

Beck International Academy

School Portfolio 2023-2024
Scope of Action Plan 2024-2025 through 2028-2029

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 International Academy

SCHOOL RENEWAL PLAN FOR YEARS 2024-25 through 2028-29 (five years)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2024-25 (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.

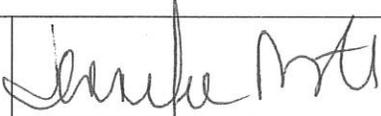
Assurances for the School Renewal Plans

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.

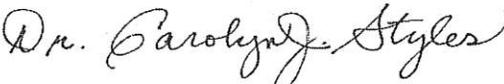
SUPERINTENDENT

Dr. W. Burke Royster		5/1/2024
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Jennifer Meisten		4/26/2024
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles		5/1/2024
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Amos Valentine, III		4/22/2024
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Katherine Sutton		4/26/2024
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 901 Woodruff Road Greenville, SC 29607

SCHOOL TELEPHONE: (864) 355-1400

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

Stakeholder Involvement for School Renewal

Position	Name
1. Principal	Jennifer Meisten
2. Teacher	Kerry Hughes
3. Parent/Guardian	Angela Halpin
4. Community Member	Amos Valentine
5. Paraprofessional	Crystal Dix
6. School Improvement Council Member	Sabrina Grimaldi
7. Read to Succeed Reading Coach	Deborah Sanders
8. School Read To Succeed Literacy Leadership Team Lead	Deborah Sanders
9. School Read To Succeed Literacy Leadership Team Member	Katherine Sutton

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, Brandon Reeder, Deborah Sanders

Principal Advisory Committee:

Jennifer Meisten, Sheila Green, Becky Boyd, Brittany Jackson, Susanne Clark, Katherine Sutton, Matthew Giacalone, Kerry Hughes, Mara Thomas, Hannah Blakeman, Marci Silver, Katie Bailey, Sherri Ransbottom, Julie Moody, Deborah Sanders

School Leadership Team for Read to Succeed:

Brittany Jackson, Jennifer Meisten, Deborah Sanders, Katherine Sutton, Sheila Green, Brandon Reeder

Process Champions Team:

Alton Ellison, Megan Shaver, Cheri Goering, Michelle Rand

SIC: Jennifer Meisten, Sheila Green, Brittany Jackson, Kerry Hughes, Sabrina Grimaldi, Nicole Barbour, Brant Segrest, Katie Burns, Angela Halpin, Brett Bolson, Amos Valentine, Kristin Medlin, Deborah Sanders, Alton Ellison

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

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

<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p>Academic Assistance, PreK–3</p> <p>The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Academic Assistance, Grades 4–12</p> <p>The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Parent Involvement</p> <p>The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Staff Development</p> <p>The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Technology</p> <p>The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Innovation</p> <p>The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Collaboration</p> <p>The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).</p>
<input type="radio"/> Yes	<p>Developmental Screening</p> <p>The school ensures that the young child receives all services necessary for growth and development.</p>

<input type="radio"/> No <input checked="" type="radio"/> N/A	Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	Developmentally Appropriate Curriculum for PreK–3 The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	Parenting and Family Literacy The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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Introduction

The following chart summarizes the work of our school groups and PLC's in the strategic planning process:

Dates	Schedule for Ongoing Evaluation	Persons Responsible
<p>August 2023 through April 2024</p> <p>SC Ready</p> <p>EOC scores Algebra 1</p> <p>Carnegie Reports on Mathia Report Card</p> <p>Quarterly benchmarks in Mastery Connects Q1, Q2, Q3</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 • School demographics • Quarterly Benchmarks and data dives with the PLC to determine areas in need of reteaching and intervention • sc.rally.org <p>The state report card data, surveys, and demographics were reviewed. Staff, instructional coach, and assistant principals met for sustained content planning weekly in PLC's 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?</i> <i>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? How do we best provide Tier 2 intervention for our students?</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 2023-2024</p> <p>September 2023 November 2023 January/February 2024 April 2024</p>	<p>Mastery Connects Formative/ Summative Assessment Quarterly Benchmarks Data Dives to analyze results, areas of strength and areas in need of improvement</p> <p>Summative charts of state testing data and benchmark data were created and shared with all staff. Advisory was used for reviews and intervention groups. Teachers identified students struggling and in need of afterschool tutoring program.</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>With our increasing ML population, our ML teacher tracks monthly student progress working towards the Spring ACCESS assessment.</p>	<p>All Staff Administrative team PLC's Instructional Coach</p>

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 a National Schools to Watch with re-designation in 2023, and a Capturing Kids Showcase School in 2020, 2021, and 2022.**

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 2023-2024 school year striving to build strong and positive relationships.

Throughout the 2023-2024 school year 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 SC READY, EOC data, quarterly benchmark assessments, and school demographics. We identified our lowest performing students and 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 continue to provide afterschool tutoring two days a week, daily advisory/flex time, and individual teacher tutoring before school and after school.

We met in small content PLC's with the instructional coach over the summer to work on new curriculum and content units for the 2023-2024 school year. Our ELA staff, concerned that our middle level students either don't read or fake read, continue to focus on promoting sustained engagement, stamina, and student choice to promote self-selected reading. They have worked on creating common writing strategies based on prior work with Upstate Writing.

To more successfully meet the needs of all our students we have continued to implement these initiatives:

- 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 to serve both special education students

and regular content students

- After-school tutoring twice weekly to work on missing assignment in all content areas and to focus on math and reading remediation and intervention

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 counselors provide ongoing SEL weekly for all students and intervene with students struggling both emotionally and academically.

Our entire staff was trained in Capturing Kid's Hearts (CKH) in the summer of 2018 and we continue to train new staff. 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 and will continue to emphasize building strong relationships between school, students, and home.

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.

Beck staff has participated in a variety of differentiated professional development focusing on implementing technology into instruction starting this year piloting the Prisms Virtual Learning in 8th grade math classes, using AI effectively, enhancing Google resources, UDL best practices, co-teaching models in inclusive classrooms, student engagement, writing strategies to improve student literacy skills, and staff team and culture building activities through CKH. Fifteen staff members attended 2024 SCAMLE Conference, and eight of these participants presented. All of these programs, activities, and initiatives help us to continue to grow as a student-centered culture.

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, especially in the area of math achievement.

Over the past six 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. A full-time on-site mental health counselor ensures 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 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 2024-2025 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 strong ELA PLC 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 our past work with the Upstate Writing Consortium.

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 over 800 students from diverse backgrounds. 30% of our students are served in our gifted and talented program, and our poverty index is 52.4%. 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 143 (17.4%) special needs students and **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
- 5 teachers
- an Instructional Coach
- a Magnet Coordinator
- Additional support staff including 2 OT/PT staff, 1 nurse, 3.5 guidance counselors, a mental health specialist, and 1 media specialist
- 5 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, 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, local animal shelters, 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 2023

59 % of our students met or exceeded the state proficiency requirements.

We identified students who were both approaching and not meeting proficiency and creating across all grade levels a spreadsheet of our lowest performing students. To provide additional support for these students, teachers, administrators, and counselors used an extended advisory time to work with small groups pf students differentiated by learning levels as well as recommendations for our after school tutoring program.

We continue to provide support for all students through a morning advisory time 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.

Our lowest sub group performance was among:

- Pupils in Poverty**
- Special Education Students**
- African American students**

Grade Level Performance

Grade 6	63.5%	Percent of Students Scoring Exemplary and Meets
Grade 7	49.6%	Percent of Students Scoring Exemplary and Meets
Grade 8	62.6%	Percent of Students Scoring Exemplary and Meets

Referenced: SC Report Card Data Spring 2023

We continue to focus on teaching our students research- based writing strategies to improve student argument and informational text writing supported by text evidence.

MATH SC READY Spring 2023

41% of our students met or exceeded the state proficiency requirements. We identified students who were both approaching and not meeting proficiency and creating across all grade levels a spreadsheet of our lowest performing students.

To provide additional support for these students, teachers, administrators, and counselors, we used an extended advisory time as well as recommendations for our after school tutoring program to work with small groups of students differentiated by

learning levels.

We provided additional support through a morning advisory time which enabled students to relearn content, participate in small group intervention groups, and retest for mastery.

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.

Our lowest sub group performance was among:

- **Pupils in Poverty**
- **Special Education Students**
- **African American students**

Grade 6	53.1%	Percent of Students Scoring Exemplary and Meets
Grade 7	25.4%	Percent of Students Scoring Exemplary and Meets
Grade 8	44.1%	Percent of Students Scoring Exemplary and Meets

Referenced: SC Report Card Data Spring 2023

SCIENCE PASS Spring 2023

Science PASS Proficiency Scores Grade 6

<u>All students</u>	67%	
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Grade 6 continues implementing a new formative assessment program and weekly re-teaching initiative to provide systematic and ongoing intervention and opportunities for students to relearn content and demonstrate mastery.

Our students taking high school credit classes continue to show 99% passage rates in Algebra 1 HONORS in grade 8 in the spring of 2023.

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 performing students. Teachers, administrators, and guidance staff provide differentiated intervention and acceleration for all students.

- 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, 2022, and 2023.

These include:

- Working on missing assignment in all content areas
- Intensive time spent on Mathia, IXL, 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: Reviewing our work with the Schools To Watch-

37 criteria Instructional Protocols

Carnegie Math, Technology Tools, UDL, Co-Teaching in the SPED classroom, District Tuesday in the Middle PLC's in all

content areas, Differentiation and Questioning Skills,

Formative Assessment and Data Dives for Analysis, Read

180.System 44 trainings, Spring 2023 SCAMLE

Conference in which 15 of our staff attended

OnTrack implementation to identify at risk students in

attendance, behavior, and grades to provide needed and timely intervention.

Managing Student Behavior

Multi-Lingual Strategies for student

New Technology Tools: Best Practices and Using AI in the classroom

Prisms Virtual Training in 8th Grade Math Classrooms

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

August 2023

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 provide more even more intervention. Monthly celebrations for improvement on benchmark quarterly testing achievement, positive incentives for attendance and completing assignments, and Fabulous Fridays for GCS dress code days for students with no referrals, continue to provide positive rewards for good behavior. Student posters line our hallways with lists of student award winners.

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 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 logged 727 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, 2022, and conintued in 2023.

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 2023 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 to use strategies from our work with the Upstate Writing Consortium.
- In addition, we have continuing to provide an online program NO RED INK as an additional support for all students in grammar and writing using a writing challenge for our students during advisory time. Students ranked high in using NO RED INK to practice writing prompts each week.
- Reading competency and engagement continue to be a challenge for many of our students. Our 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, we saw a 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 25.4%.

-	<u>Spring 2018</u>	<u>Spring 2019</u>	<u>Spring 2021</u>	<u>Spring 2023</u>
<u>Grade 6</u>	<u>58.6%</u>	<u>58.8%, up 0.2%</u>	51.6%	53.1%
<u>Grade 7</u>	<u>46%</u>	<u>47.5%, up 1.5%</u>	32.7%	25.4%
<u>Grade 8</u>	<u>48.4%</u>	<u>52.4%, up 4%</u>	37.1%	44.1%

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

In addition, we have provided significant targeted intervention continuing this year:

- Literacy intervention programs: Read 180 and System 44
- After-school tutoring provide intensive tutoring
These include:
 - Working on missing assignment in all content areas
 - Intensive time spent on Mathia, IXL, 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

Beck Academy and its staff and students have received the following awards and commendations:

2020-21, 2021-22, and re- designation in 202-2023 National SCHOOLS TO WATCH Capturing Kid’s Hearts Showcase School Award

Academic

Palmetto Gold and Silver Awards
Excellent and Good Report Card Ratings

Community

State SCPTSA Teacher of the Year
State SCPTSA Principal of the Year
PTSA SC State Support Staff of the Yea
PTSA SC State Excellence in Communication
PTSA Community Award
Awards for PTSA Electronic Newsletter (eNews)
Red Carpet School
Federal Accountability Award B
Unified School
United Way Campaign

Student

All-State, Region, and County Orchestra and BandWinners
Superior Rating in SCMEA Band and Chorus
SC Junior Scholars 150/ Duke TIP Scholars
District Visual Arts Awards
SC Junior Scholars
Duke TIP Scholars

Robotics Competition Winners- Region and State
Youth and Government Honors
Special Olympics

Clubs

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

Athletics

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

School Profile

School Community 2023-2024

Beck International Academy is a select magnet school and currently serves 820 students in our suburban setting on Woodruff Road. There are 9 virtual students.

Beck serves many special needs students. Currently we serve 143 special needs students and 119 multi-lingual students. We are a unified school. Special education 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:

- Specifically designed restrooms for orthopedic satellite program
- 7 Science Labs
- Cafetorium
- "Touch" doors making us handicap accessible throughout the school
- Art Studio with kiln room GTT
- Maker Space Lab
- Excellent Athletic Fields
- Tennis Courts and Basketball Courts
- 1 to 1 chromebook initiative
- 4 computer labs / classrooms
- Promethean Boards in all the majority of classrooms and wireless access
- Band, Choral, and String Rooms

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

- Two levels of grade 6 math instruction
- High school credit classes in Algebra 1, Spanish 1 in both 7th and 8th grade, Spanish II in 8th grade, Computer Apps Virtual Classes
- Challenge program for grades 6,7, and 8 in ELA
- Gateway to Technology Program for grades 6,7,8
- 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:

- Fabulous Fridays
- Quarterly Student Celebrations for achievement on Benchmarks in ELA, math, and science grade 6
- 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.
“Beck’s Big Event and Fall Festival 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.
- A Magnet Open House event provides perspective students and their families an opportunity to learn about our magnet program. Our magnet coordinator, instructional coach, teachers, counselors, and administrators are available to answer questions as families tour the school.
- Our PTSA manages a school store where students can purchase planners, spirit wear, and snacks at lunch and at the end of each day.
- Many of our parents serve as chaperones to accompany and assist in the supervision of students on educational field trips. Trips in 2023-2024 included:
 1. Special Olympics
 2. Youth in Government, Columbia, S.C. and Model UN Convention
 3. Beta Club Convention
 4. 8th Grade Trip to Gatlinburg
 5. Strings, Choral, and Band Performance Events
 6. Art Exhibitions
 7. Artist in Residence Programs from the Metropolitan Arts Council

- Parents actively participated 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 2023-2024 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 2023-2024 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 2023-2024 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 Facebook and 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—adowen@greenville.k12.sc.us

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

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

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

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

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

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

- FACULTY/STUDENT INCENTIVES (All Year)

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

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

- **Beck's Big Event** collecting canned goods and blankets to donate to locate food banks and shelters during the 2023-2024 school year.
- **Beck's Fall Festival for families**
- 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

and the Humane Society.

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

program

School Personnel

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

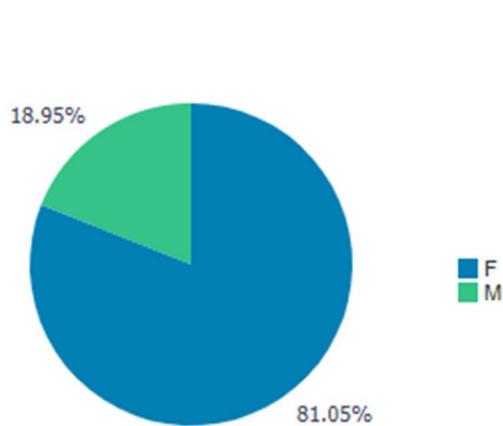
- 3 Assistant Principals
- 1 Instructional Coach
- 1 Magnet Coordinator (part-time)
- 3.5 Guidance Counselors

Currently, 4 administrators, 3.5 guidance staff, 1 Instructional Coach, 1 Mental Health Specialist, 1 Media Specialist, 1 SRO officer, and 8 classified staff serve our student population. Our current principal has completed her 10th year at Beck International Academy. [The following statistics from 2023 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 newly graduated and GATE program teachers.
- 82% of our staff is returning from the previous year.
- Our current teacher attendance rate is 93.6% for the 2022-2023 school year.
- The average teacher salary is \$57,783 which reflects a diverse staff in years of experience and age.

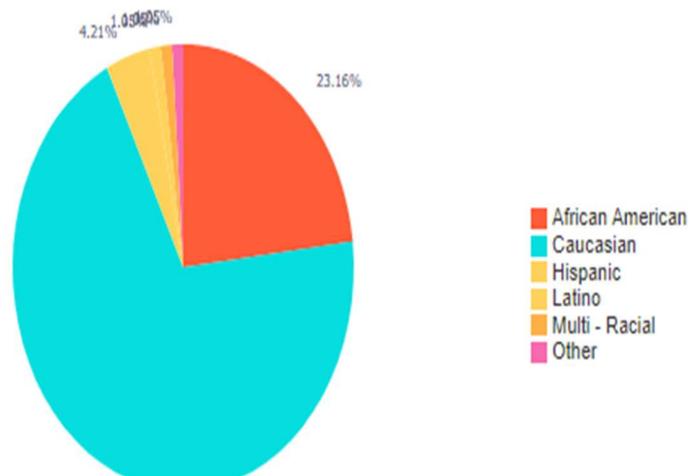
Source: 2023 SCSDE Report Card

Teacher Populations 2023-2024			Number
Total Number of Teachers in School			54
Number of Regular Education Teachers			47
Number of Special Education Teachers			7
Number of ML Teachers			1
Number of "Core" Subject Teachers 2021-2022			
Subject	6 th Grade	7 th Grade	8 th Grade
Language Arts	3	2	3
Mathematics	3	3	4
Science	3	3 7 th and 8 th	3 7 th and 8 th
Social Studies	3	3 7 th and 8 th	3 7 th and 8 th



Staff by Gender

Source: GS Source



Staff by Ethnicity

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 816 students.

According to our 2023 SC Report Card:

- 30.2% are served by our gifted and talented program SC REPORT CARD DATA 2023
- 0.8% of our students were retained SC REPORT CARD DATA 2023
- Student attendance rate is 93.16% GC SOURCE
- 51.4% poverty rate SC REPORT CARD DATA 2023

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:

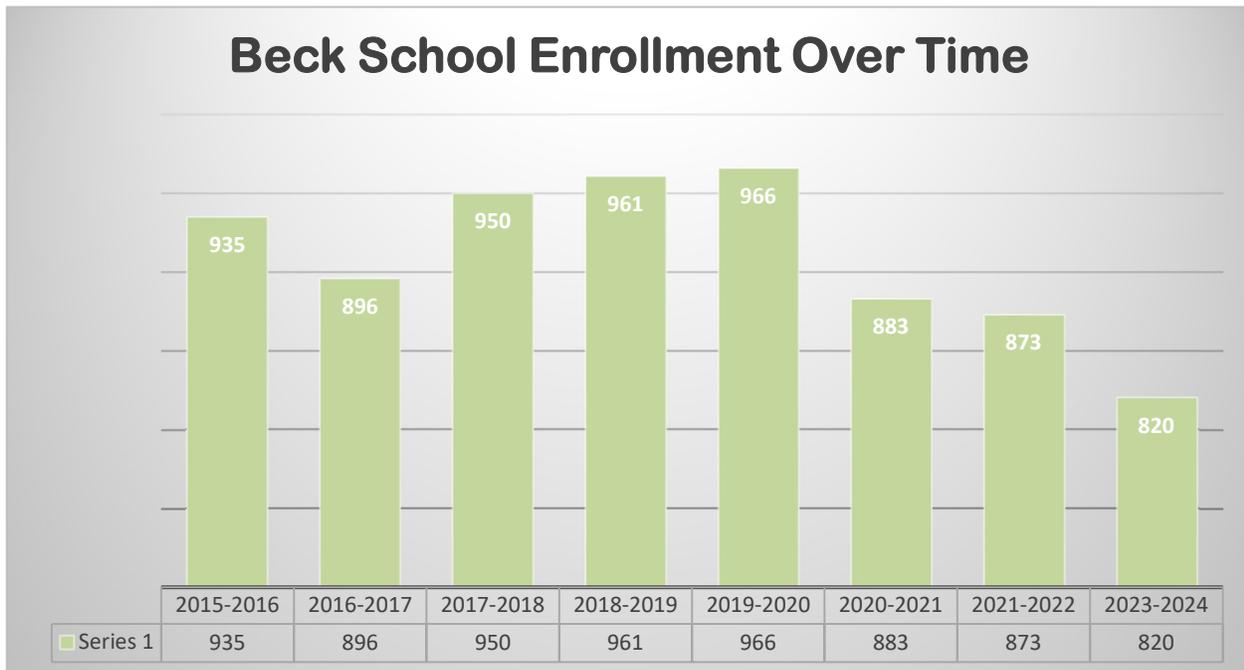
- All students
- Male
- Female
- African-American
- White
- Disabled/Non-Disabled

- Hispanic/Latino
- Gifted and Talented
- Pupils in Poverty (PIP)
- Limited English Proficient

BECK INTERNATIONAL ACADEMY TOTAL SCHOOL ENROLLMENT

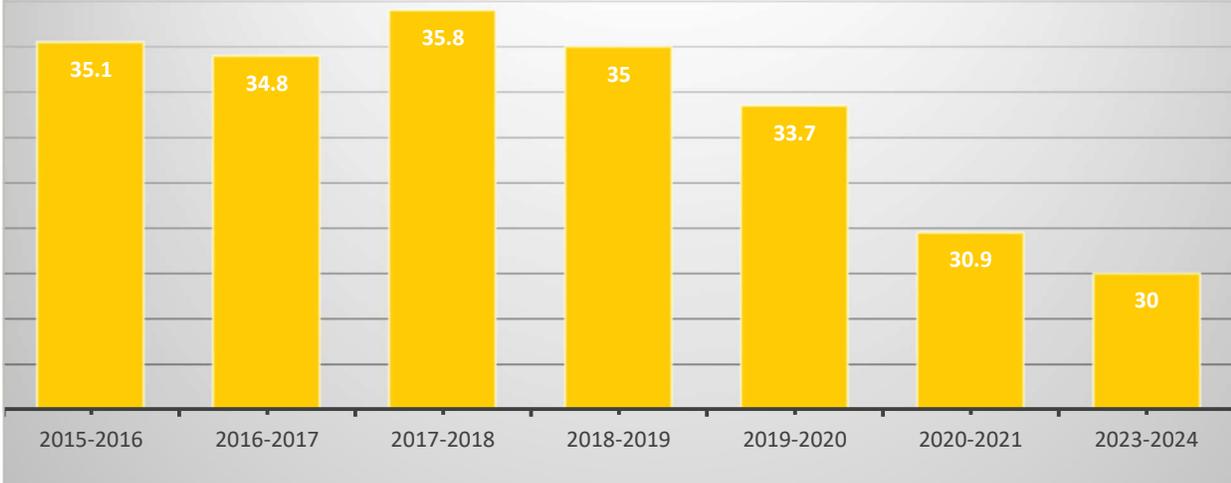
In 2021-2022, we serve 811 brick and mortar and 9 virtual students. Our special needs students are **17.4 %** of our total school enrollment and our ML population is growing constantly this year with a current enrollment of 119 ML students. We have a total population of **820 students in the 2023-2024** school year. The following charts show our demographics by for the 2023-2024 school year.

- school enrollment
- ethnicity
- gifted and talented
- pupils in poverty
- attendance



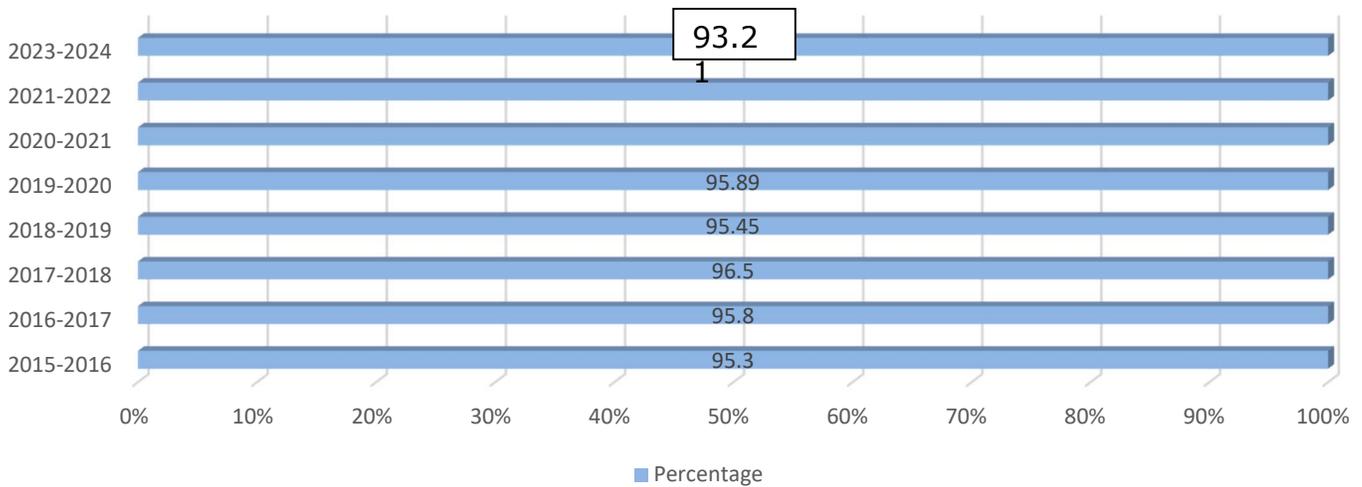
Beck Academy Gifted and Talented Enrollment

Gifted and Talented Percentage



BECK ACADEMY STUDENT ATTENDANCE PERCENTAGES

Student Attendance



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 2023-2024 course offerings:

- Algebra I H 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).

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 continue to implement reading intervention programs:**

- Read 180/System 44 for both general education and IEP students in need of reading interventions
- After-school tutoring provide intensive tutoring

These include:

- Working on missing assignment in all content areas
- Intensive time spent on Mathia, IXL, 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
- ML 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
- Mastery Connects (Year 7 Implementation)
- International Day 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
- Guidance Intervention Team to support struggling students
- Beck School Counselor Advisory Council to involve community
- Referral Services
- Consultative Services
- Individual and Small Group Counseling
- SCOIS PSAT Duke TIP Scholars
- 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
- Weekly SEL lessons through advisory classes
- Best Buddies
- Mentor Upstate
- Provided new Mentor Support Groups for each grade level based on student needs
 - Grade 6 Divorce Grief Self-regulation
 - Grade 7 Leadership Anger Management
 - Grade 8 High School Readiness Healthy Relationships Leadership

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 our program.

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 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.

Monthly meetings with the Instructional Coach and Principal provide a deeper data analysis of quarterly benchmark district assessments looking for areas of strength and those in need of improvement. Incorporating data from SC RALLY also allows up to track student progress or lack there of from year to year.

In 2018-19, we revised our teacher mentor program to provide more intense support and supervision for both induction, GATE, 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 2024-2025 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, especially induction and GATE 1 and 2 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 to practice the principals we learned from our partnership with the Upstate Writing Program in 2018, 2019, 2020, 2021, 2022, and 2023. The CW3 program (College, Career, and Community Writers Program) focuses on improving 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	6 th	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

2022 **49** **51.7** **54.5** **51.9**
2023 **63.5** **49.6** **62.6** **59**

SC READY MATH 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

2022 **39.1** **44.8** **33.8** **39.1**
2023 **53.1** **25.4** **44.1** **41.0**

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.
2. 100% of our classroom teacher positions will be filled on the first day of school by highly qualified educators.
3. We will reduce the teacher turnover rate by 0.5% percentage points annually through 2029.

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, unpacking standards and creating learning targets

2. planning common summative assessments
3. summer content planning opportunities for staff
4. analyzing benchmark data and formative assessments to inform instruction
5. planning weekly strategies in advisory to provide students second chances to relearn and demonstrate mastery
6. planning instruction to differentiate groupings of students based on identified needs and gaps in learning and achievement
7. sharing literacy strategies to continue to improve student reading analysis skills
8. sharing problem solving strategies to improve numeracy skills
9. implementing and using new technology and digital resources to support and enhance instruction, such as Carnegie Math, IXL, Math Nation, No RED INK
10. sharing and analyzing formative assessment in Mastery Connects, including benchmarks
11. classroom management/ engagement strategies and protocols
12. coaching cycles to support new, GATE, and veteran teachers with instructional strategies, engagement, classroom behaviors and procedures, and formative assessment
13. 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, GATE, and ADA status teachers to provide more intense support and supervision
15. implementing instructional rounds and learning walks to provide more personalized and supportive PD experiences and differentiated PD to build teacher efficacy
16. providing grant and professional development funds that maximize opportunities for teachers to collaborate and learn new strategies

Professional Development Calendar for 2023-204

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:

Beck International Academy Professional Development Calendar 2024-2025 DRAFT

DATE	Type of Professional Development	Title and Description of PD	Presenters
June- July 2024	<p><u>Strengthening the Work of the PLC</u></p> <p>Unpacking the Standards</p> <p>CONTENT Development Common Assessment Development</p>	<p><u>Summer Content Collaborative Planning Schedule</u> Draft</p> <p><u>Unpacking Out State Standards BECK Document</u></p>	<p>Administrators Debbie Sanders, IC Content Staff ELA, math, science, and social studies</p>
July 31, 2024	<p>Orientation</p>	<p>New Hire Orientation Meeting For all new Beck Staff Agenda</p> <p>Science Grade 7-</p> <p>ELA Grade 7 and 8 Alexis McManus Bronwyn Grant</p>	<p>Jen Meisten Sheila Green Brittany Jackson Brandon Reeder Debbie Sanders</p>

		Self Contained 678-	
August, 2024 through May 2025 ONGOING	Content Collaboration PLCs Thursday during planning	Weekly Agendas and Discussion of Learning Targets, Success Criteria, and Assessment Data using Mastery Connects and formative assessments	Content Cohorts Debbie Sanders Administrators Teachers
August to April 4th Wednesday in each month ONGOING	ELA /SS, Science, and Math Departments meet the 4th Wednesday of the month. A calendar and agenda <i>will be linked in the next column as created.</i>	Calendar and Agenda 24-25 TBD	Brandon Reeder Debbie Sanders Kerry Hughes Katie Sutton Mara Thomas
August to April Every 2nd Wednesday in each month	Faculty Meetings 3:50 to 4:45		Jen Meisten Administrators Instructional Coach Presenting teachers for differentiated PD- TBD
August 1	Orientation	Welcome Back Staff Presentation	Jen Meisten
August TBD	District Protocols and Requirements	Power Teacher gradebook setup. Procedures, and district requirements for grading	Debbie Sanders
August TBD	District Protocols and Requirements	Mastery Connects Setup, procedures, assessments, and requirements for data points	Debbie Sanders
August TBD	Faculty Meeting 1		Jen Meisten
September TBD	Tuesdays in the Middle Focus Grade 8 Grade 7 Grade 6	High Focus Strategy Lessons	District Specialists Teachers Administrators IC
September TBD	Fall Data Dive and Analysis Grade 8 Grade 7 Grade 6	Analyzing Spring 2024 scores, historical trends, school culture data, and identifying needs and challenges	Jen Meisten Debbie Sanders Teachers Admin
September 2024	SC Council for Social Studies 2024 Conference Hilton Greenville, SC	Sessions for Current Strategies for Teaching Social Studies	Staff attending to be determined
October 2023	Faculty Presentation	Differentiated PD presented by staff	All Staff
November TBD	Tuesdays in the Middle Focus	High Focus Strategy Lessons	District Specialists Teachers

	Grade 8 Grade 7 Grade 6		Administrators IC
November TBD	Faculty Presentation	Differentiated PD presented by staff	All staff
January TBD	Faculty Presentation	Differentiated PD presented by staff	All Staff
February TBD	Faculty Presentation	Differentiated PD presented by staff	All Staff
February TBD	Tuesdays in the Middle Focus Grade 8 Grade 7 Grade 6	High Focus Strategy Lessons	District Specialists Teachers Administrators IC
February TBD	Faculty Presentation	Differentiated PD presented by staff	All Staff
March TBD	Tuesdays in the Middle Focus Grade 8 Grade 7 Grade 6	High Focus Strategy Lessons	District Specialists Teachers Administrators IC
April TBD	Tuesdays in the Middle Focus Grade 8 Grade 7 Grade 6	High Focus Strategy Lessons	District Specialists Teachers Administrators IC
March 2025	Content School Culture Achievement Intervention Strategies	SCAMLE Spring 2025 Conference Myrtle Beach, SC	Attendees and Presenters:
April 10-12	TESTING PLC's		Debbie Sanders

engagement in the academic success of children, as measured in a composite of data on parent /teacher conferences, volunteer hours, and Backpack check-ins, such that by 2029, the baseline engagement measured will increase by 10 percentage points. The school will create and sustain an environment that supports mental and social/emotional health.

- 8. 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	60	751	44
Percent satisfied with learning environment	88.3%	84.4%	87.2%
Percent satisfied with social and physical environment	93.2%	83.5%	89.5%
Percent satisfied with school-home relations	88.1%	92.1%	88.6%

Source: SCSDE School Report Card 2022-2023

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 intervention to relearn material and take second assessments to demonstrate mastery
- School-wide five step discipline plan
- Capturing Kids Hearts program and philosophy to change our school culture by building strong and positive relationships
- Living the 37 criteria of a SCHOOLS TO WATCH Designated School
- Guidance provides one to one student interventions and SEL Social Emotional Learning Lessons each week
- Mental Health Counselor on campus providing continuous support for identified students
- Monthly positive student incentives, pep rallies, rewards, and celebrations to honor student attendance and learning achievement on current quarterly benchmarks

Fabulous Fridays (Students with no referrals or detentions can wear Greenville County Dress Code.)

Student Appreciation Day (Student participation is based on behavior performance.) SAD

Quarterly Student Celebrations, rewards, and pep rallies 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
- Beck Buddies build strong relationships and support for our self- contained students in adaptive art and P.E. classes
- Advisory periods for intervention and differentiated instruction based on student learning needs
- After-school tutoring offered to students with provided transportation each Tuesday and Thursday
- Capturing Kids Hearts Initiative started in 2018-2019 continues
- Student Action Committees
- Enhance professional development to increase staff awareness and understanding of community and student population being served and build teacher leadership and efficacy

[2022-2023 State Report Card Link](#)

GOAL AREA 1 – Performance Goal 1

Performance Goal Area: Student Achievement* Teacher / Administrator Quality* School Climate (Parent Involvement, Safe & Healthy Schools, etc.)*
 (* required)

Performance Goal 1: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from **43 %** in 2022-23 to **51 %** in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by **2 %** annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (MS)	47%	48%	49%	50%	51%
	43%	47%	Actual (MS)					
	40%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.					
1. Develop annual academic growth targets based on the principal and school goal setting process.	2024-2029	<ul style="list-style-type: none"> Principal Administrative Team Instructional Coach Middle Level Supervisor 	none	NA	
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	<ul style="list-style-type: none"> Principal Administrative Team Instructional Coach Content PLC's 	none	NA	
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into	2024-2029	<ul style="list-style-type: none"> Principal Leadership Team Instructional Coach Content PLC's 	none	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
science experiments, art projects, or literature analysis).					
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	<ul style="list-style-type: none"> • Content PLC’s suggestions • District Math Consultant and Planning Team 	Unknown	District Sources	
2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	<ul style="list-style-type: none"> • Math Consultant and Teacher Planning Team 	Unknown	District Sources	
3. Utilize formative and predictive assessment data to design differentiated instruction for all students. Provide levels of intervention	2024-2029	<ul style="list-style-type: none"> • Content PLC’s • Instructional Coach 	none	NA	
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029	<ul style="list-style-type: none"> • Principal • Administrative Team • Leadership Team • District Staff • Instructional Coach • Teacher Mentors 	none	NA	
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	<ul style="list-style-type: none"> • Instructional Coach • Principal • Administrative Team 	none	NA	
Action Plan for Strategy 3: Create and implement professional learning experiences for teachers and staff that support students’ mastery of math skills.					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of	2024-2029	<ul style="list-style-type: none"> • Instructional Coach • Principal • Administrative Team 	none	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
math content and skills and ensure high expectations for all students. Resources: SC RALLY Quarterly Benchmarks					
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback. Differentiated and choice of PD selections will be provided- 2024	2024-2029	<ul style="list-style-type: none"> • Principal • Instructional Coach 	Unknown at present time	School PD Funds July 2024	
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity. Summer Content Planning for staff to unpack power standards- 2024.	2024-2029	<ul style="list-style-type: none"> • Instructional Coach • Principal • Administrative Team 	Stipend to be determined June 2024	School Funding Sources	
4. Foster a collaborative relationship between schools and parents.	2024-2029	<ul style="list-style-type: none"> • Principal • Leadership Team • School Counselors • Magnet Coordinator 	none	NA	
5. Provide resources and workshops to help parents support their children's mathematical development at home: Using IXL, MATHIA for practice	2024-2029	<ul style="list-style-type: none"> • Principal • School counselors • Math PLC 	none	NA	

GOAL AREA 1 – Performance Goal 2

Performance Goal Area: Student Achievement* Teacher / Administrator Quality* School Climate (Parent Involvement, Safe & Healthy Schools, etc.)*
 (* required)

Performance Goal 2: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from **61 %** in 2022-23 to **79.2%** in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by **%** annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA SCDE School Report Card			Projected (MS)	65%	66.3%	67.6%	68.9%	70.2%
	61%	65%	Actual (MS)					
	57%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure all students acquire prerequisite ELA skills at each level.					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	<ul style="list-style-type: none"> • ELA Content PLCs • Instructional Coach 	none	NA	
2. Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success.	2024-2029	<ul style="list-style-type: none"> • Principal • Instructional Coach • ELA Content PLC's 	none	NA	
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	<ul style="list-style-type: none"> • Principal • Instructional Coach • ELA Content PLC's 	none	NA	
4. Progress monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	<ul style="list-style-type: none"> • Principal • Administrative Team • Instructional Coach • ELA Content PLC's 	none	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
5. Implement a range of assessment methods that measure student understanding.	2024-2029	<ul style="list-style-type: none"> • ELA Content PLC's • Instructional Coach 	none	NA	
6. Ensure vertical articulation of grade level content and practices. Principal sets time for collaboration in master schedule.	2024-2029	<ul style="list-style-type: none"> • ELA Content PLC's 678 • Instructional Coach 	none	NA	
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	<ul style="list-style-type: none"> • Principal • Administrative Team • Instructional Coach 	none	NA	
Action Plan for Strategy #2: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	<ul style="list-style-type: none"> • Principal • Administrative Team • Instructional Coach • ELA Content PLC's 	none	NA	
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	<ul style="list-style-type: none"> • ELA Content PLC's • All Content PLC's • Instructional Coach 	none	NA	
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	<ul style="list-style-type: none"> • ELA Content PLC's 	none	NA	
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	<ul style="list-style-type: none"> • Principal • Instructional Coach • ELA Content PLC's 	none	NA	
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	<ul style="list-style-type: none"> • Principal • Administrative Team • Instructional Coach • Peer Teachers • District Specialists 	none	NA	
6. Provide diverse and multimedia-rich materials for teaching language arts,	2024-2029	<ul style="list-style-type: none"> • ELA Content PLC's • Media Specialist 	To be determined	School and Media Center	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
including audio, visuals, and interactive texts to accommodate various learning styles.				Funds	
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	<ul style="list-style-type: none"> • Instructional Coach • Mentor Teachers • Principal 	none	NA	
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success. Mentor to Mentee Program ELA PLC's ELA Department PLC	2024-2029	<ul style="list-style-type: none"> • ELA Content PLC's • ELA Department PLC • Instructional Coach 	none	NA	
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework. Summer ELA PLC Content Planning to unpack new Power Standards 2024	2024-2029	<ul style="list-style-type: none"> • Principal • ELA Department PLC • Instructional Coach 	Teacher Stipends	School Funding Resources	
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills. Data Dives with Principal, ELA PLC, and Instructional Coach to analyze data from benchmarks and assessments	2024-2029	<ul style="list-style-type: none"> • Principal • Instructional Coach • ELA Content PLC 	none	NA	
5. Provide professional learning opportunities on instructional strategies for diverse learners using	2024-2029	<ul style="list-style-type: none"> • District ELA or other Specialist • Principal • Instructional Coach 	unknown	District Sources	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
the Universal Design for Learning Framework.					

GOAL AREA 2 – Performance Goal 1

Performance Goal Area: Student Achievement* Teacher / Administrator Quality* School Climate (Parent Involvement, Safe & Healthy Schools, etc.)*
 (* required)

Performance Goal 1: 100% of classroom teacher positions will be filled on the first day of school by highly qualified educators (through 2029).

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
HR			Projected (District)	100%	100%	100%	100%	100%
	100%	TBD	Actual (District)					
			Projected (School)	100%	100%	100%	100%	100%
	100%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	<ul style="list-style-type: none"> Principal Leadership Team 	none	NA	
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and other opportunities for a path to education.	2024-2029	<ul style="list-style-type: none"> Principal District Staff- for Practicum and Student Teacher Placements Instructional Coach School Counselors 	none	NA	
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
1. Continue to expand with middle and high school students - early exposure to teaching as a career choice through internal and external programs.	2024-2029	<ul style="list-style-type: none"> Principal School Counselors 	Unknown	District and School Sources	

GOAL AREA 2 – Performance Goal 2

Performance Goal Area: Student Achievement* Teacher / Administrator Quality* School Climate (Parent Involvement, Safe & Healthy Schools, etc.)*
 (* required)

Performance Goal 2: Reduce teacher turnover by 0.5 percentage points annually through 2029.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
HR			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	12.10%	TBD	Actual (District)					
			Projected (School)	13.3%	12.63%	12%	11.4%	10.83%
	14%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1:					
1. Provide ongoing support for new and alternative program teachers to develop positive relationships with a mentor teacher, buddy teacher, the instructional coach using coaching cycles and mentor observations and planning meetings with the PLC Mentor to Mentee MTM Program	2024-2029	<ul style="list-style-type: none"> • Mentor Teachers • Instructional Coach • GATE Coaches • Principal 	none	NA	

GOAL AREA 3 – Performance Goal 1

Performance Goal Area: Student Achievement* Teacher / Administrator Quality* School Climate (Parent Involvement, Safe & Healthy Schools, etc.)*
 (* required)

Performance Goal 1: Ensure an environment where positive relationships, consistent behavior expectations, consequences, and interventions foster healthy student and adult interactions, resulting in, by 2029, a 10-point decrease in the percentage of students receiving more than one incident referral in a single school year.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	60.5%	TBD	Actual (District)					
			Projected (School)	TBD	TBD	TBD	TBD	TBD
	TBD	TBD	Actual (School)					

*On average, 21% of all students have misbehavior resulting in a disciplinary referral. Of those students, 60.5% receive additional behavior referrals.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.	2024-2029	<ul style="list-style-type: none"> • District Staff • Principal • Administrative Leadership Team 	unknown	District and School Sources	
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing	2024-2029	<ul style="list-style-type: none"> • District Curriculum Specialists • Principal • Administrative Team • Instructional Coach 	none	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<p>custom, school-based programming to meet this goal. Schools to Watch School- practice the 37 criteria Capturing Kids Hearts</p>		<ul style="list-style-type: none"> Teaching and Support Staff 			
<p>3. Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement. School Fall Festivals Back to Beck Night Magnet Open House Curriculum Night</p>	2024-2029	<ul style="list-style-type: none"> Principal Administrative/Leadership Team School Counselors All Staff 	Unknown	School Resources	
<p>4. Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents. Capturing Kids Hearts OnTrack 5 Step Plan school-wide discipline Coaching Cycle w Instructional Coach PLC and Team Procedures and Protocols</p>	2024-2029	<ul style="list-style-type: none"> Principal Administrative Leadership Team All Staff 	none	NA	
<p>5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs. School Counselors provide individual counseling and support with a full-time mental health specialist</p>	2024-2029	<ul style="list-style-type: none"> Principal Administrative Team School Counselors 	none	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.	2024-2029	<ul style="list-style-type: none"> • Principal • Administrative Team • All Staff 	none	NA	
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					
1. Make home-school relationships a priority through frequent connection and communication. Weekly SMORES newsletters and call blasts from the Principal Twitter and Facebook BACKPACK Teacher emails, calls, and conferences School counselor calls, emails, and conferences Knight Shift for rising 6 th graders BACK to Beck Night Fall Festivals Magnet Night Curriculum Night	2024-2029	<ul style="list-style-type: none"> • Principal • Administrative team • All Staff 	Unknown	School Resources	
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	<ul style="list-style-type: none"> • District Staff • Principal • Administrative Team 	none	NA	
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	<ul style="list-style-type: none"> • Administrative Team • Principal • School Counselors • All Staff 	none	NA	
Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	<ul style="list-style-type: none"> • Principal • Administrative Staff • School Sports Director • Staff Club Sponsors 	Unknown	PTSA School Resources	
2. Increase leadership opportunities within the school during the school day.	2024-2029	<ul style="list-style-type: none"> • Principal • Administrative Team • All Staff 	none	NA	
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students. Release Time Partnership in the arts with the Metropolitan Arts Council Julie Valentine Center Community Service	2024-2029	<ul style="list-style-type: none"> • Principal • Magnet Coordinator • Other Staff 	none	Grants as needed	
Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	<ul style="list-style-type: none"> • Principal • Administrative Team • School Leadership Team 	none	NA	
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024-2029	<ul style="list-style-type: none"> • Principal • Administrative Team • School Counselors • Mental Health Specialist • Ontrack Teams 	none	NA	
3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order	2024-2029	<ul style="list-style-type: none"> • Principal • Administrative Team • Grade Level Teams • Content PLCs 	none	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
and productivity of the learning environment.					
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	<ul style="list-style-type: none"> • School Counselors • Mental Health Specialist 	none	NA	
5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills.	2024-2029	<ul style="list-style-type: none"> • Principal • Administrative Team • School Counselors • Mental Health Specialist • ONTRACK Teams • All Staff 	none	NA	

GOAL AREA 3 – Performance Goal 2

Performance Goal Area: Student Achievement* Teacher / Administrator Quality* School Climate (Parent Involvement, Safe & Healthy Schools, etc.)*
 (* required)

Performance Goal 2: By 2029, reduce the percentage of students who are chronically absent* by 10 points.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Student Services			Projected (District)	22%	20%	18%	16%	14%
	24%	TBD	Actual (District)					
			Projected (School)	22.54%	20.54%	18.54%	16.54%	14.54%
	23.54%	TBD	Actual (School)					

*A student is chronically absent when they miss 10% or more of the days they are enrolled at a school site, no matter the reason.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	<ul style="list-style-type: none"> • Principal • Administrative Team • Attendance Clerk 	none	NA	
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	<ul style="list-style-type: none"> • Principal • Administrative Team • Attendance Clerk 	none	NA	
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	<ul style="list-style-type: none"> • Principal • Administrative Team • Attendance Clerk 	none	NA	
2. Provide ongoing trainings for Attendance Clerks or Interventionists.	2024-2025	<ul style="list-style-type: none"> • District Staff 	none	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.					
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	<ul style="list-style-type: none"> • Attendance Clerk • Principal • Administrative Team 	none	NA	
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	<ul style="list-style-type: none"> • Principal • School Counselors 	none	NA	
3. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.).	2024-2029	<ul style="list-style-type: none"> • School Nurse • School Office Staff • Principal • Administrative Staff 	none	NA	

GOAL AREA 3 – Performance Goal 3

Performance Goal Area: Student Achievement* Teacher / Administrator Quality* School Climate (Parent Involvement, Safe & Healthy Schools, etc.)*
 (* required)

Performance Goal 3: Increase connection between families and school personnel, and ensure engagement in the academic success of children, as measured in a composite of data on parent/teacher conferences, volunteer hours, and Backpack check-ins, such that by 2029, the baseline engagement measured will increase by 10-percentage points.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS			Projected (District)	TBD	TBD	TBD	TBD	TBD
	TBD	TBD	Actual (District)					
			Projected (School)					
	TBD	TBD	Actual (School)	TBD	TBD	TBD	TBD	TBD

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack	2024-2029	<ul style="list-style-type: none"> Principal Administrative Staff Office Staff 	none	NA	
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	<ul style="list-style-type: none"> Principal Leadership Team School Counselors 	none	NA	
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	<ul style="list-style-type: none"> Media Specialist 	Unknown	School and District Resources	
Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.					
1. Identify community partners (businesses, pediatrics, health	2024-2029	<ul style="list-style-type: none"> Magnet Coordinator Principal 	none	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.		<ul style="list-style-type: none"> •School Counselors 			
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	<ul style="list-style-type: none"> •Principal •Administrative Team •School Counselors •Magnet Coordinator 	none	NA	
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	<ul style="list-style-type: none"> •Principal •SIC •PTSA •School Counselors •Magnet Coordinator 	none	NA	
Action Plan for Strategy #3: Increase two-way parent engagement at the school level.					
1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing)	2024-2029	<ul style="list-style-type: none"> •Principal •Administrative Team •School Counselors •District Staff 	Unknown	School and District Resources	
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	<ul style="list-style-type: none"> •Principal •Administrative/Leadership Team •School Counselors •Magnet Coordinator •Fine Arts and GTT Staff 	none	NA	
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.	2024-2029	<ul style="list-style-type: none"> •Principal •Leadership Team •SIC •PTSA 	none	NA	