

Woodland Elementary School

Where We Empower Leaders Everyday in Everyway.



Strategic Plan for 2024-25 through 2028-29

Katrina Miller, Principal

Jennifer Dixon, Assistant Principal

Tyler Bennett, 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 RENEWAL PLAN FOR YEARS 2024-25 through 2028-29 (five years)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2025-26 (one year)

Required Signature Page

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

Assurances for the School Renewal Plans

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

SUPERINTENDENT

| | | |
|----------------------|---|--------|
| Dr. W. Burke Royster |  | 3-6-25 |
| PRINTED NAME | SIGNATURE | DATE |


PRINCIPAL

| | | |
|----------------|---|--------|
| Katrina Miller |  | 3-6-25 |
| PRINTED NAME | SIGNATURE | DATE |

CHAIRPERSON, BOARD OF TRUSTEES

| | | |
|--------------------|--|--------|
| Dr. Carolyn Styles |  | 3-6-25 |
| PRINTED NAME | SIGNATURE | DATE |

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

| | | |
|---------------|--|--------|
| Richard Dixon |  | 3-6-25 |
| PRINTED NAME | SIGNATURE | DATE |

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

| | | |
|-----------------|--|--------|
| Angela Lovelace |  | 3-6-25 |
| PRINTED NAME | SIGNATURE | DATE |

SCHOOL ADDRESS: 1730 Gibb Shoals Road 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: Angela Lovelace
8. School Read To Succeed Literacy Leadership Team Lead: Angela Lovelace
9. School Read To Succeed Literacy Leadership Team Member : Mary Kay Herrera

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: Jennifer Dixon
12. Assistant Principal: Tyler Bennett
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 <input type="radio"/> N/A | Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. |
| <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system). |
| <input 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 <input type="radio"/> 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="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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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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 strategic plan is updated each year to reflect changes within the school. 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 N. Rader A. Bishop L. Evans M. Pitts A. Hoglund M. Hill C. Strickland J. Woolman-Kirby T. Motes | Shared Leadership A. Hall A. Higginbotham N. Rodriguez C. Rouse C. Scudder B. Meyer K. White S. Frierson R. Minor A. Weinberg | Empower Learners C. Patrick S. Odom C. Mayer C. Faulk J. Hiles | Adult Learning & Modeling K. Ardaiz C. Crawford M. Currey J. Poe P. Lowery J. Long C. Parker A. Denny E. Poynter N. Rader |
| Challenges | Teachers and Administrator Quality | Action Plan | School Climate |
| Achieve Goals L. Nicholls C. Parker R. McKelvey M. Dilley C. Makis A. White K. Lewis D. Fleming M. Linder | Teach Students To Lead R. Chaffee A. Cloer J. Miller M. Rice K. Kirkwood D. Marinelli J. Martin D. Newell A. Butler L. Ackerman | K. Miller C. Phillips N. Sexton A. Bethea C. Strickland | Leadership Environment C. Allen M. Brickle T. Forwood S. Lehere M. Lovin B. Manley K. McClain J. Montes R. Tollefson C. Hancock T. Werner S. Vaughan |

In the Spring of 2025, 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, 2022-23, and 2023-24. Woodland is 47th out of 638 schools on School Digger. Woodland Elementary's academic performance is exceptional, with proficiency rates in English Language Arts and Mathematics significantly higher than the district and state averages across all grade levels. For example, in 2023-2024, 74.9% of 3rd graders, 76.8% of 4th graders, and 75.7% of 5th graders were proficient or better in ELA, compared to 61.7%, 64.5%, and 63.4% for the district, respectively. The school's 4th-grade performance on the SCPASS Science assessment is also impressive, with 73.4% of students scoring proficient or better in 2022-2023, compared to 60.2% for the district and 46.6% for the state.

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 continue LETRS training over the next year to align with the state's Science of Reading initiative. Kindergarten teachers will receive continued training in the Science of Reading based program, Reading Horizons. Kindergarten implemented the program in Tier 1 this school year.

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, 2021,2022,2023
- 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, 2023-2024
- United Way Awards
- PTA Parent Involvement Award
- Donor Choose Grant Winners
- RAMP Certified Counseling
- State Beta Club Awards
- Ranked 47th out of 638 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 Jennifer Dixon and Tyler Bennett 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 rolling 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.

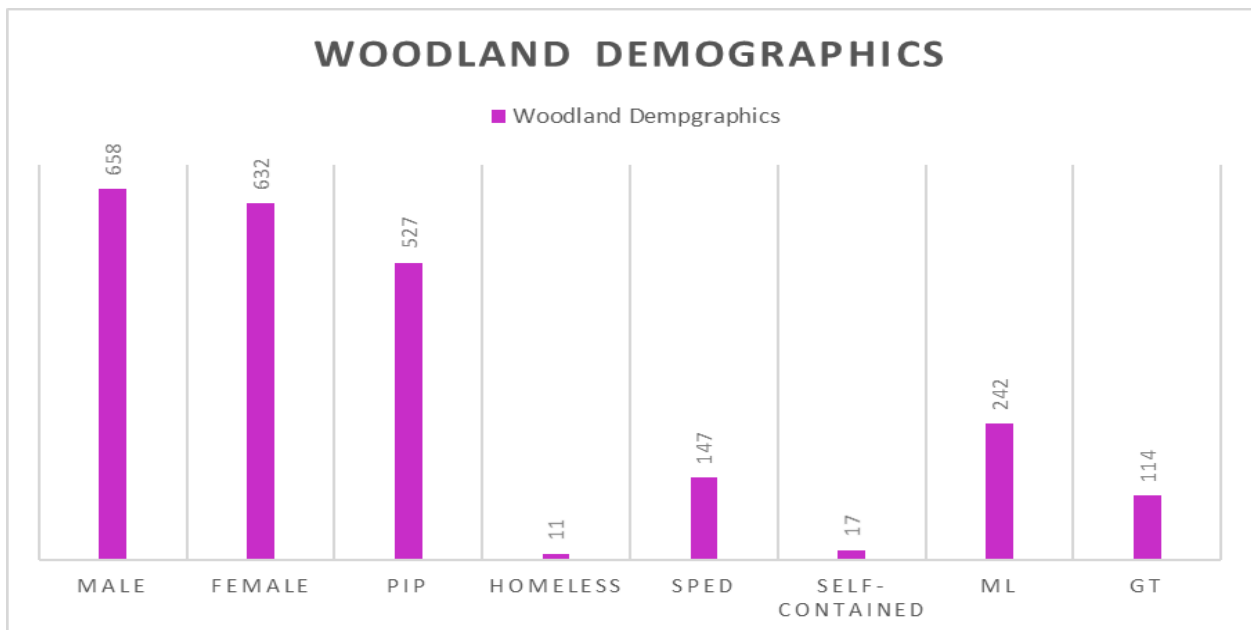
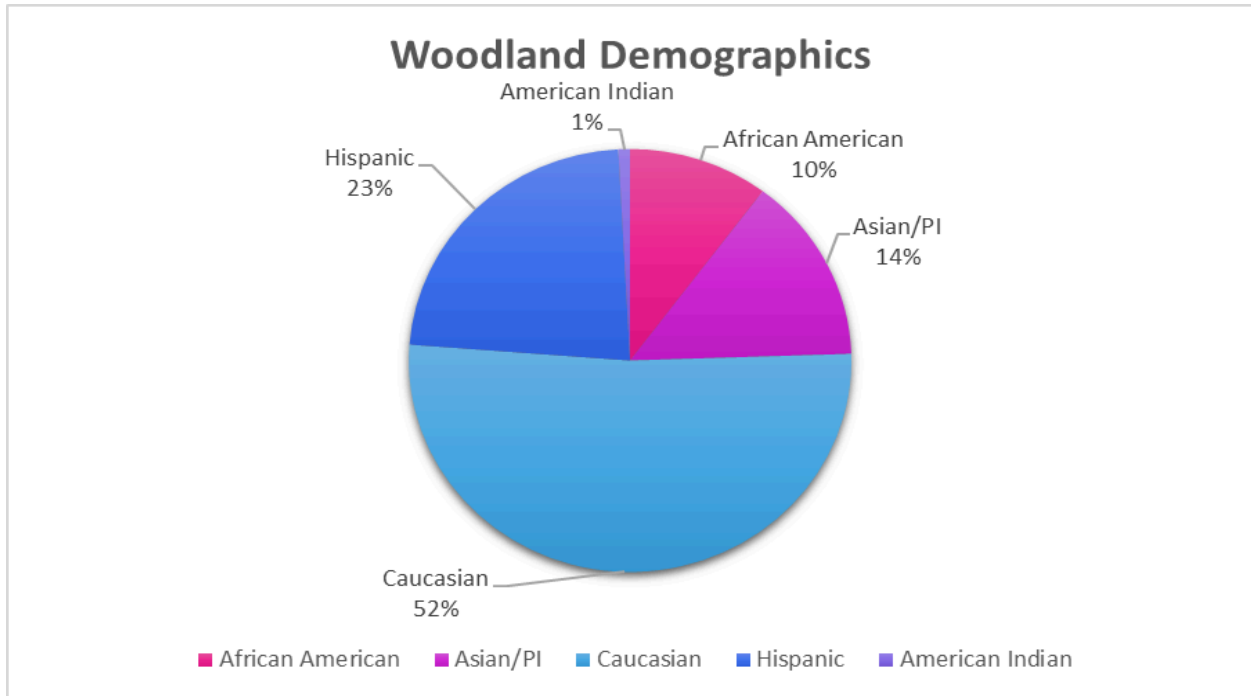
School Personal

- 1 Principal
- 2 assistant principals
- 1 administrative assistant
- 1 instructional coach
- 57 regular classroom teachers
- 4 reading interventionist (RTI)
- 1.5 literacy specialist
- 8 kindergarten assistants

- 5 special education teachers (2 self contained, 3 resource)
- 4 special education aides
- 3.5 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 | Amira | Amira is the first artificial intelligence (AI) reading assistant that listens to, assesses, and tutors students. With Amira's capabilities, students have effective reading practice with customized, in-the-moment feedback to enhance their literacy growth. This program will be implemented in grades K-5th. |
| 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 |

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| | | 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 and before school RTI | Wildcat Warriors Tutoring | Teachers provide extra help in the area of Math and Reading before school. Students work on a combination of fundamental math skills as well as new content they are currently working on in class. A small group of students focuses on fluency and reading comprehension. |
| 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 | Wildcat Warriors is a school based mentoring program that matches students or classes with a volunteer from the Service Learning Program at |

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| | School) | 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 |

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| | | conventions and has brought home state and national honors from several competitions. |
| School Climate: Extracurricular Program | Student Lighthouse | Woodland students are motivated and inspired to 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.

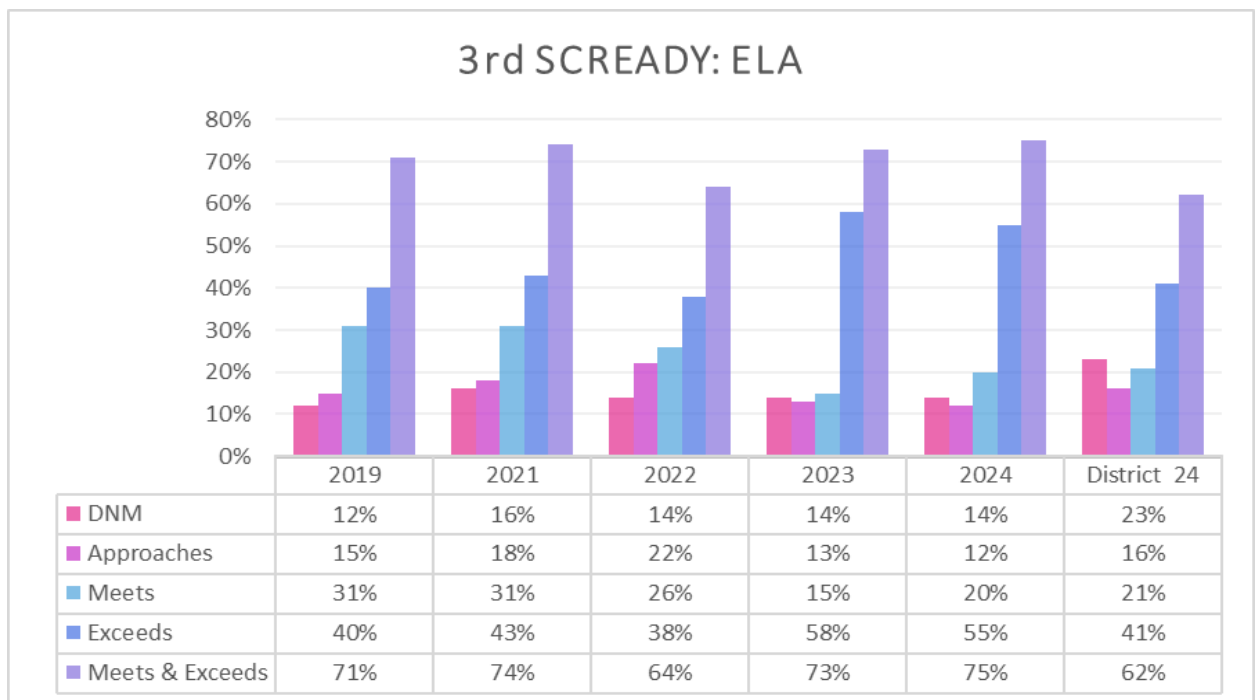
Children can adapt to rapid technological and societal changes when learning is made relevant.

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

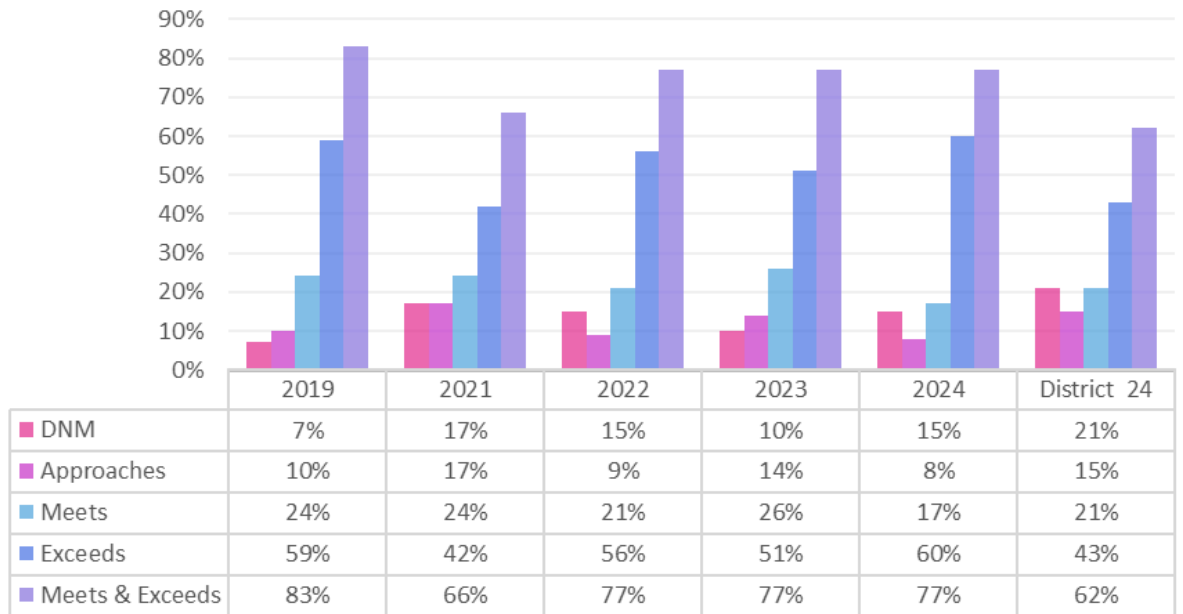
The school should address diversity among students both culturally and academically.

Data Analysis and Needs Assessment

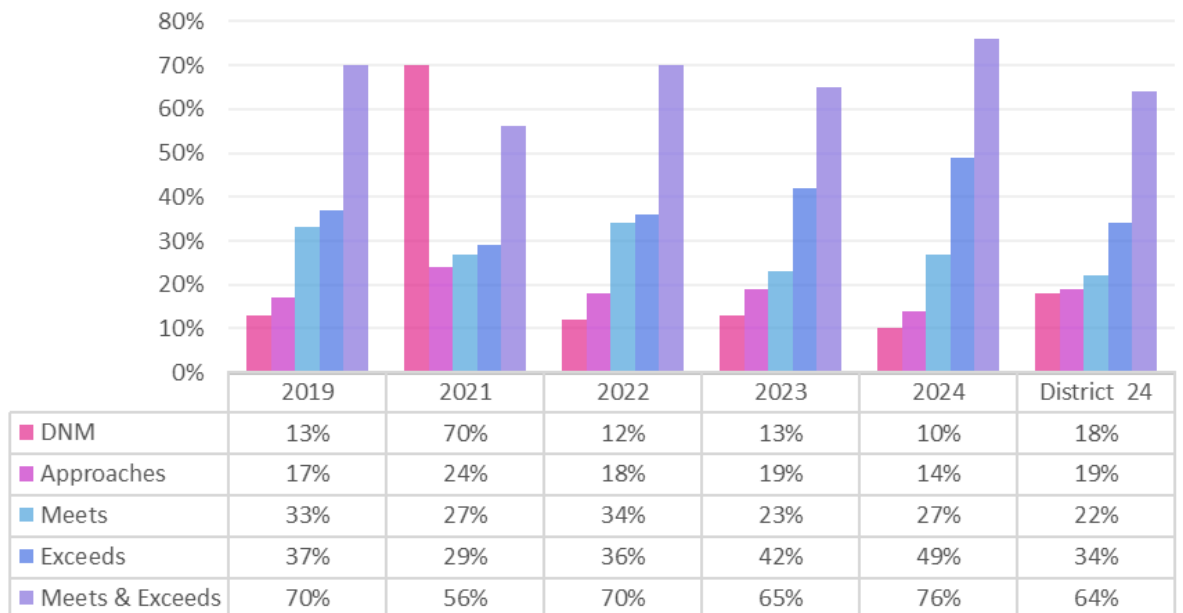
Student Achievement Needs Assessment

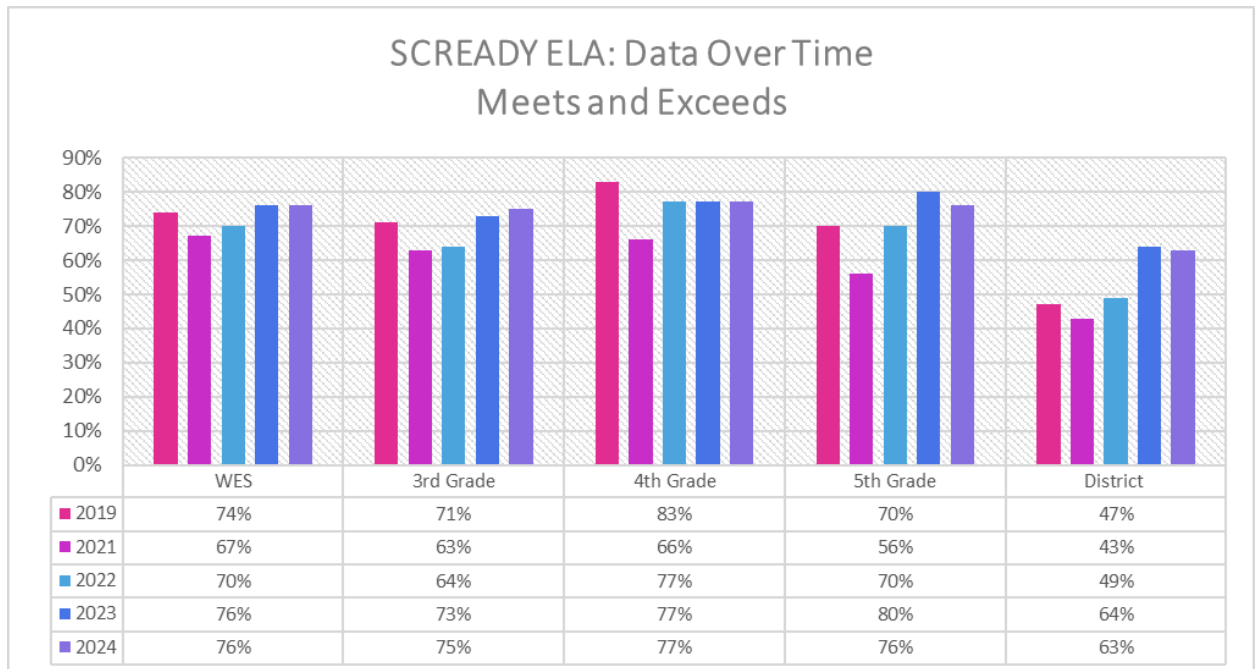


4th SCREADY: ELA



5th SCREADY: ELA

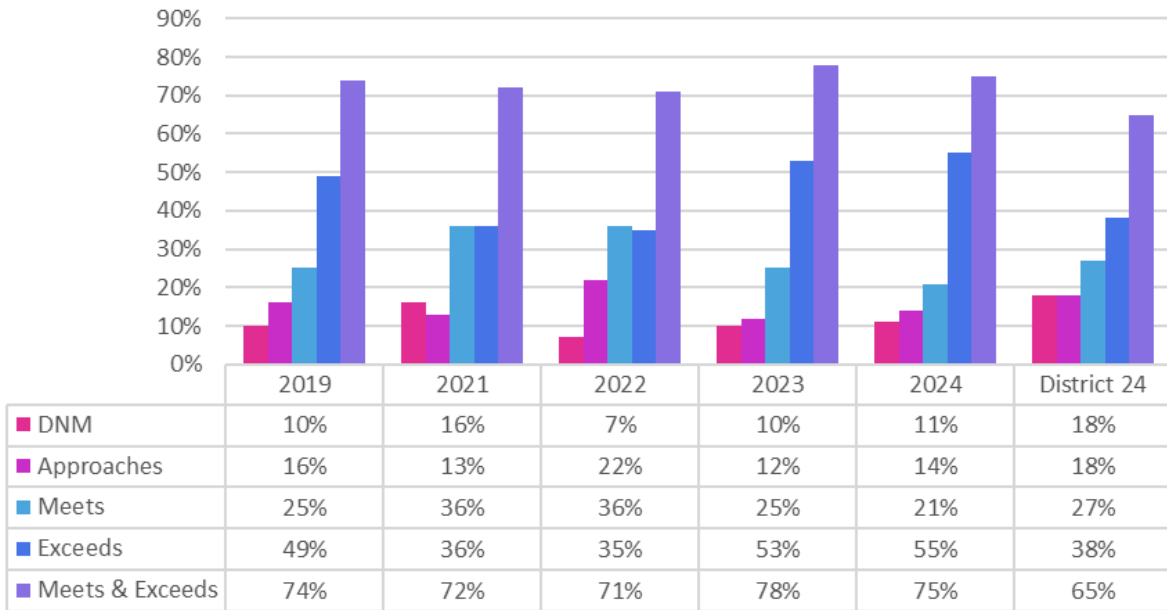




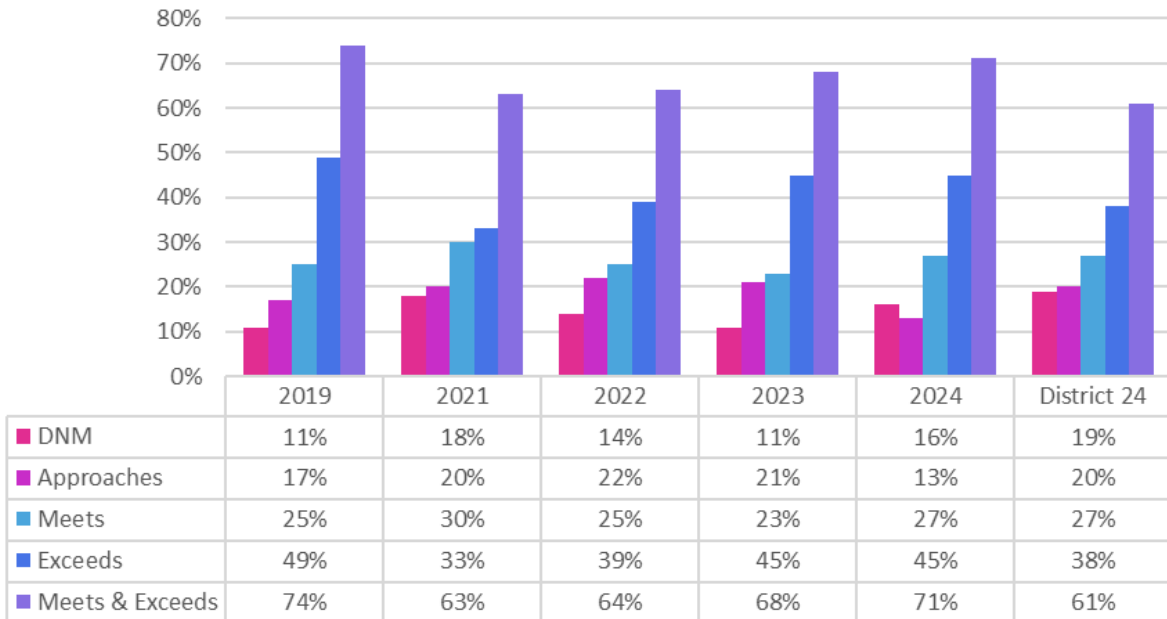
ELA Analysis

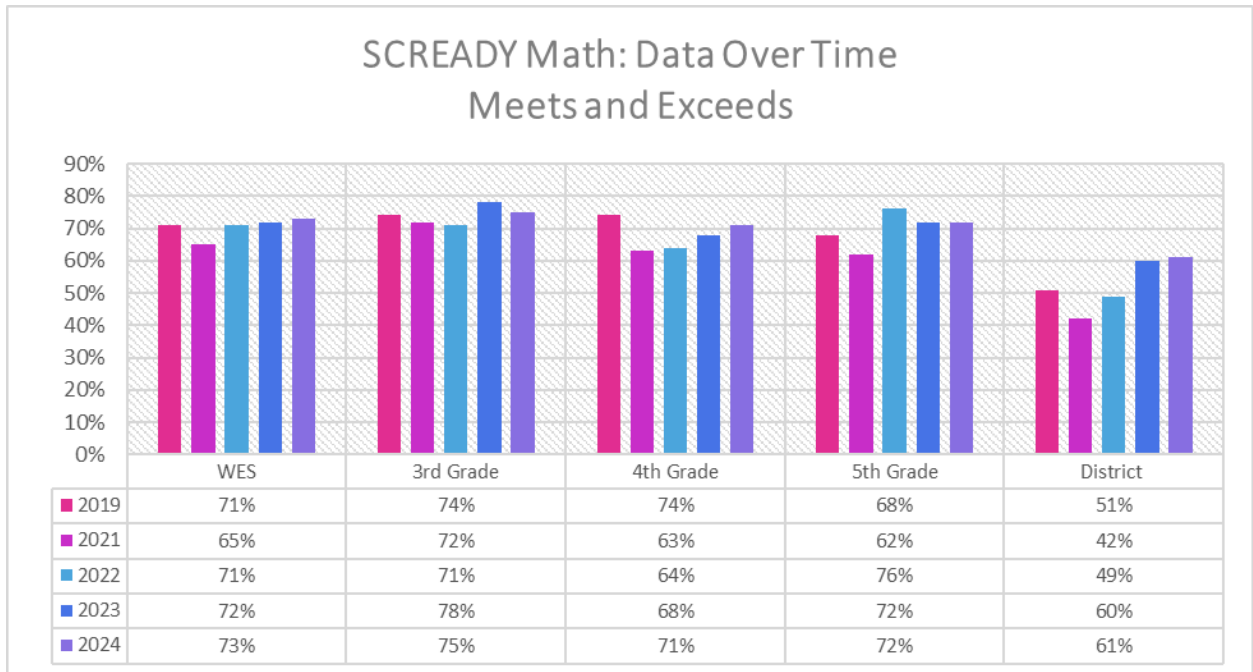
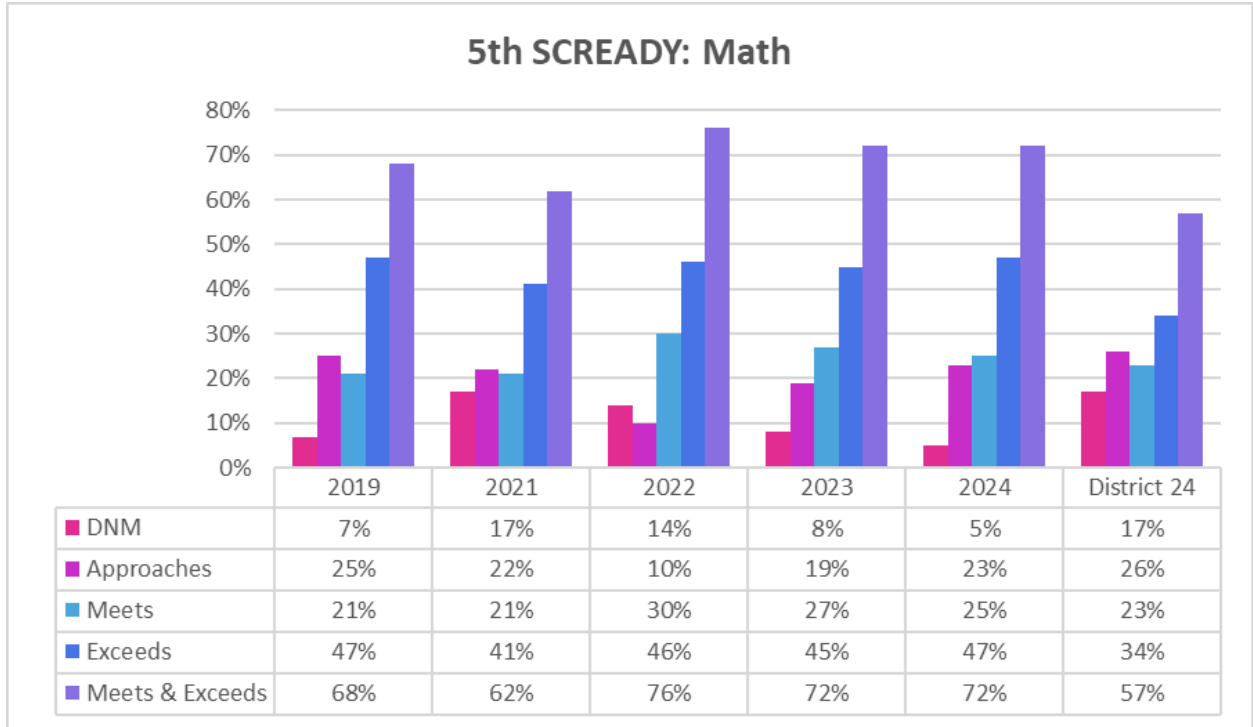
Woodland's third-fifth grade students are continuing to score above the Greenville County School district in the area of ELA. As a school we maintained 76% in the area of ELA from 2023-2024. Third grade had an increase of 2 points from 2023-2024, fourth grade maintained a 77% of students in meets and exceeds, and fifth grade had a 4 point decrease 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 13% over Greenville County Schools in the area of ELA.

3rd SCREADY: Math



4th SCREADY: Math



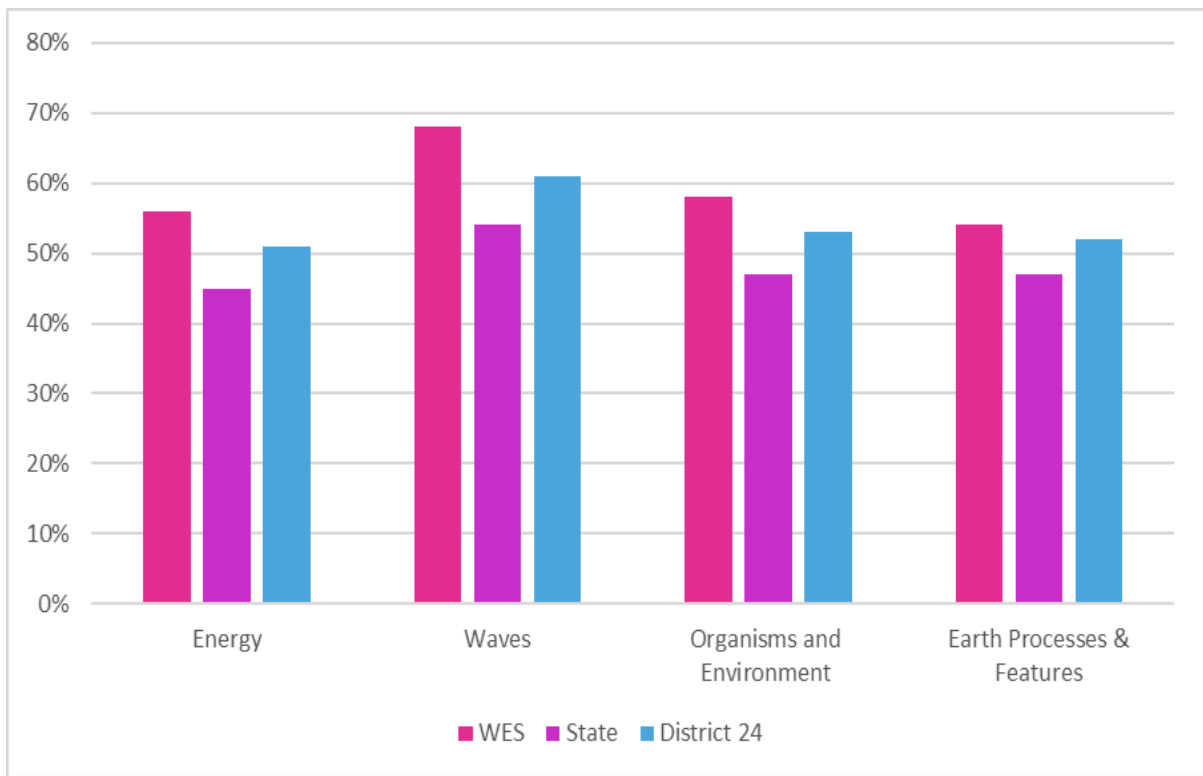


Math Analysis

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 12% higher than the Greenville

County Schools in the area of Math in 2023-2024. Third grade had an increase of 3 points from 2023-2024, fourth grade increased 3% in meets and exceeds, and fifth grade maintained a 72% in Math meets and exceeds. As our administrative team and teachers examined our Math results, we decided to provide 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 are on track to meet our school goal in the area of Math for the SCReady 2024-2025.

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. Tech time teachers have collaborated with 4th grade Science planners to incorporate STEAM and Science review lessons during their related arts block.

Teachers and Administrator Quality

[Woodland Professional Development Calendar 24-25](#)

Summer PD 2025

Leader In Me Summer Planning for the upcoming school year in Flat Rock, SC, June 24th-25th.

LETRS PD for 24-25



School Climate Needs Assessment

| Student Behavior Data | Attendance | Parent Teacher Conferences |
|--|---|----------------------------|
| Total # of students: 1394 1+ Referral: 142 2+Referrals: 60 | Total # of students: 1367 Chronic Absenteeism: 12.07% | 1,032 conferences held |

| | | |
|------------------------------------|--|---|
| Volunteer Hours 2,229.18 | Backpack Accounts Has Parent Account: 95.18% Does not have Parent Account: 4.82% | School Report Card Link |
|------------------------------------|--|---|

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% | 75% | Actual (ES) | | | | | |
| | 59.9% | 61.2% | 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 | 2024-2029 | <input type="checkbox"/> Admin. Team <input type="checkbox"/> Instructional Coach | \$0 | N/A | Continue |

| 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 | <input type="checkbox"/> Admin. Team <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Teachers <input type="checkbox"/> Students | \$0 | N/A | Continue |
| 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 | <input type="checkbox"/> Admin. Team <input type="checkbox"/> Instructional Coach | \$0 | N/A | Continue |
| 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 | <input type="checkbox"/> Admin. Team <input type="checkbox"/> 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 | <input type="checkbox"/> District Planning Committees <input type="checkbox"/> Subject Area Specialist <input type="checkbox"/> Admin. Team <input type="checkbox"/> Instructional Coach | \$0 | N/A | Continue |
| 3. Utilize formative and predictive assessment data to design differentiated instruction for all students. | 2024-2029 | <input type="checkbox"/> Admin. Team <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Teachers | \$0 | N/A | Continue |
| 4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to | 2024-2029 | <input type="checkbox"/> Admin. Team <input type="checkbox"/> Instructional Coach | \$0 | N/A | Continue |

| 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 | <input type="checkbox"/> Admin. Team <input type="checkbox"/> Instructional Coach | \$0 | N/A | Continue |
| 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 | <input type="checkbox"/> Admin. Team <input type="checkbox"/> Instructional Coach | \$0 | N/A | Continue |
| 2. Provide professional development for teachers throughout | 2024-2029 | <input type="checkbox"/> Instructional Coach <input type="checkbox"/> District Math Specialist | \$0 | N/A | Continue |

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|--|-----------|---|----------------|----------------|---|
| 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 | <input type="checkbox"/> Admin. Team <input type="checkbox"/> Instructional Coach | \$0 | N/A | Continue |
| 4. Foster a collaborative relationship between schools and parents. | 2024-2029 | <input type="checkbox"/> Admin. Team <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Action Team: Adult Learning & Modeling | \$0 | N/A | Continue |
| 5. Provide resources and workshops to help parents support their children's mathematical development at home. | 2024-2029 | <input type="checkbox"/> 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 SCDE School Report Card | 76% | 78% | Projected (ES) | 78% | 80% | 82% | 84% | 86% |
| | 76% | 79% | Actual (ES) | | | | | |
| | 64.2% | 63.2% | 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 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 | <input type="checkbox"/> Admin. Team <input type="checkbox"/> Instructional Coach | \$0 | N/A | Continue |
| 2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade. | 2024-2029 | <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Literacy Specialist <input type="checkbox"/> Literacy Team <input type="checkbox"/> Teachers | \$0 | N/A | Continue |

| 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 | <input type="checkbox"/> Admin. Team <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Literacy Team <input type="checkbox"/> Teachers <input type="checkbox"/> Sped Teachers | \$0 | N/A | Continue |
| 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 | <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Literacy Specialist & Team <input type="checkbox"/> Teachers | \$0 | N/A | Continue |
| 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 | <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Teachers | \$0 | N/A | Continue |
| 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 | <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Admin Team | \$0 | N/A | Continue |
| 2. Identify the areas of strengths and areas of | 2024-2029 | <input type="checkbox"/> Administrators <input type="checkbox"/> Instructional Coach | \$0 | NA | Continue |

| 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. | | <input type="checkbox"/> District Specialist | | | |
| 3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data). | 2024-2029 | <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Administrators | \$0 | NA | Continue |
| 4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success. | 2024-2029 | <input type="checkbox"/> Teachers <input type="checkbox"/> Tier 2 | \$0 | NA | Continue |
| 5. Implement a range of assessment methods that measure student understanding. | 2024-2029 | <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Teachers | \$0 | NA | Continue |
| 6. Ensure vertical articulation of grade level content and practices. | 2024-2029 | <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Administrators | \$0 | NA | Continue |
| 7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs. | 2024-2029 | <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Administrators | \$0 | NA | Continue |
| 8. R43-205 GCS Strategic Plan Strategy | 2024-2025 | <input type="checkbox"/> 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> |
|--|-----------|---|----------------|----------------|---|
| 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. | | | | | |
| 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. | | | | | |
| 1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.). | 2024-2029 | <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Administrators | \$0 | NA | Continue |

| 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 | <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Administrators <input type="checkbox"/> Literacy Specialist | \$0 | NA | Continue |
| 3. Utilize resources for differentiated support and acceleration for all students. | 2024-2029 | <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Administrators <input type="checkbox"/> Teachers | \$0 | NA | Continue |
| 4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery. | 2024-2029 | <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Administrators | \$0 | NA | Continue |
| 5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations. | 2024-2029 | <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Administrators <input type="checkbox"/> Literacy Specialist | \$0 | NA | Continue |
| 6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles. | 2024-2029 | <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Administrators <input type="checkbox"/> ML Teachers <input type="checkbox"/> Literacy Specialist | \$0 | NA | Continue |
| 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 | <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Literacy Specialist | \$0 | NA | Continue |

| 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 | <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Administrators <input type="checkbox"/> Literacy Specialist | \$0 | NA | Continue |
| 3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework. | 2024-2029 | <input type="checkbox"/> NA | \$0 | NA | N/A |
| 4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills. | 2024-2029 | <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Administrator <input type="checkbox"/> Literacy Specialist | \$0 | NA | Continue |
| 5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework. | 2024-2029 | <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Administrators | \$0 | NA | Continue |

GOAL AREA 2 – Performance Goal 1

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

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

Interim Performance Goal: Meet annual targets below.

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

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|---|-----------|---|----------------|----------------|---|
| 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 | <input type="checkbox"/> 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 | <input type="checkbox"/> Administrators <input type="checkbox"/> Instructional Coach | \$0 | NA | Continue |
| 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 | <input type="checkbox"/> Administrators | \$0 | N/A | Continue |

GOAL AREA 2 – Performance Goal 2

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

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

Interim Performance Goal: Meet annual targets below.

| Data Source(s) | SY23 Baseline | SY24 Planning | Data Designation | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
|--------------------------------|---------------|---------------|----------------------|---------|---------|---------|---------|---------|
| GCS Human Resources Department | | | Projected (District) | 11.60% | 11.10% | 10.60% | 10.10% | 9.60% |
| | 10.4% | 10.1% | Actual (District) | | | | | |
| | | | Projected (School) | 5.5% | 5.0% | 4.5% | 4.0% | 3.5% |
| | 6.0% | 5.5% | 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 | <input type="checkbox"/> Administrators <input type="checkbox"/> Instructional Coach | \$0 | \$0 | Continue |
| 2. Assign trained mentors | 2004-2029 | <input type="checkbox"/> Administrators <input type="checkbox"/> Instructional Coach | \$0 | \$0 | Continue |

| 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 | <input type="checkbox"/> Administrators <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Literacy Specialist | \$0 | \$0 | Continue |

GOAL AREA 3 – Performance Goal 1

| |
|---|
| Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input 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* | 61.5% | 54.1% | Actual (District) | | | | | |
| | | | Projected (School) | 37% | 35% | 33% | 31% | 29% |
| | 39% | 42% | 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 | <input type="checkbox"/> Administrators <input type="checkbox"/> School Counselors | \$0 | N/A | Continue |

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|--|-----------|---|----------------|----------------|---|
| 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. | | | | | |
| 2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal. | 2024-2029 | <input type="checkbox"/> Administrators <input type="checkbox"/> Instructional Coach | \$0 | N/A | Continue |
| 3. Create a sense of safety, stability, and belonging for all students, staff, | 2024-2029 | <input type="checkbox"/> Administrators | \$0 | N/A | Continue |

| 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 | <input type="checkbox"/> Administrators <input type="checkbox"/> Instructional Coach | \$0 | N/A | Continue |
| 5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve | 2024-2029 | <input type="checkbox"/> Administrators | \$0 | N/A | Continue |

| 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 | <input type="checkbox"/> Administrators <input type="checkbox"/> Teachers <input type="checkbox"/> Instructional Coach | \$0 | N/A | Continue |
| 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 | <input type="checkbox"/> Administrators <input type="checkbox"/> Teachers <input type="checkbox"/> Instructional Coach | \$0 | N/A | Continue |
| 2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication | 2024-2029 | <input type="checkbox"/> Administrators | \$0 | N/A | Continue |

| 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 | Continue |
| 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 | <input type="checkbox"/> Administrators <input type="checkbox"/> Teachers <input type="checkbox"/> Instructional Coach | \$0 | N/A | Continue |
| 2. Increase leadership opportunities within the school during the school day. | 2024-2029 | <input type="checkbox"/> Administrators <input type="checkbox"/> Teachers | \$0 | N/A | Continue |
| 3. Continue and expand community partnerships to provide mentors and out-of-school | 2024-2029 | Administrators | \$0 | N/A | Continue |

| 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 | <input type="checkbox"/> Administrators | \$0 | N/A | Continue |
| 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 | <input type="checkbox"/> Administrators | \$0 | N/A | Continue |

| 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 | <input type="checkbox"/> Administrators <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Teachers | \$0 | N/A | Continue |
| 4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives. | 2024-2029 | <input type="checkbox"/> Administrators <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Teachers | \$0 | N/A | Continue |
| 5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site | 2024-2029 | <input type="checkbox"/> Administrators <input type="checkbox"/> Teachers | \$0 | N/A | Continue |

| 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. | | | | | |

GOAL AREA 3 – Performance Goal 2

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

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

Interim Performance Goal: Meet annual targets below.

| Data Source(s) | SY23 Baseline | SY24 Planning | Data Designation | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
|-------------------------|------------------|------------------|----------------------|---------|---------|---------|---------|---------|
| GCS Student Services | | | Projected (District) | 22% | 20% | 18% | 16% | 14% |
| | 24.2% | 23.9% | Actual (District) | | | | | |
| | | | Projected (School) | 12% | 10% | 8% | 6% | 4% |
| | 12% | 12% | 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 | <input type="checkbox"/> Administration <input type="checkbox"/> Attendance Clerk | \$0 | \$0 | C |
| 2. Implement the model framework and ensure the implementation of strategies. | 2024-2029 | <input type="checkbox"/> Administration <input type="checkbox"/> Attendance Clerk | \$0 | \$0 | C |
| Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans. | | | | | |

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|---|-----------|--|----------------|----------------|---|
| 1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans. | 2024-2029 | <input type="checkbox"/> Administration <input type="checkbox"/> Attendance Clerk | \$0 | \$0 | C |
| 2. Provide ongoing training for Attendance Clerks or Interventionists. | 2024-2025 | <input type="checkbox"/> Administration <input type="checkbox"/> Attendance Clerk | \$0 | \$0 | C |
| 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 | <input type="checkbox"/> Administration <input type="checkbox"/> Attendance Clerk | \$0 | \$0 | C |
| 2. Engage community partners to share the message and help address barriers for families, including increased access to services and support. | 2024-2029 | <input type="checkbox"/> Administration <input type="checkbox"/> Attendance Clerk | \$0 | \$0 | N/A |
| 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 | <input type="checkbox"/> Administration <input type="checkbox"/> Attendance Clerk | \$0 | \$0 | C |

GOAL AREA 3 – Performance Goal 3

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

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

Interim Performance Goal: Meet annual targets below.

| Data Source(s) | SY23 Baseline | SY24 Planning | Data Designation | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
|--|---------------|---------------|----------------------|---------|---------|---------|---------|---------|
| Number of Visitors and Volunteers in Raptor System | | | Projected (District) | 317,534 | 327,060 | 336,872 | 346,978 | 357,387 |
| | | 308,285 | Actual (District) | | | | | |
| | | | Projected (School) | 5,008 | 5,158 | 5,312 | 5,471 | 5,635 |
| | | 4,863 | Actual (School) | 3,859 | | | | |

| 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 | <input type="checkbox"/> Administration <input type="checkbox"/> Office Staff <input type="checkbox"/> Teachers | \$0 | \$0 | C |
| 2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students. | 2024-2025 | <input type="checkbox"/> Administration <input type="checkbox"/> Office Staff <input type="checkbox"/> Teachers | \$0 | \$0 | C |

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|---|-----------|---|----------------|----------------|---|
| 3. Provide ongoing access to technology and support to parents and guardians at school locations. | 2024-2029 | <input type="checkbox"/> Administration <input type="checkbox"/> Office Staff <input type="checkbox"/> Teachers | \$0 | \$0 | C |
| 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, faith-based, and community organizations) to encourage and promote parent and community involvement in schools. | 2024-2029 | <input type="checkbox"/> Administration <input type="checkbox"/> Office Staff <input type="checkbox"/> Teachers | \$0 | \$0 | C |
| 2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities. | 2024-2029 | <input type="checkbox"/> Administration <input type="checkbox"/> Office Staff <input type="checkbox"/> Teachers | \$0 | \$0 | C |
| 3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships. | 2024-2029 | <input type="checkbox"/> Administration <input type="checkbox"/> Office Staff <input type="checkbox"/> Teachers | \$0 | \$0 | C |
| 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 | <input type="checkbox"/> Administration <input type="checkbox"/> Office Staff <input type="checkbox"/> Teachers | \$0 | \$0 | C |
| 2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events. | 2024-2026 | <input type="checkbox"/> Administration <input type="checkbox"/> Office Staff <input type="checkbox"/> Teachers | \$0 | \$0 | C |

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|---|-----------|---|-------------------|-------------------|--|
| 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 | <input type="checkbox"/> Administration <input type="checkbox"/> Office Staff <input type="checkbox"/> Teachers | \$0 | \$0 | C |