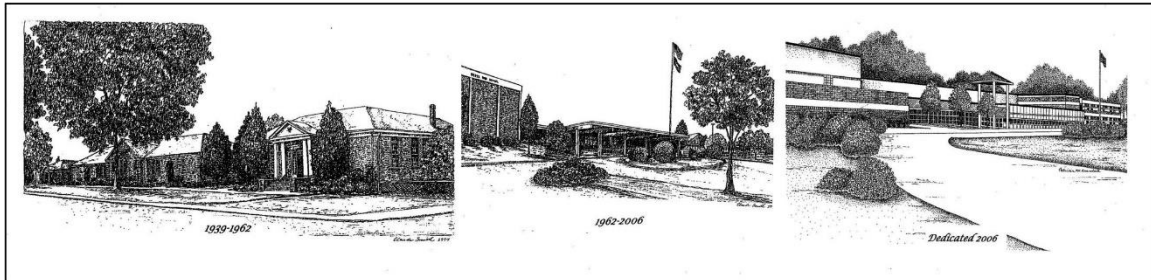


Berea High School Portfolio 2018-23

Developed spring, 2018



Community Character Excellence

Mr. Mike Noel, Principal

**Dr. W. Burke Royster, Superintendent
Greenville County Schools**

**Berea High School
201 Burdine Drive
Greenville, SC 29617**

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Berea High

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2021-2022 (one year)

Required Signature Page

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

Assurances for the School Renewal Plans

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

SUPERINTENDENT

Dr. W. Burke Royster		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

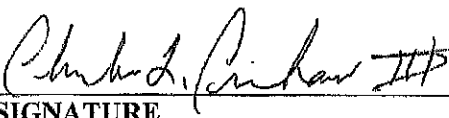
PRINCIPAL

Mr. Mike Noel		March 5, 2021
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lynda Leventis-Wells		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mr. Charlie Crenshaw		March 5, 2021
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Katie Smith		March 5, 2021
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 201 Burdine Drive; Greenville, SC 29617

SCHOOL TELEPHONE: (864) 355-1600

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

Stakeholder Involvement for School Renewal

- | Position | Name |
|----------|--|
| 1. | Principal - Mike Noel |
| 2. | Teacher – April Thomason |
| 3. | Parent/Guardian – Paige Holtzclaw |
| 4. | Community Member – Charlie Crenshaw |
| 5. | Paraprofessional – Jenny Culbertson |
| 6. | School Improvement Council Member - Roy Mack |
| 7. | Read to Succeed Reading Coach – N/A |
| 8. | School Read to Succeed Literacy Leadership Team Lead – Katie Smith |
| 9. | School Read to Succeed Literacy Leadership Team Member – Madeline Fletcher |

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

<u>POSITION</u>	<u>NAME</u>
<u>Assistant Principals</u>	<u>Danny Bayne, Lindsey Johnson, Lee Murphy, Allison Peake</u>
<u>Instructional Coaches</u>	<u>Katie Smith</u>
<u>Student</u>	<u>Savion Brown</u>
<u>R2S Literacy Leadership Team: Mike Noel, Danny Bayne, Lee Murphy, Lindsey Johnson, Allison Peake, Scotti Henson, Katie Smith, Madeline Fletcher, Beth Daniel, Susan DuPont, Krista McRee, Jessica Vandekerkhove, Kory Stelling, Kelsey Barton, David Thibodeaux, Justin Moore, April Thomason, Rebecca Clarke, Miller Cunningham</u>	

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

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Part I: Introduction

Berea High School developed its original Portfolio during the 2002-03 school year; the document has been updated annually since that time. This current version spans a five-year period beginning with the 2017-18 school year.

The most recent update was completed in the spring of 2018, to include accountability data and school profile data for 2016-17 at the school level as well as district-level accountability data for the same time period.

The school's leadership team, the administrative team, the School Improvement Council, the alumni foundation, professional learning communities within academic departments, and instructional support staff contributed to the drafting, editing, and publication of this document.

During the development of this new Portfolio, Berea High School, along with the entire school district, participated in the AdvancED accreditation process.

Timeline for 2018-2023 Portfolio

* timeline provided by the district

November

- Access ASSIST, ELEOT and add school admin to ELEOT; begin ELEOT classroom observations (50% due by end of Feb.)
- Establish a list of stakeholders – community, business, partners, staff, teachers, parents, students (when applicable) to support your continuous improvement efforts through action teams/committees.
- Invite stakeholders to serve on one or more action teams to meet, discuss, and affirm the school's portfolio:
 - vision, mission, and beliefs
 - school profile
 - last five years of results and strategies/actions (portfolio review) to develop a needs assessment around student achievement, personnel quality, school climate, parent engagement, etc.
 - action plan – goals, objectives, strategies (Use Portfolio Checklist)

December

- Deploy Survey links for Parents/Stakeholders, Students (grades 3-12), Staff, and Teachers (December 4-20)
- Invite stakeholders to serve on one or more action teams to discuss and affirm the school's portfolio:
 - vision, mission, and beliefs
 - school profile
 - last five years of results and strategies/actions (portfolio review) to develop a needs assessment around student achievement, personnel quality, school climate, parent engagement, etc.
 - action plan – goals, objectives, strategies (Use Portfolio Checklist)

January

- Analyze survey data

- School administration begins completing the School Quality Factors (SQF)
- Convene stakeholders / action teams to discuss and affirm the school's portfolio:
 - vision, mission, and beliefs
 - school profile
 - last five years of results and strategies/actions (portfolio review) to develop a needs assessment or SWOT analysis around student achievement, personnel quality, school climate, parent engagement, etc.
 - Look at your school (Where are you now and where do you want to be?)
 - Look at competitors (What are they doing that you need to do?)
 - Look at your customers (What are they asking for?)
 - Ask your employees (What would make your job easier, yet get us to the next level?)
 - Ask your customers (What can we do better?)
 - action plan – goals, objectives, strategies (Use Portfolio Checklist)

February

- School administration continues to complete the School Quality Factors (SQF)
- Convene stakeholders / action teams to discuss and affirm the school's portfolio:
 - vision, mission, and beliefs
 - school profile
 - last five years of results and strategies/actions (portfolio review) to develop a needs assessment or SWOT analysis around student achievement, personnel quality, school climate, parent engagement, etc.
 - Look at your school (Where are you now and where do you want to be?)
 - Look at competitors (What are they doing that you need to do?)
 - Look at your customers (What are they asking for?)
 - Ask your employees (What would make your job easier, yet get us to the next level?)
 - Ask your customers (What can we do better?)
 - action plan – goals, objectives, strategies (Use Portfolio Checklist)
- Share work across teams and receive feedback/input

March - August

- Analyze observation (ELEOT) data
- Complete the SQF
- Convene stakeholders / action teams to discuss and affirm the school's portfolio:
 - vision, mission, and beliefs
 - school profile
 - last five years of results and strategies/actions (portfolio review) to develop a needs assessment or SWOT analysis around student achievement, personnel quality, school climate, parent engagement, etc.
 - Look at your school (Where are you now and where do you want to be?)
 - Look at competitors (What are they doing that you need to do?)
 - Look at your customers (What are they asking for?)
 - Ask your employees (What would make your job easier, yet get us to the next level?)
 - Ask your customers (What can we do better?)
 - use the district's approved action plan to align and complete the school's action plan – goals, objectives, strategies (Use Portfolio Checklist)

Portfolio Team

Katie Smith, Instructional Coach,
Chair
Scotti Henson, Instructional Coach
Mike Noel, Principal
Danny Bayne, Assistant Principal

Lindsey Johnson, Assistant
Principal
Lee Murphy, Assistant Principal
Allison Peake, Assistant Principal

Leadership Team

Mike Noel, Principal
Danny Bayne, Assistant Principal
Allison Peake, Assistant Principal
Lee Murphy, Assistant Principal
Lindsey Johnson, Assistant
Principal
Susan DuPont, English Chair
Jessica Vandekerkhove, Math Chair
Justin Moore, Social Studies Chair
David Thibodeaux, Science Chair

Katie Smith –Instructional Coach
April Thomason, Special Ed. Chair
Kelsey Barton, Fine Arts Chair
Rebecca Clarke, CATE Chair
Kory Stelling, PE
Lt. Col. Miller Cunningham, ROTC
Madeline Fletcher, Media Specialist
Krista McRee, Foreign Language
Chair
Scotti Henson, ESOL Chair

Administrative Team

Mike Noel, Principal
Danny Bayne, Assistant Principal
Allison Peake, Assistant Principal

Lee Murphy, Assistant Principal
Lenny Kindall, Assistant Principal
Andrew Chisholm, Athletic Director

School Improvement Council

Charlie Crenshaw, Chair
Bredae Graves, Teacher
Mike Noel, Principal
Roy Mack, Business
Savion Brown, Student
Paige Holtzclaw, PTSA representative/ Parent
Katie Smith, IC
Jocelyn Long, Teacher

**Friends of Berea High School, Inc.
(Alumni Foundation)**

James Mattos, Retired Teacher, Chair
Nancy Evans, Parent
Branan Myers, Alumna
Chris Looper, Alumnus
Judy Langley, Alumna
Beverly Sutton, Alumna
Kathy Durham, Alumna
Brenda Benton, Retired Teacher
Harold Batson, Alumnus
James Blakely, Alumnus
Leonard Hill, Alumnus
Keri Mills, Alumna
Katie Smith, Instructional Coach

Part II: Executive Summary

School Profile: A Summary

Berea High School is one of fourteen high schools within the Greenville County School District. Located in the northwestern part of the county, the school serves approximately 1000 students in grades nine through twelve.

There has been a high school in the Berea area since 1911 when a small school was built on White Horse Road. Five years later the school moved to Farr's Bridge Road and remained at that location until 1962 when it moved to Berea Drive.

In August, 2006, the school moved to its current campus on Burdine Drive. The newest Berea High School sits on a 44.4-acre campus built at a cost of \$35.4 million with a capacity for 1400 students.

The school staff consists of 68 classroom teachers, five administrators, five counselors, two media specialists, two instructional coaches, eight support personnel, and two mental health counselors. Nearly one-fifth of the faculty has been in education five years or less while another quarter has twenty or more years of experience. Thirty-two percent of the staff is male; nine percent is African-American.

The demographics of the school continue to reflect the changes in the neighborhoods it serves. Highlights include:

- percentage of white declined from 39% in 2012-13 to 20.3% in 2020-21, the Hispanic population increased from 28% to 47.6%
- percentage of African-Americans has also declined from 30% in 2012-13 to 26.3% in 2020-21
- Increase of students on free and reduced lunch from 79% in 2012-13 to 100% over the past five years.

Summary of Needs Assessment Student Achievement

The most recent data regarding student achievement clearly indicate specific areas for improvement:

- on-time graduation rate
- performance by third-year students on the Career Ready assessments
- EOC passage rate
- student performance on SAT/ACT and on Advanced Placement tests

Teacher and Administrative Quality

Professional development highlights for 2020-21 and beyond include:

- overall emphasis on student-centered learning
- focus on content area literacy
- teacher-chosen professional development focus
- participation in opportunities provided by district to school personnel

School Climate

Areas to be addressed in this area include:

- student attendance
- number of OSS/expulsions
- school safety
- learning environment

The area of student attendance demands careful consideration to ensure the school is doing all it can to encourage students to come to school. Efforts to reduce the number of out-of-school suspensions must continue. Survey results on safety and the learning environment are encouraging; those levels must be maintained and strengthened.

Essential components that must be continued as they can significantly impact school climate include:

- opportunities for involvement in incentive programs, clubs, band, ROTC, academic teams, and athletics
- Freshman Academy quarterly meetings
- end-of-the-year program honoring seniors
- recognition of students who have excelled in scholarship and service at an annual awards ceremony

Challenges of Past 3 Years

Continual changes in the school's demographics, combined with the ongoing emphasis on accountability, have demanded sustained, pervasive emphasis on the content, skills, and strategies that most effectively impact student achievement. The administration and faculty are committed to a focus on the essentials of curriculum and instruction.

Other factors, including the number of students who enter or transfer into our school that are behind grade level and the school's transient population present unique challenges. Also, because our primary feeder schools send students to several high schools other than Berea, vertical alignment between middle and high school is difficult.

Without question, Berea's teachers and staff face tremendous challenges. Not only must all personnel work hard to provide a high-quality education but they also often become a significant adult presence in the lives of so many students. This challenge is, in fact, also an opportunity to significantly impact a student's life in meaningful ways. Teachers and staff at Berea High continue to make the most of this opportunity; student achievement, in fact, has increased in several major areas over the past three years. The ongoing challenge is to maintain this improvement and to see progress in other areas as well.

Significant Results/Accomplishments of Past 3 Years

In the past two years, 100 percent of our students qualify for free breakfast and lunch; however, despite this increase, there are multiple indicators of improvement in student achievement.

- *U.S. News & World Report* recognized Berea as a Bronze Medal winner in 2017-18.
- The Air Force Junior ROTC has been recognized as a National Distinguished Unit for thirteen years in a row.
- The Berea High boys' soccer team has won the Region II-AAA title for the third year in a row, followed by their second AAA Boys Soccer State Championship in 2018. The boys' soccer team has a two-year undefeated record of 44-0.
- The girls' soccer team went to the playoffs for the first time in school history in 2018.

- The Berea girls' basketball team won the Region championship in 2018 for the first time in 20 years.
- Alumna Kennedy Dennis won an unprecedented seven State Championship titles in Girls' AAA Track and Field. These championships were in the 100-meter, 200 meters, and 400-meter individual races.
- Senior Jada Robinson was Region II-AAA track athlete of the year and track coach Stephen Redmond was named Region II-AAA track coach of the year.
- Seniors Jashiya Henderson and Ta'Mious Cunningham-Young were both named to the All-State basketball team.
- Senior football player, Adam Henderson, was named Upper State Lineman of the Year and was named to the Shrine Bowl.
- Senior soccer player, Carlos Pacheco, was named to the Clash of the Carolinas, which is the South Carolina and North Carolina all-star game.
- The BHS band won first place in Class IA as well as the high music performance award at the Pride of Pendleton Marching Classic Band Competition. The BHS Concert Band received an Excellent rating at the Carowinds Festival of Music.
- The BHS Drama department scored Excellent in the One-Act Play competition for the Palmetto Dramatic Association.
- BHS junior, Kimberly Juan, won first place in the photography category for the district high school art show.
- Berea High School's yearbook has been recognized for excellence and featured in the 2018 Josten's *Look Book*.
- BHS college and career academy is finishing its third year of implementation. Students spend their freshman year learning about themselves and researching careers to match their interest and abilities. They create a 10-year plan to track progress towards meeting their goals.
- BHS offered several dual-credit courses this year in conjunction with Greenville Technical College.

- Berea High School students tutored fifteen elementary students throughout the school year.
- Our Teacher Cadets did internships at four area elementary schools, working in classrooms helping other students learn.
- Our composite SAT score increased by 99 points from 2016 to 2017.

Part III: School Profile

The School Community

Berea High School is one of fourteen high schools within the Greenville School District. Located in the northwestern part of the county, the school serves approximately 1000 students in grades nine through twelve.

The school shares its name with the community it serves; the history of the school and that of the community are closely connected. The first school in the area was a one-room log building built in the late 1800s. By 1900 a school with the name "Berea" was built on White Horse Road. That school applied for status as a Class E high school and opened its doors in 1911 as Berea High School. Five years later the school moved to Farr's Bridge Road and remained at that location until 1962 when it moved to Berea Drive.

In August, 2006, the school moved to its current campus on Burdine Drive. The newest Berea High School sits on a 44.4-acre campus built at a cost of \$35.4 million with a capacity for 1400 students.

During the 2017-18 school year, our school became a one-to-one school, meaning that every student is issued a Chromebook to use for the school year. Every classroom has a Promethean board and N-spire calculators are in each math class.

The school celebrated its centennial in 2011; special events for alumni and other friends of the school were held throughout the year. The celebration culminated with a community-wide banquet. More than one thousand alumni, parents, and other community members participated in one or more centennial events. Both the school and the community continue to benefit from the good will of that special year.

Outgrowths of the centennial celebration included the establishment of a Berea Athletic Hall of Fame, the naming and dedication of the football stadium, and the commemoration of the fiftieth anniversary of football at the school.

Mike Noel is the twenty-sixth principal of Berea High School. In his tenth year in that position, he works with a team that includes four assistant principals. Administrative structures include the Administrative Team, the Instructional Support Team, Department Chairs, and the Leadership Team.

The School Improvement Council, *The Friends of Berea, Inc.*, and the BHS Athletic Booster Club provide links between the school and the community.

The SIC meets monthly and includes representatives from the faculty and the student body as well as parents and business and community members. Its chair is Charlie Crenshaw. During the current school year, representatives from PTSA meet concurrently with SIC.

The BHS Athletic Booster Club helps support both boys' and girls' teams. The Booster Club works with student athletes and coaches in a variety of fundraising activities. They also help to obtain corporate sponsorship which help in providing the athletic department with financial support throughout the school year.

The Friends of Berea, Inc. is a foundation that supports academics, athletics, and the arts at the school. The foundation continues to provide grants to teachers, scholarships to students, and support for school activities. It seeks contributions from individual alumni, families, and local businesses. The foundation board is chaired by James Mattos, former teacher at BHS; other board members include alumni, former teachers, and community members. Some highlights of contributions made to the school include but are not limited to: purchasing of new band uniform and naming band room after Jim McMahan, purchasing of new track equipment to enable Berea to host track meets once again, and purchasing state championship rings for our boys' soccer team.

Partnerships and support from area businesses and organizations include Zaxby's, The Big Clock, Frank's Service Center, Cornerstone National Bank, Epps Brothers Lawn and Garden, McKinney Chrysler Dodge Jeep and Ram, and Spinx.

The Renaissance Program continues to recognize hundreds of students each year. These rewards and incentives are made possible by the generosity of the school's business partners as well as by grant money allocated for student incentives.

School Personnel

Berea High School's faculty and staff include 68 classroom teachers, five administrators, six full or part-time guidance counselors, two instructional support personnel, two mental health counselors, and two media specialists.

32% of the faculty and staff are male; 9% are African-American. Over 60% have advanced degrees. Teacher attendance rate was 94.6%.

Berea High School Personnel 2017-18 Education Levels

Bachelor's degree	Bachelor + 18	Master's degree	Master + 30	Doctorate
25	6	31	17	2

With nearly one-fifth of faculty relatively new to the teaching profession, it is imperative that consistent, meaningful support be given to these new educators. At the same time, the needs of veteran teachers must continue to be a top priority. School programs and policies, ongoing professional development, and a continuing emphasis on administrative support are essential components that need to be consistently addressed.

Berea High School Personnel: Years of Experience

	1-5	6-10	11-15	16-20	21-30	31 +
Years in education	19	17	13	13	14	7
Years at Berea High	39	16	14	7	5	2

Student Population

While the total student enrollment has remained relatively steady, the composition of Berea's student body has changed significantly over the past several years.

As the percentage of whites has declined from 39% in 2012-13 to 23% in 2019-20, the Hispanic population has increased from 28% to 45% of the current student population. The percentage of African-Americans was 25% in 2019-20, a slight decline from the previous year.

Student Enrollment

	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21
African American	294	309	306	293	285	278	282	278
Asian	12	9	8	13	12	13	12	9
White	423	359	322	316	274	271	259	215
Hispanic	287	321	308	361	389	435	504	504
Other			44	47	46	52	61	53
TOTAL	1044	1038	988	1030	1006	1049	1118	1059

Also significant is the increase of students on free and reduced lunch, from 78% to 100% over the past two years.

Students on Free and Reduced Lunch

09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
74%	75%	78%	79%	77%	77%	79%	100%	100%	100%	100%	100%

Other data show the number of students in Special Education; the total number of students in resource, self-contained, and Trainable Mentally Disabled (TMD) classes is currently 15.8% of the total student body. The overall percent of students in Special Education classes has ranged from a high of 19% to the current 15.8% over the past four years.

Special Education Enrollment

	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21
Diploma Track	117	109	123	127	136	121	133	150	148
Employability	39	38	43	44	38	29	31	32	31
ID-Mod	15	15	17	13	22	16	17	14	14
TOTAL	171	152	183	184	196	166	181	196	193

It is clear from the above data that Berea High School is becoming increasingly diverse, reflecting the community it serves. At the same time, many students represent the second and even third generation in their families to attend the school. The school celebrates this blend of old and new and believes the school is strengthened as a result.

Programs and Initiatives

- Revision of curriculum to allow appropriate instructional time for students needing additional preparation in English and math (Piloting new ECLIPSE program in math; Read 180/System 44 and reading program in English classes)
- The Freshman Academy continues to grow and has its own administrator. All first-time freshman participates in quarterly meetings and have the opportunity to attend the freshman field trip. All freshman is required to take Freshman Success class where they explore career opportunities and set long term goals for themselves.
- Planning and implementation of professional development focused on one-to-one technology and its impact on instruction across all disciplines
- Alignment of content within subject areas
- Continuation of Professional Learning Communities as framework for professional development – PLCs meet one time each month after school. Teachers in specific subject areas collaborate to plan instruction and assessment.
- Emphasis on content area literacy across the curriculum. A Read to Succeed course was offered at Berea High School in 15-16 school year where almost a quarter of the teachers participated and received their Read to Succeed endorsement.
- Sustained Silent Reading incorporated in all English classes
- Senior recognition ceremony, school-wide awards program, Freshman Academy award assembly
- Continuation of Josten’s Renaissance program – Recognition of students and staff
- Participation in Furman “Bridges to a Brighter Future” program

- Science Labs with Computerized Data Collection Instruments
- Air Force Junior ROTC program, the foreign language department, and the band earned numerous awards and recognitions.
- A graduation committee was formed in the 2013-14 year to periodically review students in danger of dropping out. All withdrawal data are housed in a central location to facilitate documentation required by the state in determining graduation rate.
- In 2017-18, Berea saw 25 students enter into dual enrollment courses through Greenville Technical College.
- In 2015-16 Berea initiated the Newcomer Program for those students who enter high school from another country and do not speak any English. We have seen a ten percent growth in the program since its beginnings and has contributed to the growth of our Hispanic population.
- The school district rubberized our track in 2016. With additional funds from the district, *The Friends of Berea, Inc.*, and county council, the school was able to purchase the remaining items so that Berea could host its first track meet in over 20 years.
- During the 17-18 school year, students were issued Chromebooks to use for the school year. Students were allowed to use them at school and at home.
- Approximately 15 of our teachers are currently getting their ESOL certification through Furman or Clemson.

Part IV: The School's Mission, Vision, & Beliefs

Our Vision

The world needs people who not only know how to read, write, and compute but who are also willing and able to contribute to the common good. The world needs people who can gather and use information, who can create and adapt, who can think and solve problems independently and with others. The world needs people who, as they earn a living and as they make a life, also make a difference. The world needs people who are committed to excellence and who are inspired to serve. We at Berea High School are committed to creating a challenging, supportive environment and to providing meaningful opportunities for all students to realize their full potential while in school and throughout their lives.

Mission Statement

Preparing students to be productive and responsible students.

Belief Statements

- **We believe community, character, and excellence are the hallmarks of what a great school should be.**
- **We believe what we are doing at school is important, that our students can succeed, and that we are not going to give up on those who struggle.**
- **We believe we share our mission with the home and with the community.**
- **We believe the student is the most important person in the school and that each student deserves respect, encouragement, and acceptance.**
- **We believe real school improvement depends first, last, and foremost on the quality of instruction in the classroom.**
- **We believe in the pursuit of excellence in academics, athletics, and the arts.**
- **We believe the purpose of school is to make our students smart and to make them good.**

Part V: Data Analysis and Needs Assessment

Student Achievement: Data Analysis

Data from the School Report Card (2019)

Analysis of 2019 School Data

	Students scoring 60 or Above on Algebra End-of-Course Test	Students scoring 60 or Above on Biology End-of-Course Test	Students scoring 60 or Above on English End-of-Course Test	Students scoring 60 or Above on US History End-of-Course Test	On-Time Graduation Rate
All Students	48%	64.6%	61%	59.8%	77.3%
Male	41.5%	61.4%	57.8%	65.7%	78.1%
Female	56.1%	68.8%	65%	53%	76.2%
White	59.4%	72.3%	69.5%	75%	81.1%
African American	40.9%	59.1%	62%	51.4%	73.7%
Hispanic	48.4%	63.2%	56.5%	56.6%	77.4%
Disabilities Other Than Speech	17.5%	40%	29.5%	31%	55.6%
Students in Poverty	48.4%	66.8%	60.8%	59.2%	85.6%
Limited English Proficient	46%	61.5%	49.5%	54.3%	75.3%

More detailed analysis of student performance data from the 2019 School Report Card is found in the sections that follow.

<https://screportcards.com/overview/?q=eT0yMDE4JnQ9SCZzaWQ9MjMwMTAwMg>

Due to Covid-19 and school shutdowns, there is not an analysis for 2020.

Graduation rate

The on-time graduation rate for 2017 was 73%; this percent is down 6.1% from the previous year. The 5-year graduation rate was 82.2%, a decrease of 1.2% from the rate in 2016. The charts below show the on-time graduation rate trend for the past five years as well as the available data on the five-year graduation rate.

**On-time Graduation Rate
Berea High School
(In Percent)**

2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
71.4	74.6	80.3	80.9	73	70.8	77.3	72.6

**Five-Year Graduation Rate
Berea High School
(In Percent)**

2012-13	2013-14	2014-15	2015-16	2016-17
67.1	74.8	82.0	83.8	82.2

End-of-Course Tests

Student performance on end-of-course tests continues to be an area of emphasis. Over the past several years, new regulations and new grading policies have affected the passage rates of our End of Course testing. Therefore, we saw a decrease in passage rates in the last two years.

The chart below shows the passage rate in each subject from 2013-2019.

Year	Algebra I	Biology	English I	US History
2013	90.3%	73.0%	73.5%	52.0%
2014	84.2%	73.35	74.3%	68.0%
2015	93.2%	66.8%	52.6%	80.6%
2016	85.7%	62.5%	67.5%	72.3%
2017	72%	55%	57%	56%
2018	57.8%	54.8%	64%	60.5%
2019	48%	64.6%	61%	59.8%

- *Due to Covid-19 and school shutdowns, there is no data for 2020*

Advanced Placement Tests

Performance on Advanced Placement Exams is far below desired results; the school's passage rate is below the district and state averages.

	2013	2014	2015	2016	2017	2018	2019	2020
% of Total AP Students with Scores 3+	31.3	21.6	14.1	19.3	17.9	37.3	28	33

SAT and ACT

Students who take the SAT and ACT have scored below district and state averages.

SAT Mean Scores

	2013	2014	2015	2016	2017	2018	2019	2020
<i>Critical Reading</i>	410	431	416	424	489	495	459	466
<i>Mathematics</i>	408	431	412	425	461	469	440	445
<i>Composite</i>	818	862	828	849	950	964	899	912

ACT - Mean Scores

	2013	2014	2015	2016	2017	2018	2019	2020
<i>English</i>	15.6	16.6	13.1	13.1	13.4	14.2	15.7	16.4
<i>Math</i>	17.5	19.1	16.3	16.0	16.0	16.4	17.3	17.0
<i>Reading</i>	17.9	18.2	15.4	15.7	14.8	15.8	17.4	18.1
<i>Science</i>	17.6	18.6	16.0	16.0	15.4	15.9	17.5	21.3
<i>Composite</i>	17.5	18.3	15.4	15.4	15.0	15.7	17.1	18.3

ACT – Percent of Students Meeting ACT College-Ready Benchmarks

	2017	2018	2019	2020
<i>English</i>	14%	18.8%	31.4%	28.8%
<i>Math</i>	6%	7.4%	14%	7.60%
<i>Reading</i>	7%	11.5%	17.4%	16.9%
<i>Science</i>	2%	3.5%	23%	6.8%
<i>All 4 Tests</i>	1.2%	1.7%	2.3%	4.2%

Student Achievement: Needs Assessment

This most recent data from the 2017-18 school year and from previous years suggest student learning needs are being met for a significant majority of our students. While we are encouraged in the areas noted above, there are clearly other areas in which improvement must occur for all students as well as for certain populations within the student body.

The percent of students graduating in four years as well as the percent of fifth-year graduates continue to be a focus of the school's improvement plan. While some factors, including transient aspect of the student

population and the number of students who are already behind when they transfer to the high school, are beyond the school's control, there are steps that must be taken and strategies that must be put in place to improve the school's graduation rate. The action plan included in this document identifies specific ways to address this issue. The administration and faculty are committed to improving the graduation rate for fourth-year as well as fifth-year students.

The challenge for Berea High School in 2016-17 is to continue to make progress toward its goals by closing the gaps identified above. To that end, the School Renewal Plan in this Portfolio contains specific strategies to increase the percentage of students who pass EOC exams.

Performance objectives and strategies also address deficiencies in student performance on national tests, including SAT, ACT, and AP exams.

Most significantly, the school-wide emphasis on content literacy and the establishment of Professional Learning Communities, emphasized in the Renewal Plan, are intended to close the gap between what educators know to be good practice and what actually occurs in the classroom.

As the faculty continues to provide relevant, student-centered instruction, consistent attention to **what** is being taught, on use of strategies proven to improve **how** something is taught, and on providing extra help to struggling students are all intended to improve student progress in all classes. Closing this **instructional** gap is, we believe, the most effective way to close gaps in achievement and to promote meaningful improvement in all areas of the school.

Teacher and Administrator Quality: Data Analysis:

The staff includes both veteran teachers and those relatively new to the profession. Approximately twenty percent have been in education five years or less; another quarter has twenty or more years of experience. It should be noted that sixteen members of the staff are alumni of the school.

The chart below shows data related to faculty and staff for the past five years. (in percent)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Teacher retention	87.0	85.5	88	86.9	88.8	91.9	87.9	92.4
Teacher attendance	94.8	94.8	95.2	99.4	94.6	93.6	92.6	
Teachers with Advanced degrees	56.1	62.3	54.8	52.2	50.0	52.2	50.7	53.7

Teacher and Administrator Quality: Needs Assessment:

As noted in Section III, the School Profile, one-fifth of the faculty has been teaching fewer than five years; over forty percent have ten years or less in education. It is imperative, therefore, that consistent, meaningful support be given to these educators. At the same time, the needs of veteran teachers must continue to be addressed. Meaningful, relevant professional development must be a consistent focus throughout the school.

The overall emphasis of professional development for teachers and administrators will be implementation of one-to-one devices. The emphasis on reading and writing skills that began in professional development at BHS during 2012-13 will continue in 2018-19 and beyond. Content literacy will remain a main area of focus for the faculty.

The format for professional development will be in faculty-wide sessions, in small groups during planning periods, and through PLCs that meet twice each month.

In addition to local professional development, administrators and teachers will be apprised of district opportunities with the expectations BHS personnel will be well represented.

Included below is the professional development for Berea High School for the 2019-2020 school year and the areas of emphasis on which the district will focus in 2019-20.

Included as part of this 2019 update is the professional development calendar for 2019-20. PD will continue the school's emphasis on student centered learning and content area literacy. In addition, the integration of technology (one-to-one devices) and the use of effective formative

assessments will be the subject of PD sessions. The format will be a combination of sessions during planning periods and during Professional Learning Communities which will continue to meet two times each month.

2019-20 Professional Development Plan Berea High School

School-wide

- August 13th – Back Pack Training, ATSI Training, Coaching Cycle Introduction, Resiliency Workshop, New Safety Procedures, What’s New with Advisory This Year
- August 21-22 - Optional Website training/refresher during planning periods
- September 11th - ESOL Training during Faculty Meeting
- 1st Wednesday of the month - Personalized PD Groups
 - At the end of last school year, faculty members were given a survey asking their preference in a year-long study. Each group has their own shared Google Drive to house all the information from their group. From this survey the following groups were formed:
 - Working with At-Risk Students
 - Reading Strategies
 - Mathematics in Science
 - Current Trends in Education
 - Effective Teaching Strategies for Differentiation
 - Student Motivation
 - Technology
- November 5th - Google Classroom Training after school (optional)

Departmental

- ICs will meet with department chairs quarterly to celebrate successes and to assess the needs of individual departments and how to best support in those areas.
 - 1st Quarter Meetings - October 21 - November 1
 - 2nd Quarter Meetings - January 20 - January 31
 - 3rd Quarter Meetings - March 23 - April 3
 - 4th Quarter Meetings - May 11 - May 22
- EOC Data/Mastery Connect Meeting - EOC teachers will meet and discuss data from EOC and/or Mastery Connect
 - All Classes - Sept. 16th
 - Block Classes -Week of November 4th; Week of Dec. 9th - Virtual Meeting; Week of March 9th; Week of April 27th
 - Year-long Classes - November 21st after school; Week of Feb. 3rd; Week of April 27th
- Monthly Professional Learning Communities meetings by department on the fourth Wednesday of each month.
- Monthly Leadership Team Meetings with department chairs on the third Wednesday of each month.

Individual

- Coaching Cycles – quarterly
- EdWeb.net
 - Online professional development tailored to the needs of the individual teacher.

- Teachers will fill out a reflection form as well as print out their certificate of completion. (At the teacher's discretion throughout the school year.)

New Teachers/New to the Building (Mentoring)

All sessions are required.

- August 12th - New Teacher Meeting
- September - ICs visit classrooms of all teachers new to the building
- November - "Overcoming the Silence of Generational Poverty" Article Discussion
- December - Reflection of 1st semester activity
- January - No Meeting - Have a great start to second semester!
- February - ICs visit classrooms of all teachers new to the building
- March - Individual meetings with each new to the building teacher
- April - Preparing for PAS-T
- May - Congrats, you survived!!!! No Meeting!

Professional Development Areas of Emphasis Greenville County School District 2017-2018

The primary focus will remain on Student Centered Learning and the following areas that support this idea.

- Building upon the Student-Centered Framework
- Emphasis on Literacy
- Building a Culture of Innovation
- Strengthening PLCs
- Using Assessment to drive continuous improvement

School Climate: Data Analysis

The primary concern from the data below is the importance in student attendance. The continuation of individual conferences with each student and his parents through the guidance department should result in a greater percent in that category. Student/teacher ratio has improved.

Data from School Report Card 2013-2018

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Student attendance	90.8%	93.5%	91.6%	92.9%	92.1%	92.1%	93.3%
OSS/Expulsions for violence	1.3%	1.5%	3.0%	3.6%	5.2%	N/A	
Parent attendance at conferences	67.9%	91.5%	82.9%	93.1%	91.3%	N/A	
Student/teacher ratio in core courses	28.1 to 1	25.9 to 1	25.5 to 1	25.4 to 1	26.6 to 1	26.0 to 1	26.8 to 1

Survey Results: 2018-19 School Report Card

Survey results in two key areas – satisfaction with learning environment and perception of school safety – are summarized in the charts below.

	Teachers	Students *	Parents *
Percent satisfied with learning environment	80%	83.1%	84.6%
Percent satisfied with social and physical environment	88.4%	88.2%	77.0%
Percent satisfied with school-home relations	28.3%	83.0%	77.7%

(Survey administered to eleventh grade students and their parents.)

Student survey item: *I feel safe at my school during the school day.*

% Disagree	% Mostly disagree	% Mostly agree	% Strongly Agree
6.6	13.2	40.7	39.6

Parent survey item: *My child feels safe at school.*

% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
13.3	6.7	53.3	26.7

Teacher survey item: *I feel safe at my school.*

% Disagree	% Mostly disagree	% Mostly agree	% Strongly Agree
0.0	7.5	27.5	65.0

The above data from surveys are encouraging as those who responded gave favorable ratings to the learning environment as well as school-home relations.

School Climate: Needs Assessment

Berea’s Action Plan in this area addresses students who have been recommended for expulsion. These efforts to reduce the number of expulsions must continue. To that end, the issue of cyber bullying and its potential negative consequences is included in the school’s Action Plan.

The Renaissance program, opportunities for involvement in clubs, band, ROTC, academic teams, and athletics, and the recognition of scholarship and service at an annual awards ceremony are essential components that must be continued as they can significantly impact school climate.

An additional component that significantly impacts School Climate is the frequency with which students come to school. An underlying factor in the level of student achievements in every area, student attendance is an integral part of the school’s renewal plan.

Based on the data analysis and needs assessment outlined above, the School Renewal Plan for 2018-2023 was developed. That plan is presented in detail in Section VI; an overview of its three major components is included below.

Goal Area 1: Student Achievement

Goals in this area address performance on EOC exams, Advanced Placement exams, the SAT, the ACT, and Career Ready Assessments. Additional goals focus on graduation rate and percentage of students meeting G+ requirements.

Goal Area 2: Teacher and Administrative Quality

The action plan in this area identifies strategies and programs to enhance professional development for the BHS faculty; the focus will continue to be on implementation of student-centered learning.

Goal Area 3: School Climate

This primary focus in this area is a plan to improve student attendance. Also included are plans to enhance the learning environment and school safety

<C:\Users\ksmith\Desktop\Portfolio 20-21\HS - School Renewal Plan Template 2018-19 through 2022-23 w. COVID Waiver Statement.docx>