

# Beck International Academy

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

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

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



**Beck Academy**  
**STUDENT CENTERED**  
**ACHIEVEMENT FOCUSED**

Tomorrow's Leaders, Learning and Serving Today



**SCHOOL RENEWAL PLAN COVER PAGE**

**SCHOOL NAME:** Beck International Academy

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

**SCHOOL RENEWAL ANNUAL UPDATE FOR 2025-26** *(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.

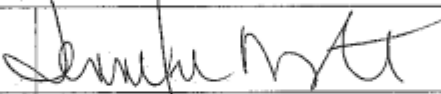
**Assurances for the School Renewal Plans**

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.

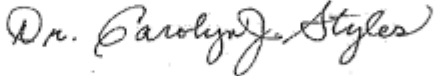
**SUPERINTENDENT**

Dr. W. Burke Royster		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**PRINCIPAL**

Jennifer Meisten		3/13/2025
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**CHAIRPERSON, BOARD OF TRUSTEES**

Dr. Carolyn Styles		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

Cassady Groom		3/13/2025
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

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

Deborah Sanders		3/13/2025
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

SCHOOL ADDRESS: 901 Woodruff Road Greenville, SC 29607

SCHOOL TELEPHONE: (864) 355-1400

PRINCIPAL E-MAIL ADDRESS: [jmeisten@greenville.k12.sc.us](mailto:jmeisten@greenville.k12.sc.us)

## Stakeholder Involvement for School Renewal

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

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

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

### **Administrative Leadership Team:**

Jennifer Meisten, Sheila Green, Brittany Jackson, Rett Crocker, Deborah Sanders

### **School ILT Instructional Leadership Team:**

Jennifer Meisten, Sheila Green, Brittany Jackson, Rett Crocker, Deborah Sanders, Carlon Grey, Megan Shaver, Kayla Rodgers, Lisa Mathis, Heather Stevens

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

Brittany Jackson, Jennifer Meisten, Deborah Sanders, Katherine Sutton, Sheila Green, Rett Crocker

### **Process Champions Team:**

Alton Ellison, Megan Shaver, Cheri Goering, Michelle Rand

**Department Leaders:** Kerry Hughes, Alton Ellison, Katherine Sutton, Paige Simon

**SIC:** Jennifer Meisten, Sheila Green, Rett Crocker, Brittany Jackson, Katie Sutton, Grace Rankin, Cassady Groom, Angela Halpin, Lexi Olsen, Deborah Sanders

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

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

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

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

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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. As a magnet school, we encourage students to serve as leaders in their school and communities. **We are honored to be designated both a National Schools to Watch with re-designation in 2023, and a Capturing Kids Showcase School in 2020, 2021, and 2022. We continue to hold to the best philosophies of this program in building a strong and supportive culture, school climate, and positive relationships among students, staff, and all stakeholders. With a strong commitment to providing social equity and inclusiveness, our Beck Buddies program has grown by leaps and bounds with student and staff support to raise funds and provide positive and ongoing student relationship support for our self-contained students.**

Throughout the 2024-2025 school year we have continued a focus on examining and analyzing both our state performance data from the previous spring and our quarterly benchmark data to inform our instructional decisions. We began our summer, meeting in PLC's with our instructional coach to create instructional pacing guides based on prioritized power standards and new standards in ELA. This year, we meet weekly together in our professional learning committees (PLC's) with our administration and instructional coach to analyze current SC READY data, quarterly benchmark assessments, and school demographics. We prioritized standards and scaffolded our instruction, both reteaching and reassessing learning. We identified areas in need of growth and areas of strength for each indicator for each benchmark, Our PLC's analyzed questions and noted the following test taking strategies: students struggled with answering questions with multiple answers and with questions requiring written responses. We planned intervention and mentoring supports for all students, including our most academically gifted students. An extended and rotating morning advisory period provided more specified instructional time. In addition, our 6<sup>th</sup> grade math team saw tremendous growth from benchmarks Q1 and Q2, using a remediation plan during related arts time twice a week.

Our ELA staff, concerned that our middle level students either don't read or fake read, continue to focus on promoting sustained engagement, stamina, and student choice to promote self-selected reading. ELA teacher leaders provided specific professional development for our entire staff on specific school-wide writing strategies: citing text evidence, say, mean, and matter, and elaborating and explaining text evidence to support claims.

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



these initiatives:

- A morning school-wide extended advisory period used for intervention needs, and small group differentiated work to relearn content.
- Literacy intervention programs: Read 180 which serves both special education students and regular content students
- School-wide writing focus in all content areas.
- With more and more multilingual learners in our school population, we are tracking student progress to proficiency and using a pull out/push in program to provide more support for newcomers learning English.

In addition:

- On Track continues to be implemented with fidelity to identify to create a plan of action to intervene and to continuously monitor and adjust the plan to help our at-risk students. These students are identified at risk because of behavior, grades/achievement, and attendance issues. Our counselors provide ongoing SEL weekly for all students and intervene with students struggling both emotionally and academically.

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.

Beck staff has participated in a variety of differentiated professional development focusing on implementing technology into instruction:

- Continuing Prisms Virtual Learning in 8<sup>th</sup> grade math classes and science
- Using AI effectively to impact instruction with Magic School
- Goal book strategies and E-elevation strategies

Using differentiated professional development, teacher leaders provided excellent training in:

- School-wide writing strategies focus (say, mean, and matter)
- Strategies for Helping Struggling Learners- GOALBOOK
- Top Ten ML strategies to help ML learners and newcomers
- Using STEM bags for class instruction
- Using MATH strategies in a Virtual World
- Remediation for Struggling Students That Works (Part 1 and Part 2: Math 6 Remediation and ELA 8 Remediation)



## 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 to ensure every student receives the academic and social emotional support they need. Through our research we have identified that we excel in teacher collaboration, common assessments, emphasis on student learning outcomes, and recognizing and celebrating student achievement. While we celebrate our accomplishments, we recognize the significant work ahead to enhance student achievement, particularly in math.

Our teachers and administrators are focused on creating a student-centered learning environment that supports all students. To be more proactive, a guidance counselor and administrator are located on each grade level hallway. They are intricate members of our student support team and interact with students daily. Their presence, constant visibility, and combined support have led to a decrease in behavior issues and an increase in positive relationships. In addition, a full-time on-site mental health counselor ensures that our students can 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 before school and during flex time.

With a strong focus on literacy, we have spent the past four years focusing on targeted interventions to remediate our students. We have implemented reading intervention programs and trained all staff on our writing approach; Say, Mean, Matter. With the use of these initiatives, we have seen our students make tremendous gains.

As we prepare for the 2025-2026 academic year, we want to make sure that we maintain our student-centered, inclusive learning environment while increasing academic gains. We understand that literacy is the cornerstone and our English Language Arts Professional Learning Community has developed a plan of action to address literacy needs through cross-curricular units. We have focused on building a culture of independent readers that include both stamina and engagement for reading varied texts.

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

To help ease the transition to middle school, incoming 6<sup>th</sup> grade students participate in a program called Knight S.H.I.F.T. Students spend the day getting acclimated to middle school through ice breakers, team building activities, meeting teachers, practicing on lockers, and learning about dress code, IDs and expectations. This helps alleviate student fears prior to the first day of school. The parent component of this program focuses on building a collaborative partnership between the home and school to appropriately support all of our students to provide a positive middle school experience.

A very important aspect of our school culture is social equity for all students. Beck Academy has a broad attendance area, serving over 850 students from diverse backgrounds. 30% of our students are served in our gifted and talented program, and our poverty index is 52.4%. To support our students, we offer a program called Beck's Backpack which provides weekend backpacks of food and personal products to our most vulnerable students. Beck serves 18% special needs students and 7% students with 504 plans. Our school community is inclusive for all students and focuses on valuing each child's unique perspective.

An important focus of our school is creating an inclusive environment that celebrates the wonderful diverse abilities of all students. To continue building on this initiative, our school began a Best Buddies chapter two years ago and we have already received several accolades including Outstanding Chapter of the Year, Top School Team and Chapter of the Year for South Carolina. Over 1/3 of our students are involved in this club that focuses on building one-to-one friendships between people with and without intellectual and developmental disabilities (IDD), offering social interactions while improving the quality of life and level of inclusion. Every year, our school participates in the Best Buddies Friendship Walk in May to celebrate all of our buddies.

We also have been proudly recognized as a Special Olympics Unified School for the past 8 years. We offer adaptive classes with peer buddies in Art, PE, Character Education and Music.

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

- 4 administrators
- 55 teachers
- an Instructional Coach
- a Magnet Coordinator
- Additional support staff including 1 Speech Pathologist, 2 OT/PT staff, 1.5 nurses, 3.5 guidance counselors, a mental health specialist, 1 media specialist and 1 media clerk
- 5 support aides to serve students with special needs

We take pride in having a team of 100% highly qualified teachers. We offer a Gifted and Talented Program through our English Language Arts classes and high school credit classes for Algebra I Honors, English I Honors, Spanish I, Spanish II and Band.

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 at our annual International Day Celebration. On this day, our students and families share their unique customs, traditions, dress, and culture with our school community. All students in the building take part in this celebration and it has become a favorite event for students, teachers and parents.

All Beck students are encouraged to participate in community service learning. Each quarter they complete service hours, which helps them understand the impact they have on their community. Last year, our students logged over 2000 volunteer hours in addition to donated goods and services to local non-profit organizations. Our Student Council conducts monthly fundraisers to benefit local organizations including Humane Society, Let There Be Mom and local food banks.

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 also provides a variety of opportunities for our parents to be involved. Communication with parents is a priority

and is maintained through weekly newsletters, 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 provides additional resources for our students. We have many business partners who lend services, donations and volunteers to help make school events a huge success.

The faculty and staff at Beck Academy are committed to providing opportunities which will prepare our students intellectually, socially, emotionally, and physically to become productive and responsible members of a global society. 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 community members.

## Summary of the Needs Assessment for Student Achievement

### SC ELA READY Spring 2024

**60.9 % of our students met or exceeded the state proficiency requirements.**

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

**We continue to provide support for all students through a morning advisory time to relearn content, participate in small group intervention groups, and retest for mastery. Read 180 is a district provided reading intervention program. We use a school-wide writing program to focus on teaching students to cite and explain text-based evidence using say, mean, and matter. Our ELA staff focus on providing time for sustained reading to build student stamina.**

**Our lowest sub group performance was among:**

- **Pupils in Poverty**
- **Special Education Students**

### MATH SC READY Spring 2024

**45.3 % of our students met or exceeded the state proficiency requirements. We identified students who were both approaching and not meeting proficiency and creating across all grade levels a spreadsheet of our lowest performing students.**

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

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

**In addition, our math content teachers are provided with weekly common bellwork**

**that spirals back through previous skills from previous grade levels to address specific needs.**

**Our lowest sub group performance was among:**

- **Pupils in Poverty**
- **Special Education Students**

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

- 2024 Summer Content PLC planning for pacing and units of instruction
- Guidance staff provide at- risk intervention conferences with students and parents and continuously monitor student progress
  - Identifying in PLC teams our lowest performing students. Teachers, administrators, and guidance staff provide differentiated intervention and acceleration for all students.
  - On track focus for specific behavior interventions
- Extended and rotating Advisory classes (each morning of the week) offer additional re-teaching, relearning, acceleration, and small group intervention to provide additional support
- Stetson Model and Co-Teaching inclusive practices and tutorial support for students with IEP's
- Grades 6,7,8 students were provided tiered intervention in reading through READ 180
- Math 6 teachers created an additional remediation support for identified struggling students using 6<sup>th</sup> period related arts time and spiraling students through specifically identified indicators (decimals, fractions, problem solving, etc...) before the Q2 benchmark. All students but one showed growth on these indicators.



## 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:

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

### Prisms Virtual Training in Math and Science Classrooms

- Master Teachers Teaching Teachers including:
  - School-wide writing strategies focus (say, mean, and matter)
  - Strategies for Helping Struggling Learners- GOALBOOK
  - Top Ten ML strategies to help ML learners and newcomers
  - Using STEM bags for class instruction
  - Using MATH strategies in a Virtual World
  - Remediation for Struggling Student That Works
  - Coaching Cycles for GATE and new teachers
  - Peer Observations and Master Teacher Learning Labs
  - District and School Learning Walks with ILT
  - Collaborative Weekly PLC meetings with instructional coach, administration
  - Mentoring: MTM          Mentor to Mentee

We will continue to provide scheduled and prioritized time for PLC's to meet and plan for instruction, create common formative and summative assessments, analyze current student data, and share best practices.

We continue to provide incentives to retain our best teachers. In 2023-2024 six teachers left with a 10% turnover.

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

To improve student attendance, we implement the philosophy of connecting each and every student to a caring and supportive adult. This practice 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 have a chronic absenteeism rate of 25%.

Our extended day program has provided homework time and one on one tutoring to students to further their learning.

Beck has a strong parent support group and volunteer program. Our volunteers logged many hours donating their time and energy, providing needed teacher supplies, grants funding, and showing appreciation to our staff throughout the year.

We have 63.78% of our students with repeat referrals. In addition to being proactive building relationships and providing additional guidance support and conferencing with students, we also used the following intervention and supports for our most struggling learners:

- Literacy intervention programs: Read 180
- Extended advisory time devoted to providing intensive intervention support through differentiated small groups

## Significant Challenges

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

Specific areas in need of improvement include based on spring 2024 data:

- Continuing to improve our writing achievement in both grades 8 and 7. Currently, we scored lower in the area of writing on our spring SCREADY assessment. Students in 6<sup>th</sup> grade struggled with indicators of meaning, craft, and structure. Grade 7 students struggled with the language indicator. In addition, we have continuing to provide an online program NO RED INK as an additional support for all students in grammar and writing using a writing challenge for our students during advisory time. Student scores in 7 and 8 have improved tremendously in the No Red Ink skills quarterly checks. Grade 6 students struggled with analyzing the meaning, craft, and structure of informational texts.
- Reading competency and engagement continue to be a challenge for many of our students. Our ELA PLC's evaluate reading data quarterly to inform instruction. Recognizing the need to increase independent reading and student choice, [our ELA student learning objectives have focused on increasing student engagement, building stamina for reading extended passages, and student choice in text selection to break the cycle of no reading or fake reading we are increasingly seeing among our middle school students.](#)
- Specific subgroup populations (as noted in this section on data analysis) are of particular concern in content areas of ELA, math, and science: special needs students and Pupils in Poverty (PIP).
- We will continue in our PLC groups to use formative assessment data to identify gaps and plan for intervention. We will continue to use benchmark data to dive more deeply into our benchmark results, identifying and charting student progress, or lack thereof, on specific skills and indicators. Combined with extended advisory intervention, we saw a growth for these students in ELA and

math content areas. We will continue to examine data, identify gaps in learning, and develop units of instruction which can be shared among colleagues. Our strongest PLC groups show the greatest student achievement from benchmark to benchmark. We have worked this year to build stronger collaborative PLC's and promote common formative assessments.

- There is an ongoing challenge each year to increase student engagement and student positive behavior choices and to reduce the number of students recommended for ISS in school suspension, out of school suspension (OSS) and expulsion and chronic absenteeism. We continue to ensure 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 and guidance initiatives and counseling, we can more effectively identify and track the progress and significant challenges of each student we serve in order to implement an effective plan of intervention.
- Math scores continue to be an area of concern. The following chart show math scores over a 5 year period. In math, our 6<sup>th</sup> grade students scored lower in standards: number system and ratios and proportions. Grade 7 students scored lower in expressions and equations and the number system standards. Finally, grade 8 students scored lower on expressions, equations, and inequalities.
- We are especially concerned about our current 8<sup>th</sup> and 7<sup>th</sup> graders in math who struggle to achieve and maintain math proficiency.

-	<u>Spring 2018</u>	<u>Spring 2019</u>	<u>Spring 2021</u>	<u>Spring 2023</u>	<u>Spring 2024</u>
<u>Grade 6</u>	<u>58.6%</u>	<u>58.8%, up 0.2%</u>	<b>51.6%</b>	<b>53.1%</b>	<b>51.4%</b>
<u>Grade 7</u>	<u>46%</u>	<u>47.5%, up 1.5%</u>	<b>32.7%</b>	<b>25.4%</b>	<b>46.4%</b>
<u>Grade 8</u>	<u>48.4%</u>	<u>52.4%, up 4%</u>	<b>37.1%</b>	<b>44.1%</b>	<b>29%</b>

We are continuing with our blended math program, Carnegie Math, which we first piloted in 2019-2020. This is our sixth year of implementation. In 2025-2026 our state and district will adopt a new math program and implement newly adopted math standards.

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

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

#### **2020-21, 2021-22, and re- designation in 2022-2023 National SCHOOLS TO WATCH Capturing Kid's Hearts Showcase School Award**

- SC PTSA Principal of the Year
- State and National PTA School of Excellence
- PTSA State Teacher of the Year
- PTSA State Support Staff of the Year
- PTSA Community Award
- PTSA State Communication Award-Electronic Newsletter
- SCPTA Membership Award- First school recognized for 100% Membership
- Palmetto Gold and Silver Awards
- Excellent Report Card Rating 2013-2014
- Federal Accountability Rating-B
- PTSA Reflections Winners
- SC Junior Scholars/Duke TIP Scholars
- Robotics Competition Winners
- Youth and Government Honors
- All State Regional and County Orchestra and Band Winners
- Superior and Excellent Concert Festival Ratings
- United Way Campaign Award
- Conference and District Champions in All Sport

## School Profile

### School Community 2024-2025

**Beck International Academy is a select magnet school and currently serves 854 students in our suburban setting on Woodruff Road. There are 10 virtual students.**

Beck serves many special needs students. Currently we serve 137 special needs students and 113 multi-lingual students. We are a unified school. Special education students are served in both self- contained and inclusion classes.

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

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

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

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

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

- Two levels of grade 6 math instruction
- High school credit classes in Algebra 1, Spanish 1 in both 7<sup>th</sup> and 8<sup>th</sup> grade, Spanish II in 8<sup>th</sup> grade, Computer Apps Virtual Classes
- Challenge program for grades 6,7, and English 1 H in 8th
- Gateway to Technology Program for grades 6,7,8
- Reading Interventions programs: Read 180

Students participate in a range of fine arts classes including visual art, drama, chorus, band, and strings.

Extracurricular sports include: volleyball, basketball, baseball, softball, soccer, and cheerleading.

Beck provides a wide range of student incentive programs including:

- Fabulous Fridays
- Quarterly Student Celebrations and Pep Rallies for achievement on Benchmarks in ELA, math, and science grade 6
- Community and Service Learning
- Quarterly Attendance and Grade Awards

- Beck Academy Blue Knight
- Roundtable
- Learners of the Month
- Student Ambassadors

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

These include:

- “Back to Beck” day held in August before the start of school on which students and parents may pick up their schedules and meet many of their teachers.
- Beck Knight S.H.I.F.T. for Grade 6 students and parents in early August provides students and parents a unique and smooth transition from elementary to middle school environment. Students participate in ice breakers and team building activities, meet their teachers, learn about dress code and ID’s, practice opening lockers and have their first middle school lunch. *The usual dreaded first day fears are calmed, and students express a greater sense of security in the transition from elementary to middle school.* Parents also spend an hour with guidance counselors and administrators to learn how to navigate middle school and most importantly how to support their middle schooler.
- “Beck’s Big Event and Fall Festival is a large community event sponsored by the PTSA that gives families a chance to spend time together enjoying games while raising funds for local charities.
- A Magnet Open House event provides perspective students and their families an opportunity to learn about our magnet program. Our magnet coordinator, instructional coach, teachers, counselors, and administrators are available to answer questions as families tour the school.
- In January, our 6<sup>th</sup> grade staff initiated a new SKILLS NIGHT program. Selected students and their parents came to school to meet with teachers about student achievement and current goals. This program was so highly successful, it will be sue during KNIGHT SHIFT next year,
- 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 2024-2025 included:

1. Special Olympics
2. 8<sup>th</sup> Grade Trip to Pigeon Forge
3. Strings, Choral, Theater, and Band Performance Concerts  
Musical Theater Spring Production of *Beauty and the Beast, Jr.*
4. Art Exhibitions

## 5. PTSA Reflections Winners

## 6. Artist in Residence Programs from the Metropolitan Arts Council

- Parents actively participated in the planning and implementation of school events such as the 8<sup>th</sup> grade dance, athletic events, open houses, International Day, Book events, Student Appreciation Day, Teacher Appreciation Day, and fundraisers, etc. during the 2024-2025 school year.
- Parents participate in school organizations such as Robotics, Beta Club, Student Government, art club, and career-oriented events such as job shadowing and career speakers during the 2024-2025 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 during the 2023-2024 school year.

Our Beck Academy website contains updated school information. With our weekly phone master, Principal SMORES' and individual teacher emails and calls, every effort is made to keep all stakeholders informed of school events and resources. We were the first middle school in our district to add a free Smart Phone app for Beck Academy stakeholders, which can be found at the Apple Store or Android Market. *You download Schoolinfo App and then choose our state and school.* Beck Academy can also be found on Facebook and Twitter at [www.twitter.com/BECKBLUEKNIGHTS](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 locate food banks and shelters during the 2023-2024 school year.
- **Adopt-a-Family** programs providing for many needy families during the holiday season.
- Student Council sponsoring fund raisers for local charities and the Humane Society.
- Bucket Brigade with the Humane Society.
- 6<sup>th</sup> Grade Conservation Symposium

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 (Metropolitan Arts Council), to provide resources and programs and an artist in residence program.

## **School Personnel**

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

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

Currently, 4 administrators, 3.5 guidance staff, 1 Instructional Coach, 1 Mental Health Specialist, 1 Media Specialist, 1 SRO officer, and 8 classified staff serve our student population. Our current principal has completed her 12th year at Beck International Academy. [The following statistics from 2024 report card data give a more complete view of our school personnel:](#)

- In 2024, 48 teachers served our students.
- 100% of our teachers are highly qualified.
- We strive to have a racially and gender diverse staff that meets the needs of our international student population. We have experienced veteran staff and newly graduated and GATE program teachers.
- 78.2% of our staff is returning from the previous year.
- Our current teacher attendance rate is 93.8% for the 2023-2024 school year.
- The average teacher salary is \$60,372 which reflects a diverse staff in years of experience and age.

*Source: 2024 SCSDE Report Card*

<i>Teacher Populations 2024-2025</i>				<i>Number</i>	
<i>Total Number of Teachers in School</i>				<i>54</i>	
<i>Number of Regular Education Teachers</i>				<i>48</i>	
<i>Number of Special Education Teachers</i>				<i>5</i>	
<i>Number of ML Teachers</i>				<i>1</i>	
<i>Number of "Core" Subject Teachers 2024-2025</i>					
<i>Subject</i>	<i>6<sup>th</sup> Grade</i>		<i>7<sup>th</sup> Grade</i>		<i>8<sup>th</sup> Grade</i>
<i>Language Arts</i>	<i>3</i>		<i>3</i>		<i>3</i>
<i>Mathematics</i>	<i>3</i>		<i>3</i>		<i>3</i>
<i>Science</i>	<i>2</i>		<i>3</i>		<i>2 6<sup>th</sup> and 8<sup>th</sup></i>
<i>Social Studies</i>	<i>2 6<sup>th</sup> and 8<sup>th</sup></i>		<i>3</i>		<i>2 6<sup>th</sup> and 8<sup>th</sup></i>

**Staff by Gender and Ethnicity**

<b>Race/Ethnicity</b>	<b>Admin</b>		<b>Other</b>				<b>Teacher</b>				<b>Employed</b>	<b>% of</b>
	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>				
<b>African American</b>	1	0.0%	2	0.0%	2	0.0%	9	0.0%	3	0.0%	<b>17</b>	<b>0.0%</b>
<b>Asian</b>			1	0.0%							<b>1</b>	<b>0.0%</b>
<b>Caucasian</b>	2	0.0%	16	0.0%	2	0.0%	41	0.0%	7	0.0%	<b>68</b>	<b>0.0%</b>
<b>Hispanic</b>			3	0.0%	1	0.0%	2	0.0%			<b>6</b>	<b>0.0%</b>
<b>Latino</b>			2	0.0%							<b>2</b>	<b>0.0%</b>
<b>Multi - Racial</b>									1	0.0%	<b>1</b>	<b>0.0%</b>
<b>Grand Total</b>	<b>3</b>	<b>100.0%</b>	<b>24</b>	<b>100.0%</b>	<b>5</b>	<b>100.0%</b>	<b>52</b>	<b>100.0%</b>	<b>11</b>	<b>100.0%</b>	<b>95</b>	<b>100.0%</b>

Source: GS Source

**Student Population Data**

Our attendance area is broad and diverse, serving an affluent middle class, international community, and an inner-city community. This year our enrollment is currently 854 students.

According to our 2024 SC Report Card:

- 28% are served by our gifted and talented program SC REPORT CARD DATA 2024
- 0.5% of our students were retained SC REPORT CARD DATA 2024
- Student attendance rate is 93.73% GC SOURCE
- 54.6% poverty rate SC REPORT CARD DATA 2024

We believe that educating the whole child is the key to academic success for our students. We

believe in inspiring students to meet their individual potential.

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

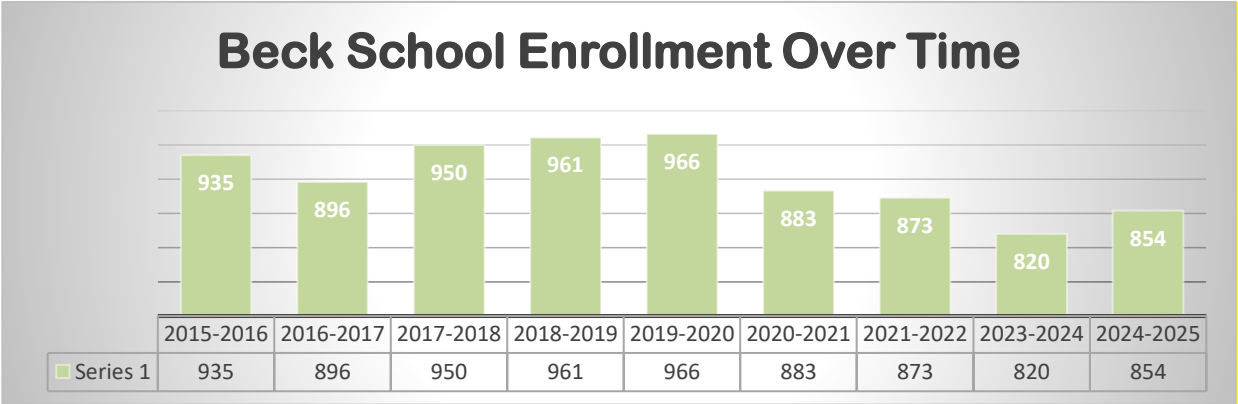
Currently we have the following subgroups of students reported in our data:

- All students
- Male
- Female
- African-American
- White
- Disabled/Non-Disabled
- Hispanic/Latino
- Gifted and Talented
- Pupils in Poverty (PIP)
- Limited English Proficient

**BECK INTERNATIONAL ACADEMY TOTAL SCHOOL ENROLLMENT**

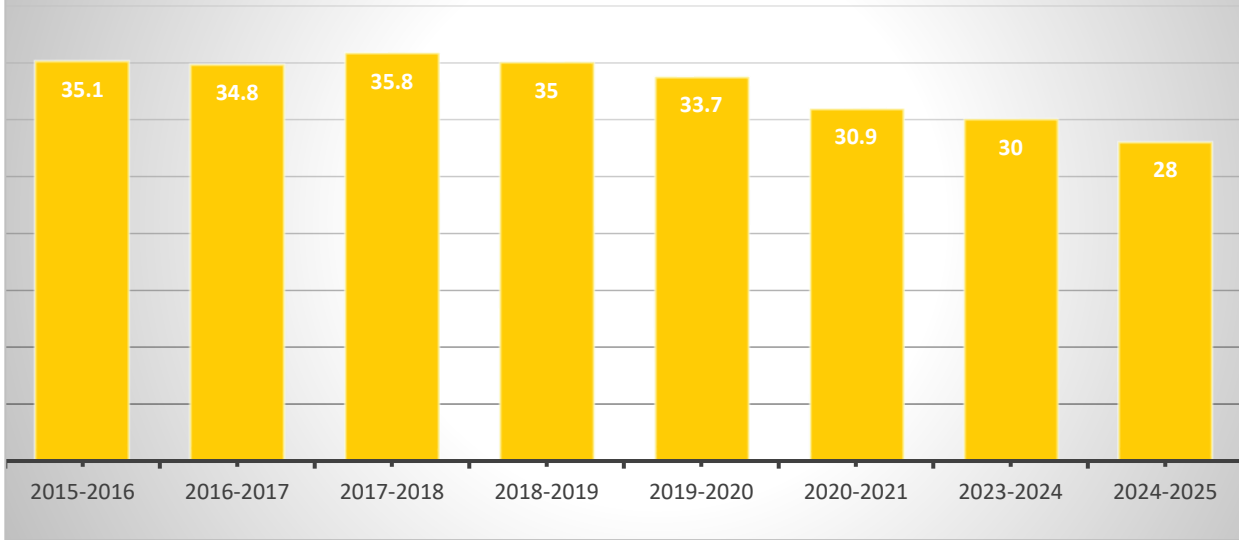
In 2024-2025 we serve 854 brick and mortar and 10 virtual students. Our special needs students are **16%** of our total school enrollment and our ML population is growing constantly this year with a current enrollment of 113 ML students. The following charts show our demographics by for the 2024-2025 school year.

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



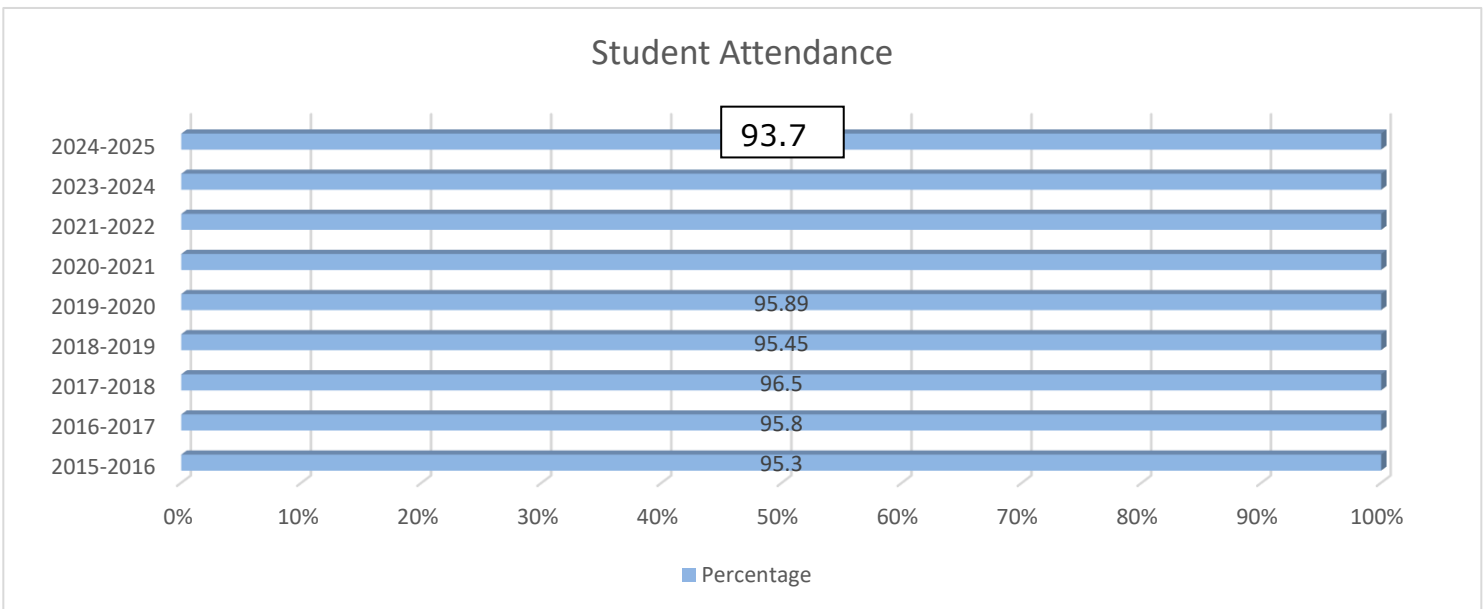
## Beck Academy Gifted and Talented Enrollment

### Gifted and Talented Percentage



## BECK ACADEMY STUDENT ATTENDANCE PERCENTAGES

### Student Attendance



## School's Major Academic and Behavioral Programs

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

High school credit 2024-2025 course offerings:

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

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

**Staff provide additional supports for our most struggling students focusing on reading and math instruction and completing assignments in advisory periods.**

In addition, **we continue to implement reading intervention programs:**

- Read 180 for both general education and IEP students in need of reading interventions  
These include:

- Extended advisory small group math support and intervention and additional time and support to complete assignments

Beck International Academy provides the following additional programs and initiatives:

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

## Relationships

- Art Club
- Bucket Brigade and Conservation Symposium

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

- IGP Conferences
- Guidance Intervention Team to support struggling students
- Beck School Counselor Advisory Council to involve community
- Referral Services
- Consultative Services
- Individual and Small Group Counseling
- SCOIS PSAT Duke TIP Scholars
- Classroom visits
- 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
- Weekly SEL lessons through guidance and Mentor Support Groups
- Best Buddies
- Mentor Upstate

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.

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 meet each Thursday, first planning period in **small professional learning communities for collaborative** content planning with the instructional coach, principal, and administrators. These content meetings are used for SC Ready standards unit planning, developing common assessments, and analyzing Mastery Connects formative assessment and benchmark assessment data dives. Student-centered coaching and protocols have been created to analyze specific assignments and assessments with a more detailed item analysis. These weekly meetings allow for day to day lesson planning and reflection on needed literacy and numeracy intervention strategies and provide an opportunity for weekly reteach/relearn/retesting sessions for mastery using both advisory and afterschool tutoring. Common summative and formative assessments are planned by the PLC's.

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

In 2018-19, we revised our teacher mentor program to provide more intense support and supervision for both induction, GATE, and ADA teachers. A mentor team consisting of the assigned teacher mentor, the instructional coach, and the grade level administrator observe the mentee on

a regular basis and share concerns and areas of strength of the mentee. Team members reflect with the mentee individually. For the upcoming 2025-2026 school year, we will continue to reflect and revise our teacher mentor program to provide ongoing support for all teachers and use instructional rounds to meet unique individual professional development needs special education and core content staff to plan together. This is also a time to identify students in need of remediation and/or intervention.

Our instructional coach provides intensive coaching cycles and support for teachers, especially induction and GATE 1 and 2 teachers. Highly performing teachers have been identified and provide learning labs for peer observations with the instructional coach.

Teachers have provided the majority of our professional development. Teachers teaching Teachers is a new program to provide differentiated training in instructional strategies using highly performing staff. The professional development calendar provides a summary of these trainings.



## **Mission Vision, and Beliefs**

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

### **Our Vision:**

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

### **Our Beliefs:**

*We believe...*

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

### **Our Mission:**

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

## **Student Achievement**

Beck International Academy is committed to providing our students:

- standards-driven instruction and building strong an tight PLC's to analyze student work, student assessments, and quarterly data to inform instructional practice
- second chances and multiple opportunities to relearn and re-assess to target gaps in learning
- multiple ways to demonstrate mastery and authentic assessments
- living by the 37 criteria of a SCHOOLS TO WATCH in academic achievement, social equity, developmental readiness, and organizational structures and protocols
- a school-wide literacy program that provides intervention for our most at-risk students
- using student reading and writing conferences to grow analytical reading skills, encourage independent reading, and teach questioning and text dependent writing skills
- reading and math acceleration and remediation program to close the gaps in literacy and numeracy
- guidance intervention conferences and student counseling to target at-risk learners
- quarterly celebrations for student success to increase engagement and student ownership of learning
- enhance the use of technology and digital resources to provide personalized and blended learning instruction

We continue to practice the principals we learned from our partnership with the Upstate Writing Program in 2018, 2019, 2020, 2021, 2022, and 2023. The CW3 program (College, Career, and Community Writers Program) focuses on improving writing instruction.

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

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

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

### SCREADY ELA Data Trends

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

<b>2022</b>	<b>49</b>	<b>51.7</b>	<b>54.5</b>	<b>51.9</b>
<b>2023</b>	<b>63.5</b>	<b>49.6</b>	<b>62.6</b>	<b>59</b>
<b>2024</b>	<b>62.7</b>	<b>59</b>	<b>50</b>	<b>57.5</b>

### SC READY MATH Data Trends

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

<b>2022</b>	<b>39.1</b>	<b>44.8</b>	<b>33.8</b>	<b>39.1</b>
<b>2023</b>	<b>53.1</b>	<b>25.4</b>	<b>44.1</b>	<b>41.0</b>
<b>2024</b>	<b>51.4</b>	<b>46.4</b>	<b>29</b>	<b>43</b>

### 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, coaching cycles, peer observations in learning labs of highly performing teachers, and professional development to help teachers work with diverse populations.
2. 100% of our classroom teacher positions will be filled on the first day of school by highly qualified educators.
3. We will reduce the teacher turnover rate by 0.5% percentage points annually through 2029. Our current turnover rate is 10%.

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

- Using PLC's (Professional Learning Communities) for collaboration each Thursday and meeting with the instructional coach and the administration. This is a pererved weekly time for our PLC's that cannot be used for other purposes. SC PTSA Principal of the Year
- State and National PTA School of Excellence
- PTSA State Teacher of the Year
- PTSA State Support Staff of the Year
- PTSA Community Award
- PTSA State Communication Award-Electronic Newsletter
- SCPTA Membership Award- First school recognized for 100% Membership
- Palmetto Gold and Silver Awards
- Excellent Report Card Rating 2013-2014
- Federal Accountability Rating-B
- PTSA Reflections Winners
- SC Junior Scholars/Duke TIP Scholars
- Robotics Competition Winners
- Youth and Government Honors
- All State Regional and County Orchestra and Band Winners
- Superior and Excellent Concert Festival Ratings
- United Way Campaign Award
- Conference and District Champions in All Sport

1. planning standards-based instruction, unpacking standards and creating learning targets
2. planning common summative assessments
3. summer content planning opportunities for staff
4. analyzing benchmark data and formative assessments to inform instruction
5. planning weekly strategies in advisory to provide students second chances to relearn and demonstrate mastery
6. planning instruction to differentiate groupings of students based on identified needs and gaps in learning and achievement
7. sharing literacy strategies to continue to improve student reading analysis skills
8. sharing problem solving strategies to improve numeracy skills
9. implementing and using new technology and digital resources to support and enhance instruction, such as Carnegie Math, IXL, Math Nation, No RED INK
10. sharing and analyzing formative assessment in Mastery Connects, including benchmarks
11. classroom management/ engagement strategies and protocols
12. coaching cycles to support new, GATE, and veteran teachers with instructional strategies, engagement, classroom behaviors and procedures, and formative assessment
13. blended learning strategies and personalized learning pathways
11. Capturing Kids Hearts to form positive relationships with students
12. implementing the 37 criteria of a SCHOOLS TO WATCH
13. sharing and providing teachers with incentives for improved teacher attendance
14. continuing to implement a team approach to mentoring induction, GATE, and ADA status teachers to provide more intense support and supervision
15. implementing instructional rounds and learning walks to provide more personalized and supportive PD experiences and differentiated PD to build

- teacher efficacy
16. providing grant and professional development funds that maximize opportunities for teachers to collaborate and learn new strategies

## Professional Development Calendar for 2024-2025

### 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. Thursday and Friday 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 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, AI, Goalbook Strategies, and ML Top Strategies.

The following calendar shares our upcoming professional trainings for the 2024-2025 school year.

### Beck International Academy Professional Development Calendar 2024-2025

DATE	Type of Professional Development	Title and Description of PD	Presenters
June- July 2024	Unpacking the Standards and Instructional Planning	<u><a href="#">Summer Content Planning Calendar 2024</a></u>  <u><a href="#">The Work of our PLC 2024</a></u>	Administrators Debbie Sanders, IC Content Staff ELA, math, science, and social studies
July 31, 2024	Orientation	New Hire Orientation Meeting For all new Beck Staff Agenda  <u><a href="#">New Teacher Orientation July 2024</a></u>  Science Grade 7 Laura Woods	Jen Meisten Sheila Green Brittany Jackson Rett Crocker Debbie Sanders

		<p>ELA Grade 7 and 8 Bronwyn Grant Mara McCloy Reagan Fulmer</p> <p>Social Studies Rebecca Hicks</p> <p>Self Contained 678- Kristy Dixon</p>	
<p>August, 2024 through May 2025</p> <p><b>ONGOING</b></p>	<p>Content Collaboration PLCs Thursday during first planning</p>	<p>Weekly Agendas and Discussion of Learning Targets, Success Criteria, and Assessment Data using Mastery Connects and formative and summative common assessments, and quarterly benchmark data analysis</p>	<p>Content Cohorts Debbie Sanders Principal Administrators Teachers</p>
<p>August to April 4th Wednesday in each month</p> <p><b>ONGOING</b></p>	<p>ELA /SS, Science, and Math Departments meet the 3rd Wednesday of the month.</p>	<p>Calendar and Agenda 25-26 TBD</p>	<p>Debbie Sanders Alton Ellison Kerry Hughes Katie Sutton Paige Simon</p>
<p>August to April Every 2nd Wednesday in each month</p>	<p>Faculty Meetings 3:50 to 4:45</p>	<p><u>Teachers Teaching Teachers Presentation Cards</u></p> <p>September through March</p> <p>AI and Magic School Trainings, Instructional Technology Staff January and February 2025</p>	<p>Jen Meisten Administrators Instructional Coach Presenting teachers for differentiated PD-</p>
<p>August</p>	<p>Orientation</p>	<p><u>Welcome Back Staff Presentation</u></p>	<p>Jen Meisten</p>
<p>August</p>	<p>District Protocols and Requirements</p>	<p>Gradebook setup, procedures, and district requirements for grading <u>POWER TEACHER</u></p>	<p>Debbie Sanders</p>
<p>August</p>	<p>District Protocols and Requirements</p>	<p>Setup, procedures, assessments, and requirements for data points Mastery Connects</p>	<p>Debbie Sanders</p>
			<p>Jen Meisten</p>
<p>October 2024</p> <p>January 2025</p>	<p>Fall Data Dive and Analysis ELA, Math, and Science 6 Grade 8,7,6</p>	<p>Analyzing Spring 2024 scores, historical trends, school culture data, and identifying needs and challenges Fall Q1 and Q2 Benchmark Scores</p>	<p>Jen Meisten Debbie Sanders ELA, Math, Science 6 Teachers Admin Amy Amidon, GCS Math Specialist</p>

October 18	SC Council for Social Studies 2024 Conference Winthrop University	Sessions for Current Strategies for Teaching Social Studies	Megan Shaver, Social Studies 8
November 6-8	AESA (American Education Studies Association) Conference		Michelle Rand, Math 8
November 22	SCAEA Annual Conference Downtown Hyatt, Greenville, SC		Carlton Steller Grey, ART 678 Adaptive Art Presenter
February 6-8	South Carolina Music Educators Association Annual Conference		Dillion Smith, Symphonic Band 678 Francesca Scott Tedeschi Strings 678
February 8	GCS District Theatre Festival		Olivia Bustos, Theater 678
February 28 March 2025	Content School Culture Achievement Intervention Strategies	SCAMLE Spring 2025 Conference Myrtle Beach, SC	Attendees and Presenters: Jen Meisten Alton Ellison Brittany Jackson
April 10-12	TESTING PLC's		Jen Meisten Brittany Jackson

# School Climate Needs Assessment

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

1. The school will proactively address student behavior. The school will ensure an environment where positive relationships, consistent behavior expectations, consequences, and interventions foster healthy student and adult interactions, resulting in, by 2029, a 10 point decrease in the percentage of students receiving more than one incident referral in a single school year. **Currently, 63.78% of our students have 1 referral receiving 2 or more referrals.**
2. Maintain a student attendance rate of 95% or higher and reduce chronic absenteeism. **Our current absenteeism rate is 25%, and our student attendance rate is 93.76%.** By 2029, the school will reduce the percentage of students who are chronically absent by 10 points.

Source: GC Source 2025

3. Our rate of in school and out of school suspensions is  
ISS-204 25%                              OSS- 164 20%
4. Our volunteers have logged
5. Our student/parent backpack accounts and logins data include:

**Backpack Activity**

# Students Attending	# Students with Backpack Contacts	% Students with Backpack Contacts	# Students (30 days)	% Students (30 days)	# Students (60 days)	% Students (60 days)
832	746	89.66%	438	52.64%	535	64.30%

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6. We will increase connections between families and school personnel, and ensure engagement in the academic success of children, as measured in a composite of data on parent /teacher conferences, volunteer hours, and Backpack check-ins, such that by 2029, the baseline engagement measured will increase by 10 percentage points. The school will create and sustain an environment that supports mental and social/emotional health. From our 2024 survey:
  - **93.1% of our parents feel their students are safe at school, and 98.3 % of teachers feel safe at school.**
7. Beck International Academy continues to have a positive and student-centered learning environment. We believe in educating the whole child.



Results of Teacher, Student, and Parent Opinion Surveys

	<u>Teachers</u>	<u>Students</u>	<u>Parents</u>
Number of surveys returned	58	692	109
Percent satisfied with learning environment	79.3%	82.7%	79.2%
Percent satisfied with social and physical environment	84.5%	84.4%	90.6%
Percent satisfied with school-home relations	91.2%	94.9%	86.7%

Source: SCSDE School Report Card 2023-2024

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

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

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

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

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

Quarterly Student Celebrations, rewards, and pep rallies for achievement and attendance

- Extended day program provides homework time and one on one tutoring to students to further their learning
- Peer buddies and Beck Ambassadors, to help students transferring after the beginning of the school year to adjust and provide empathy
- Beck Buddies build strong relationships and support for our self- contained students in adaptive art, music, and P.E. classes
- Advisory periods for intervention and differentiated instruction based on student learning needs
- After-school tutoring offered to students with provided transportation each Tuesday and Thursday
- Enhance professional development to increase staff awareness and understanding of community and student population being served and build teacher leadership and efficacy

## [2023-2024 SC School Report Card](#)

## GOAL AREA 1 – Performance Goal 1

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

**Performance Goal 1:** By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 43% in 2022-23 to 57% in 2028-29.

**Interim Performance Goal:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 3% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (MS)	46%	49%	51%	54%	57%
	43%	46%	Actual (MS)					
	40.2%	42.1%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.</b>					
1. Develop annual academic growth targets based on the principal and school goal setting process.	2024-2029	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Administrative Team</li> <li>• Instructional Coach</li> <li>• Middle Level Math Supervisor</li> </ul>			Continuing
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Administrative Team</li> <li>• Instructional Coach</li> <li>• Math PLC's 678</li> </ul>			Continuing
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the	2024-2029	<ul style="list-style-type: none"> <li>• Principal</li> </ul>			Continuing

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).		<ul style="list-style-type: none"> <li>• Instructional Leadership Team</li> <li>• Magnet Coordinator</li> <li>• Instructional Coach</li> <li>• PLC's for each content</li> </ul>			
<b>Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.</b>					
<ol style="list-style-type: none"> <li>1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.</li> <li>2. <i>Beck Academy Summer Content Planning time for PLC's and Instructional Coach- continuing to be provided in the summer.</i></li> </ol>	2024-2029	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Standards Implementation Team: 3 staff members</li> <li>• District Middle Level Math Consultant</li> <li>• Instructional Coach</li> <li>• Math PLCs678</li> </ul>			Continuing
<ol style="list-style-type: none"> <li>2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology). <i>Beck provides all students with IXL for both intervention and acceleration.</i></li> </ol>	2024-2029	<ul style="list-style-type: none"> <li>• District Middle Level Math Consultant</li> <li>• Standards Implementation Team: 3 staff members</li> </ul>	PD funding		Continuing
<ol style="list-style-type: none"> <li>3. Utilize formative and predictive assessment data to design differentiated instruction for all students.</li> <li>4. <i>Provide levels of intervention at the school level during advisory flex time.</i></li> </ol>	2024-2029	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Instructional Coach</li> <li>• Math PLCs 678</li> </ul>			Continuing
<ol style="list-style-type: none"> <li>4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.</li> </ol>	2024-2029	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Administrative Team</li> <li>• Instructional Coach</li> <li>• Instructional Leadership Team</li> <li>• Teacher Mentors</li> </ul>			Continuing

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	<ul style="list-style-type: none"> <li>· Principal</li> <li>· Instructional Coach</li> </ul>			Continuing
<b>Action Plan for Strategy 3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.</b>					
<ol style="list-style-type: none"> <li>1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.</li> <li>2. <i>District-based quarterly benchmarks Q1,Q2,Q3 data analysis meetings.</i></li> <li>3. <i>Staff surveys to determine needs assessment.</i></li> </ol>	2024-2029	<ul style="list-style-type: none"> <li>· Principal</li> <li>· Instructional Coach</li> <li>· Administrative Team</li> <li>· Math PLC's 678</li> </ul>			Continuing
<ol style="list-style-type: none"> <li>2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback. <i>Differentiated and teacher led PD sessions were provided in 2024-2025 and this practice will continue in 2025-2026 to promote teacher efficacy and leadership.</i></li> </ol>	2024-2029	<ul style="list-style-type: none"> <li>· Principal</li> <li>· Instructional Coach</li> <li>· Teachers</li> </ul>			Continuing
<ol style="list-style-type: none"> <li>4. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.</li> <li>5. <i>Preserved PLC planning time with IC each Thursday of the week during planning.</i></li> <li>6. <i>Providing IXL resources for all students.</i></li> </ol>	2024-2029	<ul style="list-style-type: none"> <li>· Principal</li> <li>· Instructional Coach</li> <li>· Administrative Team</li> </ul>	PD funding		Continuing
4. Foster a collaborative relationship between schools and parents.	2024-2029	<ul style="list-style-type: none"> <li>· Principal</li> <li>· School Counselors</li> <li>· Magnet Coordinator</li> </ul>			Continuing
5. Provide resources and workshops to help	2024-2029	<ul style="list-style-type: none"> <li>· Principal</li> </ul>			Continuing

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
parents support their children's mathematical development at home.		<ul style="list-style-type: none"> <li>• School Counselors</li> <li>• Math Teachers</li> </ul>			

## GOAL AREA 1 – Performance Goal 2

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

**Performance Goal 2:** By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 57% in 2022-23 to 66% in 2028-29.

**Interim Performance Goal:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 1% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA SCDE School Report Card			Projected (MS)	62%	63%	64%	65%	66%
	57%	62%	Actual (MS)					
	56.9%	56.3%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Ensure all students acquire prerequisite ELA skills at each level.</b>					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	<ul style="list-style-type: none"> <li>• ELA Teachers</li> <li>• Principal</li> <li>• Instructional Coach</li> <li>• Administrative Team</li> </ul>			Continuing
2. Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success. <i>Summer Content ELA PLC planning continuing</i>	2024-2029	<ul style="list-style-type: none"> <li>• ELA PLCs</li> <li>• Principal</li> <li>• Instructional Coach</li> </ul>			Continuing

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<p>3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data). <i>Data analysis meetings to review state and quarterly benchmark data</i> <i>Weekly PLC Content meetings on Thursday during planning</i></p>	2024-2029	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Administrative Team</li> <li>• Instructional Coach</li> <li>• ELA PLCs 678</li> </ul>			Continuing
<p>5. Progress monitor intervention outcomes to determine the most effective strategies for increasing student success. 6. <i>Advisory and flex periods extend instructional periods and provide time for remediation</i> 7. <i>Read 180</i></p>	2024-2029	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Administrative Team</li> <li>• Instructional Coach</li> <li>• ELA teachers</li> </ul>			Continuing
<p>5. Implement a range of assessment methods that measure student understanding. <i>Focus on developing common summative and formative assessments in the PLC</i></p>	2024-2029	<ul style="list-style-type: none"> <li>• ELA PLC's 678</li> <li>• Instructional Coach</li> </ul>			Continuing
<p>7. Ensure vertical articulation of grade level content and practices. <i>Department Leaders for each content meet with staff for vertical articulation once a month</i></p>	2024-2029	<ul style="list-style-type: none"> <li>• ELA and all department leaders</li> <li>• Instructional Leadership Team</li> <li>• Instructional Coach</li> </ul>			Continuing
<p>8. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs. 9. <i>Common PLC planning time set aside each Thursday to plan, reflect, and improve teacher pedagogy with</i></p>	2024-2029	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Administrative Team</li> <li>• Instructional Coach</li> <li>• Content PLC's 678</li> </ul>			Continuing



Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<i>instructional coach and principal administration</i>					
<b>Action Plan for Strategy #2: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.</b>					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Administrative Team</li> <li>• Instructional Coach</li> <li>• ELA Content PLC's 678</li> </ul>			Continuing
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas. <i>Providing differentiated PD on literacy and numeracy strategies with teachers teaching teachers</i>	2024-2029	<ul style="list-style-type: none"> <li>• ELA Content PLC's 678</li> <li>• All Content PLC's 678</li> <li>• Instructional Coach</li> </ul>			Continuing
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	<ul style="list-style-type: none"> <li>• ELA Content PLC's</li> <li>• Instructional Coach</li> </ul>			Continuing
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	<ul style="list-style-type: none"> <li>• ELA Content PLC's</li> <li>• Instructional Coach</li> </ul>			Continuing
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	<ul style="list-style-type: none"> <li>• ELA Content PLC's</li> <li>• Principal</li> <li>• Instructional Coach</li> <li>• Administrative Team</li> <li>• Peer Teachers</li> </ul>			Continuing
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	<ul style="list-style-type: none"> <li>• Media Specialist</li> <li>• ELA Content PLC's 678</li> <li>• Principal</li> </ul>			Continuing
<b>Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.</b>					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all	2024-2029	<ul style="list-style-type: none"> <li>• Instructional Coach</li> <li>• Mentor Teachers</li> <li>• Principal</li> </ul>			Continuing

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
students in building necessary reading skills.					
<p>2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.</p> <p><i>Mentor to Mentee Program</i>  <i>ELA PLC's meet each Thursday during planning</i>  <i>ELA Department meets vertically monthly</i></p>	2024-2029	<ul style="list-style-type: none"> <li>• Instructional Coach</li> <li>• ELA teachers and mentors</li> </ul>			Continuing
<p>3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.</p> <p><i>Summer ELA PLC Content planning to identify power standards and create new pacing guide with new standards is continuing</i></p>	2024-2029	<ul style="list-style-type: none"> <li>• ELA PLC's 678</li> <li>• Instructional Coach</li> <li>• Principal</li> </ul>			Continuing
<p>4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.</p> <p><i>Intensive data analysis meetings with the ELA PLC and principal, and instructional coach to identify trends and plan remediation</i></p>	2024-2029	<ul style="list-style-type: none"> <li>• Principal</li> <li>• ELA PLC's 678</li> <li>• Instructional Coach</li> </ul>			Continuing
<p>5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.</p> <p><i>Specific Goalbook and ML Strategies professional workshops were provided by teachers teaching teachers</i></p>	2024-2029	<ul style="list-style-type: none"> <li>• ELA Teachers</li> <li>• Principal</li> <li>• Instructional Coach</li> <li>• SPED staff and ML Staff</li> </ul>			Continuing

## GOAL AREA 2 – Performance Goal 1

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

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

**Interim Performance Goal:** Meet annual targets below.

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.</b>					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	<ul style="list-style-type: none"> <li>• Instructional Leadership Team</li> <li>• Administration</li> </ul>			Continuing
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and other opportunities for a path to education. <i>We have several student teachers each year with us. We also attend and interview candidates</i>	2024-2029	<ul style="list-style-type: none"> <li>• Principal</li> <li>• School Counselors</li> <li>• Instructional Coach</li> <li>• Teachers</li> </ul>			Continuing

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<i>at Shining Stars each year.</i>					
<b>Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.</b>					
1. Continue to expand with middle and high school students - early exposure to teaching as a career choice through internal and external programs.	2024-2029	<ul style="list-style-type: none"> <li>· School Counselors</li> <li>· Administration</li> </ul>			Continuing

## GOAL AREA 2 – Performance Goal 2

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

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

**Interim Performance Goal:** Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	10.4%	10.1%	Actual (District)					
			Projected (School)	9.5%	9%	8.5%	8%	7.5%
	10%	9.5%	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1:</b> _____					
1. Provide ongoing support for new and alternative program teachers to develop positive relationships and strong and tight PLC's. 2. Continue to use our MTM (Mentor to Mentee) program with a mentor teacher, buddy teacher, and the instructional coach with coaching cycles and mentor observations. 3. Continue to identify lead teachers who consistently utilize best practices to provide engaging and	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Coach</li> <li>· PLC teachers</li> <li>· Instructional Leadership Team</li> <li>· Lead and Mentor Teachers</li> <li>· GATE mentors</li> <li>· Principal</li> </ul>			Continuing

<b>Activity</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b> <i>C=Continue, M=Modify, F=Finish</i>
<p><i>rigorous instruction to provide learning labs for new and struggling teachers.</i></p> <p>4. <i>Continue to provide meaningful professional development as evidenced in teacher surveys to meet specific needs using the model teachers teaching teachers.</i></p> <p>5. <i>Continue to provide peer observations and learning walks to gain insight into specific instructional strategies used in all classrooms.</i></p>					

## GOAL AREA 3 – Performance Goal 1

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

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

**Interim Performance Goal:** Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	61.5%	54.1%	Actual (District)					
			Projected (School)	61.78%	59.78%	57.78%	55.78%	53.78%
	63.78%	61.78%	Actual (School)					

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

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal. <i>Practice with fidelity the 37 criteria of the Schools to Watch Program</i> <i>Building strong and lasting relationships between staff, students, and parents</i>		<ul style="list-style-type: none"> <li>• Administrative Team</li> <li>• Instructional Leadership Team</li> <li>• Instructional Coach</li> <li>• School Counselors</li> </ul>			
3. Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement. <i>School 5-Step Discipline Plan</i> <i>ON Track Referrals</i> <i>Building Strong Relationships between adults and students</i> <i>School Counselor Interventions</i> <i>School Mental Health Specialist Interventions</i>	2024-2029	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Instructional Leadership Team</li> <li>• School Counselors</li> <li>• All Staff</li> </ul>			Continuing
4. Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents. <i>School 5-Step Discipline Plan</i> <i>ON Track Referrals</i> <i>Building Strong Relationships between adults and students</i> <i>Coaching Cycles with the Instructional Coach</i> <i>PLC and Team Procedures and Protocols</i>	2024-2029	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Instructional Leadership Team</li> <li>• Administrative Team</li> <li>• Instructional Coach</li> <li>• School Counselors</li> <li>• School Mental Health Specialist</li> </ul>			Continuing
6. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor,	2024-2029	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Administrative Team</li> </ul>			Continuing



Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<p>report, and resolve behavioral health needs. <i>School counselors provide ongoing intervention conferences, individual counseling and support with our mental health specialist</i></p>		<ul style="list-style-type: none"> <li>• School Counselors</li> <li>• Mental Health Specialist</li> </ul>			
<p>6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.</p>	2024-2029	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Administrative and Instructional Leadership Teams</li> <li>• School Counselors</li> </ul>			Continuing
<p><b>Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.</b></p>					
<ol style="list-style-type: none"> <li>1. Make home-school relationships a priority through frequent connection and communication.</li> <li>2. <i>Weekly SMORES newsletters and call blasts from the Principal</i></li> <li>3. <i>Twitter and Facebook</i></li> <li>4. <i>BACKPACK</i></li> <li>5. <i>Teacher emails and conferences</i></li> <li>6. <i>School counselor calls, emails, and conferences</i></li> <li>7. <i>Knight Shift in August for rising 6<sup>th</sup> graders</i></li> <li>8. <i>Back to Beck Night in Fall</i></li> <li>9. <i>Magnet and Curriculum Nights</i></li> <li>10. <i>Skills Night for Struggling Learners and Parents</i></li> <li>11. <i>Conservation Symposium Grade 6</i></li> </ol>	2024-2029	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Administrative and Instructional Team</li> <li>• All Staff</li> </ul>			Continuing
<p>2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.</p>	2024-2029	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Administrative Staff</li> <li>• All Staff</li> </ul>			Continuing

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	<ul style="list-style-type: none"> <li>· Principal</li> <li>· Administrative Staff</li> <li>· Teachers</li> <li>· School Counselors</li> </ul>			Continuing
<b>Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.</b>					
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	<ul style="list-style-type: none"> <li>· Principal</li> <li>· Administrative team</li> <li>· Sports Director and Coaches</li> <li>· Staff</li> </ul>			Continuing
2. Increase leadership opportunities within the school during the school day. <i>Student Council</i> <i>Beck Buddies</i> <i>Class Officers</i> <i>Beta Club Ambassadors</i>	2024-2029	<ul style="list-style-type: none"> <li>· Principal</li> <li>· Administrative team</li> <li>· All Staff</li> </ul>			Continuing
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students. <i>Release Time</i> <i>Partnerships in the arts with the MAC (Metropolitan Arts Council)</i> <i>Julie Valentine Center</i> <i>Community Service Opportunities</i> <i>Bucket Brigade with Humane Society</i>	2024-2029	<ul style="list-style-type: none"> <li>· Principal</li> <li>· Magnet Coordinator</li> <li>· Additional Staff</li> </ul>			Continuing
<b>Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.</b>					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	<ul style="list-style-type: none"> <li>· Principal</li> <li>· Administrative team</li> <li>· School Counselors</li> <li>· Teachers</li> </ul>			Continuing

<b>Activity</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b> <i>C=Continue, M=Modify, F=Finish</i>
<i>5 Step Plan</i>					
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024-2029	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Administrative Team</li> <li>• School Counselors</li> <li>• Teachers</li> <li>• All Staff</li> <li>• ON Track</li> <li>• School Mental Health Specialist</li> </ul>			Continuing
3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment. <i>PLC and Team Class Procedures and Protocols</i>	2024-2029	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Instructional Coach</li> <li>• Administrative Team</li> <li>• Instructional Leadership team</li> <li>• Teachers and PLC's</li> </ul>			Continuing
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	<ul style="list-style-type: none"> <li>• School Counselors</li> <li>• School Mental Health Specialist</li> </ul>			Continuing
5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills.	2024-2029	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Administrative Team</li> <li>• School Counselors</li> <li>• Mental Health Specialist</li> <li>• ON Track Team</li> <li>• Teachers</li> </ul>			Continuing

## GOAL AREA 3 – Performance Goal 2

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

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

**Interim Performance Goal:** Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Student Services			Projected (District)	22%	20%	18%	16%	14%
	24.2%	23.9%	Actual (District)					
			Projected (School)	23%	21%	19%	17%	15%
	25%	23%	Actual (School)					

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

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

<b>Activity</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b> <i>C=Continue, M=Modify, F=Finish</i>
on individual Attendance Intervention Plans.		· Administrative Team			
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	· District Staff			Continuing
<b>Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.</b>					
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	· Attendance Clerk · Principal · Administrative Team			Continuing
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	· School Counselors · Principal			Continuing
3. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.).	2024-2029	· School Nurse · Guidance and Attendance Clerks · Principal · Administrative Team			Continuing

## GOAL AREA 3 – Performance Goal 3

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

**Performance Goal 3:** Increase the engagement of families and community volunteers with school personnel, as measured by the number of school visitors and volunteers, by 3% annually.

**Interim Performance Goal:** Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Number of Visitors and Volunteers in Raptor System			Projected (District)	317,534	327,060	336,872	346,978	357,387
		308,285	Actual (District)					
			Projected (School)	1,258	1,295	1,333	1,373	1,414
		1,222	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy:</b> Increase the engagement of families and community volunteers with school personnel, as measured by the number of school visitors and volunteers, by 3% annually.					

Increase opportunities for parent and volunteers to be in our school.  <i>International Day</i> <i>PTSA Sweet treats</i> <i>PTSA Meetings</i> <i>SIC Meetings</i> <i>Parent Literacy Night</i> <i>Parent Student Skills Night</i> <i>Knight Shift</i> <i>Magnet School Tours</i>	2024-2025	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Administration</li> <li>• All Staff</li> <li>• Magnet Coordinator</li> </ul>			Continuing
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