

Woodland Elementary School

Where We Empower Leaders Everyday in Every way.



Strategic Plan for 2024-25 through 2028-29

Katrina Miller, Principal

Christine Phillips , Assistant Principal

Nurit' Sexton, Assistant Principal

Allison Bethea, Administrative Assistant

1730 Gibbs Shoals Road,

Greer, SC 29650

(864) 355-0400

Greenville County Schools

Dr. W. Burke Royster, Superintendent

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Woodland Elementary School

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2024-25 (one year)

Required Signature Page

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

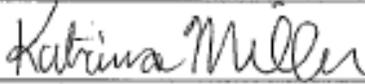
Assurances for the School Renewal Plans

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

SUPERINTENDENT

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

PRINCIPAL

Katrina Miller		4/16/24
PRINTED NAME	SIGNATURE	DATE

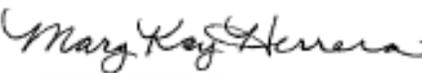
CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Rich Dixon		4/16/24
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mary Kay Herrera		5/1/24
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 1730 Gibb Shoals Rd., Greer, SC 29650

SCHOOL TELEPHONE: (864) 355-0400

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

Stakeholder Involvement for School Renewal

Position and Name

1. Principal: Katrina Miller
2. Teacher: Madeline Forrester
3. Parent/Guardian: Heather Greer
4. Community Member: Linda Fultz
5. Paraprofessional: Jodi Sackett
6. School Improvement Council Member: Rich Dixon
7. Read to Succeed Reading Coach: Mary Kay Herrera
8. School Read To Succeed Literacy Leadership Team Lead: Mary Kay Herrera
9. School Read To Succeed Literacy Leadership Team Member : Angela Lovelace

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

10. Instructional Coach: Christina Strickland
11. Assistant Principal: Christine Phillips
12. Assistant Principal: Nurit' Sexton
13. Administrative Assistant: Allison Bethea

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="radio"/> Yes <input type="radio"/> No	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.

<input type="radio"/> N/A	
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Developmental Screening The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A	Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Developmentally Appropriate Curriculum for PreK–3 The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Parenting and Family Literacy The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
<input checked="" type="radio"/> Yes <input type="radio"/> No	Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is

<input type="radio"/> N/A	jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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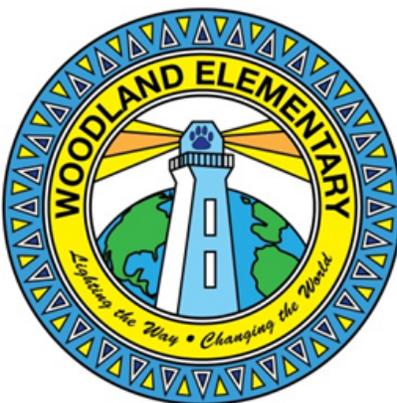
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[School Profile](#)

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Introduction

In the Fall/Winter of 2023, in coordination with the Greenville County School District, Woodland Elementary School began the development of a new strategic education plan for the five year period 2024-25 through 2028-29. The Woodland Elementary School Strategic Plan has been developed to guide our actions and document the changes and progress our school has made in improving student achievement. It is our belief that the plan provides a clear path for developing capacity, self assessment, communication, and accountability that will lead to sustained school improvement. Each year our plan is updated and revised as needed. Staff members, SIC members and PTA members are given the opportunity for input and kept informed of our progress.

The process for writing our 2004-25 through 2028-29 plan began by gathering information about our staff, students, parents, and community through surveys and discussion meetings where input from others was received. Our Leader In Me system of Shared Leadership Teams became our AdvancEd Committees who met and provided feedback and updates to our portfolio and strategic plan process.

Upon reviewing our plan, our staff observed that we were striving for high academic achievement. Our school maintains high quality in all areas of operations. During the process of self-study we made several important goals to continue throughout the coming years:

- Review our mission statement, vision, and belief statements annually and revise if needed.
- Use the strategic plan to guide us in professional development and instructional focus. Incorporate successful strategies into our daily operating plan, eliminating the unsuccessful strategies.
- Continue to analyze our student data to drive the direction of our action plan.

Listed below are our Shared Leadership and Strategic Planning Teams:

Executive Summary	Introduction	School Profile	Professional Development
Lighthouse Team E. All M. Forrester A. Chandler M. Doyle J. King N. Rader A. Bishop L. Evans M. Pitts A. Hoglund M. Hill C. Strickland	Shared Leadership A. Hall A. Higginbotham N. Rodriguez C. Rouse C. Scudder B. Meyer K. White S. Frierson R. Minor M. Belcher A. Weinberg	Empower Learners C. Patrick S. Odom A. Lovelace T. Motes P. Lipsey J. Wilder C. Mayer K. Wynn C. Faulk N. Borgman J. Hiles	Adult Learning & Modeling K. Ardaiz C. Crawford M. Currey A. Haskett P. Hill C. Klessens J. Long C. Parker A. Denny D. Fumicello E. Poynter
Challenges	Teachers and Administrator Quality	Action Plan	School Climate
Achieve Goals A. Dilling M. Linder L. Nicholls C. Parker R. McKelvey M. Dilley M. Becker C. Makis A. White K. Lewis	Teach Students To Lead R. Chaffee A. Cloer J. Miller M. Rice J. Stronkowsky K. Kirkwood D. Marinelli J. Martin D. Newell	K. Miller C. Phillips N. Sexton A. Bethea C. Strickland	Leadership Environment C. Allen M. Brickle T. Forwood S. Lehere M. Lovin B. McClain J. Montes R. Tollefson C. Hancock T. Werner S. Vaughan

In the Spring of 2024, in coordination with Greenville County School District, Woodland Elementary School reviewed and updated the school strategic plan.

Executive Summary

Student Achievement

Woodland Elementary has maintained a high level of achievement on the SC READY ELA and Math assessments as well as the SC PASS Science assessments for the past years. Scoring above Greenville County School District and the State of South Carolina averages, Woodland received an “Excellent Report Card Rating” for 2021-22 and 2022-23. Woodland moved from 51st position in SchoolDigger to the 43rd position out of 644 South Carolina schools. Additionally, Woodland scored 95% above schools in the same poverty band in the state of South Carolina in ELA. In math, Woodland scored 90% above schools in the same poverty band in the state of South Carolina.

Teacher and Administrator Quality

Woodland’s Faculty and Staff continue to pursue strategies and “best practices” that promote achievement for all students. Our goal has been to increase the knowledge and expertise of our teachers in the implementation of Guided Math. Over the last couple of years, our staff has received ample training in the guided math format and how to utilize our Math time to meet students needs and boost student learning and achievement.

Teachers in grades K-3rd along with support staff will be receiving LETRS training over the next two years to align with the state's Science of Reading initiative. Kindergarten teachers will be receiving training in order to implement the Science of Reading based program, Reading Horizon.

Woodland’s teachers are highly qualified educators. Forty-three of our teachers have a master’s degree or higher and 6 teachers are Nationally Board certified. Teacher quality is enhanced through grade level planning where veteran teachers support and mentor other teachers by sharing proven strategies. Also, new ideas are shared during this time to enhance both teacher and student learning. Woodland teachers and administrators are very dedicated and work diligently to prepare students in all areas of life.

School Climate

Woodland strives to be a place where “ we empower leaders every day in every way”. With this goal, our faculty and staff continue to provide a safe school and an effective learning environment. Implementing the *Leader in Me* has created a school climate that is student centered. Our staff and students have embraced the *Leader in Me* process for developing

leadership in our teachers and our students. *Leader in Me* is based on *The Seven Habits of Happy Kids* by Stephen Covey. Students are given many opportunities to grow in leadership, which is reflected in an overall optimistic and confident atmosphere at our school. Our school climate is also affected by parent and community participation in school, classroom, and student activities. In order to maintain our positive ratings in the school climate category, we will continue to improve stakeholder communication through our marquee, involvement of parents and community members in school events. We will use translation practices in the form of human translators as well as electronic translators to ensure we are reaching those individuals who do not speak English. It is vital that we ensure all parents and community members about the high quality of learning opportunities available to all students' at Woodland.

Challenges

Woodland is met with the following challenges in order to meet our students' learning needs:

- Continue to implement changing South Carolina State Standards
- Continue to research strategies to assist multilingual students
- Continue to implement differentiated strategies to assist low achieving students.
- Continue to improve Professional Learning Communities
- Continue to provide up-to-date training for teachers and students in the area of technology.
- Continue to build and maintain participation in Before School Tutoring
- Continue to provide professional development in the area ELA to support the Science of Reading

Awards and Honors

- Palmetto's Finest Award 2019-2020
- Leader in Me Lighthouse School Academic Honor Roll 2020, 2021,2022
- Palmetto Gold Award 2018-2019
- Achieved Leader In Me Lighthouse Status 2017; Recertification 2023
- Fully accredited by AdvancED Accreditation Commission
- Excellent Report Card Ratings 2021-2022, 2022-2023
- United Way Awards
- PTA Parent Involvement Award
- Donor Choose Grant Winners
- RAMP Certified Counseling
- State Beta Club Awards
- Ranked 43rd out of 644 SC elementary schools in School Digger

School Profile

Woodland Elementary is fully accredited by AdvancED Accreditation Commission and serves over 1300 students in grades preschool through fifth grade from a variety of cultural backgrounds. We are the largest elementary school in the Greenville County School District and second largest in the state of South Carolina. Each member of our professional teaching staff is highly qualified. Staff members are led by Principal Katrina Miller and Assistant Principals Chris Phillips and Nurit' Sexton and Administrative Assistant Allsion Bethea. Forty-three of our teachers have a master's degree or higher and 6 teachers are Nationally Board certified. Teachers work diligently to provide learning experiences that engage students in creative, rigorous, standards-based learning activities that enable them to achieve to their highest potential. Woodland continues to promote student achievement in all areas of the curriculum. Our school has enhanced and updated technology school-wide with the addition of teacher laptops, Promethean Boards, student Chromebooks, and iPads as well as 3D printers. Two teachers are currently being trained in the STEAM curriculum. We will be enrolling out our STEAM program when our building expansion is complete in 2025-2026.

Our Parent–Teacher Association (PTA) and School Improvement Council (SIC) are involved in key aspects of Woodland. They continually explore improved ways to recruit and retain parents and volunteers. We believe that utilizing the skills, talents, and training of our parents and volunteers further enhances our total school program effectiveness. The financial support, commitment to volunteer hours, and creative problem-solving abilities of our community partners enables us to enjoy access to opportunities that would not be possible otherwise. Woodland Elementary School envisions our families, staff, and community working together to help our children succeed. This is a shared responsibility. We are committed to exploring and developing new strategies for our community, which will help our staff and children meet the challenges of a fast-paced, ever-changing world.

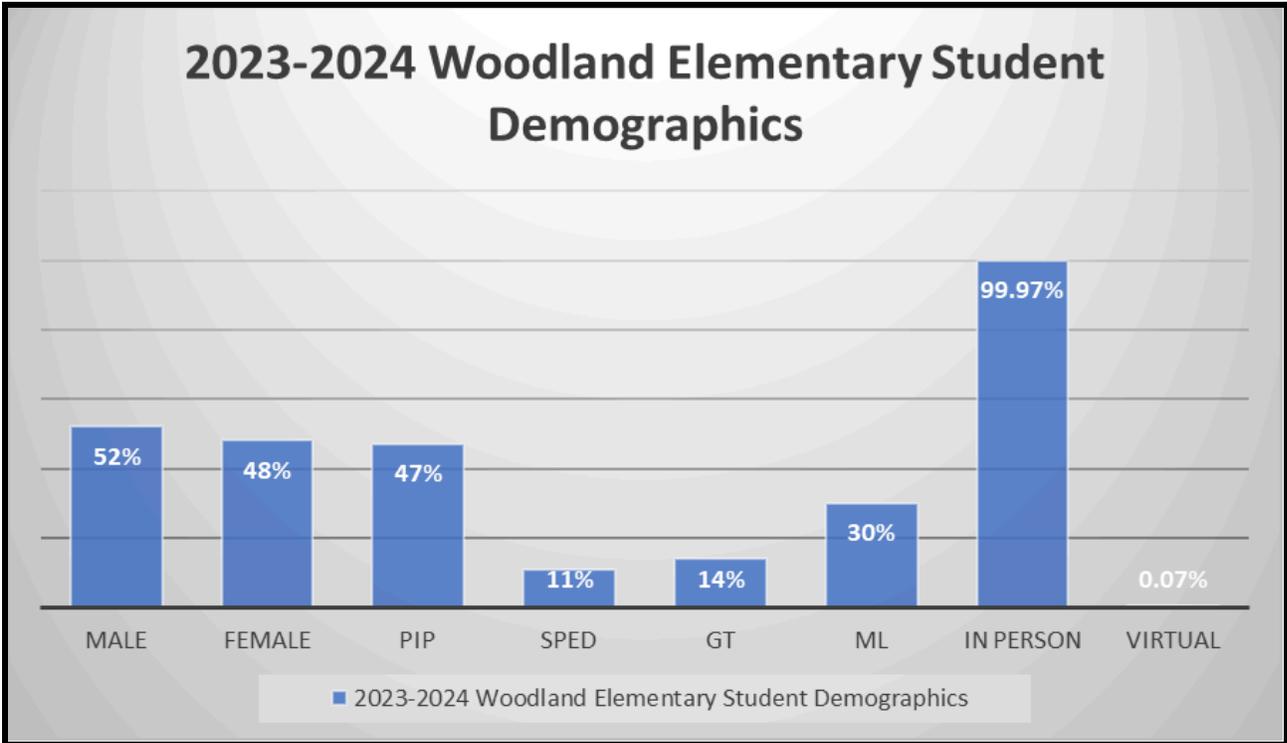
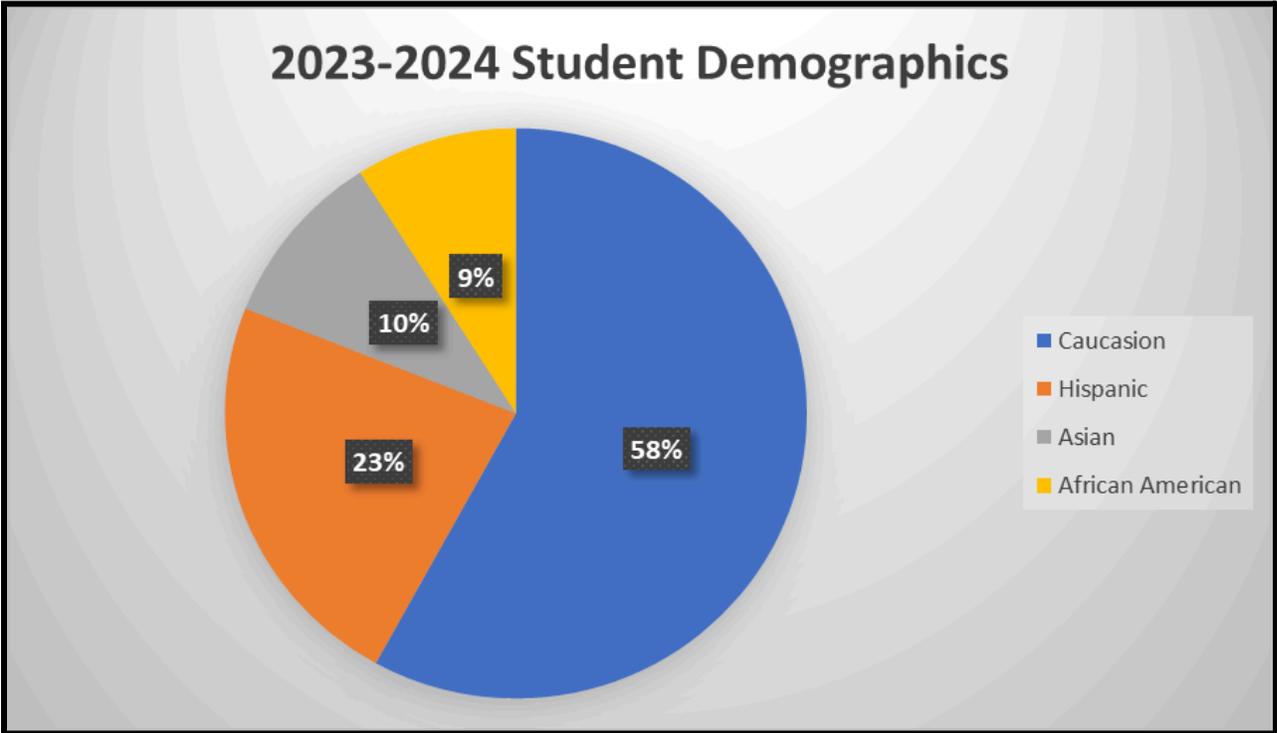
School Personal

- 1 Principal
- 2 assistant principals
- 1 administrative assistant
- 1 instructional coach
- 56 regular classroom teachers
- 5 reading interventionist (RTI)
- 1 literacy specialist
- 8 kindergarten assistants
- 5 special education teachers (2 self contained, 3 resource)

- 4 special education aides
- 3 ML teachers
- 2 speech therapists
- 1 occupational therapist
- 2 gifted/talented teachers (1 full time, 1 part time)
- 12 related arts teachers (8 full time, 4 part time)
- 2 media specialist
- 1 media clerk
- 3 school counselors
- 1 attendance clerk
- 1 secretary
- 2 nurses
- 1 mental health counselor
- 1 psychologist
- 2 office clerks
- 1 plant engineer
- 6 custodial workers
- 10 food service (1 service manager, 9 service workers)
- 1 full time substitute
- 1 full time school resource officer

The faculty is made up of a variety of different ethnicities such as Caucasian, African American, and Hispanic. The majority of the staff is female. We have 10 male staff members. Our staff at Woodland has a variety of years of experience and levels of education. We have teachers ranging from 0-1 years of experience to teachers with 30+ years in education. The majority of our teachers have master's degrees, some with master's plus 30, and 2 educators with a doctorate degree.

Student Population



Special Programs

School Focus	Educational Model	Description
Student Achievement: Math	Guided Math	Guided Math is a model for teaching children Math in a student-centered classroom, using math data to drive student groupings as well as whole class instruction.
Student Achievement: ELA	Reading Horizons	Reading Horizons is a Science of Reading program that is phonics based. Students experience whole group instruction, small group instruction, and an online program that supports student learning. This program is used by SPED, RTI, and is currently being piloted in a 1st and Kindergarten classroom.
Student Achievement: ELA	Units of Writing	Units of writing were implemented in grades K-5-2nd grade. Multiple booklets per student were used to help students gather a variety of ideas. Students moved through the writing process in a variety of writing genres. The units used exemplar writing samples as well as mentor text to guide students' writing
Student Achievement: ELA and Math	IXL	An online computer platform that supports student learning in the areas of Math and Reading. Lessons adjust to fit students' learning needs. The program follows SC ELA and Math standards.
Student Achievement: ELA	Response to Intervention	RTI is taught by a team of reading interventionists. Students who qualify receive intense and specific instruction. A district curriculum and training are followed by our school interventionists. FastBridge is used to monitor the progress of students. Our administration and teachers meet monthly to track student progress.

Student Achievement: ELA	Multilingual Learners	Woodland's ML program groups students according to language fluency levels and/or grade levels where they receive academic assistance from ML personnel in addition to regular classroom instruction. ML teachers collaborate with the mainstream teachers to teach language and skills that support children in the regular program.
Student Achievement: All Subjects	PLC	PLC's meet weekly to use the four guiding questions from Solution Tree to lead discussions on student data. They plan next steps and share ideas and strategies to help maximize student learning.
Student Achievement: Support	Ontrack	Woodland's OnTrack consists of individuals who work together to help students having difficulties with academics, communication and behaviors. They facilitate the process of ensuring that students receive support when needed. GCSource and teachers or parent referrals are utilized for identifying students who potentially need additional support.
Student Achievement: Math Support	Wildcat Warriors Tutoring	Teachers provide extra help in the area of Math before school. Students work on a combination of fundamental math skills as well as new content they are currently working on in class.
School Climate: Character Education	Leader in Me	Woodland's faculty and staff believe in supporting all students in the rise to their potential by providing many opportunities for students to develop their leadership abilities. From classroom leaders to welcome leaders, we have implemented many leadership roles for our students. All of our efforts culminate with a "Leadership Day" which is open to parents and the community.
School Climate: Character Education	Wildcat Warriors (Students from Riverside High School)	Wildcat Warriors is a school based mentoring program that matches students or classes with a volunteer from the Service Learning Program at a nearby high school. Volunteers visit the students during the school day and participate in a variety of activities (helping with classwork, reading, educational computer activities).

		Students are chosen based on information given by teachers, parents and school counselors.
School Climate: Extracurricular Program	Art Club	Woodland 's Honors Art Club is for 3 rd – 5 th graders who have a strong interest in the visual arts, exceptional talent, and are self-motivated to <i>focus</i> on creating art during this after-school program. Students are invited into this club by their art teachers. Meetings are held weekly.
School Climate: Extracurricular Program	Honors Choir	The Woodland Honors Chorus is composed of fourth and fifth grade singers who were selected by audition. These singers show giftedness in choral music and perform a variety of musical styles at school and community functions. They are service-oriented and sing for school events as well as many seasonal and patriotic events.
School Climate: Extracurricular Program	DRUMS	D.R.U.M. is an enriched music program in which selected fourth and fifth grade students are taught music in an advanced after school percussion ensemble. The ensemble gives several concerts during the year and goes on one field trip.
School Climate: Extracurricular Program	Safety Leaders	Safety Leaders perform such duties as assisting crossing guards, monitoring hallways, and helping bus and car riders. Fourth and fifth grade students apply for these positions and are chosen based on outstanding conduct, acceptable grades, and leadership qualities.
School Climate: Extracurricular Program	Junior Beta Club	Junior Beta Club is a nationally recognized organization which promotes academic excellence among students. Qualifications include the student being worthy, moral, and ethical. He/she must also possess a good mentality and credible achievement. The club is open to fifth graders with a GPA of 3.0 or higher. A major focus of the Junior Beta Club is service at home, school, and in the community. Our club travels annually to our state and national conventions and has brought home state and national honors from several competitions.
School Climate:	Student Lighthouse	Woodland students are motivated and inspired to

Extracurricular Program		be leaders within the school. All students in grades first through fifth grade have the opportunity to be a part of this leadership group that focuses on school improvement and inspiring others to lead within the school and beyond.
School Climate: Extracurricular Program	Battle of the Books	Battle of the Books Club is a district-wide reading club offered to 4th and 5th grade students. Students must read 10 books from a predetermined list, attend practice sessions, and compete in a quiz-bowl style tournament. Teams from each school compete against each other in a district finals competition.
School Climate: Mentors	Woodland Mentors	Coordinated through Mentor Upstate, our Woodland Mentoring Program has grown to sixty-two mentors who come one day a week to have breakfast or lunch with their mentees. All mentors are trained and have background checks and parental permission is also required for mentees. Most of our mentors are from a local business sponsor. They also have been involved with Woodland's ADA Walk, Boosterthon, Book Fair, and Basketball Games. Our mentees have shown improvement in attitudes, attendance, behavior and academic achievement. This very positive relationship will continue for some mentees as some mentors follow them to middle school.
School Club: Covey Clubs	Covey Clubs	Woodland teachers have helped our students "sharpen the saw" by providing opportunities for students to choose a club to explore new learning and/or participate in community service projects. Clubs meet monthly and vary from Puzzles to Cooking to Dance to Sunshine Club and Yoga. Covey Clubs have been very popular with students.

Mission

Our Woodland community will inspire others to lead in an inclusive environment through honoring diversity and encouraging our stakeholders to become global leaders, who will leave a legacy of leadership.

Motto

Lighting the way changing the world

Visions

Woodland, where we empower leaders everyday in every way.

Beliefs

All students can learn and have the right to a quality education.

The purpose of the school is to create life-long learners and productive citizens.

Education is a partnership between home, school, and community.

School is a place for modeling, developing, and practicing positive character traits.

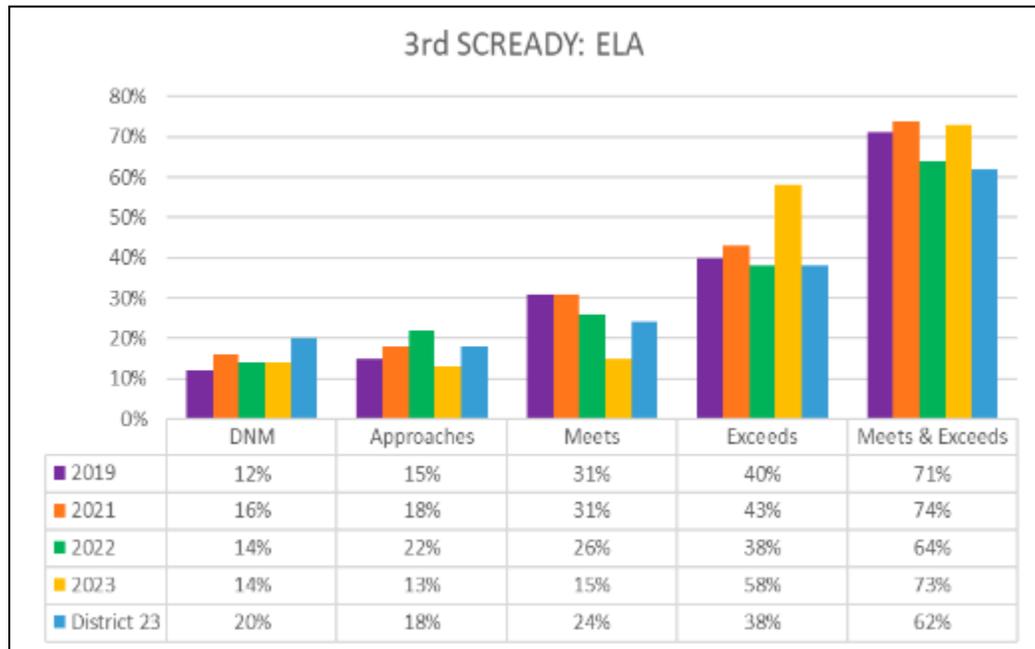
Children can adapt to rapid technological and societal changes when learning is made relevant.

School should provide a positive, secure, and nurturing environment.

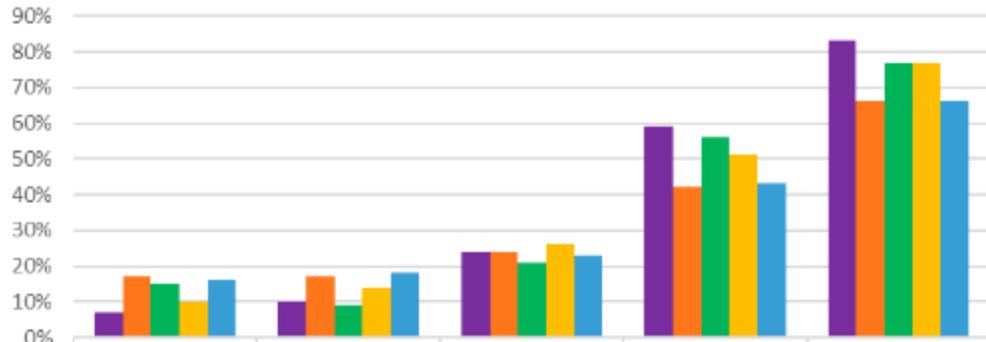
The school should address diversity among students both culturally and academically.

Data Analysis and Needs Assessment

Student Achievement Needs Assessment

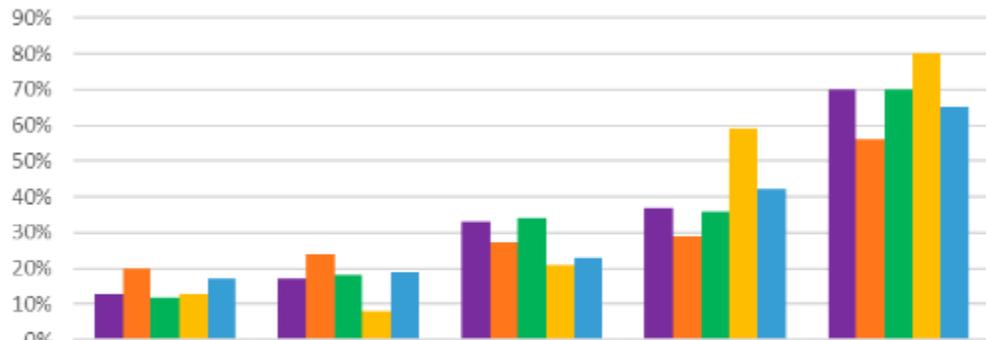


4th SCREADY: ELA

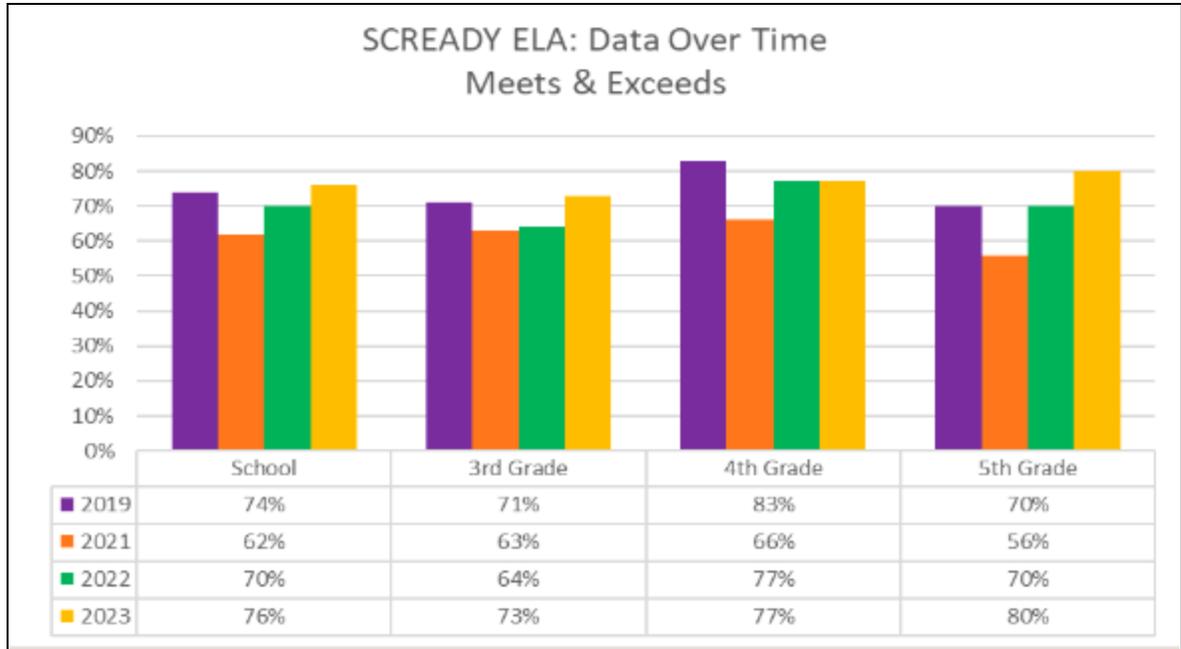


	DNM	Approaches	Meets	Exceeds	Meets & Exceeds
2019	7%	10%	24%	59%	83%
2021	17%	17%	24%	42%	66%
2022	15%	9%	21%	56%	77%
2023	10%	14%	26%	51%	77%
District 23	16%	18%	23%	43%	66%

5th SCREADY: ELA



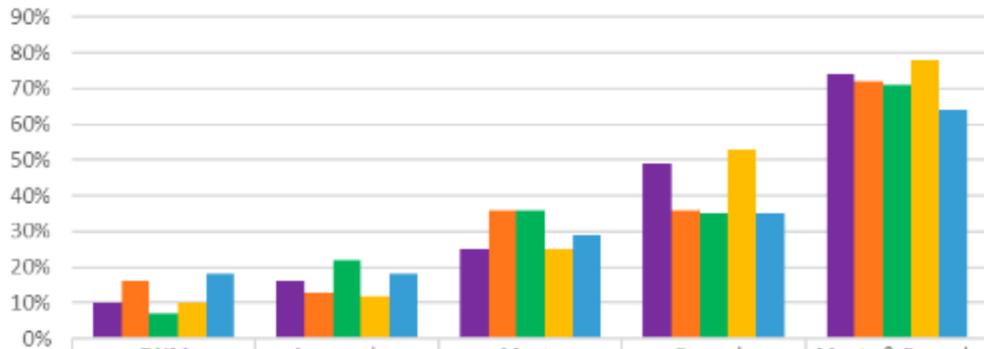
	DNM	Approaches	Meets	Exceeds	Meets & Exceeds
2019	13%	17%	33%	37%	70%
2021	20%	24%	27%	29%	56%
2022	12%	18%	34%	36%	70%
2023	13%	8%	21%	59%	80%
District 23	17%	19%	23%	42%	65%



ELA Analysis

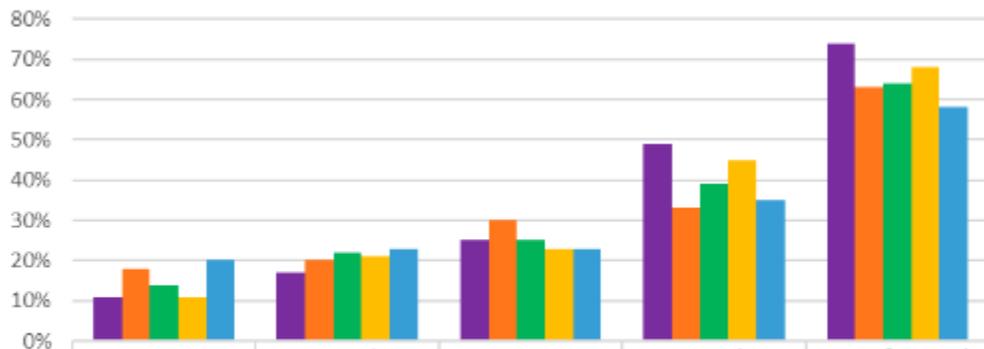
Woodland’s third-fifth grade students are continuing to score above the Greenville County School district in the area of ELA. As a school we had an increase of 6 points in the area of ELA from 2022-2023. Third grade had an increase of 9 points from 2022-2023, fourth grade maintained a 77% of students in meets and exceeds, and fifth grade had a 10 point increase in ELA meets and exceeds. As our administrative team and teachers examined our ELA results, we continue to look for strategies to support our multilingual students. Woodland has a strong tier 2 support through our RTI program. RTI provides support in the areas of phonics, comprehension, and writing. As a school, we scored above 95% of schools in the same poverty band across the state of SC in the area of ELA.

3rd SCREAYD: Math

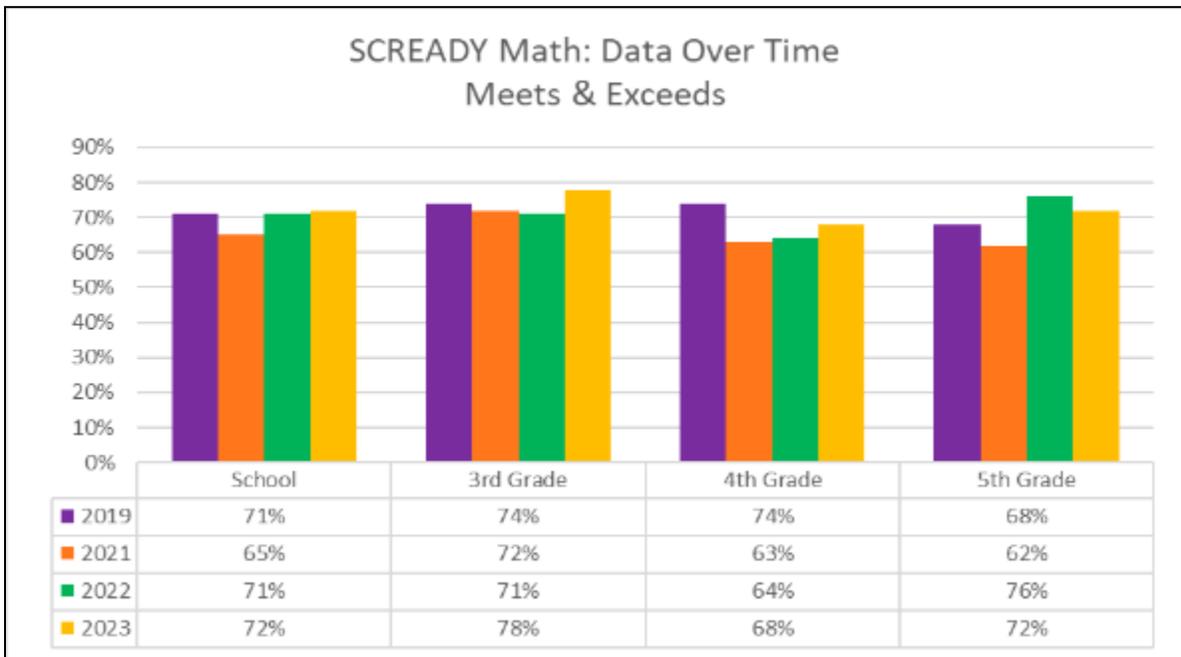
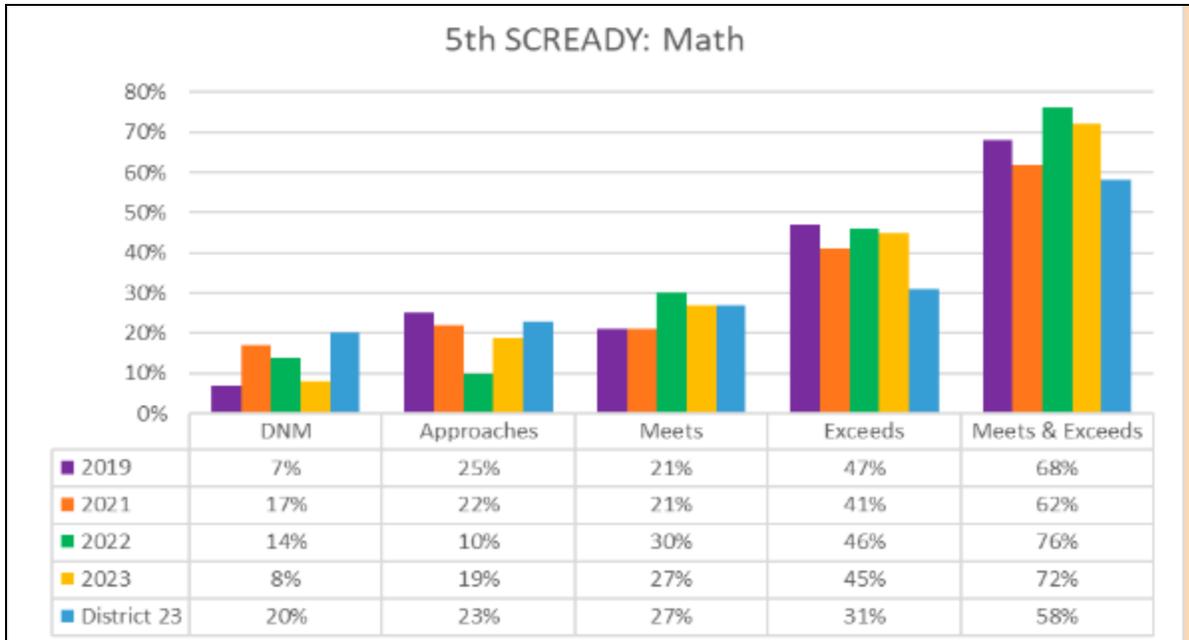


	DNM	Approaches	Meets	Exceeds	Meets & Exceeds
2019	10%	16%	25%	49%	74%
2021	16%	13%	36%	36%	72%
2022	7%	22%	36%	35%	71%
2023	10%	12%	25%	53%	78%
District 23	18%	18%	29%	35%	64%

4th SCREAYD: Math



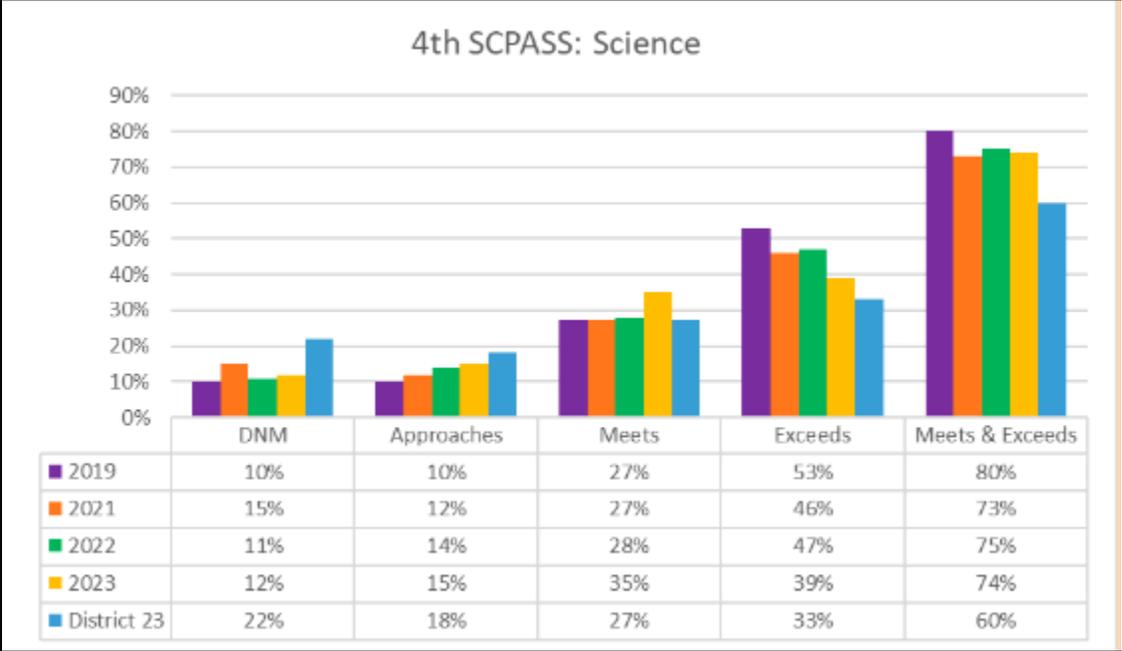
	DNM	Approaches	Meets	Exceeds	Meets & Exceeds
2019	11%	17%	25%	49%	74%
2021	18%	20%	30%	33%	63%
2022	14%	22%	25%	39%	64%
2023	11%	21%	23%	45%	68%
District 23	20%	23%	23%	35%	58%



Math Analysis

Woodland’s third-fifth grade students are continuing to score above the Greenville County School district in the area of Math. As a school we were 31% higher than the state in the area of Math in 2022-2023. Third grade had an increase of 7 points from 2022-2023, fourth grade increased 4% in meets and exceeds, and fifth grade had a 4 point decrease in Math meets

and exceeds. As our administrative team and teachers examined our Math results, we decided to base our Theory of Action in Math. We are providing teachers with multiple professional development opportunities to support teachers in guided math. We are also continuing to serve the bottom 20% in Math during our morning tutoring program. As a school, we scored above 90% of schools in the same poverty band across the state of SC in the area of Math.



Science Analysis

Woodland’s fourth grade students have continued to score above the Greenville County School District average in the area of Science. Teachers provide students with a variety of hands-on activities to strengthen students' understanding of science concepts. After analyzing SCPASS science data students were shown to have demonstrated strengths in the area of Energy, Light, and Sound however an area of challenge was Engineering Practices. Teachers are working to incorporate more STEAM lessons and spiral review of engineering practices to help strengthen student understanding.

Teachers and Administrator Quality

[Woodland Professional Development Calendar 23-24](#)

Woodland Elementary Staff Development Plan Overview

Staff Development Focus: ELA

Professional Development	Goal Support	Strategy	Date	Responsibilities	Evaluation
Balanced Literacy & Literacy Framework Overview	ELA Goal	Supporting new staff to the school through an investigation of the components of Literacy through the lens of the district Literacy Framework.	Thur., July 20th	Christy Strickland Nurit' Sexton Rebecca Chaffee Mary Kay Herrera	Evidence of the Literacy Framework through classroom observations and lesson plans/schedule
Benchmarking Basics	ELA Goal	Supporting new and returning staff with the administration of the Fountas and Pinnell Benchmarking	Tues., Aug. 15	Christy Strickland Catie Schaaf	Administration of F/P Benchmarking System (RAS)
FastBridge and Letter Identification (Kindergarten Teachers)	ELA Goal	Presenting Fall FastBridge data to the Kindergarten teachers. Teachers will use FastBridge Letter Identification data to complete an analyst sheet on letter names. Teachers will use this data to form reading groups.	Thurs., Aug. 24th	Nurit' Sexton Mary Kay Herrera	Student progress on Fall FastBridge, analyzation of letter identification using FastBridge data
Hallway Happenings	ELA and Math Goal	Providing support and	Fri., Aug. 25th	Christy Strickland	Supporting Instructional

		training to the Instructional Aids for daily Hallway Happening time.		Mary Kay Herrera Jodi Sackett	Aids with training and resources to provide support to students in ELA and Math.
Units of Writing	ELA Goal	Implementing Units of Writing by Lucy Calkins. Focusing on modeling of lessons and setting up conferencing and small group procedures.	Wed., Aug. 30th	Christy Strickland Mary Kay Herrera	Student writing and student writing folders will reflect implementation of the UOW curriculum.
Guided Reading	ELA Goal	Overview of Guided Reading groups utilizing Jan Richardson's <i>Literacy Footprints</i> and Fountas and Pinnell's <i>Guided Reading</i> .	Tues., Sept. 26	Christy Strickland	Monitoring percentage of students obtaining expected growth on Fountas and Pinnell Benchmarking
Reading Workshop/Literacy Stations in the K-5 Classroom	ELA Goal	Overview of how to set-up Reading workshop and literacy stations as well as management techniques.	Thurs. Oct. 5th	Mary Kay Herrera	Followed up with additional resources and management of stations.
How to Fit Everything in During Writing Workshop	ELA Goal	Reviewing the mini lesson structure and modeling this using the Units of Writing Curriculum.	Thurs., Nov. 2	Mary Kay Herrera Christy Strickland	Conduct another round of instructional walks to look for progress.
Reading Horizons	ELA Goal/ Professional	Diving into how the Reading	Fri., Jan. 19th	Mary Kay Herrera	Supporting our SPED teachers in

With-In the SPED Setting	Goal	Horizon curriculum can best be utilized in the SPED setting.		Catie Schaaf	implementing the Reading Horizon Curriculum.
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Staff Development Focus: Mathematics

Professional Development	Goal Support	Strategy	Date	Responsibilities	Evaluation
Guided Math Overview	Math Goal & Theory of Action	Introduction to the philosophy and practices of Guided Math and student-centered workstations	Nov. 30th	Christy Strickland Stephanie Burdette	Evaluation of strategies in lesson plans
Guided Math Implementation per grade level, K-5-5th grade	Math Goal Theory of Action	Developing and implementing targeted small group instruction with a focus on sharing and building upon ideas.	2nd Grade: Jan.3 4th Grade: Feb.6th 5th Grade: Feb. 7th 3rd Grade: Feb. 8th K-5 & 1st: Feb. 28th	Christy Strickland Stephanie Burdette	Evaluation of strategies in lesson plans
Guided Math Implementation DeBrief per grade level, K-5-5th grade	Math Goal & Theory of Action	Debrief on the implementation of Guided Math and determine next steps	2nd Grade: Feb. 15th 3rd, 4th, and 5th Grade: April 10th 1st: April 2nd K-5: April 18th	Christy Strickland	Evaluation of strategies in lesson plans

Staff Development Focus: Social Emotional Learning

Professional Development	Goal Support	Strategy	Date	Responsibilities	Evaluation
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SC Leader in Me Summer Academy	ELA & Math Goals	State-wide conference for supporting Leader in Me in the school and classroom	Summer 2023	Katrina Miller Madi Forrester Nurit' Sexton Liz Murray	Presentation of information to faculty upon return from conference
Camp Explore	ELA & Math Goals	Learning strategies that build mental fitness, decrease stress, and provide personalized learning for students.	Summer 2023	Christy Strickland Angela Hall Teri Werner Darby Marinelli	Implement strategies to increase student engagement.
Leader in Me Coaching Days	ELA & Math Goals	Provides strategies to support student learning through goal setting as well as providing support and training to school wide action team leaders.	Thurs., Sept. 21 Fri., Nov. 10 Thur., Mar. 28	Elizabeth All Christy Strickland Dana Penick	Evidence imbedded into the school culture and climate
Leader in Me Regional Symposium (Charlotte, NC)	ELA & Math Goals	Regional conference for supporting Leader in Me in the school and classroom	Tues., Jan. 30;- Thur., Feb. 1st	TBD	Presentation of information to faculty upon return from conference

Staff Development Focus: Multi-Tiered Support System

Professional Development	Goal Support	Strategy	Date	Responsibilities	Evaluation
2023 Annual Fall Carolina TESOL Conference	ELA & Math Goals	Regional conference to support ESOL instruction.	Wed., Nov. 8- Fri., Nov. 10	Chris Phillips Meagan Hill Michelle Becker Christie Klessens	Evidence in classroom observations and growth on ACCESS
2024 SC CEC Conference (SPED)	ELA & Math Goals	Overview of the curriculum and models used to support SpEd services and inclusion	Wed., Feb.28- Sat., Mar. 2	Katrina Miller Allison Bethea Courtney Makis Crystal Patrick Nikki Rader Madeline Forrester Kelly Ardiz	Evidence in classroom observations and lesson plans
2024 SCASA Innovative Ideas Institute	ELA & Math Goals	Provide exceptional leadership strategies to our ILT in addition to addressing strategies to help our school increase student achievement.	Sun., June 15- Wed., June 19th	Katrina Miller Chris Phillips Nurit' Sexton Allison Bethea Christy Strickland	Presentation of information to faculty upon return from conference

Summer PD 2024

Leader In Me Summer Planning for the upcoming school year in Murrells Inlet, SC, June 25th-26th.

LETRS PD for 24-25

Woodland's Training Schedule

<p>Year 1</p> <ul style="list-style-type: none"> ● Unit 1: June 24th @ Riverside High School ● Unit 2: August 5th ● Unit 3: November 4th ● Unit 4: January 6th ● ASSESSMENT 	<p>Year 2</p> <ul style="list-style-type: none"> ● Unit 5: June 30th ● Unit 6: August 6th ● Unit 7: Oct 13th ● Unit 8: January 5th ● ASSESSMENT
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-*Teachers may use either the 14th OR 4th as exchange day

School Climate Needs Assessment

<p>Student Behavior Data Total # of students: 1322 1+ Referral: 137 2+Referrals: 54</p>	<p>Attendance Total # of students: 1322 Chronic Absenteeism: 13.12%</p>	<p>Parent Teacher Conferences 1,032 conferences held</p>
<p>Volunteer Hours 2,229.18</p>	<p>Backpack Accounts Has Parent Account: 92.28% Does not have Parent Account: 7.72%</p>	<p>School Report Card Link</p>

Woodland Elementary School: 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 72% in 2022-23 to 84 % in 2028-29.

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

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card	72%	74%	Projected (ES)	76%	78%	80%	82%	84%
	72%	TBD	Actual (ES)	TBD	TBD	TBD	TBD	TBD
	60%	TBD	Actual (District)	TBD	TBD	TBD	TBD	TBD

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.					
1. Develop annual academic growth targets based on the Principal and	2024-2029	<ul style="list-style-type: none"> · Admin. Team · Instructional Coach 	\$0	N/A	NA

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
School Goal Setting Process.					
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	<ul style="list-style-type: none"> · Admin. Team · Instructional Coach · Teachers · Students 	\$0	N/A	NA
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).	2024-2029	<ul style="list-style-type: none"> · Admin. Team · Instructional Coach 	\$0	N/A	NA
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent	2024-2029	<ul style="list-style-type: none"> · Admin. Team · Instructional Coach 	\$0	N/A	NA

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
use across all classrooms.					
2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	<ul style="list-style-type: none"> · District Planning Committees · Subject Area Specialist · Admin. Team · Instructional Coach 	\$0	N/A	NA
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	<ul style="list-style-type: none"> · Admin. Team · Instructional Coach · Teachers 	\$0	N/A	NA
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to	2024-2029	<ul style="list-style-type: none"> · Admin. Team · Instructional Coach 	\$0	N/A	NA

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
ensure all students have access to grade-level instruction and standards.					
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"> · Admin. Team · Instructional Coach 	\$0	N/A	NA
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	<ul style="list-style-type: none"> · Admin. Team · Instructional Coach 	\$0	N/A	NA
2. Provide professional development for teachers	2024-2029	<ul style="list-style-type: none"> · Instructional Coach · District Math Specialist 	\$0	N/A	NA

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
throughout the year based on teacher input, trend data and observational feedback.					
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	<ul style="list-style-type: none"> · Admin. Team · Instructional Coach 	\$0	N/A	NA
4. Foster a collaborative relationship between schools and parents.	2024-2029	<ul style="list-style-type: none"> · Admin. Team · Instructional Coach · Action Team: Adult Learning & Modeling 	\$0	N/A	NA
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	<ul style="list-style-type: none"> · Action Team: Adult Learning & Modeling 	\$0	N/A	NA

GOAL AREA 1 – Performance Goal 2

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

Performance Goal 2: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 76 % in 2022-23 to 86 % in 2028-29.

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

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA	76%	78%	Projected (ES)	78%	80%	82%	84%	86%
SCDE	76%	TBD	Actual (ES)	TBD	TBD	TBD	TBD	TBD
School Report Card	64%	TBD	Actual (District)	TBD	TBD	TBD	TBD	TBD

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure all students have the skills and supports necessary to be reading on grade level by the end of 3rd grade.					
1. Implement annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	<ul style="list-style-type: none"> • Admin. Team • Instructional Coach 	\$0	N/A	NA
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	<ul style="list-style-type: none"> • Instructional Coach • Literacy Specialist • Literacy Team • Teachers 	\$0	N/A	NA

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Reduce the number of students requiring Tier II and Tier III reading intervention as evidenced by district screeners, summative assessments and classroom observations.	2024 - 2029	<ul style="list-style-type: none"> • Admin. Team • Instructional Coach • Literacy Team • Teachers • Sped Teachers 	\$0	N/A	NA
4. Offer varying levels of support through scaffolding, intervention, and remediation for struggling students to ensure mastery of critical literacy skills for success while maintaining high achievement expectations for all students.	2024-2029	<ul style="list-style-type: none"> • Instructional Coach • Literacy Specialist & Team • Teachers 	\$0	N/A	NA
5. Provide additional enrichment opportunities for students who are meeting and exceeding grade level standards in order to prepare students for advanced level coursework.	2024-2029	<ul style="list-style-type: none"> • Instructional Coach • Teachers 	\$0	N/A	NA
Action Plan for Strategy #2: Ensure all students acquire prerequisite ELA skills at each level.					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	<ul style="list-style-type: none"> • Instructional Coach • Admin Team 	\$0	N/A	NA
2. Identify the areas of strengths and areas of	2024-2029	<ul style="list-style-type: none"> • Administrators • Instructional Coach 	\$0	NA	NA

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
growth each year from summative assessments to ensure curriculum maps and resources fully support student success.		<ul style="list-style-type: none"> • District Specialist 			
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	<ul style="list-style-type: none"> • Instructional Coach • Administrators 	\$0	NA	NA
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	<ul style="list-style-type: none"> • Teachers • Tier 2 	\$0	NA	NA
5. Implement a range of assessment methods that measure student understanding.	2024-2029	<ul style="list-style-type: none"> • Instructional Coach • Teachers 	\$0	NA	NA
6. Ensure vertical articulation of grade level content and practices.	2024-2029	<ul style="list-style-type: none"> • Instructional Coach • Administrators 	\$0	NA	NA
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	<ul style="list-style-type: none"> • Instructional Coach • Administrators 	\$0	NA	NA
8. R43-205 GCS Strategic Plan Strategy	2024-2025	<ul style="list-style-type: none"> • Director of Early Intervention and Student Support 	\$0	NA	Waiver

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<p>G1.PG2.S2.A8 Investigate the feasibility of expanding PreK programs to serve an increased number of students who qualify.</p> <p>a. Promote school readiness activities in public, private, and faith-based preschool programs through GCS web-based resources and CDC training opportunities.</p> <p>b. Promote school readiness activities with parents and community through GCCS web-based resources.</p> <p>c. Maintain the increased classroom enrollment sizes of 23 students per 4K classroom instead of 20, which was approved by the SCDE in 2016. By adding three students to each class, GCS has been able to increase the number of at-risk students served by 15% annually without any additional funding (the equivalent of</p>					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<p>adding 11 classrooms) or requirement for facilities. Adding this very small number of students has not impacted program quality or instructional implementation, as evidenced by KRA readiness data. Each 4K class includes one early childhood certified teacher and one instructional aide, both of whom receive annual training specific to high quality early childhood programming. The increase of classroom size from 20 to 23 is well under the SDE 5K maximum class size of 30 and is lower than the GCS maximum 5K class size of 26. In addition, the SC Child Care Licensing Standards have an even higher staffing ratio of one adult for 17 children.</p>					
<p>Action Plan for Strategy #3: 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.</p>					
<p>1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).</p>	<p>2024-2029</p>	<ul style="list-style-type: none"> • Instructional Coach • Administrators 	<p>\$0</p>	<p>NA</p>	<p>NA</p>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	<ul style="list-style-type: none"> · Instructional Coach · Administrators · Literacy Specialist 	\$0	NA	NA
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	<ul style="list-style-type: none"> · Instructional Coach · Administrators · Teachers 	\$0	NA	NA
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	<ul style="list-style-type: none"> · Instructional Coach · Administrators 	\$0	NA	NA
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	<ul style="list-style-type: none"> · Instructional Coach · Administrators · Literacy Specialist 	\$0	NA	NA
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"> · Instructional Coach · Administrators · ML Teachers · Literacy Specialist 	\$0	NA	NA
Action Plan for Strategy #4: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
1. Ensure that professional learning and coaching	2024-2029	<ul style="list-style-type: none"> · Instructional Coach · Literacy Specialist 	\$0	NA	NA

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
help all teachers develop the knowledge and skills to support all students in building necessary reading skills.					
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	<ul style="list-style-type: none"> · Instructional Coach · Administrators · Literacy Specialist 	\$0	NA	NA
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	<ul style="list-style-type: none"> · NA 	\$0	NA	NA
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	<ul style="list-style-type: none"> · Instructional Coach · Administrator · Literacy Specialist 	\$0	NA	NA
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	<ul style="list-style-type: none"> · Instructional Coach · Administrators 	\$0	NA	NA

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%	TBD	Actual (District)					
			Projected (School)	100%	100%	100%	100%	100%
	100%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.					
1. Share with students and	2024-2029	Administrators	\$0	NA	NA

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
community members on pathways and alternative pathways to education.					
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and other opportunities for a path to education.	2024-2029	<ul style="list-style-type: none"> · Administrators · Instructional Coach 	\$0	NA	NA
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
1. Ensure elementary school career programs include teaching as a choice.	2024-2029	<ul style="list-style-type: none"> · Administrators 	\$0	N/A	N/A

GOAL AREA 2 – Performance Goal 2

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input checked="" type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> 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%
	12.10%	TBD	Actual (District)					
	6%	5.5%	Projected (School)	5.5%	5%	4.5%	4%	3.5%
	6%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Provide a welcoming atmosphere for new staff through professional development and ensure that all new staff have a trained mentor.					
1. New to Woodland Staff Professional Development	2024-2029	· Administrators · Instructional Coach	\$0	\$0	N/A
2. Assign trained mentors	2004-2029	· Administrators · Instructional Coach	\$0	\$0	N/A

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Establish a coaching cycle with all new staff in the first year.	2024-2029	<ul style="list-style-type: none"> · Administrators · Instructional Coach · Literacy Specialist 	\$0	\$0	N/A

GOAL AREA 3 – Performance Goal 1

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* <i>(* required)</i>
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 Incidents -			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	60.5%	TBD	Actual (District)					
			Projected (School)	TBD	TBD	TBD	TBD	TBD
	39%	29%	Actual (School)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
1. Implement district framework based on	2024-2029	· Administrators ·	\$0	N/A	N/A

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<p>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.</p>					
<p>2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.</p>	<p>2024-2029</p>	<ul style="list-style-type: none"> · Administrators · Instructional Coach 	<p>\$0</p>	<p>N/A</p>	<p>N/A</p>
<p>3. Create a sense of safety, stability, and belonging for all students, staff,</p>	<p>2024-2029</p>	<ul style="list-style-type: none"> · Administrators 	<p>\$0</p>	<p>N/A</p>	<p>N/A</p>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.					
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.	2024-2029	<ul style="list-style-type: none"> · Administrators · Instructional Coach 	\$0	N/A	N/A
5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve	2024-2029	<ul style="list-style-type: none"> · Administrators 	\$0	N/A	N/A

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
behavioral health needs.					
6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.	2024-2029	<ul style="list-style-type: none"> · Administrators · Teachers · Instructional Coach 	\$0	N/A	N/A
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	<ul style="list-style-type: none"> · Administrators · Teachers · Instructional Coach 	\$0	N/A	N/A
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication	2024-2029	<ul style="list-style-type: none"> · Administrators 	\$0	N/A	N/A

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
strategies to connect with those families.					
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	· Administrators	\$0	N/A	N/A
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.					
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	· Administrators · Teachers · Instructional Coach	\$0	N/A	N/A
2. Increase leadership opportunities within the school during the school day.	2024-2029	· Administrators · Teachers	\$0	N/A	N/A
3. Continue and expand community partnerships to provide mentors and out-of-school	2024-2029	Administrators	\$0	N/A	N/A

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
time activities for students.					
Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	· Administrators	\$0	N/A	N/A
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	· Administrators	\$0	N/A	N/A

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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.	2024-2029	<ul style="list-style-type: none"> · Administrators · Instructional Coach · Teachers 	\$0	N/A	N/A
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	<ul style="list-style-type: none"> · Administrators · Instructional Coach · Teachers 	\$0	N/A	N/A
5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site	2024-2029	<ul style="list-style-type: none"> · Administrators · Teachers 	\$0	N/A	N/A

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
response to develop healthy regulation and decision-making skills.					