

# Beck International Academy

**School Portfolio 2020-2021  
Scope of Action Plan 2018-2019 through 2022-2023**

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

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



**Beck Academy  
STUDENT CENTERED  
ACHIEVEMENT FOCUSED**

**Tomorrow's Leaders, Learning and Serving Today**



# SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: *Beck International Academy*

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	<i>W Burke Royster</i>	April 13, 2021
PRINTED NAME	SIGNATURE	DATE

### PRINCIPAL

<i>Jennifer Meisten</i>	<i>Jennifer Meisten</i>	<i>3/8/21</i>
PRINTED NAME	SIGNATURE	DATE

### CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lynda Leventis-Wells	<i>Lynda Leventis-Wells</i>	April 13, 2021
PRINTED NAME	SIGNATURE	DATE

### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

<i>Brooke Cremins</i>	<i>Brooke Cremins</i>	<i>Mar, 5/21</i>
PRINTED NAME	SIGNATURE	DATE

### SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

<i>Deborah Sanders</i>	<i>Deborah Sanders</i>	<i>3/5/21</i>
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: *901 Woodruff Road Greenville*

SCHOOL TELEPHONE: (864) *355-1400* *29607*

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

## Stakeholder Involvement for School Renewal

Position	Name
1. Principal	Jennifer Meisten
2. Teacher	Alton Ellison
3. Parent/Guardian	Brooke Cremmins
4. Community Member	Terry Potter
5. Paraprofessional	Amos Valentine
6. School Improvement Council Member	Brooke Cremmins
7. Read to Succeed Reading Coach	Lauren Stoddard
8. School Read To Succeed Literacy Leadership Team Lead	Deborah Sanders
9. School Read To Succeed Literacy Leadership Team Member	Lauren Stoddard

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

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

### **Administrative Leadership Team:**

Jennifer Meisten, Sheila Green, Jennifer Woody, Gage McAngus, Deborah Sanders

### **Principal Advisory Committee:**

Jennifer Meisten, Sheila Green, Becky Boyd, Casey Berkley, Jennifer Woody, Anne Brashears, Allison Diaz, Gage McAngus, Alton Ellison, Deborah Sanders

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

Lauren Stoddard, Jennifer Woody, Jennifer Meisten, Deborah Sanders, Allison Diaz, Sheila Green,

### **Process Champions Team:**

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

**SIC:** April McClure, Jennifer Meisten, Terry Potter, Sheila Green, Jennifer Woody, Brooke Cremmins, Brianna Shaw, Christy Yenser, Debbie Sanders, Jennifer Pestrak, Katie Mitchell, Candace Brown, Alton Ellison, Elizabeth Chambers, Casey Doppelh

## ASSURANCES FOR SCHOOL RENEWAL PLANS

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

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

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

       **Academic Assistance, PreK–3**

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

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

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

  X   **Parent Involvement**

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

  X   **Staff Development**

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

  X   **Technology**

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

  X   **Innovation**

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

  X   **Collaboration**

The district (regardless of the grades served) collaborates with health and human services

agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.

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### **Developmental Screening**

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

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### **Half-Day Child Development**

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

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### **Developmentally Appropriate Curriculum for PreK–3**

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

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### **Parenting and Family Literacy**

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

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### **Recruitment**

The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

**X**

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

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

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## INTRODUCTION

Beck International Academy continues to grow a student-centered learning environment focusing on giving our students second chances to learn and master content standards. We believe that focusing on the whole child is the key to academic success. We encourage students to serve as leaders in their school and serve their communities. **We are honored to be designated both as a National Schools to Watch and a Capturing Kids Showcase School in 2020. In 2021, we received a second nomination for a Capturing Kids hearts national Showcase School.**

In the 2018-2019 school year our staff began with new ideas for building a strong school culture implementing Capturing Kids Hearts. We are continuing to use these philosophies to guide our interaction with students, staff, and community.

Throughout the 2019 and 2020 school years we have examined and analyzed both our state performance data from the previous spring and our quarterly benchmark data to inform our instructional decisions. Meeting in both large groups and professional learning communities (PLC's) every month, staff analyzed current PASS, MAP, SC READY, EOC data, quarterly benchmark assessments, and school demographics. We identified 20% of our lowest performing students, selected mentors for each student, and began to track and monitor student learning progress. Intervention and mentoring supports were provided for these students. We have continued these intense data reviews and intervention practices through the 2019-2020 and 2020-2021 school years. In 2020-2021 school year, we implemented an additional intervention program, providing afterschool tutoring and transportation on Wednesdays and Thursdays. Thursday are also devoted to intensive reading and math tutoring through additional Read 180/System 44 and Mathia online programs.

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

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

- LIFT (Letting Students Fine Tune), which gives students those second chances/ opportunities to relearn content and retest for mastery
- a morning school- wide advisory period used for intervention needs, small group differentiated work, acceleration, and relearning content



- Mondays are devoted to school-wide intensive math support through our online math MATHIA program Mathia Mondays provide an intensive 30 minutes of math practice meeting students where they are and allow them to self-pace.  
On Fridays, student receive incentive form the Mathia Monday prize control. This incentive has increased student time spent on Mathia to meet district goals.
- Literacy intervention programs: Read 180 and System 44
- After-school tutoring provide intensive tutoring in 2019, 2020, and 2021. These include:
  - Working on missing assignment in all content areas
  - Intensive time spent on Mathia and Read 180/System 44 word trainings to help our most struggling 20% of learners
  - Advisory time devoted to providing intensive reading support for identified struggling 8<sup>th</sup>-grade students

In addition:

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

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

Mastery Connects, which we piloted in 2016-17, continues to be a tremendous tool in enabling us to more quickly identify students in need of remediation on content indicators and standards. 6<sup>th</sup> grade science and social studies classes continued their formative assessment program to better prepare students for summative assessments in 2018.2019, 2020, and 2021 school years.

In addition, Beck staff has participated in a variety of differentiated professional development focusing on implementing technology into instruction, including elearning best practices, enhancing Google resources, student engagement, strategies to improve student literacy skills through the



Upstate Writing Project, and staff team and culture building activities through CKH. All of these programs, activities, and initiatives help us to continue to grow as a student-centered culture.

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

Dates	Schedule for Ongoing Evaluation	Persons Responsible
August 2019 through April 2020 PASS data SC Ready MAP data winter Grade 8 EOC scores Report Card Survey Data Quarterly benchmarks in Mastery Connects	<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 20% lowest performing students</p> <ul style="list-style-type: none"> <li>• SC READY and SC PASS</li> <li>• School demographics</li> <li>• Quarterly Benchmarks</li> </ul> <p>The state report card data, surveys, and demographics were reviewed. Staff, instructional coach, and assistant principals met for sustained content planning weekly to identify gaps, plan instruction, and create strategies to close identified gaps in learning among subgroups.</p> <p><i>What are our gap areas?</i>  <i>What 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?</i></p>	Principal Assistant Principals Instructional Coach All Staff SIC members
Monthly PLC and Content Team Meetings August through April 2019-2020 December/January 2020-2021	<p>Mastery Connects      Formative/ Summative Assessment               Quarterly Benchmarks               Standards Mastered</p> <p>Summative charts of state testing data and benchmark data were created and shared with all staff.</p> <p>Content teams met with the administrative leadership team to analyze both formative and assessment data among grade level content cohort groups. Teachers reflected and shared strategies that worked to improve mastery. Teachers selected students to mentor and support in improving learning and achievement.</p>	All Staff Administrative team Instructional Coach

## **Executive Summary**

Beck International Academy is an energetic, collaborative student-centered learning environment where all stakeholders work together to create an engaging, rigorous and nurturing learning experience for all students. Faculty and staff are driven to meet the ever changing needs of our students and provide a world class education that prepares students to be contributing members of the local and global community. We believe in educating the whole child and have several new initiatives that ensure that our students receive the social emotional support they need. Through our research we have identified that we excel in the areas of teacher collaboration, common assessments, emphasis on student learning outcomes, and recognizing and celebrating student achievement. Despite our accomplishments we are very aware that we have a tremendous amount of work to do to increase the achievement level of all students.

Over the past four years, our teachers and administrators have worked very hard to create a student centered learning environment that supports the emotional, social, and academic development of all students. In an effort to be more proactive, a guidance counselor and administrator are located on each grade level hallway. They are both intricate members of our student support team and interact with students on a daily basis. Their presence, constant visibility, and combined support have led to a decrease in behavior issues and an increase in positive relationships. The addition of a full-time on site mental health counselor this year has ensured that our students are able to receive the services they require.

Academically, our teachers are focused on ensuring that all students are striving for content mastery. To achieve this, we have many opportunities for students to seek additional assistance beyond the classroom. If a student is struggling with mastering a concept, they may attend re-teaching sessions and then retest. This initiative provides multiple opportunities to master content before moving on and empowers students to take charge of their learning. In addition, students can take advantage of one-on-one tutoring and an afterschool homework program.

With a strong focus on literacy, we have spent the past three years focusing on targeted interventions to remediate our students. We have implemented new reading intervention programs: Read 180 and System 44. With the use of these interventions we have seen our students make tremendous gains in the area of reading.

As we prepare for the 2021-2022 academic year, we want to make sure that we maintain our student centered learning environment while increasing targeted student interventions and acceleration. We understand that literacy is the cornerstone of education so we have assembled a school based Literacy Team to develop a plan of action to better address student literacy needs across the curriculum. We will focus on building a culture of independent readers that have both stamina and engagement for reading varied texts. We will continue to focus on school-wide writing initiatives through the Upstate Writing Consortium. We will also be adding a reading interventionist to our staff who will work with students and serve as a resource for teachers.

Our staff excels in providing a team-based approach that includes guidance, administration, and instructional support. This team approach, coupled with academic interventions provided by our educational support staff, maximize a student's potential for learning while meeting their social and emotional needs.

In my second year at Beck, we began a new transition program for parents and students of rising 6<sup>th</sup> graders called Knight S.H.I.F.T. This program allows our incoming 6<sup>th</sup> grade students to participate in ice breakers and team building activities, meet teachers, learn about dress code and ID's, practice opening lockers and enjoy their first middle school lunch prior to the start of the school year. The usual first day fears were calmed, and students expressed a greater sense of security in the transition from elementary to middle school. Parents also have the opportunity to meet with teachers, guidance counselors and administration so they can learn how to navigate middle school and most importantly how to support a middle school child. 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 900 students from diverse backgrounds. 35.9% of our students are served in our gifted and talented program, and 36.2% of our students are classified free and reduced lunch status. To support our students, we offer a program called Bob's Backpack which provides weekend backpacks of food and personal products to our most vulnerable students. Beck serves 134 special needs students and 63 students with 504 plans. Our school community is inclusive for all students and focuses on valuing each child's unique perspective. Students in the

7<sup>th</sup> and 8<sup>th</sup> grade have the opportunity to serve as a peer buddy and participate in adaptive art and PE and attend Special Olympics as a mentor and supporter.

We have a diverse staff that meets the needs of our unique student population including:

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

100% of our teachers are highly qualified. We offer a gifted and talented program for ELA and high school credit classes for Algebra I Honors, Geometry Honors, English I Honors, Google Applications, Multimedia Basics, French I and II and Spanish I and II.

As a Select Magnet School, Beck International Academy focuses on international relations and public service. Our magnet program has provided us with an internationally diverse student body. As part of our magnet studies, we celebrate this diversity with International Day where students have the opportunity to share their unique customs, traditions, dress, and culture. All students in the building take part in this celebration and it has become a favorite event for students, teachers and parents. Our students are encouraged to participate in community service learning and to become global thinkers. Students are encouraged to perform community service and understand the role they play in the school, local and global community. Students have served many hours of community service during the year and participated in the following community service projects:

- Beck's Dodge Ball Tournament
- Relay for Life
- Beck Academy's Green Team sponsors recycling efforts.
- Adopt-a-Family programs provided for many needy families during the holiday season.
- Student Council fundraisers to benefit Washington Center, Frazee Center, and local foodbanks.

Beck International Academy is an integral part of our community which is apparent based on our strong parent and staff involvement in the school. We believe that we need to work

together as a community to provide an optimum and enriched learning environment. Beck provides a variety of opportunities for our parents to be involved. Communication with parents is a priority and is maintained through weekly phone blasts, school information app, teacher websites, and social media. Every effort is made to keep all stakeholders informed of school events and resources.

Partnering with businesses and community groups provide critical additional resources for our students. We have many business partners who lend services, donations and volunteers to help make school events a huge success.

Our instructional program continues to grow to meet the diverse needs of our students. In language arts and mathematics, students may qualify for gifted, advanced, and grade level classes. We continue to provide opportunities which will prepare our students intellectually, socially, emotionally, and physically to become productive and responsible members of a global society. We believe that all students can learn and have the responsibility to be active learners. Our staff takes ownership in providing our students enriched and nurturing learning experiences. We hold to the belief that our students are "learners today to become leaders tomorrow." We provide a safe and secure setting nurtured by outstanding teachers, visionary leaders, and supportive community members.

## Summary of the Needs Assessment for Student Achievement

### SC ELA READY 2019

**55%** of our students met or exceeded the state proficiency requirements. This was a **3%** increase from the previous year.

We identified students who were both approaching and not meeting proficiency and creating across all grade levels a spreadsheet of our lowest 20% performing students. To provide additional support for these students, teachers, administrators, and counselors assigned themselves as personal mentors for each of these students throughout the 2019-2020 school year.

We continue to provide support for all students through a morning advisory time and a weekly LIFT program both which enabled students to relearn content, participate in small group intervention groups, and retest for mastery. In grade 6 we provided a new intervention program for students reading 2 -3 levels below their grade: Language Live! For all students served with an I.E.P., two intervention programs were provided to address reading gaps: Read 180 and System 44. In 2020-2021 we implemented afterschool intensive tutoring programs to more fully serve these student needs.

**A literacy specialist provides intensive support to our identified 20% struggling learners with both a pull-out program and class support in both 2019-2020 and 2020-2021.**

#### Sub groups report the following in 2019:

In the spring of 2019

- **51.7%** of male students scored proficient on the SC READY ELA assessment. In 2018-2019, **46.6%** of male students scored proficient on the SC READY ELA assessment. This was an increase of **5.1%**. The goal was exceeded.
- Special needs students showed a 7% increase in scoring proficiency as measured by the SC READY ELA assessment. The percentage was maintained.
- African-American students showed a 27% increase in scoring proficiency as measured by the SC READY ELA assessment. This was a 3% increase.

#### Writing continues to be a priority for our staff to raise student achievement.

Overall TDA Scores Out of a Possible 8	<b>2.88</b>	444/953 students scored a 0-2	399/953 students scored a 3-4	98/953 scored 5-6 12/953 scored 7-8
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6th	3.0			
7th	2.85			
8th	2.81			

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

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

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

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

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

## **MATH SC READY 2019**

**52.1% of our students met or exceeded the state proficiency requirements. This was an increase of 1%. We identified students who were both approaching and not meeting proficiency and creating across all grade levels a spreadsheet of our lowest 20% performing students. To provide additional support for these students, teachers, administrators, and counselors assigned themselves as personal mentors for each of these students throughout the 2019-2020 school year.**

**We provided additional support through a morning advisory time and a weekly LIFT program both which enabled students to relearn content, participate in small group intervention groups, and retest for mastery. In grade 6, 7, and 8 we piloted a new math program, Carnegie math, which is a blended learning math program. In both 2019-20 and 2020-21 school years, we continue with our math program, including providing a Mathia Monday Advisory focus and an afterschool intensive tutoring program to program intensive support for students. A math intervention specialist provides intensive support to our identified 20% struggling learners with both a pull-out program and class support in both 2019-2020 and 2020-2021.**

**Subgroups report the following:**

In the spring of 2019

- 6.3% of our special needs students scored proficiency on SCREADY math. In 2017-2018, 7% of our special needs students scored proficiency on the SC READY math assessment.
- 25.6% African-American students scored proficiency on the SCREADY math assessment.

In 2017-2018, 19% of African-Americans students scored proficiency; **2019 shows an increase of 6.6% from the previous year.**

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

## SCIENCE PASS 2019

### Science PASS Proficiency Scores Over 3 Years

-	<u>Spring 2017</u>	<u>Spring 2018</u>	<u>Spring 2019</u>
<u>Grade 6</u>	<u>71.1%</u>	<u>56.6%</u>	<u>65% up 8.4%</u>
<u>Grade 8</u>	<u>67%</u>	<u>52.7%</u>	<u>65% up 12.3%</u>
<u>Whole School</u>	<u>65.6%</u>	<u>56%</u>	<u>65% projected</u> <u>Beck's Goal 62% exceeded</u>

Science scores continue to show increased growth and proficiency. We exceeded our current science goal for 2019. Grade 6 continues implementing a new formative assessment program and weekly re-teaching initiative (advisory and L.I.F.T.) to provide systematic and ongoing intervention and opportunities for students to relearn content and demonstrate mastery.

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

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

Year	<b>Algebra 1 EOC</b> % passage rate	<b>English 1 EOC</b> % passage rate
<b>2013-2014</b>	<b>98.9%</b>	<b>100%</b>
<b>2014-2015</b>	<b>100%</b>	<b>100%</b>

<b>2015-2016</b>	<b>99.3%</b>	<b>100%</b>
<b>2016-2017</b>	<b>98%</b>	<b>100%</b>
<b>2017-2018</b>	<b>99%</b>	<b>100%</b>
<b>2018-2019</b>	<b>98.6%</b>	<b>100%</b>
<b>2019-2020</b>	On March 27, 2020, the U.S. Department of Education approved the SC Department of Education's request to waive statewide assessment, accountability, and reporting requirements of in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to COVID-19.  <b>Waiver</b>	<b>Waiver</b>

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

- Guidance staff provide at- risk intervention conferences with students and parents and continuously monitor student progress
  - Identifying in PLC teams our lowest 20% performing students. Teachers, administrators, and guidance staff provide personal mentoring for this group of students.
- Weekly L.I.F.T. (Letting Individuals Fine Tune) provide structured re-teaching sessions and second chances for students to relearn and master content. Bus transportation is provided for any student in need, so that all students have equal access to participate in this weekly support session.
- Advisory classes (each morning of the week) offer additional re-teaching, relearning, acceleration, and small group intervention to provide additional support
- Stetson Model inclusive practices and tutorial support for students with IEP's
- Grades 6,7,8 students were provided tiered intervention in reading through the following programs:

Language Live! (6<sup>th</sup>)

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

- Students participating in the afterschool program have an opportunity to receive additional help with assignments and one to one tutoring. These include:
    - Mondays are devoted to school-wide intensive math support through our online math MATHIA program Mathia Mondays provide an intensive 30 minutes of math practice meeting students where they are and allow them to self-pace.
- On Fridays, student receive incentive form the Mathia Monday prize control. This

incentive has increased student time spent on Mathia to meet district goals.

- Literacy intervention programs: Read 180 and System 44
- After-school tutoring provide intensive tutoring in 2019, 2020, and 2021. These include:
  - Working on missing assignment in all content areas
  - Intensive time spent on Mathia and Read 180/System 44 word trainings to help our most struggling 20% of learners
  - Advisory time devoted to providing intensive reading support for identified struggling 8<sup>th</sup>-grade students

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

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

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

Content and Learning: Schools To Watch- 37 criteria Instructional Protocols  
Carnegie Math and 3CPW Upstate Writing Institute  
Mastery Connects and Formative Assessment and Data  
Analysis, Math Conference SCCTM, Language Live! Read  
180.System 44 Furman Consortium Sessions  
OnTrack and GCSource training and implementation to identify  
at risk students in attendance, behavior, and grades and provided needed and timely  
intervention.

Technology Tools: FLIP GRID, Google Classroom, Chromebooks 101, Den Ambassador  
Program, Discovery EducationChromebooks 1 to 1 Initiative, Screencasitfy, Peardeck  
Beck TECH, LOOM, Best elearning practices, flipped classrooms, and Gimkit  
District flipped classrooms best tools for elearning and live streaming (Spring and Fall  
2020)

School Culture: Capturing Kid's Hearts (CKH) refresh training  
(2019-2020 Fall 2020, Champions of Hope Spring  
2021\_ SCAMLE Conference 2020 and 2021(virtual)

**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 practice in their content areas, and plan for instruction. We want to continue to provide ongoing and differentiated professional training to meet the needs of all of our staff. In 2020-2021, we have continued with instructional rounds for teachers and administrators to observe and reflect on current practice as practical and in compliance with new safety and health protocols.

### **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 intervention. Monthly celebrations and positive incentives for attendance and completing assignments, and Marvelous Mondays for GCS dress code days for students with no referrals, continue to provide positive rewards for good behavior.

Our staff continues to implement Capturing Kids Hearts, so that every student is connected to a caring and supportive adult. This program gives proactive and positive support and guidance as students make choices and decisions. Combined with the use of OnTrack and GCSource, we will be able to more closely identify and monitor the progress of at-risk students in areas of attendance, behavior, and achievement. We will continue with our second-chances program, L.I.F.T. (Letting Students Fine Tune) which provides opportunities for students to relearn content and demonstrate mastery. Our extended day program has provided homework time and one on one tutoring to students to further their learning. Beck has a strong parent support group and volunteer program. Our volunteers log hundreds of hours donating their time and energy, providing needed teacher supplies, grants funding, and showing appreciation to our staff throughout the year.

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

- Mondays are devoted to school-wide intensive math support through our online math MATHIA program Mathia Mondays provide an intensive 30 minutes of math practice meeting students where they are and allow them to self-pace.

On Fridays, student receive incentive form the Mathia Monday prize control.



This incentive has increased student time spent on Mathia to meet district goals.

- Literacy intervention programs: Read 180 and System 44
- After-school tutoring provide intensive tutoring in 2019, 2020, and 2021. These include:
  - Working on missing assignment in all content areas
  - Intensive time spent on Mathia and Read 180/System 44 word trainings to help our most struggling 20% of learners
  - Advisory time devoted to providing intensive reading support for identified struggling 8<sup>th</sup>-grade students

Beck International Academy continues to provide quality instruction and multi-tiered intervention initiatives to improve student achievement and bridge learning gaps. Students have multiple opportunities for re learning and retesting in content areas to promote mastery. Our staff meet weekly in PLC's and grade level teams to analyze and plan how to address these challenges.

Specific areas in need of improvement include based on spring 2019 data:

- Improving our writing achievement. Currently, we scored a 2.88 out of 8 on the spring SCREADY assessment in writing. Students struggle with deconstructing the prompt, creating the thesis or claim statement, supporting with evidence and explain with commentary. To help our teacher with writing instruction, we are participating in the Upstate Writing Institute with Clemson University. Consultants provide ongoing professional development and support. We are continuing to use these strategies in 2019-2020 and 2020-2021. In addition, we have provided the virtual program NO RED INK as an additional support for all students in grammar and writing. This is a tremendous support to our elearning instruction.

- Reading competency and engagement continue to be a challenge for many of our students. Our School Literacy Team and ELA PLC's evaluate reading data quarterly to inform instruction. Team members attended literacy workshops and found independent reading to be lacking in our balanced literacy program. While we have made great progress in the last three years in writing by implementing a school-wide writing program, we struggle with reading. We have used two reading intervention programs this past year: Read 180/System 44 to address specific gaps of 3-4 years.

As we plan this summer for next year, we have recognized the need for a specific program and planned a new reading initiative to increase independent reading and student choice.

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 and African- American students. We will continue in our PLC groups to use formative assessment data to identify gaps and plan for intervention. Combined with advisory and L.I.F.T. sessions, we saw growth for these students in content areas, but we must

continue to examine data, identify gaps in learning, and develop units of instruction which can be shared among colleagues. Standard support documents are a priority resource for planning units of instruction in science and social studies classes to ensure alignment with state standards and teaching essential learnings. Teachers continue to implement common summative assessments and use the new Mastery Connects benchmarks assessments. In 2018, we have gaps among all of our 8<sup>th</sup> grade ELA students with a proficiency of only 46.1%. We see a an increasing of students as they reach 8<sup>th</sup> grade not reading or fake reading and the impact this is having on testing scores. In 2019, 8<sup>th</sup> grade scored 53% proficiency on the SC READY assessment. Again, we are addressing this gap through our student learning objectives for 2019-2020.

- The need for greater technology resources continues as we increase our digital learning tools and strategies. We were part of refresh in our technology plan this school year and become a one to one school. Leadership and administrative teams have met with district staff and attended professional training to learn specific procedures for handling all aspects of this one to one technology device program.
  - There is an ongoing challenge each year to increase student engagement and student positive behavior choices and to reduce the number of students recommended for expulsion. 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 areas of concern. The following chart show math scores over a 3 year period, especially in grades 7 and 8.

#### SC READY Math Proficiency Scores Over 3 Years (last testing date - Spring 2019)

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

In 2019-2020 we continued to pilot a new blended math program for our district, Carnegie Math. Research shows this program increases student achievement in math. 2020-2021 marks the second year of implementation for Carnegie learning.

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

- Mondays are devoted to school-wide intensive math support through our online math MATHIA program Mathia Mondays provide an intensive 30 minutes of math practice meeting students where they are and allow them to self-pace. On Fridays, student receive incentive form the Mathia Monday prize control. This incentive has increased student time spent on Mathia to meet district goals.
- Literacy intervention programs: Read 180 and System 44
- After-school tutoring provide intensive tutoring in 2019, 2020, and 2021. These include:
  - Working on missing assignment in all content areas
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  - Advisory time devoted to providing intensive reading support for identified struggling 8<sup>th</sup>-grade students

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

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

**2020 National SCHOOLS TO WATCH**

**2020 Capturing Kid's Hearts Showcase School Award**

**2021 Nominee for National Capturing Kids Hearts Showcase School**

#### **Academic**

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

#### **Community**

- State SCPTSA Teacher of the Year 2010, 2014-15, 2015-16
- PTSA SC State Support Staff of the Year 2014-15, 2015-16

- PTSA SC State Excellence in Communication 2015-2016
- Finalist for Riley Award for SIC Excellence 2014
- Awards for PTSA Electronic Newsletter (eNews)
- Red Carpet School
- National PTA School of Excellence
- State Student Volunteer of Year 2010, 2015
- Multiple Membership Awards
- Big Event Community Celebration and BBQ

#### **Student**

- All-State, Region, and County Orchestra and Band Winners  
Superior Rating in SCMEA Strings 2015-16, 2016-17
- SC Junior Scholars 150/ Duke TIP Scholars
- District Visual Arts Awards
- PTSA Reflection Winners both district and state in literature, visual arts, music composition, film direction, and photography
- Math Counts Competitors placed in the top 20
- Special Olympics Unified School

#### **Clubs**

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

#### **Athletics**

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

## School Profile

### School Community 2020-2021

**Beck International Academy is a select magnet school and currently serves 833 (both virtual and brick and mortar) students in our suburban setting on Woodruff Road.** Beck serves many special needs students including the Orthopedically Impaired, and Hearing-Impaired. Currently we serve 150 special needs students and app. 64 504 students. We are a unified school. Students are served in self- contained and inclusion classes. Jennifer Meisten, our principal, leads an administrative leadership team consisting of:

- 2 Assistant Principals
- 1 Administrative Assistant
- 1 Instructional Coach
- 1 Magnet Coordinator (part time)
- 4 Guidance Counselors

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

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

Our 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 English 1 HONORS, Algebra 1, Geometry, French 1 and Spanish 1 in both 7<sup>th</sup> and 8<sup>th</sup> grade, Spanish II in 8<sup>th</sup> grade, Discovering Computer Science
- 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:

- Marvelous Mondays

- Quarterly Student Celebrations
- Community and Service Learning
- Quarterly Attendance and Grade Awards
- Beck Academy Blue Knight
- Roundtable
- Learners of the Month
- CKH Student Ambassadors

Beck provides a variety of opportunities for our parents to become involved in our school community.

These include:

- “Back to Beck” day held in August before the start of school on which students and parents may pick up their schedules and meet many of their teachers.
- Beck Knight S.H.I.F.T. for Grade 6 students and parents in early August provides students and parents a unique and smooth transition from elementary to middle school environment. Students participate in ice breakers and team building activities, meet their teachers, learn about dress code and ID’s, practice opening lockers and have their first middle school lunch. *The usual dreaded first day fears are calmed, and students express a greater sense of security in the transition from elementary to middle school.* Parents also spend an hour with guidance counselors and administrators to learn how to navigate middle school and most importantly how to support their middle schooler. In 2020-2021 this event was held virtually.
- “Beck’s Big Event is a large community event sponsored by the PTSA that gives families a chance to spend time together enjoying games while raising funds for local charities. This was held virtually in 2019-2020.
- An Open House event provides perspective students and their families an opportunity to learn about our magnet program. Our magnet coordinator, instructional coach, teachers, counselors, and administrators are available to answer questions as families tour the school. In 2020-2021 this event was held virtually.
- Our PTSA manages a school store where students can purchase planners, spirit wear, and snacks at lunch and at the end of each day.
- Many of our parents serve as chaperones to accompany and assist in the supervision of students on educational field trips. Trips in 2019-2020 included:
  1. Special Olympics
  2. Youth in Government, Columbia, S.C. and Model UN Convention
  3. Beta Club Convention
  4. Special Education Community-based Instruction
  5. Strings, Choral, and Band Performance Events



6. Art Exhibitions
  7. Artist in Residence Programs from the Metropolitan Arts Council
  8. 8<sup>th</sup> grade spring trip to Washington, D.C.
  9. 6<sup>th</sup> and 7<sup>th</sup> grade regional area trips
- Parents actively participate in the planning and implementation of school events such as the 8<sup>th</sup> grade dance, athletic events, open houses, International Day, Red Ribbon Week, Book events, Student Appreciation Day, Teacher Appreciation Day, and fundraisers, etc. during the 2019-2020 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 2019-2020 school year.
  - Graduation Plus and Career exploration Opportunities include: STEM field trips, 7<sup>th</sup> grade career trip, IGP conferences, Naviance programs, job shadowing, guest speakers, Bricks 4 Kids, Zoomobile, and the Dome during the 2019-2020 school year.

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

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

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

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

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

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

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

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

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

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

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

- FACULTY/STUDENT INCENTIVES (All Year)

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

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

- **Beck's Big Event** collecting canned goods and blankets to donate to local food banks and shelters during the 2019-2020 school year.
- Beck Academy's **Green Team** sponsoring recycling efforts.
- **Adopt-a-Family** programs providing for many needy families during the holiday season.
- Student Council sponsoring fund raisers for local charities.

Beck also partners with:

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

## School Personnel

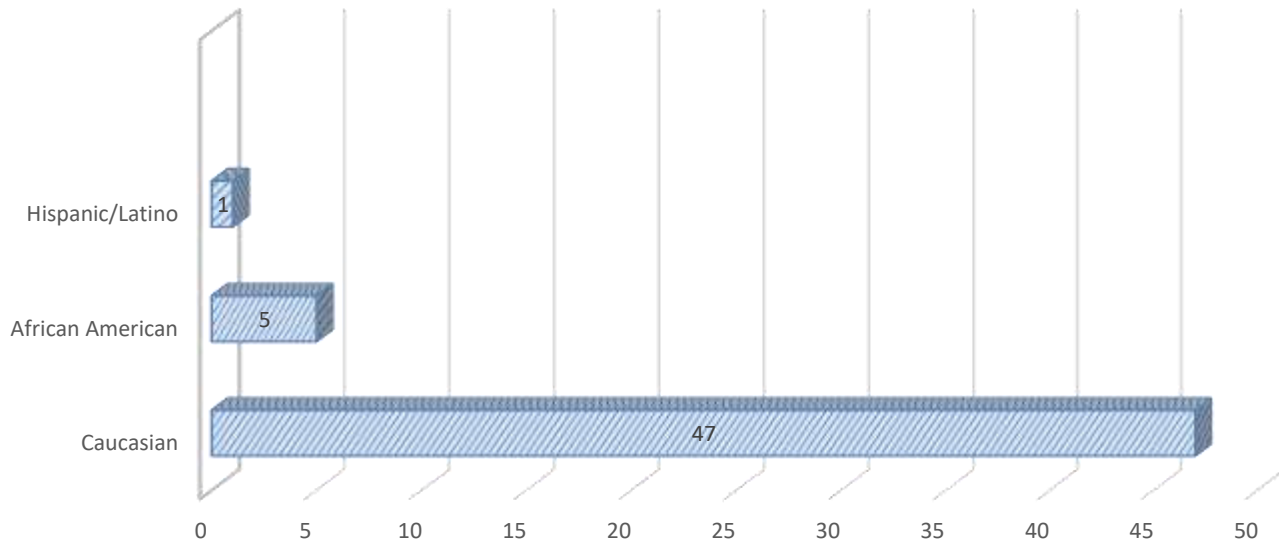
Jennifer Meisten, our principal, leads an administrative leadership team consisting of:

- 2 Assistant Principals
- 1 Administrative Assistant
- 1 Instructional Coach
- 1 Magnet Coordinator (part-time)
- 4 Guidance Counselors

Currently, 43 brick and mortar and 10 virtual teachers, 4 administrators, 4 guidance staff, 1 Instructional Coach, 1 Literacy Specialist, 1 Math Interventionist, 1 Mental Health Specialist, 1 Media Specialist, 1 SRO officer, and 18 classified staff serve our student population. Our current principal has completed her 7th year at Beck International Academy. [The following statistics from 2019-2020 give a more complete view of our current school personnel:](#)

- 63.9% of our teachers have advanced degrees. 100% of our teachers are highly qualified.
- 65.6% of our teachers have continuing contracts.
- We strive to have a racially and gender diverse staff that meets the needs of our international student population. We have experienced veteran staff and new teachers. In 2019-2020 we added 10 new teachers. In 2020-2021, we added 4 new teachers.
- 84.9% of our staff is returning from the previous year.
- Our current teacher attendance rate is remains 94.3% for the 2019-2020 school year.
- The average teacher salary is \$51,915 which reflects a diverse staff in years of experience and age.

## TEACHING STAFF ETHNICITY



Teacher Populations 2020-2021			Number
Total Number of Teachers in School			53
Number of Regular Education Teachers			45
Number of Special Education Teachers			8
Number of ESL/ELL Teachers			1
Number of “Core” Subject Teachers 2019-2020			
Subject	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Language Arts	3	3	4
Mathematics	3	3	4
Science	3	3	3
Social Studies	3	3	3

Teacher Certification/Licensure 2019-2020		
Certification	Grade Span	Number
Elementary Certificate/License	Pre K-4	16
Middle Grades Certificate/License	4-8	39
Secondary Certificate/License	5-12	21
Other Certificate/License	Pre-K-12	21
Middle Grades Endorsements	4-8	
	R2S	7
	GT	13
Other Credentials	Uncertified	0
*Certificates/Licenses are “initial” credentials while “Endorsements” are “add-ons” to an initial credential. Numbers may reflect that some teachers have an initial elementary or secondary credential but also have a middle grades endorsement.		

## Student Population Data

Our attendance area is broad and diverse, serving an affluent middle class, international community, and an inner-city community. This year (2019-2020) our enrollment is 966 students.

According to our 2019 SC Report Card:

- 75% of our students take high school credit classes
- 33.7% are served by our gifted and talented program
- 0.5% of our students were retained
- student attendance rate is 95.89% GS SOURCE
- 46% poverty rate

According to our 2020 SC Report Card:

- 40.9% of our students take high school credit classes
- 30.2% are served by our gifted and talented program

- 0.7% of our students were retained
- 2019-2020 student attendance rate is 95.58% GS SOURCE
- 47.7% poverty rate

### **Current attendance rate for 2020-2021 is 94.62% GS SOURCE.**

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

Students residing outside of the attendance area may apply for magnet status. Selection is based on student interest in the specific school program, previous academic achievement, teacher recommendation, attendance, and disciplinary records.

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

- All students
- Male
- Female
- Asian
- African-American
- White
- Disabled/Non-Disabled
- Non Migrant
- LEP/Non LEP
- SIP/Non SIP

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

In 2020-2021, we serve 106 brick and mortar special needs students who are **16.97%** of our total school enrollment. 34 brick and mortar students are served with a 504 plan. We have a total population of 966 students in the 2019-2020 school year. The following charts show our demographics by for the 2019-2020 school year.

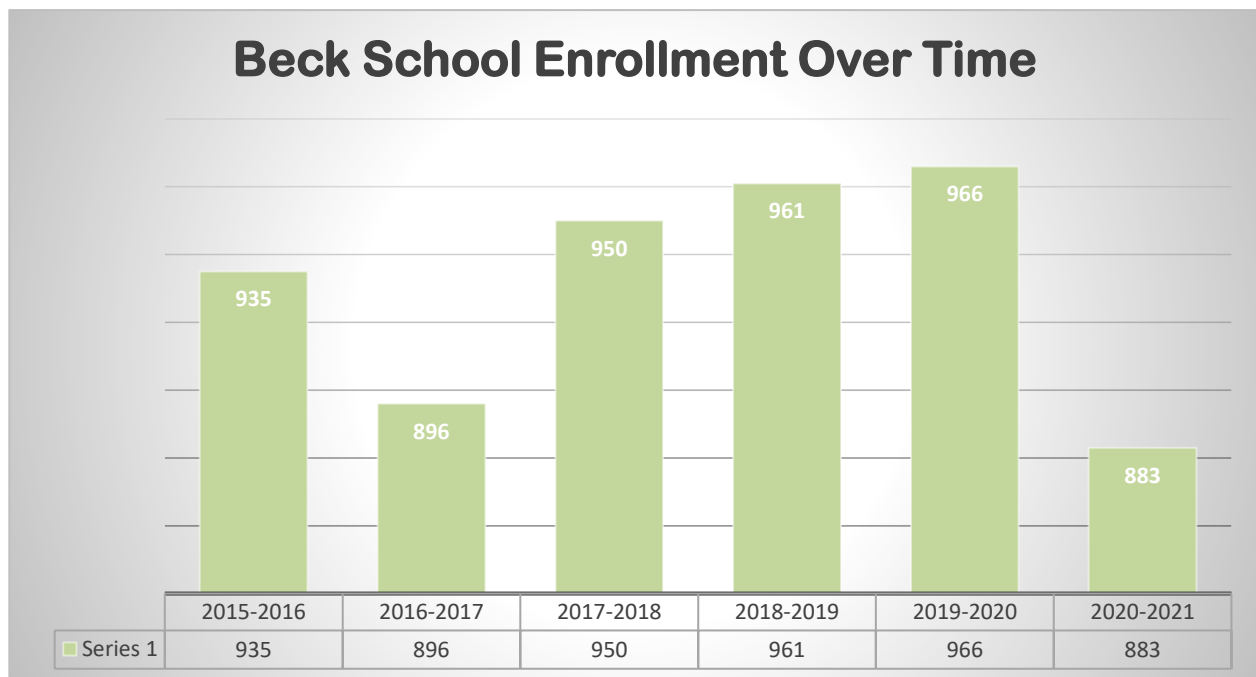
- school enrollment
- ethnicity
- gifted and talented
- free and reduced
- attendance

2019–2020

Student Population	Grade 6	Grade 7	Grade 8	Total	Percent Total
All Students	315	321	336	972	
Male	164	139	156	459	47.3%

Female	151	182	180	513	52.7%
White	155	162	173	490	50.4%
African-American	106	110	109	325	33.4%
Asian/Pacific Is.	14	9	19	42	4.3%
Hispanic	24	23	17	64	6.5%
Am. Indian/Alaskan	1	3	1	5	0.7%
Multiracial	15	14	17	46	4.7%
Disabled	61	44	42	147	15.1%
Limited English Prof.	22	23	20	65	6%
Pupils in Poverty (PIP)	144	147	150	441	45%
What was the average attendance rate (% of all students) in your school during the last school year?					95.45%

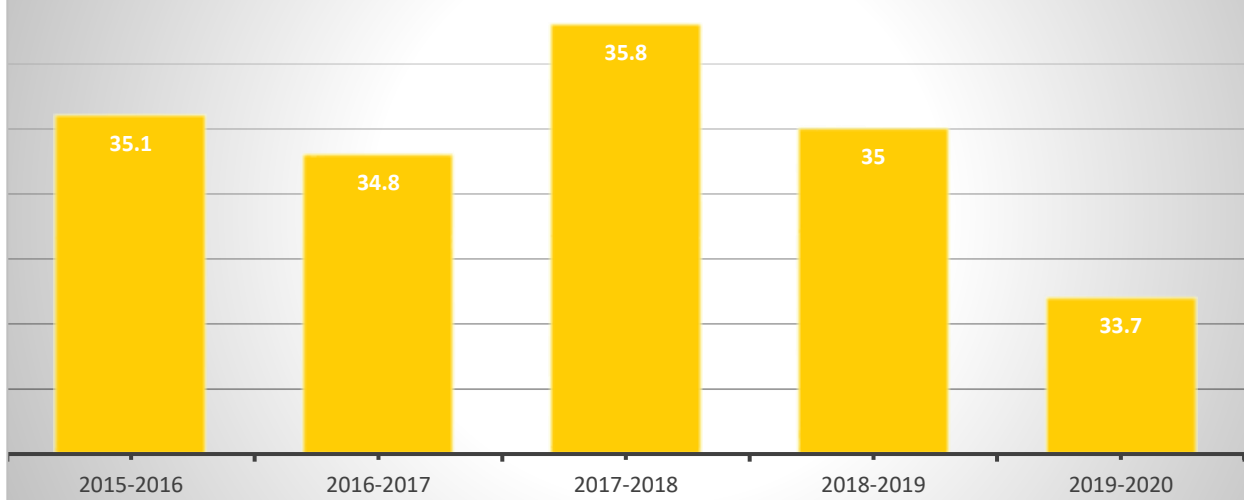
This chart shows our enrollment over a 5 year period.



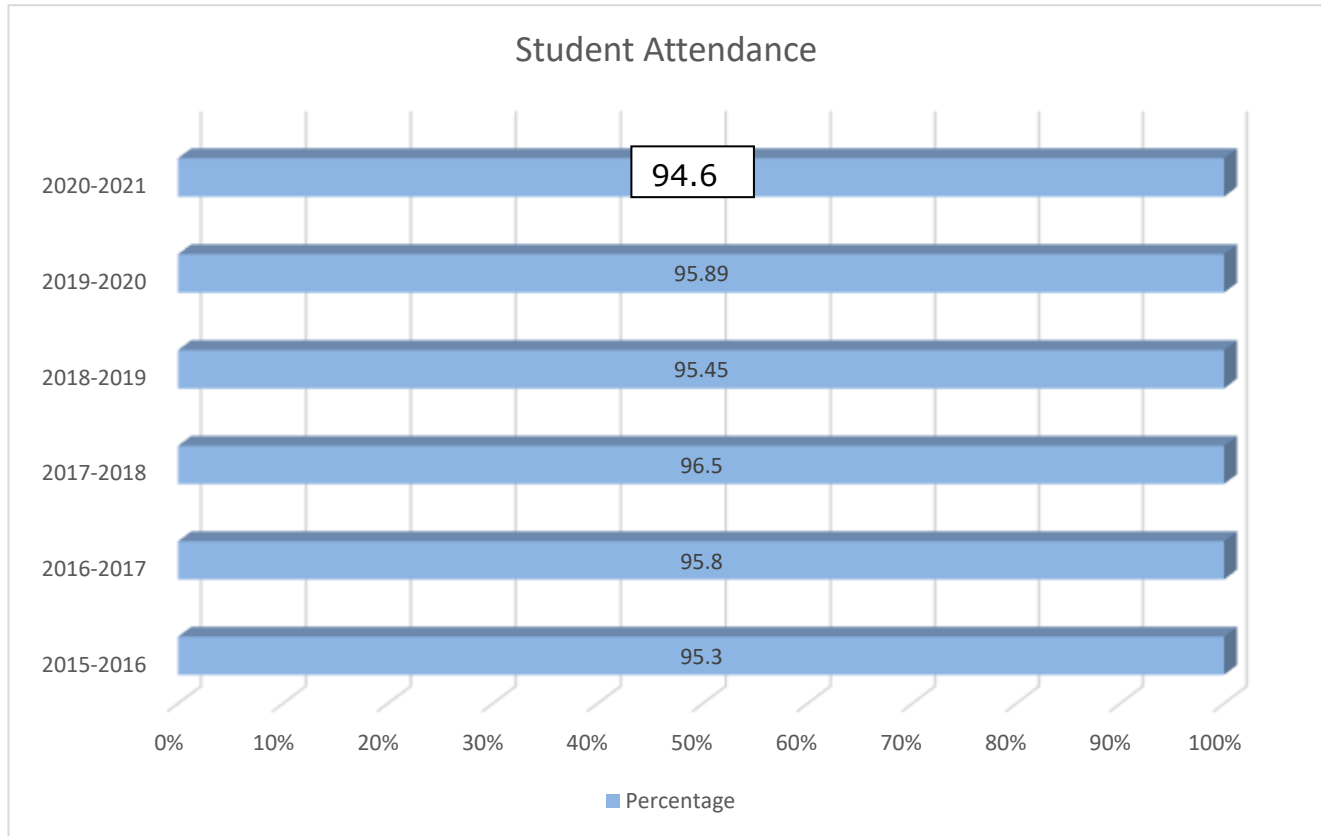
### Beck Academy Gifted and Talented Enrollment



## Gifted and Talented Percentage



## BECK ACADEMY STUDENT ATTENDANCE PERCENTAGES



## School's Major Academic and Behavioral Programs

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

High school credit 2019-2020/ 2020-2021 course offerings:

- Algebra I for grades 7 and 8 / Algebra 1 for grades 7 and 8
- Geometry for grade 8/ Geometry for grade 8
- French I and Spanish I for grade 8, Spanish I for grade 7, and Spanish II for grade 8, French II for grade 8 in both 2019-2020 and 2020-2021
- English I HONORS for grade 8/ English I HONORS for grade 8
- Keyboarding, Desktop Publishing, Computer Apps, virtual classes in Google Basics

Computer Publishing

2019-2020

- 75% of our students take high school credit classes
- 33.7% are served by our gifted and talented program
- 0.5% of our students were retained
- student attendance rate is 95.89% GS SOURCE
- 46% poverty rate

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

In 2019-2020 we continued to implement **second chances for learning for all students through an extended daily advisory period and re-teach/relearn/reassess program called L.I.F.T. (Letting Individuals Fine Tune).** **Staff provided an afterschool six week tutorial for our most struggling students focusing on reading and math instruction.**

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

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

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

To help with math instruction in grades 6, 7, and 8 and provided a more personalized pathway for instruction, we piloted Carnegie Math for all grades and levels. Carnegie Math is a blended learning program.

In 2020-2021

In addition, we have provided significant targeted intervention services in 2020-2021.

These include:

- Mondays are devoted to school-wide intensive math support through our online math MATHIA program Mathia Mondays provide an intensive 30 minutes of math practice meeting students where they are and allow them to self-pace.  
On Fridays, student receive incentive form the Mathia Monday prize control. This incentive has increased student time spent on Mathia to meet district goals.
- Literacy intervention programs: Read 180 and System 44
- After-school tutoring provide intensive tutoring in 2019, 2020, and 2021. These include:
  - Working on missing assignment in all content areas
  - Intensive time spent on Mathia and Read 180/System 44 word trainings to help our most struggling 20% of learners
  - Advisory time devoted to providing intensive reading support for identified struggling 8<sup>th</sup>-grade students

Beck International Academy provides the following additional programs and initiatives:

- Fine arts studies in visual art, strings, band, choral music, and drama
- Special Needs Services including inclusion (Stetson Model)
- KNIGHT SHIFT Grade 6 transition program from elementary school
- Gateway to Technology Program
- Virtual Google Basics and Computer Tec instructional programs
- ESOL Program
- Curriculum Night and Magnet Open House
- PRO-Team/ Unified School program for 7<sup>th</sup> and 8<sup>th</sup> graders
- Math Counts
- Yearbook
- Beta Club
- Youth in Government
- Student Council
- School-wide Writing Instructional Program (Schaffer Model)
- Mastery Connects (Year 2 Implementation)
- International Week Festival to Celebrate Global Awareness, Diversity and International Relationships
- Art Club
- Green Team

Our guidance and career staff members provide the following programs and initiatives to support both students and parents:

- IGP Conferences
- Referral Services
- Consultative Services
- Individual and Small Group Counseling
- SCOIS PSAT Duke TIP Scholars
- Explore/Kuder
- Classroom visits
- 8<sup>th</sup> Grade Job Shadowing
- College Fair
- Career Field Trips and Career Speakers
- Lunch and Learn Speakers
- Bully Prevention Program (Grade 6)
- Mental Health Counselor on site

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

In 2018-19 school year all staff was trained, and we have implemented Capturing Kids Hearts as new initiative. A major focus for our school, CKH has truly transformed our school culture. CKH strives to restructure school culture by developing healthy and strong relationships between teachers, students, and all school and community staff. Creating social contracts with each class

gives students a voice in creating a safe, caring, diverse, and trusted learning environment, while holding themselves accountable for classroom behaviors and helping to decrease behavior management issues. Refresh training and implementation of Leadworthy leadership classes was implemented in 2019-2020.

We continue with CKH in both 2019-2020 and in 2020-2021.

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

Teachers continue to meet weekly in **small professional learning communities for collaborative** content planning. These content meetings are used for SC Ready/PASS standards unit planning, developing common assessments, and analyzing Mastery Connects formative assessment and benchmark assessment data. Student-centered coaching and protocols have been created to analyze specific assignments and assessments with a more detailed item analysis. These weekly meetings allow for day to day lesson planning and reflection on needed literacy and numeracy intervention strategies and provide an opportunity for both special ed weekly reteach/relearn/retesting sessions for mastery using both advisory and Wednesday afterschool L.I.F.T. (Letting Individuals Fine Tune) time.

In 2018-19, we revised our teacher mentor program to provide more intense support and supervision for both induction and ADA teachers. A mentor team consisting of the assigned teacher mentor, the instructional coach, and the grade level administrator observe the mentee on a regular basis and share concerns and areas of strength of the mentee. Team members reflect with the mentee individually. For the upcoming 2020-2021 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 in the 2020-2021 year to provide intensive coaching cycles and support for teachers

## **Mission Vision, and Beliefs**

The Beck International Academy faculty, administrators, and a group of parents, stemming from varied backgrounds and philosophical platforms, are unified in our vision, values, beliefs, and purpose. We believe that promoting student achievement is fundamental. We are student-centered and committed to social equity for all our students. The Beck International Academy family has developed and is committed to a vision, set of beliefs, and mission as the foundation for all aspects of our educational community.

### **Our Vision:**

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

### **Our Beliefs:**

*We believe...*

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

### **Our Mission:**

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

## Data Analysis and Needs Assessment

### **Student Achievement**

Beck International Academy is committed to providing our students:

- standards-driven instruction and PLC work to analyze student work and data to inform instructional practice
- second chances and multiple opportunities to relearn and re-assess to target gaps in learning
- multiple ways to demonstrate mastery and authentic assessments
- 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 learning experiences

#### **Sub groups report the following in 2019:**

In the spring of 2019

- 51.7% of male students scored proficient on the SC READY ELA assessment. In 2018-2019, 46.6% of male students scored proficient on the SC READY ELA assessment. This was an increase of 5.1%. The goal was exceeded.
- Special needs students showed a 7% increase in scoring proficiency as measured by the SC READY ELA assessment. The percentage was maintained.
- African-American students showed a 27% increase in scoring proficiency as measured by the SC READY ELA assessment. This was a 3% increase.

#### **Writing continues to be a priority for our staff to raise student achievement.**

Overall TDA Scores Out of a Possible 8	<b>2.88</b>	444/953 students scored a 0-2	399/953 students scored a 3-4	98/953 scored 5-6
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				12/953 scored 7-8
6th	3.0			
7th	2.85			
8th	2.81			

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

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

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

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

This chart shows **ELA 2018-2019 performance in SCREADY ELA:**

<b>ELA</b>	<b><u>2018-2019</u></b>
<b><u>Whole School</u></b>	<b><u>55%</u></b>
Grade 6	<b>56.8%</b>
Grade 7	<b>55.4%</b>
Grade 8	<b>53%</b>

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

In the spring of 2019

- 6.3% of our special needs students scored proficiency on SCREADY math. In 2017-2018, 7% of our special needs students scored proficiency on the SC READY math assessment.
- 25.6% African-American students scored proficiency on the SCREADY math assessment.

In 2017-2018, 19% of African-Americans students scored proficiency; 2019 shows an increase of 6.6% from the previous year.



**This chart shows Math 2018-2019 performance in SCREADY Math:**

<b>Math</b>	<b><u>2018-2019</u></b>
<b><u>Whole School</u></b>	<b><u>52.1%</u></b>
Grade 6	<b>58.8%</b>
Grade 7	<b>47.5%</b>
Grade 8	<b>52.4 %</b>

**This chart shows Science 2018-2019 performance in SC PASS Science:**

	<b><u>Spring 2019</u></b>
<b><u>Grade 6</u></b>	<b><u>65%</u></b>
<b><u>Grade 7</u></b>	<b><u>NA</u></b>
<b><u>Grade 8</u></b>	<b><u>65%</u></b>
<b><u>Whole School</u></b>	<b><u>65%</u></b>

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

	<b><u>Spring 2019</u></b>
<b><u>Grade 6</u></b>	<b><u>NA</u></b>
<b><u>Grade 7</u></b>	<b><u>69%</u></b>
<b><u>Grade 8</u></b>	<b><u>NA</u></b>

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

<b>Year</b>	<b>Algebra 1 EOC</b> % passage rate	<b>English 1 EOC</b> % passage rate
<b>2013-2014</b>	<b>98.9%</b>	<b>100%</b>
<b>2014-2015</b>	<b>100%</b>	<b>100%</b>
<b>2015-2016</b>	<b>99.3%</b>	<b>100%</b>
<b>2016-2017</b>	<b>98%</b>	<b>100%</b>
<b>2017-2018</b>	<b>99%</b>	<b>100%</b>
<b>2018-2019</b>	<b>98.6%</b>	<b>100%</b>

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

## Teacher/ Administrative Quality

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

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

Schools will provide targeted and ongoing support and professional development to help teachers work with diverse populations.

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

- Using PLC's ( professional learning communities) to collaborate and:
  1. planning standards-based instruction and creating learning targets
  2. planning common summative assessments
  3. analyzing data and formative assessments to inform instruction
  4. planning weekly strategies in advisory and L.I.F.T. to provide students second chances to relearn and demonstrate mastery
  5. planning instruction to differentiate groupings of students based on identified Needs and gaps in learning and achievement
  6. sharing literacy strategies to continue to improve student reading analysis skills
  7. implementing and using new technology and digital resources to support and enhance instruction, such as Carnegie Math, Language Live, Upstate Writing Partnership and 3CWP program
  8. sharing and analyzing formative assessment in Mastery Connects, including benchmarks
  9. classroom management/ engagement strategies and protocols
  10. learning blended learning strategies and personalized learning pathways
  11. Capturing Kids Hearts to form positive relationships with students
  12. Implementing the 37 criteria of a SCHOOLS TO WATCH
  13. Sharing and providing teachers with incentives for improved teacher attendance
  14. Continuing to implement a team approach to mentoring induction and ADA status teachers to provide more intense support and supervision
  15. Implementing instructional rounds to provide more personalized and supportive PD experiences
  16. Providing grant and professional development funds that maximize opportunities for teachers to collaborate and learn new strategies

## Professional Development Calendar for 2020-2021

### 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.

In 2020-2021, due to COVID restrictions, professional development was presented through Beck Google Classroom in a flipped format.

The following calendar shares our upcoming professional trainings for the 2020-2021 school year:

Dates	Professional Development Activity	Participants
September	Power School Gradebook Setup	All Staff Debbie Sanders, IC
April 2021	State Testing Training 2021	All Staff Administration STC's Debbie Sanders/ Kerry Hughes
	<b>CURRICULUM, CONTENT, INSTRUCTION, and ASSESSMENT</b>	
July 2020	<b>Read 180/System 44 Training</b>	Read 180 Staff District Jennifer Woody Debbie Sanders Lauren Stoddard Kathleen Hobbs Amy Downey Becky Boyd
August 28 Through March 30 3:30-5:30	Carnegie MATH COHORT Meetings Planning for Modules Grades 6,7,8, Algebra 1	Carnegie Support Team All Math Staff Kerry Hughes, Math Interventionist
January February 2021	Benchmark DATA Reviews with PLC's Student Data Profiles	Administration IC All content teaching staff
February 2021	Furman Consortium Series	Staff

	Brandon Fleming Critical Thinking for Critical Times Live and Recorded	
February 22	ELA_ Deconstructing the TDA Say Mean Matter	All ELA Staff Lauren Stoddard, Literacy Specialist Debbie Sanders, IC
March 2021	<b>SCAMLE Conference 2021</b> <b>Beck attending and presenting: From Surviving to Thriving</b>	Administration Leadership Teaching Staff: Michelle Rand Cheri Goering Lisette Wallin Courtney Post Taylor Price
	<b>MENTORING and ADEPT and Evaluating TEACHER PERFORMANCE</b>	
1 <sup>st</sup> semester August through April	MTM (Mentor to Mentee) individual coaching cycles and support throughout the year. Meetings are scheduled one to one due to COVID protocols. This professional development activity is designed to provide specific support for all induction, ADEPT, A1 Formative staff and their mentors.	All induction, ADEPT, A1 Formative staff and mentors Jennifer Meisten, Principal Debbie Sanders, IC
	<b>SCHOOL CULTURE and CLASSROOM ENVIRONMENT</b>	
October 2020	CKH Refresh Training am <b>Capturing Kid's Hearts in a virtual setting</b>	All staff Principal Admin/Leadership Team CKH Support
January 15, 2021	Victor Vieth Training for Admin and leadership team	Administration Guidance IC
February March 2020	Capturing Kids Hearts Champions of Hope Professional Development Series 7 Essential Conflict Skills for Every Educator	All Staff Jennifer Meisten, Principal Debbie Sanders, IC
	<b>Technology Focus</b>	
September October November	Flipped Classrooms Best eLearning Practices Tech Tools Google Meets Choice Boards No Red Ink Loom Peardeck	District Instructional Technology Staff All Staff Administration Instructional Coach

# School Climate Needs Assessment

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

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

Parents- 80%  
Students- %  
Teachers- 100%

- 2. The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.
- 3. The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %. Currently, this rate is 0%.
- 4. The school will demonstrate a caring environment as indicated by an increase in the percent of middle school students who describe their teacher as caring on the Cognia Culture and Climate Survey. Currently, this percentage is 60%.
- 5. Maintain a student attendance rate of 95% or higher. Currently, this rate is 95.8%.
- 6. The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of middle school students who, on the Cognia Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school. Currently, this percentage is:

Students feeling afraid- 7%  
Students feeling lonely- 13%  
Students feeling angry- 14%

Beck International Academy continues to have a positive and student-centered learning environment. We believe in educating the whole child. In reviewing our Cognia Climate and Culture Survey, 78% of our students feel they are expected to learn at school, and 60% of students feel that their teachers are caring, and 73% of our students feel their interactions with adults are respectful. A concern from our survey indicates that 59% of our students are tired and 51% are bored.

Overall, our parents, teachers, and students agree they feel safe during the school day. Parents are a strong support group and volunteer program. Our volunteers log hundreds of hours donating their time and energy, providing needed teacher supplies, grants funding, and showing appreciation to our staff throughout the year. Many of our parents are very present at all school events and student programs.

Our teachers feel we provide a strong instructional program and have high expectations for students. Beck staff strive to promote a positive school learning environment. To this end, we provide the following programs and initiatives:

- Second chances programs through advisory and L.I.F.T. (Letting Individuals Fine Tune) to relearn material and take second assessments to demonstrate mastery
- School-wide five discipline plan
- Capturing Kids Hearts program and philosophy to change our school culture
- Living the 37 criteria of a SCHOOLS TO WATCH
- Guidance one to one student interventions
- Mental Health Counselor on campus
- Monthly positive student incentives and celebrations to honor student attendance and work
  - Marvelous Mondays (Students with no referrals or detentions can wear Greenville County Dress Code.) Student Appreciation Day (Student participation is based on behavior performance.)
  - Quarterly Student Celebrations for achievement and attendance
- Extended day program provides homework time and one on one tutoring to students to further their learning
- Peer buddies, such as Beck Ambassadors, to help students transferring after the beginning of the school year to adjust and provide empathy
- Advisory periods
- Capturing Kids Hearts Initiative 2018-2019, continuing in 2019-2020
- Student Action Committees
- Enhance professional development to increase staff awareness and understanding of community and student

population being served

As we analyze the Cognia survey results, we continue to have a need for programs to more accurately identify, assess, provide, and monitor appropriate interventions for our most at risk students. In 2018-19 staff learned and implemented with fidelity ONTrack and GCSource programs. These programs identify at risk students with behavior, attendance, and grades, and use the collected data in to plan appropriate interventions. In addition, staff were trained in the summer of 2018 in Capturing Kids Hearts, a program to empower all adults (teachers, custodians, bus drivers, resource officers, administrators etc.) to establish a positive rapport with students. This new initiative provided mentoring and ongoing proactive and positive support to help guide student decisions and deescalate situations. CKH helps to insure that every student has a connection to a caring and supportive adult in the building. It also establishes protocols among all adults to communicate positively with kids. CKH has truly changed the culture of our school this year! We will continue with CKH and implement a LEAD WORTHY program to build leadership capacity among students beginning in 2019-2020 and continuing in 2020-2021.

**[2019 SDE SC Report Car Link:](#)**

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

**Impact of COVID-19:**

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

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

- SC READY (English language arts and mathematics in grades 3–8);
- SCPASS (science in grades 4 and 6);
- End-of-Course Examination Program (English, Algebra, Biology, United States History and the Constitution) the requirement that these examinations count 20 percent has been
- waived;

- Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness
- Literacy Screening (PALS Pre-K™), Individual Growth and Development Indicators (myIGDIs™), and Teaching Strategies® GOLD); and
- Alternate Assessments – some students have already taken the alternate assessments.

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

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

<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other							
<b>PERFORMANCE GOAL 1:</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from <b>54 %</b> in 2016-17 to <b>68 %</b> in 2022-23. <i>Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.</i> SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.							
<b>INTERIM PERFORMANCE GOAL:</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by <b>3 %</b> annually.							

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SDE website and School Report Card	<b>54 %</b> Meets Expectations and Exceeds Expectations (2016-17)	<b>School Projected Middle</b>	<b>56</b>	<b>58</b>	<b>58</b>	<b>61</b>	<b>64</b>
		<b>School Actual Middle</b> <b>52</b>	<b>55.4</b>	<b>waiver</b>			



SC READY ELA SDE website and School Report Card	43% Meets Expectations and Exceeds Expectations (2016-17)	<b>District Projected Middle</b>	<b>46</b>	<b>49</b>	<b>52</b>	<b>55</b>	<b>58</b>
		<b>District Actual Middle</b> 44	49	waiver			

<b>ACTION PLAN FOR STRATEGY #1:</b> Provide targeted reading and writing instruction for all students					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>

<p>ELA teachers will meet for collaborative planning as PLC's each week to plan SCCC standards-based best practices instruction following the GCSD instructional protocol that</p> <ul style="list-style-type: none"> <li>identifies learning targets</li> <li>develops comprehensive units of instruction with engaging texts to build stamina</li> <li>developing instruction at higher DOK levels</li> <li>plan for scheduled and sustained independent reading times and teacher book talks, encouraging self-selected reading and reading engagement and stamina</li> </ul> <p><i>Beck Reads Initiative 2018</i></p> <ul style="list-style-type: none"> <li>modeling and think alouds through mentor/anchor texts</li> <li>interactive notebooking</li> </ul> <p>They will examine, monitor, and analyze student performance using both</p>	2018-2023	Principal ELA Teachers SPED Staff Instructional Coach Administrators	None	None	<p>Greater percentage of students that meet or exceed the standard on SC Ready and closing the gap for African-American, and special education students</p> <p>Observations of teachers: strategies. modeling, conferencing, book talks Unit Lesson Plans Agenda notes from content meetings and PLC meetings Summer Content Planning syllabi and Agenda notes Mastery Connects charts and spreadsheets for both formative and summative assessments and benchmarks Increase of varied and diverse texts in classroom libraries for independent</p>
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<b>ACTION PLAN FOR STRATEGY #1: Provide targeted reading and writing instruction for all students</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
<p>formative and summative assessments in Mastery Connects with the instructional coach, special education staff, and administrators to</p> <ul style="list-style-type: none"> <li>revise strategies for closing the gaps in literacy for African American and special education students</li> <li>inform instructional changes needed for all level of learners</li> </ul> <p>They will work with a reading interventionist to plan intervention and differentiated instruction. Implement the MTSS framework of intervention using Read 180, System 44, and Language Live!</p>					<p>reading that meet student needs and interests</p> <p>Formative and summative assessments to identify students in need of intervention and to track student growth</p>
<p>2. Professional development for ELA teachers will focus on</p> <ul style="list-style-type: none"> <li>engaging readers in independent reading</li> <li>building stamina</li> <li>teaching writing strategies (Schaffer Model) and TDA</li> <li>closing the literacy gap through: student centered differentiated instruction and reading intervention programs- System 44, Read 180,</li> <li>project based and blended learning initiatives</li> </ul>	2016-2023	Principal Instructional Coach ELA Teachers SPED Staff ELA District Coordinator Summer Academy	None	None	<p>Greater percentage of students that meet or exceed the standard on SC Ready ELA assessment and closing the gap for African-American, male, and special education students</p> <p>Observations Unit Lesson Plans Agenda notes from content meetings Agendas from PD trainings</p>

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

<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i> ) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL 2:</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from <span style="background-color: #00FF00;">54 %</span> in 2016-17 to <span style="background-color: #00FF00;">67 %</span> in 2022-23.
<b>INTERIM PERFORMANCE GOAL:</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by <span style="background-color: #00FF00;">3 %</span> annually.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SDE website and School Report Card	54 % Meets Expectations and Exceeds Expectations (2016-17)	School Projected Middle	54	56	59	62	65
		School Actual Middle 51	52.6	waiver			
SC READY Math SDE website and School Report Card	40% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Middle	43	46	49	52	55
		District Actual Middle 43	44	waiver			

ACTION PLAN FOR STRATEGY #1: Provide targeted math core instruction for all students					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION

<p>1. Math teachers will meet for collaborative planning as PLC's each week to plan SCCCS standards-based best practices instruction following the GCSD instructional protocol that</p> <ul style="list-style-type: none"> <li>identifies learning targets</li> <li>develops comprehensive units of instruction</li> <li>developing instruction at higher DOK levels</li> <li>modeling and think alouds to scaffold student thinking and support independence as mathematicians who are conceptual and critical thinkers enhance student understanding of mathematical concepts through intentional and authentic use of content vocabulary</li> <li>use tasks and activities that promote reasoning and problem solving</li> <li>use real world problems as a part of daily class instruction</li> <li>interactive note booking</li> </ul>	2018-2023	Principal Math Teachers SPED Staff Instructional Coach Administrators	<p>ALEKS IXL 10,000.00</p> <p>Carnegie      Math 2018-2019 NA</p>	<p>School Funding Sources</p> <p>District Funding Sources</p>	<p>Greater percentage of students that meet or exceed the standard on SC Ready math assessment and closing the gap for African-American, male, and special education students</p> <p>Observations Unit Lesson Plans Agenda notes from content meetings Agendas from PD trainings and Weekly PLC meetings Assessment charts and data reports from Mastery Connects Reflection Logs from instructional round observations.</p>
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<b>ACTION PLAN FOR STRATEGY #1: Provide targeted math core instruction for all students</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
<ul style="list-style-type: none"> <li>IXL skills practice programs</li> <li>Adopting and using Carnegie Math Learning for 2018-2019.</li> </ul> <p>They will examine, monitor, and analyze student performance using both formative and summative assessments in Mastery Connects with the instructional coach, special education staff, and administrators to</p> <ul style="list-style-type: none"> <li>revise strategies for closing the gaps in math for African American, and special education students</li> </ul> <p>inform instructional changes needed for all level of learners</p>					
<p>2. Professional development for Math teachers will focus on</p> <ul style="list-style-type: none"> <li>engaging students in mathematical reasoning and real world problem solving</li> <li>teaching critical thinking skills</li> <li>closing the gap through: student centered differentiated instruction and intervention</li> <li>project based and blended learning initiatives</li> </ul> <p>Teacher PD and administrative teams use instructional observational rounds and reflective conversations to inform needed instructional changes and support.</p>	2018-2023	Principal Instructional Coach Math Teachers SPED Staff Math District Coordinator Summer Academy	None	None	<p>Greater percentage of students that meet or exceed the standard on SC Ready math assessment and closing the gap for African-American, male, and special education students</p> <p>Observations Unit Leeson Plans Agenda notes from content meetings Agendas from PD trainings and Weekly PLC meetings Assessment charts and data reports from Mastery</p>

**Performance Goal Area:**
☒ Student Achievement\*
 ☐ Teacher/Administrator Quality\*
 ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required)
 ☐ District Priority *Gifted and Talented Requires*
☐ Gifted and Talented: Academic
 ☐ Gifted and Talented: Artistic
 ☐ Gifted and Talented: Social and Emotional
 1 Academic Goal and 1 Additional Goal
 ☐ Gifted and Talented: Other

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

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by 3 % annually.

ACTION PLAN FOR STRATEGY #1: Provide targeted math core instruction for all students					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
					Connects Reflection Logs from instructional round observations.
3. Math teachers will continue to use formative assessments to inform weekly LIFT sessions to reteach content and provide second chances for students to relearn missed concepts and retest for mastery.	2018-2023	Principal Instructional Coach Math Teachers Administrators	None	None	LIFT spreadsheets in Google documenting student attendance in LIFT sessions Mastery Connects Assessment Data Charts



<b>DATA SOURCE(s):</b>		<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 6 only	<b>School Projected Middle</b>	<b>62</b>	<b>67</b>	<b>70</b>	<b>73</b>	<b>76</b>
		<b>School Actual Middle</b> <b>60</b>	<b>64.9</b>	<i>waiver</i>			
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 6 only	<b>District Projected Middle</b>	<b>56</b>	<b>59</b>	<b>62</b>	<b>65</b>	<b>68</b>
		<b>District Actual Middle</b> <b>53</b>	53	<i>waiver</i>			

\*Beginning in 2019-20, grade 6 will be administered SCPASS Science.

ACTION PLAN FOR STRATEGY #1: Provide targeted science core instruction for all students					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Science teachers will meet for	2018-2023	Principal	None	None	Greater percentage of

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

<b>ACTION PLAN FOR STRATEGY #1: Provide targeted science core instruction for all students</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
<p>2. Professional development for Science teachers will focus on</p> <ul style="list-style-type: none"> <li>engaging students in reasoning and real world problem solving</li> <li>teaching critical thinking skills</li> <li>closing the gap through: student centered differentiated instruction and intervention</li> <li>project based and blended learning initiatives</li> <li>increasing the use of digital learning</li> </ul> <p>Teacher PD and administrative teams use instructional observational rounds and reflective conversations to inform needed instructional changes and support.</p>	2018-2023	Principal Instructional Coach Science Teachers Science District Coordinator Summer Academy	None	None	<p>Greater percentage of students that meet or exceed the standard on SC PASS science assessment</p> <p>Observations Unit Leeson Plans Agenda notes from content meetings Agendas from PD trainings and Weekly PLC meetings Assessment charts and data reports from Mastery Connects Reflection Logs from instructional round observations.</p>
<p>3. Science teachers will continue to use formative assessments to inform weekly LIFT sessions to reteach content and provide second chances for students to relearn missed concepts and retest for mastery.</p>	2018-2023	Principal Instructional Coach Science Teachers Administrators	None	None	<p>LIFT spreadsheets in Google documenting student attendance in LIFT sessions Mastery Connects Assessment Data Charts</p>

**Performance Goal Area:** ☒ Student Achievement\* ☐ Teacher/Administrator Quality\* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* *required*) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

**PERFORMANCE GOAL 4:** Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for standardized tests in English Language Arts and Math (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

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

<b>DATA SOURCE(s):</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SC READY ELA SC SDE Website	42 % Meets Expectations and Exceeds Expectations	<b>School Projected Hispanic</b>	45	48	48	51	54
SC READY ELA SC SDE Website		<b>School Actual Hispanic</b> 42	47	waiver			
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	<b>District Projected Hispanic</b> 36	36	39	42	45	48
SC READY ELA SC SDE Website		<b>District Actual Hispanic</b> 34	40	waiver			
SC READY ELA SC SDE Website	23 % Meets Expectations and Exceeds Expectations	<b>School Projected AA</b>	24	25	25	26	27
SC READY ELA SC SDE Website		<b>School Actual AA</b> 23	24	waiver			

SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	<b>District Projected AA</b> 25	25	28	31	34	37
SC READY ELA SC SDE Website		<b>District Actual AA</b> 25	31	waiver			
SC READY ELA SC SDE Website	9 % Meets Expectations and Exceeds Expectations	<b>School Projected SWD</b>	10	8	8	9	10
SC READY ELA SC SDE Website		<b>School Actual SWD</b> 9	7	waiver			
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	<b>District Projected SWD</b> 14	14	17	20	23	26
SC READY ELA SC SDE Website		<b>District Actual SWD</b> 12	21	waiver			
SC READY ELA SC SDE Website	48 % Meets Expectations and Exceeds Expectations	<b>School Projected LEP</b>	49	55	55	56	57

SC READY ELA SC SDE Website		<b>School Actual LEP</b> 48	54	waiver			
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	<b>District Projected LEP</b> 35	35	38	41	44	47
SC READY ELA SC SDE Website		<b>District Actual LEP</b> 33	44	waiver			
SC READY ELA SC SDE Website	30 % Meets Expectations and Exceeds Expectations	<b>School Projected PIP</b>	31	34	35	36	37
SC READY ELA SC SDE Website		<b>School Actual PIP</b> 30	33	waiver			
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	<b>District Projected PIP</b> 38	38	41	44	47	50
SC READY ELA SC SDE Website		<b>District Actual PIP</b> 33	45	waiver			



SC READY Math SC SDE Website	44 % Meets Expectations and Exceeds Expectations	<b>School Projected Hispanic</b>	45	49	50	51	52
SC READY Math SC SDE Website		<b>School Actual Hispanic</b> 44	48	waiver			
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	<b>District Projected Hispanic</b> 39	39	42	45	48	51
SC READY Math SC SDE Website		<b>District Actual Hispanic</b> 42	43	waiver			
SC READY Math SC SDE Website	19 % Meets Expectations and Exceeds Expectations	<b>School Projected AA</b>	20	23	23	24	25
SC READY Math SC SDE Website		<b>School Actual AA</b> 19	22	waiver			
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	<b>District Projected AA</b> 27	27	30	33	36	39

SC READY Math SC SDE Website		<b>District Actual AA 28</b>	30	waiver			
SC READY Math SC SDE Website	7 % Meets Expectations and Exceeds Expectations	<b>School Projected SWD</b>	8	7	7	8	9
SC READY Math SC SDE Website		<b>School Actual SWD 7</b>	6	waiver			
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	<b>District Projected SWD 18</b>	18	21	24	27	30
SC READY Math SC SDE Website		<b>District Actual SWD 16</b>	20	waiver			
SC READY Math SC SDE Website	53 % Meets Expectations and Exceeds Expectations	<b>School Projected LEP</b>	54	64	64	65	66
SC READY Math SC SDE Website		<b>School Actual LEP 53</b>	63	waiver			

SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	<b>District Projected LEP</b> 40	40	43	46	49	52
SC READY Math SC SDE Website		<b>District Actual LEP</b> 42	46	waiver			
SC READY Math SC SDE Website	26 % Meets Expectations and Exceeds Expectations	<b>School Projected PIP</b>	27	32	32	33	34
SC READY Math SC SDE Website		<b>School Actual PIP</b> 26	31	waiver			
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	<b>District Projected PIP</b> 36	36	39	42	45	48
SC READY Math SC SDE Website		<b>District Actual PIP</b> 38	43	waiver			

ACTION PLAN FOR STRATEGY #1: Increase the effectiveness of data-based core instruction					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>1. Teachers continue to meet for collaborative planning as PLC's each week to plan SCCCS standards-based best practices instruction following the GCSD instructional protocol that</p> <ul style="list-style-type: none"> <li>identifies learning targets</li> <li>develops comprehensive units of instruction</li> <li>developing instruction at higher DOK levels</li> <li>identifying lowest 20% of performing students and adding mentors</li> </ul>	2018-2023	<p>Teachers</p> <p>Instructional coach</p> <p>Principal</p> <p>Administrators</p>	None	None	<p>Agendas from PLC meetings</p> <p>Observations</p> <p>Lesson plans</p> <p>Instructional rounds for observation and reflection</p>
<p>2. They will use data driven conversations to examine, monitor, and analyze student performance using:</p> <ul style="list-style-type: none"> <li>formative and summative assessments in Mastery Connects</li> </ul> <p>with the instructional coach, special education staff, and administrators to</p>	2018-2023	<p>Teachers</p> <p>Instructional coach</p> <p>Principal</p> <p>Administrators</p>	None	None	<p>Agendas from PLC meetings</p> <p>Observations</p> <p>Lesson plans</p> <p>Instructional rounds for observation and reflection</p> <p>Mastery Connects and</p>

ACTION PLAN FOR STRATEGY #1: Increase the effectiveness of data-based core instruction					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
meet the needs of all learners. Reteach and offer students second chances to master content through advisory and L.I.F.T. Specific mentors for our lowest 20% learners					benchmark data reports and charts LIFT spreadsheets
3. Participate in professional development trainings on best practices on diverse learners	2018-2023	Principal Instructional Coach GCS Academic Specialists	None	None	PD calendar District PD offerings Agendas from PD

<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional   1 Academic Goal and 1 Additional Goal <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL 5:</b> 100% of middle schools will have targeted literacy intervention classes by 2023.
<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.

<b>DATA SOURCE(s):</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
PowerSchool		<b>School Projected</b>					
PowerSchool		<b>School Actual Yes or No</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>		
PowerSchool	<b>50</b>	<b>District Projected</b>	<b>75</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
PowerSchool		<b>District Actual 89</b>	<b>100</b>	<b>100</b>			

<b>ACTION PLAN FOR STRATEGY #1:</b> To provide targeted reading interventions aligned to student needs					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Determine and utilize appropriate evidence-based assessments to identify targeted intervention needs <ul style="list-style-type: none"> <li>• Fountas and Pinnell</li> <li>• ELA SC READY scores</li> <li>• Mastery Connects</li> </ul>	2018-2023	Principal Instructional Coach Administrators Literacy Coach ELA Teachers	None	None	Data charts and spreadsheets to review and identify students in need of intervention
2. Continue to implement the MTSS framework intervention guidelines with fidelity <ul style="list-style-type: none"> <li>• Read 180/System 44</li> </ul> Coach teachers in best practice Literacy Coach to provide targeted intervention in ELA classrooms and to support ELA classroom teacher	2018-2023	Principal Instructional Coach Administrators Literacy Coach ELA Teachers	None	None	Assessment reports from intervention programs to monitor growth  Coaching cycles logs and PLC agendas
3. Continue to monitor and track student growth through intervention assessment reports, benchmarks, and Mastery Connects	2018-2023	Principal Instructional Coach Administrators	None	None	Implement OnTrack/GCSOURCE to monitor progress
4. Afterschool tutoring program focused on read 180 and System 44 support on Thursdays in 2020-2021.	2020-2021	Principal	Tutors paid for by TSCI funds;  CARES ACT	TSCI funding  CARES ACT	Data- Increased time on word online training sessions

**Performance Goal Area:** ☐ Student Achievement\* ☒ Teacher/Administrator Quality\* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* *required*) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

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

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

DATA SOURCE(s):	BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report		<b>School Projected</b>			Gender Diversity = <b>Increase or Maintain</b> Ethnic Diversity = <b>Increase or Maintain</b>	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain
GCS Human Resources Department	Baseline established in 2019-2020	<b>School Actual</b>		Gender Diversity = yes Ethnic Diversity = yes			
Employment report		<b>District Projected</b>	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%
GCS Human Resources Department	Baseline established in 2017-2018	<b>District Actual</b> Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%			



<b>ACTION PLAN FOR STRATEGY #1:</b> to provide ongoing support for teachers to work with diverse student populations					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Provide professional development to help staff work with diverse student populations	2018-2023	Principal Instructional Coach Administrators GCS District Staff	None	None	Professional development activities to help teachers work with diverse student populations Capturing Kids Heart training for all staff- July-August 2018 begins and continues with refresh and recharge training and Process Champions Leadership in 2019-2020 Observations Instructional rounds for observation and reflection
2. Continue to provide mentoring and support for new teachers to collaborate and develop positive relationships with a mentor, a buddy teacher, and the instructional coach through MTM (Mentor to Mentor) initiative	2018-2023	Principal Instructional Coach Administrators Mentors	None	None	Observations Coaching cycle logs from administrators and instructional coach
3. Provide time and support for all teachers to develop personalized growth plans  Continue intensive coaching cycles with teachers in 2019-2020 and in 2020-2021	2018-2023	Principal Instructional Coach Administrators	None	None	Coaching cycle logs from administrators and instructional coach

**Performance Goal Area:** ☐ Student Achievement\* ☐ Teacher/Administrator Quality\* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

**PERFORMANCE GOAL 1:** Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree they feel safe during the school day on the South Carolina Department of Education Survey.

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

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

SC SDE School Report Card Survey		<b>School Projected Parents</b>	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$
		<b>School Actual Parents</b> 81	80.3	Data point not available due to state-wide school closures on March 17, 2020 - COVID-			
SC SDE School Report Card Survey	92	<b>District Projected Students</b>	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$
		<b>District Actual Students</b> 86	89	Data point not available due to state-wide school closures on March 17, 2020 - COVID-			
SC SDE School Report Card Survey	98	<b>District Projected Teachers</b>	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$
		<b>District Actual Teachers</b> 97	97	Data point not available due to state-wide school closures on March 17, 2020 - COVID-			
SC SDE School Report Card Survey	91	<b>District Projected Parents</b>	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$

		<b>District Actual Parents 88</b>	<b>89</b>	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
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<b>ACTION PLAN FOR STRATEGY #1:</b> To increase the percentage of parents, teachers, and students that feel safe during school hours and to communicate safety measures with all stakeholders					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Communicate clearly and effectively with all stakeholders that district/school-wide emergency response plans are in place and include explanations of the training and drills that take place at school.	2019-2023	Principal Administration Office Staff	None	NA	Newsletters, Social Media Posts, SIC and PTA Agendas. and Phone Blasts logs and emails
2. Be proactive by periodically pushing out information about the safety measures that we take at school including: <ul style="list-style-type: none"> <li>• Background checks</li> <li>• Training front office staff to recognize and de-escalate situations</li> <li>• SRO officer on campus-provides</li> </ul>	2019-2023	Principal Administration	None	NA	Newsletters, Social Media Posts, SIC and PTA Agendas. and Phone Blasts logs and emails

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

**Performance Goal Area:** ☐ Student Achievement\* ☐ Teacher/Administrator Quality\* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

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

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

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

Percent Recommended for Expulsion

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

Annual Expulsion Rate

<b>DATA SOURCE(s):</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
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GCS Expulsion Report from Kent Owens	(2016-17) <b>1.3</b>	<b>School Projected</b>	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		<b>School Actual</b>					
GCS Expulsion Report from Kent Owens	(2016-17) <b>0.04</b>	<b>District Projected</b>	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		<b>District Actual</b> <b>.04</b>	<b>.10</b>	<b>.03</b>			

<b>ACTION PLAN FOR STRATEGY #1:</b> Identify at risk students for behavior, attendance, and grades by implementing OnTrack and using GCSource and provide needed support and intervention for these students with guidance and mental health programs and services					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>

<p>1. Staff trained on using OnTrack and GCSOURCE to identify and monitor at-risk students for behavior, attendance, and grades.</p> <p>2. Continue with OnTrack to monitor at-risk students for behavior, attendance, and grades.</p>	<p>2018-2023</p> <p>July 2018 Original Training</p>	<p>Principal Leadership Team</p>	<p>NA</p>	<p>NA</p>	<p>July 2018 Original Training Additional trainings throughout 2018-2019 school year by Leadership Team</p>
<p>2. Continue to use peer buddies, such as Beck Ambassadors to help students transferring after the beginning of the school year to adjust and provide empathy.</p>	<p>2018-2023</p>	<p>Principal Guidance Staff Leadership Team Student Ambassadors Student Council</p>	<p>NA</p>	<p>NA</p>	<p>Program in place and used each year.</p>
<p>3. Refresh/Recharge training for all staff on <b>Capturing Kids Hearts</b> to provide mentoring and ongoing proactive and positive support to help guide student decisions and deescalate situations. This program helps to ensure that every student has a connection to a caring and supportive adult in the building. Process Champions Committee formed and trained to provide additional resources and support.</p>	<p>2018-2023</p> <p>July August 2018 training for all staff Fall 2019 recharge training</p>	<p>Principal Administrative Team All Staff</p>	<p>NA</p>	<p>NA</p>	<p>Training in place for July/August 2018 for all staff to learn and apply the principles of CKH. Refresh/Recharge Training Process Champions Leadworthy Training in summer 2019 and implementation of program in 2019-2020</p> <p>Recharge training</p>



<b>ACTION PLAN FOR STRATEGY #1:</b> Identify at risk students for behavior, attendance, and grades by implementing OnTrack and using GCSource and provide needed support and intervention for these students with guidance and mental health programs and services					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
					planning for 2019-220 school year.
4. Continue to provide positive incentive programs to encourage students to attend school and be engaged in learning such as: <ul style="list-style-type: none"> <li>Quarterly Incentive Assemblies and Awards</li> <li>Marvelous Mondays for good behavior in which students may wear GCS dress code attire.</li> <li>SAD- Student Appreciation Day at the end of the year to celebrate good behavior and citizenship.</li> </ul>	2018-2023	Principal Administrative Leadership Team Guidance Staff PTSA	Not Known	PTSA Funds	Incentive programs are in place and used each year.

**Performance Goal Area:** ☐ Student Achievement\* ☐ Teacher/Administrator Quality\* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* *required*) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

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

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

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	<b>School Projected</b>	62	60	61	62	63
		<b>School Actual</b> 61	59	60	Data point not available due to state-wide school closures on March 17, 2020 - COVID-		
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	<b>District Projected</b>	54	58	62	66	70
		<b>District Actual</b> 52	50	52	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic		

<b>ACTION PLAN FOR STRATEGY #1:</b> Empower all adults (teachers, custodians, bus drivers, resource officers, administrators etc.) to establish a positive rapport with students					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Continue refresh/recharge training in <b>Capturing Kids Hearts</b> to provide mentoring and ongoing proactive and positive support to help guide student decisions and deescalate situations. This program helps to ensure that every student has a connection to a caring and supportive adult in the building. It also establishes protocols among all adults to communicate positively with kids.	2018-2023 July August 2018 training for all staff Summer 2019 LeadWorthy Training Fall 2019 Recharge Training	Principal Administrative Team All Staff	NA	NA	Training in place for July/August 2018 for all staff to learn and apply the principles of CKH.  Continued training in fall 2019  Leadworthy Training Summer 2019  Process Champions Committee Reflections
2. Use peer buddies, such as Beck Ambassadors to help students transferring after the beginning of the school year to adjust and provide empathy. Advisory periods Student Action Committees`	2018-2023	Principal Guidance Staff Leadership Team Student Ambassadors Student Council	NA	NA	Program in place and used each year.

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

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* <i>(* required)</i> <input type="checkbox"/> District Priority Gifted and Talented Requires <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional   1 Academic Goal and 1 Additional Goal <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL 5:</b> Achieve and maintain a student attendance rate of 95% or higher.
<b>INTERIM PERFORMANCE GOAL:</b> Maintain an annual student attendance rate of 95% or higher.

<b>DATA SOURCE(s):</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
180 <sup>th</sup> day Attendance Report	(2016-17) 95.2	<b>School Projected</b>	95	95	95	95	95
		<b>School Actual</b> 95.8	95.45	95.89			
180 <sup>th</sup> day Attendance Report	(2016-17) 95	<b>District Projected</b>	95	95	95	95	95
		<b>District Actual</b> 95	95	96			

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

1. Consistently monitor and evaluate student attendance through GS Source and On Track, and promote attendance with students and parents as an important component of school success.	2018-2023	Principal Administration Guidance Attendance Clerk	1. Consistently monitor and evaluate student attendance through GS Source and On Track, and promote attendance with students and parents as an important component of school success.	2018-2023	Principal Administration Guidance Attendance Clerk
2. Continue implement positive incentive programs to honor students with perfect attendance throughout the year by quarterly celebrations, notices, rewards, incentives, and certificates such as the following: -Marvelous Mondays (Students with no referrals or detentions can wear Greenville County Dress Code.) -Student Appreciation Day (Student participation is based on behavior performance.)		Principal Administration Guidance Attendance Clerk	2. Continue implement positive incentive programs to honor students with perfect attendance throughout the year by quarterly celebrations, notices, rewards, incentives, and certificates such as		Principal Administration Guidance Attendance Clerk

<b>ACTION PLAN FOR STRATEGY #1:</b> To maintain an annual attendance rate of 95% or higher					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
-Quarterly Student Celebrations for achievement and attendance			the following: -Marvelous Mondays (Students with no referrals or detentions can wear Greenville County Dress Code.) -Student Appreciation Day (Student participation is based on behavior performance.) -Quarterly Student Celebrations for achievement and attendance		
3. Provide peer buddies, ambassadors, and support to welcome new students entering after the beginning of the school year. Beck Ambassador Program	2018-2023	Principal Guidance Administrators Student Ambassadors	3. Provide peer buddies, ambassadors, and support to welcome new students entering after the beginning of the school year. Beck Ambassador Program	2018-2023	Principal Guidance Administrators Student Ambassadors

**Performance Goal Area:** ☐ Student Achievement\* ☐ Teacher/Administrator Quality\* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* *required*) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

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

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

DATA SOURCE(s):		Baseline 2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 12	Afraid ≤ 3 Lonely ≤ 13 Angry ≤ 13	Afraid ≤ 2 Lonely ≤ 12 Angry ≤ 12	Afraid ≤ 1 Lonely ≤ 11 Angry ≤ 11	Afraid ≤ 0 Lonely ≤ 10 Angry ≤ 10
		School Actual Afraid -7 % Lonely -13 % Angry -13 %	Afraid ≤ 3 Lonely ≤ 13 Angry ≤ 13	Data point not available due to state-wide school closures on March 17, 2020 - COVID-	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected Secondary	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 12



		<b>District Actual Secondary Afraid – 7% Lonely – 14% Angry – 14%</b>	<b>Afraid – 7% Lonely – 16% Angry – 14%</b>	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-</i>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>
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<b>ACTION PLAN FOR STRATEGY #1:</b> Identify at-risk students and provide needed support and intervention to create a positive learning environment for all students.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Staff trained on using OnTrack and GCSource to identify and monitor at-risk students for behavior, attendance, and grades. Continue with implementing this program with fidelity.	2018-2023 July 2018 Training	Principal Leadership Team	NA	NA	July 2018 training Students identified and monitored, including our lowest 20% performing students. Mentors are selected for students. Performance is monitored and reviewed in ON Track and GCSource.

<p>2. All staff trained on <b>Capturing Kids Hearts</b> to provide mentoring and ongoing proactive and positive support to help guide student decisions and deescalate situations.</p> <p>This program helps to insure that every student has a connection to a caring and supportive adult in the building. It also establishes protocols among all adults to communicate positively with kids. Continue with Recharge training in the fall of 2019, summer Leadworthy training, and support by the Process</p>	<p>2018-2023 July August 2018 training for all staff</p> <p>Fall 2019 trainings</p>	<p>Principal Administrative Team All Staff</p>	<p>NA</p>	<p>NA</p>	<p>Training in place for July/August 2018 for all staff to learn and apply the principles of CKH.</p> <p>Fall 2019 recharge training</p> <p>Process Champions Committee</p>
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<b>ACTION PLAN FOR STRATEGY #1:</b> Identify at-risk students and provide needed support and intervention to create a positive learning environment for all students.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Champions Committee.					
3. Implement a strong social/emotional component into existing school character education plans and provide professional learning for classroom teachers on best practice strategies for building social/emotional skills in students	2018-2023	Principal Administrative Team Guidance Teachers	NA	NA	Observations and evidence of interventions during instructional rounds