE GOAL 4: Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for standardized tests in English Language Arts and Math (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):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23

SC READY ELA SC SDE Website	42 % Meets Expectations and Exceeds Expectations	School Projected Hispanic	45	48	48	51	54
SC READY ELA SC SDE Website		School Actual Hispanic 42	47	waiver	49.2		
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected Hispanic 36	36	39	42	45	48
SC READY ELA SC SDE Website		District Actual Hispanic 34	40	waiver	33		
SC READY ELA SC SDE Website	23 % Meets Expectations and Exceeds Expectations	School Projected AA	24	24	25	x	x
SC READY ELA SC SDE Website		School Actual AA 23	24	waiver	17.5		
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	District Projected AA 25	25	28	31	34	37

SC READY ELA SC SDE Website		District Actual AA 25	31	waiver	24		
SC READY ELA SC SDE Website	9 % Meets Expectations and Exceeds Expectations	School Projected SWD	10	10	11	12	13
SC READY ELA SC SDE Website		School Actual SWD 9	7	waiver	10.3		
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	District Projected SWD 14	14	17	20	23	26
SC READY ELA SC SDE Website		District Actual SWD 12	21	waiver	8		
SC READY ELA SC SDE Website	48% Meets Expectations and Exceeds Expectations	School Projected LEP	49	54	55	56	57
SC READY ELA SC SDE Website		School Actual LEP 48	54	waiver	57.2		

SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	District Projected LEP 35	35	38	41	44	47
SC READY ELA SC SDE Website		District Actual LEP 33	44	waiver	29		
SC READY ELA SC SDE Website	30 % Meets Expectations and Exceeds Expectations	School Projected PIP	31	33	33	34	35
SC READY ELA SC SDE Website		School Actual PIP 30	33	waiver	29.8		
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	District Projected PIP 38	38	41	44	47	50
SC READY ELA SC SDE Website		District Actual PIP 33	45	waiver	33		
SC READY Math SC SDE Website	44% Meets Expectations and Exceeds Expectations	School Projected Hispanic	45	48	49	50	51

SC READY Math SC SDE Website		School Actual Hispanic 44	48	waiver	27.5		
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	District Projected Hispanic 39	39	42	45	48	51
SC READY Math SC SDE Website		District Actual Hispanic 42	43	waiver	22		
SC READY Math SC SDE Website	19 % Meets Expectations and Exceeds Expectations	School Projected AA	20	22	22	23	24
SC READY Math SC SDE Website		School Actual AA 19	22	waiver	6		
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	District Projected AA 27	27	30	33	36	39
SC READY Math SC SDE Website		District Actual AA 28	30	waiver	11		

SC READY Math SC SDE Website	7 % Meets Expectations and Exceeds Expectations	School Projected SWD	8	6	7	8	
SC READY Math SC SDE Website		School Actual SWD 7	6	waiver	7.3		
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	District Projected SWD 18	18	21	24	27	30
SC READY Math SC SDE Website		District Actual SWD 16	20	waiver	5		
SC READY Math SC SDE Website	53 % Meets Expectations and Exceeds Expectations	School Projected LEP	54	63	64	65	66
SC READY Math SC SDE Website		School Actual LEP 53	63	waiver	37.1		
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	District Projected LEP 40	40	43	46	49	52

SC READY Math SC SDE Website		District Actual LEP 42	46	waiver	22		
SC READY Math SC SDE Website	26 % Meets Expectations and Exceeds Expectations	School Projected PIP	27	31	32	33	34
SC READY Math SC SDE Website		School Actual PIP 26	31	waiver	17.6		
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected PIP 36	36	39	42	45	48
SC READY Math SC SDE Website		District Actual PIP 38	43	waiver	20		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teachers continue to meet for collaborative planning as PLC's each week to plan SCCCS standards-based best practices instruction following the GCSD	2018-2023	Principal Instructional Coach Administrators	None	None	PLC agendas and notes Data Spreadsheets to track student progress Student Goal Sheets

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
instructional protocol that <ul style="list-style-type: none"> identifies learning targets develops comprehensive units of instruction developing instruction at higher DOK levels identifying lowest 20% of performing students and adding mentors		Teachers			Lesson Plans Observations
2. Data Dives with PLC's to analyze and examine benchmark assessments, monitor student progress, and plan for remediation and acceleration. <ul style="list-style-type: none"> Use both formative and summative assessments 	2018-2023	Principal Instructional Coach Administrators Teachers	None	None	PLC agendas and notes Data Spreadsheets to track student progress Student Goal Sheets Lesson Plans Observations
3. Extended advisory time used for small group differentiated groupings to focus on specific math and reading skills September to December, April 4. After school tutoring provided with transportation to our lowest 20% at risk students twice a week 5. Professional development focused on best practices- UDL Training Cohort January 2022 to April 2022	2018-2023 2022-	Principal Administrators Instructional Coach Teachers Principal Instructional Coach 2 teachers	Tutoring \$40.00 per day NA	School Funds NA	Data spreadsheets to track student progress Lesson plans and observations reflect the use of specific learning strategies for engagement and learning achievement

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
CAST ZOOM webinars					

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: 100% of middle schools will have targeted literacy intervention classes by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
PowerSchool		School Projected					
PowerSchool		School Actual Yes	Yes	Yes	Yes		

PowerSchool	50	District Projected	75	100	100	100	100
PowerSchool		District Actual 89	100	100	100		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. 1. Determine and utilize appropriate evidence-based assessments to identify targeted intervention needs <ul style="list-style-type: none"> Fountas and Pinnell ELA SC READY scores Mastery Connects Read 180/System 44 Data 	2018-2023	Principal Instructional Coach ELA Staff	None	None	Data spreadsheets and charts from data dive PLC meetings
2. Continue to implement the MTSS framework intervention guidelines with fidelity <ul style="list-style-type: none"> Read 180/System 44 	2018-2023	Principal Instructional Coach ELA Staff			Assessment reports from intervention programs Coaching cycle logs PLC agendas
3. Continue to monitor and track student growth through intervention assessment reports, benchmarks, and Mastery Connects	2018-2023	Principal Instructional Coach ELA Staff			Assessment reports from intervention programs

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
					Coaching cycle logs PLC agendas GS Source OnTrack
4. After school tutoring program focused on ELA	2018-2023	Principal Instructional Coach ELA Staff	Tutors paid by CARES ACT and TCSI Funds		
5. ELA Teachers are focusing on developing reading stamina and encouraging sustained individual reading- increasing classroom libraries -Spring 2022-2023.	2018-2023	Principal Instructional Coach UDL Team	NA	NA	Lesson Plans Observations

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):	BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23

Employment report		School Projected			Gender Diversity = Increase Ethnic Diversity = Increase	Gender Diversity = Increase Ethnic Diversity = Increase	Gender Diversity = Increase Ethnic Diversity = Increase
GCS Human Resources Department	Baseline established in 2019-2020	School Actual		Gender Diversity yes/no Ethnic Diversity yes/no	Gender Diversity yes/no Ethnic Diversity yes/no	Gender Diversity yes/no Ethnic Diversity yes/no	
Employment report		District Projected	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity=100% Ethnic Diversity =100%
GCS Human Resources Department	Baseline established in 2017-2018	District Actual Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity=100% Ethnic Diversity = 97%	Gender Diversity=% Ethnic Diversity = %	





ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide professional development to help staff work with diverse student populations	2018-2023	Principal Instructional Coach Administrators GCS Staff	None	None	Professional development activities to help teachers work with diverse student populations Capturing Kids Heart training for all staff-

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
					July- August 2018 begins and continues with refresh and recharge training and Process Champions Leadership in 2019-2020, 2020-2021, 2021-2022, 2022-2023 Observations Instructional rounds for observation and reflection
2. Continue to provide mentoring and support for new teachers to collaborate and develop positive relationships with a mentor, a buddy teacher, and the instructional coach through MTM (Mentor to Mentor) initiative	2018-2023	Principal Instructional Coach Administrators Mentors Mentees	None	None	Observations Coaching Cycles logs
3. Provide time and support for all teachers to develop personalized growth plans Continue intensive coaching cycles with teachers in 2020-2021, 2021-2022, and continued in 2022-2023	2018-2023	Principal Instructional Coach Administrators	None	None	Coaching cycle logs

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: 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.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE School Report Card Survey		School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 67		<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	95.3		
SC SDE School Report Card Survey		School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 92	100	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	100		
SC SDE School Report Card Survey		School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		School Actual Parents 81	80.3	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	92.3		
SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86	89	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	93		
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97	97	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	92		
SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88	89	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	98		

ACTION PLAN FOR STRATEGY #1:					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 Administrators Office Staff	None	NA	Newsletters. Social media posts, SIC and PTSA agendas, Phone Blasts, logs and emails
3. Be proactive by periodically pushing out information about the safety measures that we take at school including: Background checks Training front office staff to recognize and de-escalate situations SRO officer on campus provides a law presence on campus and information on issues.	201-2023	Principal Administrators SRO Officer	None	NA	Newsletters. Social media posts, SIC and PTSA agendas, Phone Blasts, 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 Administrators	None	NA	Newsletters, social media posts, SIC, and PTSA agendas, Phone Blasts, logs and emails

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.

Percent Recommended for Expulsion

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
GCS Expulsion Report from Kent Owens	(2016-17) 1.3	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual 0	0	0	0		
GCS Expulsion Report from Kent Owens	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual 0.8	1.5	0.9	0.3		

Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
GCS Expulsion Report from Kent Owens	(2016-17) 1.3	School Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		School Actual 0	0	0	0		
GCS Expulsion Report from Kent Owens	(2016-17) 0.04	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		District Actual .04	.10	.03	.004		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Staff trained on using OnTrack and GCSource to identify and monitor at-risk students for behavior, attendance, and grades.	2018-2023 July 2018 Original Training	Principal Leadership Team	NA	NA	July 2018 original training 2019, 2020, 2021 continued refresher trainings

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Continue with OnTrack to monitor at-risk students for behavior, attendance, and grades.					
2. Continue to 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 Leadership Team Student Ambassadors Student Council	NA	NA	This program is in place and is used each year.
3. Refresh/Recharge training for all staff on Capturing Kids Hearts to provide mentoring and ongoing proactive and positive support to help guide student decisions and deescalate situations. This program helps to ensure that every student has a connection to a caring and supportive adult in the building. Process Champions Committee formed and trained to provide additional resources and support.	2018-2023 July August 2018 training for all staff Refresher trainings each year 2019 2020 2021 2022 Including training for new staff	Principal Leadership Team Process Champions All Staff	NA	NA	Training in place for July/August 2018 for all staff to learn and apply the principles of CKH. Refresh/Recharge Training Process Champions Leadworthy Training in summer 2019 and implementation of program in 2019-2020 2020-2021 2021-2022 Recharge trainings yearly
4. Continue to provide positive incentive programs to encourage students to attend	2018-2023	Principal Administrators Leadership Team Guidance	Not Known	PTSA Funds	Incentive programs are in place and used each year.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
school and be engaged in learning such as: <ul style="list-style-type: none"> Quarterly Incentive Assemblies and Awards Marvelous Mondays for good behavior in which students may wear GCS dress code attire. SAD- Student Appreciation Day at the end of the year to celebrate good behavior and citizenship		PTSA			

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 Cognia Culture and Climate Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	62	60	61	62	63

		School Actual 61	59	60	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<i>Note: Cognia surveys have been discontinued.</i>	<i>Note: Cognia surveys have been discontinued.</i>
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	54	58	62	66	70
		District Actual 52	50	52	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<i>Note: Cognia surveys have been discontinued.</i>	<i>Note: Cognia surveys have been discontinued.</i>

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue refresh/recharge training in Capturing Kids Hearts to provide mentoring and ongoing proactive and positive support to help guide student decisions and deescalate situations. This program helps to ensure 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 Refresher trainings yearly 2019 2020 2021 Refresher trainings	Principal Administration Team All staff	NA	NA	Training in place for July/August 2018 for all staff to learn and apply the principles of CKH. Continued training in fall 2019, 2020, 2021, 2022 Leadworthy Training Summer 2019 2020 2021 Process Champions Committee Reflections

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
2. Use 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	2018-2023	Principal Leadership Team Guidance Student Ambassadors Student Council	NA	NA	The program is in place and is used each year.
3. Enhance professional development to increase staff awareness and understanding of community and student population being served.	2018-2023	Principal Leadership Team All Staff	NA	NA	

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):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
180 th day Attendance Report	(2016-17) 95.2	School Projected	95	95	95	95	95
		School Actual 95.8	95.45	95.89	93.12 GC Source March 2022		
180 th day Attendance Report	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual 95	95	96	92		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
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	NA	NA	Attendance rate maintained at 95%.
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	2018-2023	Principal Administration Guidance Attendance Clerk	NA	NA	Attendance rate maintained at 95%.
3. Provide peer buddies, ambassadors, and support to welcome new students entering after the beginning of the school year. Beck Ambassador Program	2018-2023	Principal Administration Guidance Attendance Clerk	NA	NA	Attendance rate maintained at 95%.

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> 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 Cognia 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):		Baseline 2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 12	Afraid ≤ 3 Lonely ≤ 13 Angry ≤ 13	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 12
		School Actual Afraid –7 % Lonely –13 % Angry –13 %	Afraid ≤ 3 Lonely ≤ 13 Angry ≤ 13	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	Note: Cognia surveys have been discontinued.	Note: Cognia surveys have been discontinued.
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected Secondary	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

		District Actual Secondary Afraid – 7% Lonely – 14% Angry – 14%	Afraid – 7% Lonely – 16% Angry – 14%	Afraid - 7% Lonely - 16% Angry - 15%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<i>Note: Cognia surveys have been discontinued.</i>	<i>Note: Cognia surveys have been discontinued.</i>
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Staff trained on using GC Source and On Track to both identify and monitor at-risk students for behavior, attendance, and grades. Continue with implementing this program with fidelity.	2018-2023 July 2018 Training	Principal Leadership Team	NA	NA	July 2018 training Students are identified and monitored, including our lowest 20% performing students. Performance is monitored and reviewed.
2. All staff trained on Capturing Kids Hearts 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. Continue with Recharge training in the fall of 2019, summer Leadworthy training, and support by the Process champions Committee.	2018-2023 July August 2018 Training for all staff Refresher trainings 2019, 2020, 2021	Principal Administrative Team All Staff	NA	NA	Training is in place for all staff to be continually trained in the CKH principles. Recharge trainings 2019 2020 2021

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
2019 2020 2021					
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 strong social emotional supports.	2018-2023	Principal Administrative Team Guidance Teachers District support through program and training of guidance counselors	NA	NA	Observations and evidence of interventions during instructional rounds