

Woodmont Middle School

Ms. Jennifer Couch, Principal
Dr. W. Burke Royster, Superintendent



Science | **T**echnology | **E**ngineering | **A**rts | **M**athematics

Greenville County School District
2024-2025 through 2028-2029

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: *Woodmont Middle 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 assurances requirements including ACT 135 assurance pages.

SUPERINTENDENT

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

PRINCIPAL

Jennifer Couch		4/25/24
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Jessica Spurgeon		4/25/24
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Katherine Bowers		4/25/24
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: *325 N. Flat Rock Rock. Piedmont, SC. 29673.*

SCHOOL TELEPHONE: *(864) 355-8500*

PRINCIPAL EMAIL ADDRESS: jcouch@greenville.k12.sc.us

Stakeholder Involvement for School Renewal

<i>Position</i>	<i>Name</i>
1. Principal	Jennifer Couch
2. Teacher	Emily Tyler
3. Parent/Guardian	Ashley Burnett
4. Community Member	Reginald James
5. Paraprofessional	Angela Spencer
6. School Improvement Council Member	Jessica Spurgeon
7. Read to Succeed Reading Coach	N/A
8. School Read To Succeed Literacy Leadership Team Lead	Katherine Bowers
9. School Read To Succeed Literacy Leadership Team Member	Jennifer Fuller

OTHERS

School Literacy Leadership Team for Read to Succeed – Katherine Bowers, Jennifer Fuller, Michael Townes, Rebecca Culbertson, Sarah Real, Emily Tyler

ASSURANCES FOR SCHOOL RENEWAL PLANS

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Developmental Screening</p> <p>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="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	<p>Half-Day Child Development</p> <p>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.</p>
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	<p>Developmentally Appropriate Curriculum for PreK–3</p> <p>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="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	<p>Parenting and Family Literacy</p> <p>The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	<p>Recruitment</p> <p>The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>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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Woodmont Middle School Portfolio

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INTRODUCTION

The Woodmont Middle School portfolio was developed to document the changes and progress our school has made while working to continuously improve everything we do. The portfolio provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability. Each year the Woodmont staff and community review our Action Plan and progress we are making toward our goals.

Woodmont Middle School wants to improve student achievement, to gain and develop resources, and to build and maintain positive relationships with our community. Our stakeholders support our school and its programs by working with us to promote our school's mission and beliefs.

Committees

Student Achievement Needs Assessment Committee: At Woodmont Middle School, our Portfolio is created using the Professional Learning Community (PLC) Model. Those listed below reviewed achievement data such as SC READY, ACCESS, EOC, MasteryConnect Predictive Assessments, and classroom assessments collectively.

ELA

Ryan Dafforn
Farah Loveless
Cheryl Campbell
Michael Townes
Danette McClinton
Kashena Cunningham
Lauren Ortiz
Angela Armstrong
Rachel Sims

Math

Ashlee Ayers
Shannon Harvey
Shakendra Allen
Angela Schwieger
Tamela Boeckman
Taneka Brown
Dr. Kimberly Badger
Jackie Averett
Julianna Schaffrick
Julie Nunn

Science

Michelle Watson
Christopher Hendrix
Shakendra Allen
Dr. Emily Tyler
Troy Smiley
Jennifer Olson
Courtney Bolling
Chelsea Parido

Social Studies

Cheryl Campbell
Lisa Stuart
Gibson White
Sarah Real
Jarrod Hermann
Penelope Boswell
Cullen Carlin
Brooks Knobel

The School Leadership Team as well as the School Improvement Council reviewed data and the portfolio to determine areas that needed further work as well as areas of significant improvement. Other committees reviewed information and gathered data as needed. The Portfolio committees included:

School Profile – School Personnel: Reviewed certification and years of experience data.

Jennifer Couch, Katherine Bowers

School Profile – Student Population: Provided student demographic (45 Day) information.

Jennifer Couch, Katherine Bowers, Racquel McCrary, April Blackburn-Albre

School Profile – Academic and Behavior Features / Programs / Initiatives: Reviewed discipline data, surveys, data regarding Rookie Camp, teaming, and STEAM initiatives.

Jennifer Couch, Katherine Bowers, JR Reid, Tonya Woods, James Deese

Action Plan – School Administration: Developed Goals and Action Plans.

Jennifer Couch, Katherine Bowers, JR Reid, Tonya Woods, James Deese

Executive Summary

Summary of Needs Assessment for Student Achievement

In the spring of 2023, SC Ready scores show that many of Woodmont Middle School students are improving their mastery of grade-level content and performing at higher levels than previously displayed – however, there is still room for continued growth. During this test administration, SC READY scores for Math and ELA were respectively 35.6% and 53.8% while 6th grade Science was 43.3% in Meets Expectations and Exceeds Expectations. In response to the data, the following initiatives have been determined:

In response to data, the following initiatives have been determined:

- Continued use of grade-level, subject-area common assessments using the district assessment system, MasteryConnect
- Refinement of inclusion with co-teaching models of instruction
- Academic assistance opportunities through System 44 and Read 180
- Use of differentiation to target instruction and improve student understanding of standards-based instruction
- Analysis of assessment data followed by collaboration and use of data in planning instruction and remediation
- Academic assistance opportunities through Skill Building and LIFT time

Summary of Needs Assessment for Teacher and Administrator Quality

Needs assessments highlight the necessity for continuous professional growth among educators, particularly in fostering healthy professional learning communities (PLCs). Professional development initiatives are tailored to school objectives and staff needs, prioritizing areas such as literacy and math strategies, inclusive practices, scaffolding, and differentiated instruction. Central to this approach is the emphasis on cultivating robust, data-driven PLCs, fostering collaboration among teams and departments to effectively address the diverse needs of students.

Summary of Needs Assessment for School Climate

The 2022-2023 School Report Card illustrates significant improvements in various satisfaction metrics. Among teachers, satisfaction with the learning environment stands at 88.7% – an increase from the previous year. Students' and guardians' satisfaction level remains steady at a rate of 74.7% and 70.8% respectively.

Regarding the social and physical environment, teacher satisfaction has surged to 90.6%, representing a notable rise. Student satisfaction slightly decreased from previous years to 72.5%, while parents exhibit a satisfaction rate of 58.3%, indicating a considerable improvement.

In terms of school-home relations, there is overwhelmingly positive feedback. Teachers report a satisfaction rate of 90.6%, mirroring the high satisfaction seen in other areas. Students express exceptionally high satisfaction at 92.5%, underscoring the strength of the school-home connection. Parents' satisfaction has also increased, reaching 65.0%, reflecting a positive trend from previous years.

Significant Challenges in the Last Three Years

- Strengthening teacher Professional Learning Communities where teachers collaborate, build standards-based common assessments, and analyze data to drive instruction
- Developing an academic assistance program to meet the needs of learners
- Experiencing a higher teacher turnover rate than preferred
- Recovering from COVID learning loss
- Recruiting and staffing classroom teachers during a teacher shortage
- Turnover within the Instructional Leadership Team

Significant Accomplishments in the Last Three Years

- First *Excellent* Rating on a School Report Card in Woodmont's history
- Named a National Forum School to Watch
- Consistent increase in SC Ready ELA and Math scores
- Proudly employed the 2021 District First Year Teacher of the Year and 2023 District Emerging Teacher of the Year
- FFA State Champion and FFA National Gold Chapter 2021, 2022, 2023

School Profile

School Community

Woodmont Middle School is a sixth through eighth grade public school located in a rural setting in southern Greenville County. The school opened in 1982 and later was totally renovated and reopened in January 2008 with the capacity to accommodate 1000 students.

With the new renovation and expansions, Woodmont Middle School has an area for each grade level. Each grade level area is color-coded and has storage spaces for books and teaching supplies, science labs, planning areas, restrooms, and an administrative office. All classrooms are equipped with telephones, Promethean Boards and new laptop computers with docking stations for each teacher. As of 2019, the school is 1:1 and all students are issued Chromebooks.

Since the opening of the Southern Connector in 2001, more industrial and commercial development has occurred. Within the last few years, several strip malls and fast food restaurants have opened. In addition, numerous housing developments have opened and other housing communities are in the process of being developed.

Though many of the parents work during the school day, we have a dedicated core of parents who are able to volunteer their time. Woodmont Middle works closely with members of the faith community, and nearly 150 students attend the Christian Release Program each week. Michelin, one of our business partners, provides mentors at lunchtime for our students and teacher grants.

School Personnel

The staff is comprised of a principal, two assistant principals, an administrative assistant, an instructional coach, four guidance counselors, a Media Specialist, an ESOL teacher, 7 special education teachers, 11 related arts teachers, 35 general education teachers, 3 general education interventionists. There are 4 clerical staff members, an in-school suspension teacher, 3 full-time substitutes, and 4 classroom aides. Agency partners housed on campus include a resource officer and full-time mental health counselor.

The Teacher Turnover Analysis below also provides insight on the personnel changes that have taken place at Woodmont in the last few years.

School Year	Total Teachers	Teacher Turnover	Turnover Rate
2021-2022	60	12	60%
2022-2023	60	7	12%
2023-2024	<i>Not Yet Reported</i>	<i>Not Yet Reported</i>	<i>Not Yet Reported</i>

Additional data on our school personnel can be located below. These findings were included in the 2022-2023 school report card.

Environment	School	Change from Last Year
Total Number of Teachers	48	Down from 49

Percent of teachers with advanced degrees	60.4	Up from 57.3
Teacher attendance rate	92.1	Up from 91.6
Percent of teachers on continuing contract	100.0	No change
Percent of teachers returning from previous year - current year	81.0	Up from 73.5
Percent of teachers returning from previous year - three year average	73.2	No change
Percent of inexperienced teachers	21.6	Down from 34.5
Percent of out-of-field teachers	3.9	Down from 10.9

Our principal, Ms. Jennifer Couch, has over 20 years of experience as a teacher and administrator. This is her sixth year as principal of Woodmont Middle. Mr. JR Reid, our assistant principal, is in his second year at Woodmont Middle School and has been in education for 19 years. Ms. Tonya Woods, also an assistant principal, is in her 10th year at Woodmont Middle and has been in education for 27 years. Mr. Jim Deese is in his first year as administrative assistant and his 10th year in education. Ms. Katherine Bowers is in her first year as Instructional Coach at Woodmont and was previously a teacher at our school for six years.

Student Population Data

Demographic information about Woodmont Middle’s student population is included below and encompasses a 3-year timespan allowing for trends to be recognized. These data points have been generated using the 2022-2023 School Report Card and reports generated through Greenville County Schools Staff Backpack.

<i>Total Enrollment</i>	2021-2022	2022-2023	2023-2024
Sixth Grade	259	276	304
Seventh Grade	265	276	283
Eighth Grade	323	263	326
Total Enrollment	847	815	913

<i>Enrollment by Gender</i>	2021-2022	2022-2023	2023-2024
Male	427	420	465
Female	420	395	448

<i>Special Education</i>	2021-2022	2022-2023	2023-2024
Sixth Grade	<i>N/A</i>	<i>N/A</i>	43
Seventh Grade	<i>N/A</i>	<i>N/A</i>	48
Eighth Grade	<i>N/A</i>	<i>N/A</i>	58
Total Enrollment	163	141	149

<i>Ethnicity</i>	2021-2022	2022-2023	2023-2024
African American	297	301	347

Caucasian	376	343	363
Hispanic	97	93	123
Other	77	78	80

<i>Free and Reduced Lunch</i>	2021-2022	2022-2023	2023-2024
Paid	202	260	307
Free/Reduced	645	555	606

<i>Gifted/Talented</i>	2021-2022	2022-2023	2023-2024
Percent Served	11.2	15.9	16.9
Percent Not Served	88.8	84.1	83.1

<i>Student Retention</i>	2021-2022	2022-2023	2023-2024
Percent Retained	0.2	0.0	<i>Not Yet Reported</i>
Percent Not Retained	99.8	100	<i>Not Yet Reported</i>

Major Academic and Behavioral Features

The organizational structure for Woodmont Middle School centers on teacher and student learning teams. A team of teachers typically consists of 4 teachers who teach a group of 100 to 120 students. Our move to teaming in the 2018-2019 school year was made in an effort to make a big school feel small, so that all students feel connected and valued. This school structure has continued and through teaming and advisory groups, our teachers have identified adult advocates for every student. It is our goal to continually look for and develop best practices to be socially equitable, democratic and fair, in order to support all students to the best of our ability.

Teachers on each team teach core academic subjects and share common blocks of time for collaborative and independent planning. This time is also used for in-service training, curriculum mapping, creation and monitoring of pacing guides, PLC meetings, parent conferences, and individual student conferences. Students receive four periods of these core academic courses and two periods of related arts classes. Vertical teaming with other grades is achieved through academic departmental meetings among teachers.

Our discipline system is matrix based and fairly applied by all teachers and administrators using our PBIS system which is housed in the Liveschool app – allowing teachers, counselors, and administrators to have data-based conversations about behavioral trends. Our school counseling department supports our mission to be socially equitable by using this data in our OnTrack process which identifies students at-risk and develops interventions for them.

Mission, Vision, and Beliefs

Values and Beliefs

Values and beliefs are the core of who we are, what we do, and how we think and feel. Values and beliefs reflect what is important to us; they describe what we think about school and how we think it should operate. We believe curriculum at Woodmont Middle should be:

- 1 Based on State standards*
- 2 Meaningful, engaging and challenging*
- 3 Relevant to real life*
- 4 Infused with a wide variety of related arts*
- 5 Complemented by updated materials and textbooks*
- 6 Developmentally and socially responsible to the whole child*
- 7 Inclusive of technology and research skills*
- 8 In-depth and concise*
- 9 Replete with thinking skills*
- 10 Inclusive of Community and Service opportunities*

Instruction at Woodmont Middle should be:

- 1 Connected to previous knowledge and learning*
- 2 Articulated with an interdisciplinary focus*
- 3 Woven together using best practices such as cooperative learning, Learning Focused, team teaching, and technology*
- 4 Provided by highly qualified teachers*
- 5 Complemented by logical scheduling*
- 6 Delivered in classes with a low student-teacher ratio*
- 7 Aligned with state and district expectations*
- 8 Varied in approaches to teaching and interesting to create curiosity*
- 9 Consistent with IEP or student learning goals*
- 10 Delivered so that every student gets what he/she needs*
- 11 Infused with critical thinking skills, inquiry based projects, active learning strategies, and direct instruction*
- 12 Able to enhance individual learning styles*
- 13 Inclusive of high expectations for all students*

Assessment at Woodmont Middle should:

- 1 *Demonstrate student progress*
- 2 *Include peer assessments*
- 2 *Utilize both traditional and alternative, performance-based assessments*
- 3 *Be aligned with state and district and objectives*
- 4 *Be aligned with state and district assessment criteria*
- 5 *Be fair, authentic, and reflective*
- 6 *Reveal acquisition and application of knowledge*
- 7 *Be aligned with state tests*
- 8 *Use a variety of formats, structures, and outcomes*
- 9 *Utilize focused learning*
- 10 *Include pre and post assessments*
- 11 *Display student strengths*

The school environment at Woodmont Middle should:

- 1 *Be supportive of a rigorous curriculum*
- 2 *Provide opportunities for success*
- 3 *Include extra-curricular activities for students*
- 4 *Encourage and celebrate a diverse faculty*
- 5 *Provide an inviting, nurturing, comfortable, safe, and clean school*
- 6 *Be accepting of differences*
- 7 *Provide links to real life expectations*
- 8 *Be orderly and organized*

Purpose

The purpose of Woodmont Middle School is to prepare our students both academically and socially, to create an atmosphere of inquiry, and to foster a love of learning.

Mission

The mission serves to unify an organization's efforts. An effective mission must stretch and challenge the organization, yet be achievable. It is tangible, value-driven, energizing, highly focused, and will move Woodmont Middle School forward. A mission has a finish line for its achievement and is proactive. A mission should walk the boundary between the possible and impossible. Our mission statement is: ***Woodmont Middle School will prepare students academically and socially to become responsible, productive citizens of a global society.***

Shared Vision

Our vision is a specific description of what Woodmont Middle School will be like when the mission is achieved.

The following are the curriculum, instruction, assessment, and environment factors that support effective learning for Woodmont Middle School students:

Curriculum must be up-to-date, aligned with state curriculum standards and IB aims and objectives, and designed to help students meet achievement goals. Therefore, curriculum will be:

- Meaningful, engaging and challenging
- Coordinated with state standards
- Combined with appropriate materials, textbooks and technology
- Suffused with technology and research skills
- Reflective of cross curricular connections

Instruction will be tailored to student needs in such a way as to ensure active participation by all. Instruction will include;

- A connection to previous knowledge and learning
- Best practices such as cooperative learning, focused learning, team teaching, Critical thinking skills, active learning strategies, and direct instruction
- A knowledge and appreciation of individual learning styles
- High expectations for all students

Assessment will be varied, and aligned with material taught. Assessments will be:

- Both traditional and alternative
- Performance-based
- Designed to demonstrate student progress
- Fair, authentic and reflective
- Aligned with state tests assessment and standards criteria

The learning environment will provide a safe and nurturing atmosphere where differences are celebrated. The environment will include:

- Support for a rigorous curriculum
- Opportunities for success
- A stimulating, positive, congenial and cooperative atmosphere
- An inviting, nurturing, comfortable, safe and clean school
- Low student-teacher ratio

Vision Narrative

When Woodmont Middle’s vision is realized, students will be actively involved in learning. The learning environment for students will be positive, safe, inviting and focused. Students will leave Woodmont Middle with the necessary academic and social skills to successfully meet their personal goals while moving forward to the next level in their educational experience.

Woodmont Middle teachers and administrators will work together to provide a safe and nurturing environment in which all students may experience success. Teachers will use professional development obtained from conferences, university classes and/or work with consultants to learn effective ways of teaching and becoming a resource for each other. Parent and community partnerships will be an invaluable asset for improving student achievement. Testing will encompass a broad spectrum of real-life, authentic, and performance based assessments. Pride in our accomplishments, paired with public recognition of a job well done at award programs, will enable us to celebrate our success.

Data Analysis and Needs Assessment

Student Achievement

	<i>English Language Arts</i>			<i>Math</i>			<i>Science</i>		
	2020-2021	2021-2022	2022-2023	2020-2021	2021-2022	2022-2023	2020-2021	2021-2022	2022-2023
6	39.4%	47%	58.5%	23.5%	31%	43.4%	35.1%	47.89%	43.3%
7	40.6%	41%	48.5%	21.4%	29%	29.9%			
8	39.1%	48%	54.4%	17.4%	32%	33.5%			
All	39.7%	45%	53.8%	20.7%	31%	35.6%			

Achievement data for 2022-2023 shows considerable growth from the 2021-2022 school year in ELA, an increase in math, with a marginal decrease in science.

A full inclusion model with co-teaching components has been implemented and is experiencing ongoing refinement to address grade-level standards-based instruction with special education students using appropriate differentiation strategies and accommodations. Systematic intervention including academic assistance and literacy instruction will structure clear expectations and opportunities for the success for all students. A continuation of common planning, common assessments, and collaborative analysis will strengthen classroom instruction.

An afterschool program has been established. Student participation is in large part determined by performance on end of year testing. During this time, teachers focus on identifying standards that students show a deficiency in and responding to those needs using multiple forms of remediation. MasteryConnect assessments are used to measure student mastery.

Teacher/Administrator Quality

Professional development (PD) is vital for both teachers and administrators to continually enhance their skills and stay abreast of the latest trends and best practices in education. By participating in PD opportunities, educators can improve their teaching methodologies, promote innovation in the classroom, and ultimately support student success. We structure our staff meeting schedule to ensure professional development happens weekly in PLCs, and monthly in both department meetings and faculty huddles. Additionally, we provide professional learning opportunities that reflect the current needs of our teachers based on anecdotal data from classroom observations and quantitative data from predictive assessments.

Professional Development Calendar for 2024-2025

August	September	October	November	December
Weekly PLC Meetings				
Monthly Department Meeting				

Monthly Faculty Huddle Co-Teaching Cohort with Inclusion Teachers	Monthly Faculty Huddle Technology Specialists PD in House	Monthly Faculty Huddle Station Rotation PD with Admin	Monthly Faculty Huddle Technology Specialists PD in House	Monthly Faculty Huddle Co-Teaching Cohort with Inclusion Teachers
January	February	March	April	May
Weekly PLC Meetings Monthly Department Meeting Monthly Faculty Huddle Technology Specialists PD in House	Weekly PLC Meetings Monthly Department Meeting Monthly Faculty Huddle ML Instruction PD with ESOL Department	Weekly PLC Meetings Monthly Department Meeting Monthly Faculty Huddle SCAMLE Conference Technology Specialists PD in House	Weekly PLC Meetings Monthly Department Meeting Monthly Faculty Huddle Co-Teaching Cohort with Inclusion Teachers	Weekly PLC Meetings Monthly Department Meeting Monthly Faculty Huddle Technology Specialists PD in House

School Climate

Report Card survey results for students and teachers show an overall satisfaction with the learning environment, the social/physical environment, the home-school relations, and school safety. Parent surveys are mostly satisfied with the learning environment and school safety. In the area of social and physical environment and safety, parental results show an opportunity for growth.

Climate	Teachers	Students	Parents
Number of surveys returned	54	770	26
Percent satisfied with learning environment	88.7%	74.7%	70.8%
Percent satisfied with social and physical environment	90.6%	72.5%	58.3%
Percent satisfied with school-home relations	90.6%	92.5%	65.0%

Behavioral data from the 2022-2023 school year is included in the two tables below showing the distinctions between students

<i>Student Behavior Data for In-School Suspensions</i>	1-5 days		6-10 days	
	Total # of Suspensions	Total # of Students Suspended	Total # of Suspensions	Total # of Students Suspended
Black/African/African American Students	761	324	0	0
Asian/Asian American Students	0	0	0	0
White (not of Hispanic origin)	321	247	0	0
Hispanic/Latino(a) Students	71	53	0	0
American Indian (Native American) Students	0	0	0	0
Pacific Islander	0	0	0	0

Other	132	50	0	0
TOTALS	1214	674	0	0
Male Students	855	324	0	0
Female Students	454	260	0	0
Students w/ Disabilities	190	75	0	0
Economically Disadvantaged Students-Free/Reduced Lunch	1065	419	0	0
English Language Learner Students (LEP/ELL)	20	13	0	0
Grade 6	314	176	0	0
Grade 7	523	285	0	0
Grade 8	377	213	0	0

<i>Student Behavior Data for Out-of-School Suspensions</i>	1-5 days		6-10 days	
	Total # of Suspensions	Total # of Students Suspended	Total # of Suspensions	Total # of Students Suspended
Black/African/African American Students	92	56	8	8
Asian/Asian American Students	0	0	0	0
White (not of Hispanic origin)	48	37	2	2
Hispanic/Latino(a) Students	13	10	1	1
American Indian (Native American) Students	2	2	0	0
Pacific Islander	0	0	0	0
Other	13	13	0	0
TOTALS	168	118	11	11
Male Students	123	82	5	5
Female Students	45	36	7	6
Students w/ Disabilities	33	3	2	2
Economically Disadvantaged Students-Free/Reduced Lunch	118	67	6	4
English Language Learner Students (LEP/ELL)	5	3	1	1

Grade 6	50	43	3	3
Grade 7	76	65	8	7
Grade 8	42	34	1	1

<i>Attendance, Absenteeism, and Truancy</i>	2021-2022	2022-2023	2023-2024
Chronic Absenteeism Rate	33.70%	26.30%	<i>Not Yet Reported</i>
Student Attendance Rate	90.79%	92.22%	<i>Not Yet Reported</i>
Student Stability Rate	82.8%	82.8%	<i>Not Yet Reported</i>

<i>Parent/Teacher Conferences</i>	2023-2024
Number of Conferences Held According to Raptor Sign-In <i>(number does not include virtual conferences)</i>	72

<i>Backpack Usage</i>	2023-2024
Number of Accounts Registered	802

<i>Volunteer Hours</i>	2023-2024
Number of Hours Logged for Volunteering in Raptor	27

Access the School Report Card

To locate additional information on Woodmont Middle School's SC School report card, please visit this link:

<https://screportcards.com/overview/?q=eT0yMDIzJnQ9TSZzaWQ9MjMwMTA1Mg>

Action Plan

GOAL AREA 1 – Performance Goal 1

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> 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 35.6% in 2022-23 to 46.5% in 2028-29.
Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 1.5% 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)	39.5%	41%	43.5%	45%	46.5%
	36.4%	38%	Actual (MS)					
	40%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.					
1. Develop annual academic growth targets based on the principal and school goal setting process.	2024-2029	· Principal			
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	· Principal			
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	· Instructional Coach · Department Chairs			
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.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	· Academic Specialists			
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	· Academic Specialists			
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	· Instructional Coach · Teachers			
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029	· Instructional Leadership Team			
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	· Instructional Leadership Team			
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	· Instructional Leadership Team			
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	· Instructional Leadership Team			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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"> · Instructional Leadership Team 			
4. Foster a collaborative relationship between schools and parents.	2024-2029	<ul style="list-style-type: none"> · All Staff 			
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team · Teachers · Counselors 			

GOAL AREA 1 – Performance Goal 2

<p>Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)</p>
<p>Performance Goal 2: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 54.3% in 2022-23 to 64.5% in 2028-29.</p>
<p>Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 1.5% annually.</p>

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)	57.5%	59%	60.5%	63%	64.5%
	54.3%	56%	Actual (MS)					
	57%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure all students acquire prerequisite ELA skills at each level.					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team Teachers 			
2. Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success.	2024-2029	<ul style="list-style-type: none"> Academic Specialists 			
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 Leadership Team 			
4. Progress monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team SPED Department 			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
5. Implement a range of assessment methods that measure student understanding.	2024-2029	· Teachers			
6. Ensure vertical articulation of grade level content and practices.	2024-2029	· Instructional Leadership Team · Department Chair			
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	· Instructional Leadership Team			
Action Plan for Strategy #2: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	· Academic Specialists · Instructional Leadership Team			
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	· Teachers · Instructional Leadership Team			
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	· General Education Teachers · SPED Department · ESOL Department			
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	· Teachers			
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	· Academic Specialists · Instructional Leadership Team			
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	· Teachers · Media Specialist			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team 			
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"> · Counseling Department 			
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team 			
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"> · Teachers 			
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 Leadership Team · SPED Department 			

GOAL AREA 2 – Performance Goal 1

<p>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)</p>
<p>Performance Goal 1: 100% of classroom teacher positions will be filled on the first day of school by highly qualified educators (through 2029).</p>
<p>Interim Performance Goal: Meet annual targets below.</p>

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%	100%	Actual (School)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
teaching as a career choice through internal and external programs.		· Community Involvement Committee Members			

GOAL AREA 2 – Performance Goal 2

<p>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)</p>
<p>Performance Goal 2: Reduce teacher turnover by 0.5 percentage points annually through 2029.</p>
<p>Interim Performance Goal: Meet annual targets below.</p>

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)					
			Projected (School)	11.5%	11%	10.5%	10%	9.5%
	12.0%	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 additional support for teachers new to the profession.					
1. Adjust schedule to allow experienced teachers to provide additional support for induction teachers.	2024-2029	· Principal			
2. Generate a cohort for induction teachers to assist in their onboarding throughout the year.	2024-2029	· Principal · Instructional Coach			
3. Recruit high-quality mentors for all new teachers and provide mentors with clear action steps for how to support new teachers.	2024-2029	· Principal · Instructional Coach			
4. Develop high-quality professional learning opportunities, including peer observations, for new teachers.	2024-2029	· Instructional Coach			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #2: Increase teacher morale and overall job satisfaction.					
1. Monitor Upbeat Survey data and provide opportunities for staff to offer suggestions.	2024-2029	· Instructional Leadership Team			
2. Generate teacher committees to allow for teacher input on school processes and systems.	2024-2029	· Principal			
3. Involve various teachers in the interviewing and onboarding process to give them voice in hiring decisions.	2024-2029	· Principal			

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

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

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.	2024-2029	· Administrative Team			
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing	2024-2029	· Administrative Team			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
custom, school-based programming to meet this goal.					
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.	2024-2029	· All Staff			
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	· Instructional Leadership Team			
5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	· OnTrack Teams			
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	· All Staff			
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	· All Staff			
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	· Administrative Team			

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"> · Administrative Team · Teachers · Counselor 			
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	<ul style="list-style-type: none"> · Administrative Team 			
2. Increase leadership opportunities within the school during the school day.	2024-2029	<ul style="list-style-type: none"> · All Staff 			
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	<ul style="list-style-type: none"> · Administrative Team · Counselor 			
Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	<ul style="list-style-type: none"> · Administrative Team 			
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"> · Administrative Team · LiveSchool Committee 			
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"> · Administrative Team · Teachers 			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	· All Staff			
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	· All Staff			

GOAL AREA 3 – Performance Goal 2

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.)* (* required)
Performance Goal 2: By 2029, reduce the percentage of students who are chronically absent* by 10 points.
Interim Performance Goal: Meet annual targets below.

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

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

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	· District			
Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.					
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	· Administrative Team · Attendance Clerk · Counselors			
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	· Administrative Team · District			
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	· Administrative Team · School Nurse, and District			

GOAL AREA 3 – Performance Goal 3

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

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack	2024-2029	· All Staff			
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	· Administrative Team · Media Specialists · School Counselors			
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	· Instructional Leadership Team · TAC			
Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.					
1. Identify community partners (businesses, pediatrics, health departments, nonprofits,	2024-2029	· Administrative Team · School Counseling Dept.			

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