BEREA MIDDLE SCHOOL
Greenville County Schools

Love. Support. Accountability.

School Portfolio
2025-2026

Scope of Action Plan 2024-2029

Ms. Brianna Falvey
Dr. Burke Royster - Superintendent

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SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Berea Middle School

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		3/12/2025
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Brianna Falvey		3/12/2025
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles		3/12/2025
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Brianna Lewis		3/12/2025
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS: 151 Berea Middle School Road Greenville SC 29617

SCHOOL TELEPHONE: (864) 355-1700

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

Stakeholder Involvement for School Renewal

	Position	**Name**
1.	Principal	Brianna Falvey
2.	Teacher	Maria Johnson
3.	Parent/Guardian	Anna Pew
4.	Community Member	Christie Wilkie
5.	Paraprofessional	Rachelle Andino
6.	School Improvement Council Member	Brianna Lewis
7.	Read to Succeed Reading Coach	N/A
8.	School Read To Succeed Literacy Leadership Team Lead	N/A
9.	School Read To Succeed Literacy Leadership Team Member	N/A

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

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

Read To Succeed Literacy Leadership Team: N/A

Early Childhood Development and Academic Assistance Act (Act 135) Assurances
(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

☐Yes ☐No ☒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).
☒Yes ☐No ☐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).
☒Yes ☐No ☐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.
☒Yes ☐No ☐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.
☒Yes ☐No ☐N/A	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
☒Yes ☐No ☐N/A	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
☒Yes ☐No ☐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).
☒Yes ☐No ☐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.
☐Yes ☐No ☒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.
☐Yes ☐No ☒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.
☐Yes ☐No ☒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.
☐Yes ☐No ☒N/A	**Recruitment** The district makes special and intensive efforts to **recruit** and **give priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is 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.
☒Yes ☐No ☐N/A	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Introduction

As a Title I school, Berea Middle is required to complete a comprehensive needs assessment that includes all stakeholders. The school compiles its needs based on SCPASS and SCREADY state tests; quarterly benchmark test results; teacher observations; teacher-made tests; attendance records; behavior referrals; teacher, parent, and student surveys; and any other pertinent data or information sources to assist in the improvement of student achievement. Throughout the year a series of Title I planning meetings, to which stakeholders are invited to attend, are held. At these meetings data and trends are discussed and reviewed and the Title I plan is prepared in conjunction with, and in consideration of all, processes and programs currently available.

In addition to the Title I meetings, other sources of information for the portfolio include analysis of
> ❖ data from various forms of assessment;
> ❖ parent, student, and teacher surveys for Berea Middle School; and
> ❖ previous school report cards.

Executive Summary

Student Achievement

As a result of the self-study process, we will continue to meet the needs of a diverse learning group. Based on test data there is a strong need for a continued focus on strategies that support the learning of all subgroups. During our PLC's, PD, and coaching cycles we are concentrating on strategies that improve student access to all content areas. These strategies are aligned with the Access assessment domains of reading, writing, listening, and speaking. In math, we are using the Carnegie Math program paired with IXL to provide targeted support for individual math learning needs and grade level aligned curriculum.

Teacher and Administrator Quality

We have a highly qualified staff that is continuously involved in professional development programs in their content area and technology. Teachers work together in professional learning communities to improve content and delivery of lessons. All content teachers attend weekly PLCs with a coach to plan assessments and instruction. Currently we have five teachers who are pursuing alternative certification. We are providing support through grade level planning, observations small group professional development and one-to-one coaching.

School Climate

A majority of students and parents are satisfied with the school environment (including the learning environment, and social environment and home-school relations). However, many teachers, students, and parents have been dissatisfied with the physical environment. Due to this finding, the school has undergone renovations of restrooms and outdoor areas, and will be painted summer of 2024.

Significant Challenges

Berea Middle, like many other schools, is faced with challenges, many over which the school staff have no control. Significant challenges include
- an increase in the percentage of non-English speaking students enrolling in the school; and
- a transient population which results in students coming in with a lack of content that may have not been taught at the previous school or coming in with content that has already been taught in another school and currently being taught at Berea Middle

Significant Accomplishments
- STEAM Grant for Gateway to Technology Classes
- Careers Grant for Guidance
- United way Chairman's Award
- United Way Campaign Award
- Healthy and Ready to Learn Grant Initiative
- Students in Excellence in Social Studies Award
- Boys Soccer Team District Runner Up
- Palmetto Silver Award
- 2019 All Girls Robotics team won Judges Award for Excellence.
- Students selected for USC PMECS* summer program for 2015-present)
- AKJ Book STEMs Lesson Contest (1 of 4 in the country) (recipient of 100 books)
- Publix Cares Grant in support of Book Club (2017-Present)
- Partners for Minorities in Engineering in Computer Science

School Profile

School Community
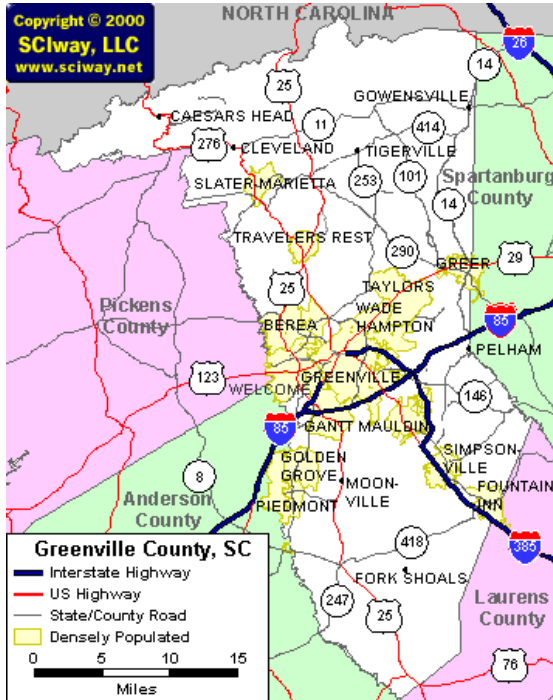
Berea Middle School is a suburban middle school located in the northwest quadrant of Greenville County. Our middle school serves students in grades six, seven, and eight. For the 2023– 2024 school year, Berea had approximately 760 students enrolled and has ninety-seven staff members, which includes professional and paraprofessional staff. The school has been fully accredited since it opened. Our school is one of nineteen middle schools in the Greenville County School District that serves Greenville County, South Carolina.

Berea Middle School first opened in 1973 in support of a middle school plan adopted by the school district. A fire destroyed part of the structure in 1974. Major renovation took place beginning in the fall of 1997 with completion in 1998. Dedication of the new facility was held in April 1998. Two new computer labs were installed in the fall of 2001. Student enrollment continues to fluctuate due to family mobility. Many of our students have parents and siblings who attended the school.

To meet the requirements of **No Child Left Behind**, in 2002-2003, our school was chosen as an alternative middle school for students at Parker and Tanglewood Middle Schools. Enrollment increased by 100 students that year. In 2003-2004, additional alternative middle schools were chosen, and some students left our school. In the spring of 2004, the school district closed Parker Middle, a Title I school, and divided its student body among Beck Middle, Berea Middle, Lakeview Middle, and Tanglewood Middle. Attendance lines for each school were redrawn to balance enrollment. To relieve overcrowding, Berea Middle did not allow special permission enrollment. Berea Middle received approximately 150 additional students. In September 2004, enrollment was 986. Parker Middle served as the District's Center for English as a Second or Other Language. When Parker closed, ESOL students returned to their home-base school. Rather than provide targeted assistance to the Title I identified students only, the District determined that Berea should become a school-wide Title I school, beginning in the fall of 2004. This designation allowed the school to provide assistance to all students at Berea. Berea lost its Title I status in 2006. However, due to an increase of low-income families, and the rise of students qualifying for free and reduced meals, the status of Title 1 was reassigned to Berea Middle during the 2009 – 2010 school year.

There are numerous universities, colleges, and specialized educational centers in the local area. Greenville County is the site of The South Carolina Governor's School for the Arts, the Roper Mountain Science Center and an International Baccalaureate Program. Various magnet academies offer unique educational opportunities at the elementary, middle, and high school levels.

School Leaders

Brianna Falvey- Principal

Ms. Falvey has been in education for nearly 20 years, serving as a Pre-K assistant, 4th Grade teacher, 6th Grade ELA teacher and 7th and 8th Grade AVID teacher. She has worked in education in the states of New York, Kansas and South Carolina. Ms. Falvey's bachelor's degree is from the State University of New York at Fredonia, where she also played collegiate soccer. She also has a Master's in Reading and Literacy, along with a Master's in Administration from Fort Hays University. Part of her time in Wichita, Kansas was spent as an assistant principal, before moving to Greenville, SC, where she served as an AP for one year at Northwest Middle School, before becoming the Principal of Berea Middle School in July 2023. Most importantly, Ms. Falvey believes that regardless of a child's circumstances or life experiences and when given love, support and accountability, they can and will rise to any expectation set before them.

Jenny Piel

Jenny Piel was born in Dallas, Texas but has lived in SC the majority of her life. She graduated from Clemson University with a BA in Special Education. She later pursed and received her Masters from Furman University in Supervision and Leadership. Mrs. Piel was in the classroom for 18 years. She then served as an AVID Coach, Instructional Coach and now Assistant Principal. Her entire career has been with middle school. Mrs. Piel also serves as a National AVID Staff Developer. This has allowed her to travel and offer professional development for hundreds of teachers across the United States. She knows how important our youth is, and working with them to achieve their goals is top priority. She also knows how important it is to have teachers that are more than prepared to support our students' success.

LaVenique Campbell

LaVenique Campbell was born in California and moved to the northeast later in life. She graduated from Pennsylvania State University with a Secondary Education degree, and then continued at Grand Canyon University to earn her Master's in Education Leadership. Ms. Campbell has enjoyed experiencing different cultures within the U.S. as she worked as an educator in different areas including Florida, New Mexico, Kansas, New York, and South Carolina. She has been an educator for 10 years, and was in the classroom for 4 years. Ms. Campbell most enjoys supporting students in developing 21st-century soft skills and pursuing their post-secondary goals.

Professional Learning Communities

Berea Middle School teachers participate in weekly grade level PLC's, grade level team PLC's, and grade level department PLC's. After solution tree training for Principals and ICs, Berea Middle has implemented the four-question protocol for assessing student data during the PLC process. Each of these meetings focus on how to increase student achievement for all students, and to collaborate on engaging instructional strategies to use in the classroom.

Trauma Informed School

Berea Middle School has aspects of being a trauma informed school. With being an On Track School, we have services that assist students who have experienced trauma. BMS has one mental health counselor, two Community In Schools Specialists, four school counselors and a social worker.

AVID – Advancement Via Individual Determination

At the beginning of the 2022-2023 school year, Berea Middle School officially rolled out its AVID program for 7th and 8th grade students. This program focuses on college and career readiness and targets future first generation college students to build study skills, leadership skills, and character building. To be admitted into this program, students need a teacher recommendation and successful interview to be selected. This program includes an elective class teacher and a career counselor. During the 2023-2024 school year, AVID expanded to 6th, 7th, and 8th grade students. All students visit at least one college campus during the school year.

Last summer, Berea Middle School sent 27 teachers to AVID Summer Institute in Orlando, Fl for professional development in AVID instruction strategies that are used school wide across all content areas. Strategies include writing, inquiry, collaboration, organization, and reading support. In June 2025, Berea Middle School will send 10 teachers to attend AVID Summer Institute.

Personalized Learning

In 2016, GCS began rolling out Chromebooks for every student in grades 3-12. One year prior to the rollout, teachers received professional development through the Personalized Learning Academy's G Suite for Education. The district also received a grant to provide Wi-Fi on every school bus so students can focus on learning while traveling to and from school.

This year, every student in grades 3-12 was issued a Chromebook as a learning tool, and every teacher will be trained in G suite for Education with instruction focused on creation, collaboration, and research.

By introducing the use of technology in every subject area, personalized learning gives students equal access to technology, provides more opportunities for student engagement, and supports the district's Graduation Plus initiative focusing on college and career readiness for all students.

PTA

With the nature of the 2020-2021 and 2021-2022 school years and the COVID-19 pandemic, these activities were significantly reduced, resulting in a 3-year period with no PTA. In 2024, Berea Middle began actively recruiting parents to restart PTA for the following school year. During the 2024-2025 school year, Berea Middle restarted it's PTA for the first time in 5 years.

Additional Academic and Behavioral Features/Programs

Berea Middle students are involved in various academic and behaviors initiatives. These initiatives include

- implementation of an anti-bullying and SEL curriculum taught by the guidance counselors;
- continued implementation of the personal learning devices initiative to increase the use of technology in the daily delivery of instruction;
- continuation of the Early Warning Response System as part of the OnTrack Greenville initiative;
- weekly OnTrack Greenville meetings with Communities in Schools personnel with discussion focusing on individual students and wrap-around services needed to accelerate success;
- incorporation of mentor programs through Communities in Schools as well as both a boys and girls mentor programs led by our school counselors and OnTrack facilitator
- implementation of an in-school health clinic through the Greenville Health System

School Personnel Data

For the 2024 – 2025 school year Berea Middle had

- ✓ one principal, and two assistant principals,
- ✓ thirty-six regular classroom teachers,
- ✓ six special education teachers,
- ✓ thirteen related arts teachers,
- ✓ two ESOL teachers,
- ✓ one instructional coach,
- ✓ one secondary ELA Coach,
- ✓ one title I Math Coach,
- ✓ three full-time guidance counselors,
- ✓ one part-time guidance counselor,
- ✓ one nurse,
- ✓ one media specialist,
- ✓ four teacher's aides,
- ✓ one in-school suspension aide,
- ✓ one secretary, one receptionist, three clerks, and one school resource officer,
- ✓ three Title I Staff: a facilitator, social worker, parent involvement coordinator,
- ✓ one social worker
- ✓ one school-based mental health counselor, and
- ✓ two Communities in Schools personnel.

Of sixty-five teachers
- ❖ 73.68% are females, 26.32% are males.
- ❖ 22% are African American; 66% Caucasian, 5% other, 3% Hispanic/Latino and 1% Asian.

61% percent of the current faculty has a minimum of 3 years of teaching experience.

Our staff includes eight teachers who are currently pursuing alternate certification.
- GATE—8 teachers
- International Certification—7 teachers

Longitudinal data show

Data Topic	Year	2018	2019	2020	2021	2024	2025
Teachers with advanced degrees		59.6%	68.5%	59.3%	60%	54%	55.6%
Continuing contract teachers		75.0%	55.6%	54.2%	50.9%	54%	58%
Teachers returning from the previous year		87.8%	78.0%	70.2%	64.3%	56%	75%
Attendance rates		92.0%	90.8%	N/A	92.6%	94%	94%

Student Population Data

The current enrollment at Berea Middle is 713 students. The percentage of males is 49% and the percentage of females is 51%

Student Population by Ethnicity
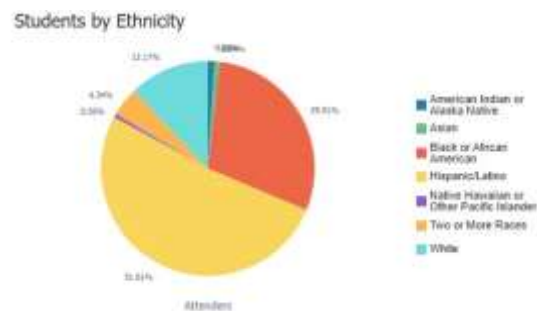
Ethnicity	American Indian	Asian or Pacific Islander	Black or African-American	Multi-Racial	White	Hispanic-Latino
Number of Students/ Percentage	7 1%	10 2%	211 30%	31 4%	87 12%	369 52%

Additional Historical Data

Data Topic	Year	2018	2019	2020	2021	2024	2025
Students enrolled in high school credit courses		15.0%	8%	9%	9.2%	7.7%	10%
Retention rate		0.3%	1%	0.6%	0.2%	0.1%	0%
Attendance rate		NA	95.54%	N/A	93%	89.85%	91.36%
Eligible for gifted and talented		11.5%	9%	8.7%	9.1%	12%	7.6%
Disabilities other than speech		NA	10%	N/A	22%	18%	18%
Out-of-school suspensions		NA	4%	N/A	13%	N/A	N/A
Poverty Index		78.97%	84.53%	85.5%	89%	86.8%	83.4%

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 work and how we think a school should operate.

WE BELIEVE:
- Curriculum, instruction, and assessment must be aligned to meet the needs of all students and be aligned with state and national standards.
- Teachers must have high expectations of all students – all staff personnel must have high expectations of academic performance and social behavior (each student must be able to reach his/her full potential).
- Assessment needs to be efficient, regular, manageable, and used as a tool to determine where students are in order to adjust instructional practices.
- Students should feel safe, emotionally and physically, both inside and outside of the classroom. Students and teachers should respect and positively interact with each other.
- Curriculum and instruction must be standards-driven, uniform within each grade level, and articulated across grade levels.
- Grade-level meetings need to be focused on curriculum, instruction, and assessment, and reflective of teachers' needs, in order to build teacher capacity and increase student success.

VISION
The vision of Berea Middle School is to be an academic site of distinction where college and career readiness skills are prioritized and all students have opportunities to access real-world activities and experiences.

MISSION
The mission of Berea Middle School is to provide an environment that balances love, support, and accountability so that students are empowered to reach their fullest potential.

Data Analysis and Needs Assessment: Student Achievement

SCREADY: ELA
Four Levels of Scoring by Grade Level
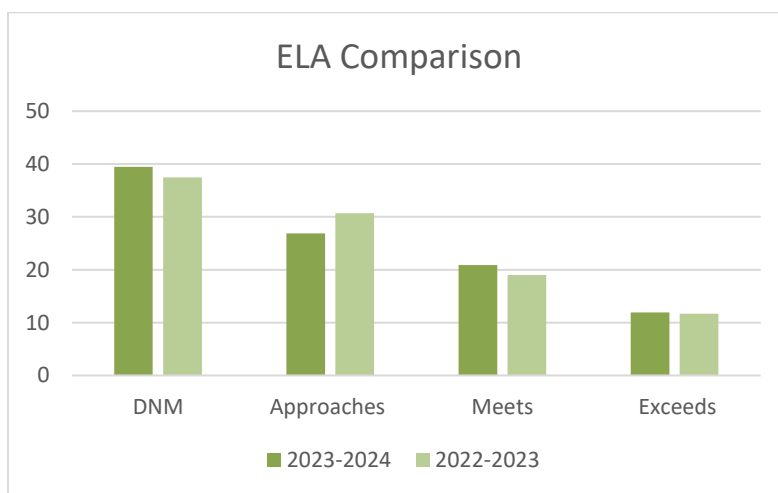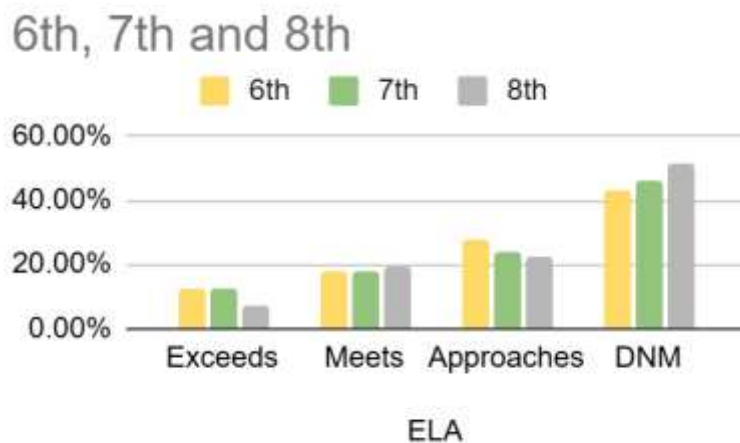
A review of the SCREADY data for the 2022 and 2023 school year administrations of the SCREADY test for ELA shows a slight increase in meets and exceeds, a decrease in the number of students who approaches expectations, and a slight increase in students who did not meet expectations. The overall number of students who meets and exceeds in ELA had a slight overall gain of 2.1% from 2022 to 2023.

Four Levels of Scoring: 6th Grade ELA

6th Grade ELA
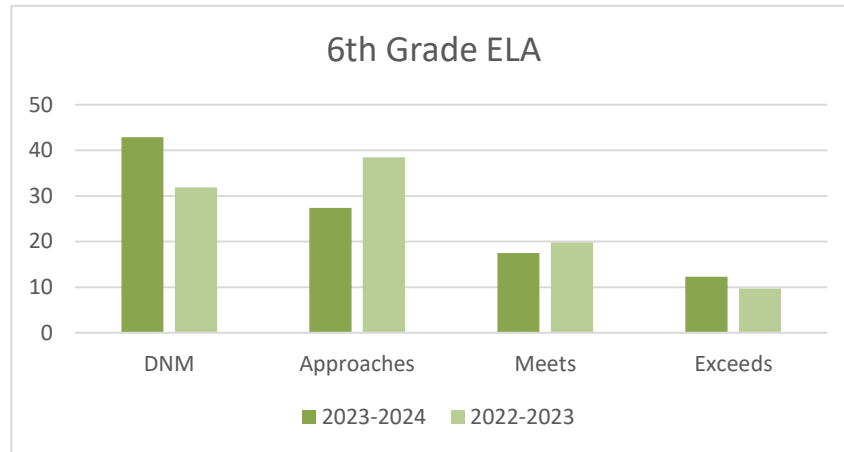
The comparison of 2022 and 2023 administrations of the SCREADY test for Grade 6 ELA shows the number of students who Do Not Meet Expectations and who Approach Expectations continues to remain high while the numbers meeting and exceeding are low. However, the number of students in approaches and meets category increased.

Four Levels of Scoring: 7th Grade ELA
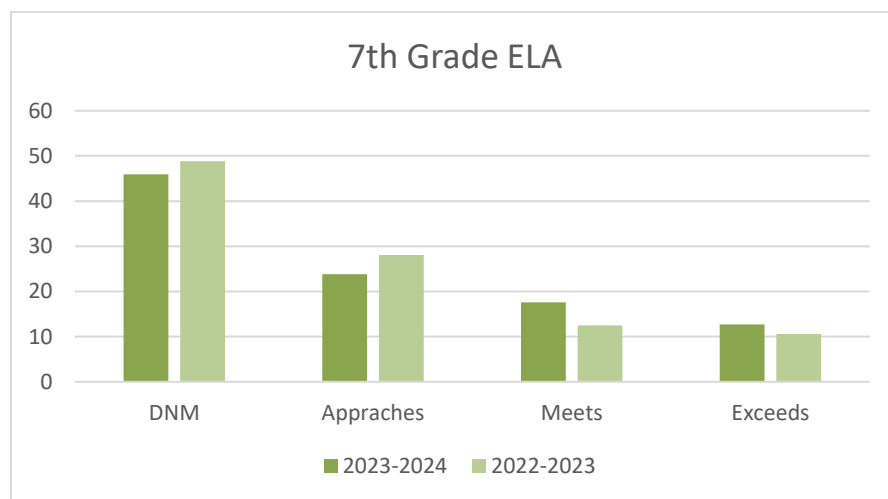
7th Grade ELA

The comparison of 2022 and 2023 administrations of the SCREADY test for Grade 7 ELA also show that the numbers of students who do not meet and approach expectations is significantly higher than those who meet or exceed. However, 7th grade increased the number of students who meets and exceeds in 2023 from 2022.

Four Levels of Scoring: 8th Grade ELA

8th Grade ELA
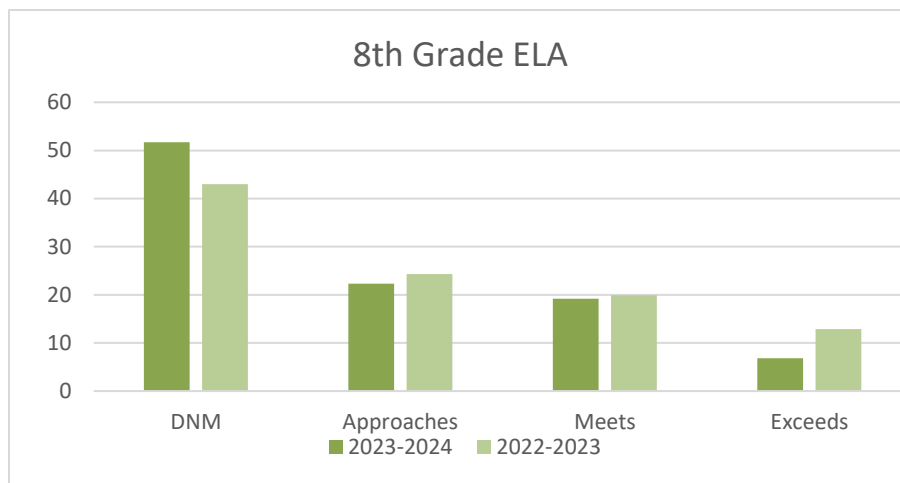
The comparison of 2022 and 2023 administrations of the SCREADY test for Grade 8 ELA also show that the numbers of students who do not meet and approach expectations is higher than those who meet or exceed.

SCREADY: Math

Four Levels of Scoring by Grade Level

Math Comparison

A bar chart titled "Math Comparison" comparing 2023-2024 and 2022-20232 across four categories:
- DNM: 2023-2024 ≈ 57, 2022-20232 ≈ 60
- Approaches: 2023-2024 ≈ 28, 2022-20232 ≈ 27
- Meets: 2023-2024 ≈ 11, 2022-20232 ≈ 9
- Exceeds: 2023-2024 ≈ 4, 2022-20232 ≈ 2

Legend: ■ 2023-2024 ■ 2022-20232
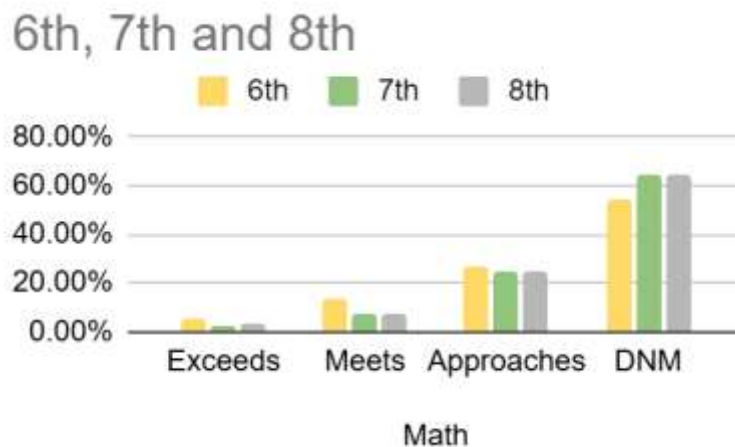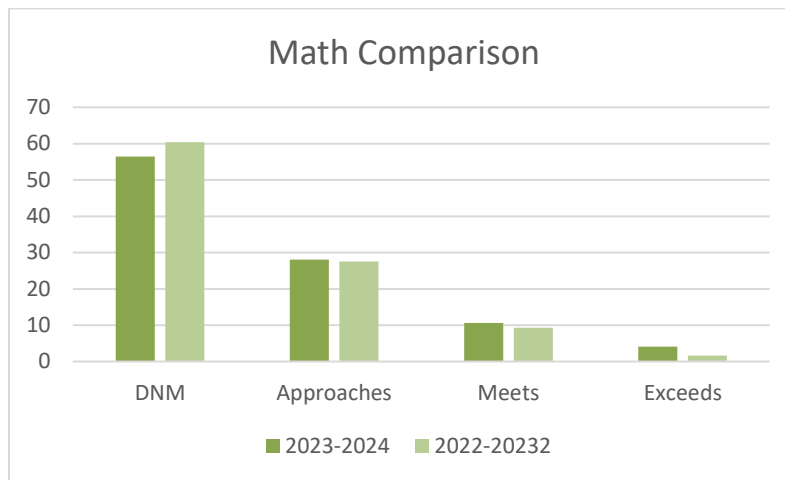
The comparison of 2022 and 2023 administrations of the SCREADY test for math shows an overall increase in the number of all students performing at the meets or exceeds expectations levels, and an overall decrease in students who do not meet expectations.

Four Levels of Scoring: 6th Grade Math

6th Grade Math

A bar chart titled "6th Grade Math" comparing 2022-2023 and 2023-2024 across four categories:
- DNM: 2022-2023 ≈ 58, 2023-2024 ≈ 54
- Approaches: 2022-2023 ≈ 31, 2023-2024 ≈ 27
- Meets: 2022-2023 ≈ 10, 2023-2024 ≈ 14
- Exceeds: 2022-2023 ≈ 1, 2023-2024 ≈ 5

Legend: ■ 2022-2023 ■ 2023-2024
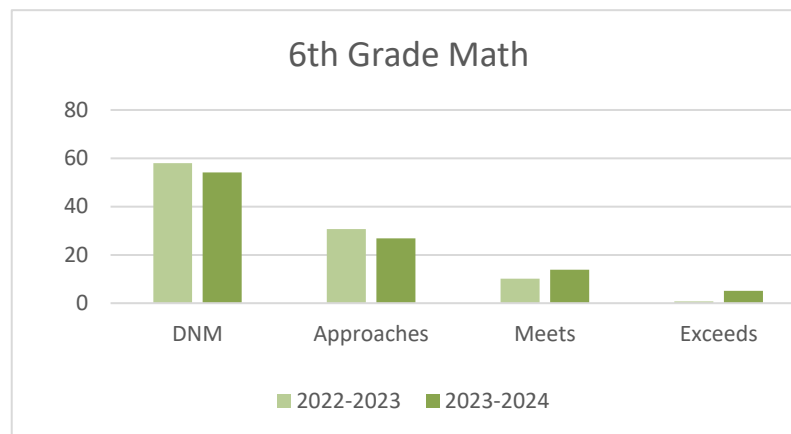
The number of 6th grade students scoring Meets or Exceeds Expectations in math increased from the 2022 to 2023 administrations of SCREADY, while the students in the DNM category also slightly decreased.

Four Levels of Scoring: 7th Grade Math
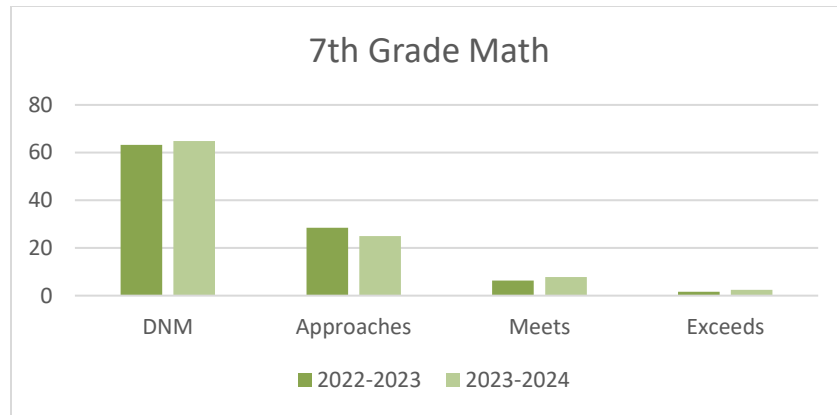
The number of 7th grade students scoring Meets or Exceeds Expectations in math slightly increased, while the number of students in the DNM category increased.

Four Levels of Scoring: 8th Grade Math
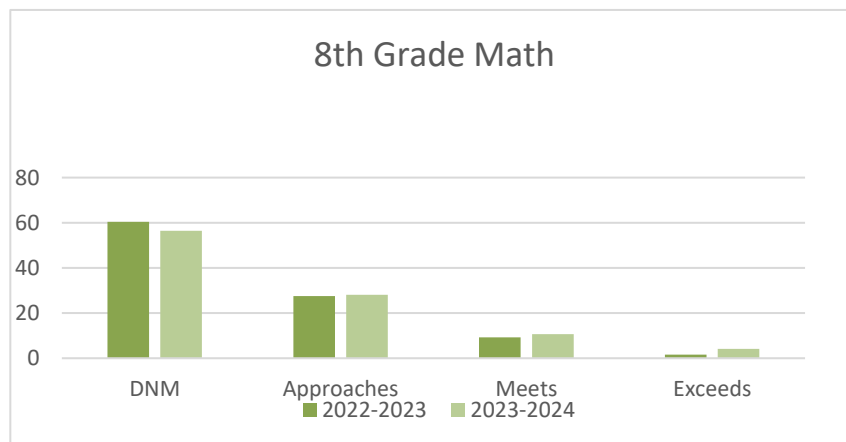
The number of 8th grade students scoring Meets or Exceeds Expectations increased from 2022 to 2023, while the number of students in the DNM category decreased.

The data indicate the need for

- ➢ Continued review of results from the administration and analysis of locally and district developed benchmarks in the areas of ELA, math, science and social studies to identify areas of weaknesses and steps to take to strengthen the identified weaknesses;
- ➢ Continued review of state test data to identify any trends associated with increases and/or decreases in the percentage of students scoring meets/met or exceeds/exemplary on the state exam to increase the overall percentage of students scoring meets/met or exceeds/exemplary;
- ➢ Participation in various professional development activities designed to create a greater awareness of teaching children of poverty and ways in which the faculty and staff can reach out to children of poverty, as well as the other students, to increase overall academic success;
- ➢ Increased professional development in teaching Multilingual Learners through the language acquisition process and development of academic vocabulary;
- ➢ An increased emphasis on the study of those students who fall into the Approaches or Not Met achievement level to identify and implement research-based strategies into daily instructional delivery to move the students to the meets/met achievement level;
- ➢ Continued integration of the Mastery Connect benchmark program to identify areas of strengths and weaknesses to help identify how to improve areas of weaknesses within the daily classroom instruction along with additional professional development to assist teachers to understand fully the various components of the program and how to use said data to strengthen daily instruction;
- ➢ Effective use of formative assessments to inform instruction at a rigorous level; and
- ➢ Delivery of professional learning opportunities to support teachers' development of learning targets and strategies that promote student ownership of learning.

Teacher and Administrator Quality

The following chart provides longitudinal data regarding teacher quality at Berea Middle School.

Data Topic	Year	2018	2019	2020	2021	2024	2025
Teachers with advanced degrees		59.6%	68.5%	59.3%	60%	54%	55.6%
Continuing contract teachers		75.0%	55.6%	54.2%	50.9%	54%	58%
Teachers returning from the previous year		87.8%	78.0%	70.2%	64.3%	56%	75%
Attendance rates		92.0%	90.8%	N/A	92.6%	94%	94%

Professional Development Plan

2024-2025

Q1	
Monday PD Series- Ellevation ESOL Endorsement	*PLC – Assessment*
*The purpose of the Ellevation PD initiative is to equip educators with strategies and culturally responsive practices to support Multilingual (ML) learners. Through completing Ellevation Modules, teachers gain an **enhanced understanding of language acquisition, develop effective instructional strategies, and create inclusive learning environments**, with the luxury of applying what they learn in each module immediately in their classes, while earning an ML Endorsement to promote equitable outcomes for all scholars.*	*Implementation of 4 question PLC model, focusing on question 1 and 2.* ***Backwards by design lesson planning and data analysis.*
	-What do we want students to know? *-How will we know they know it/assessing?*

Q2	
Monday PD Series- Ellevation ESOL Endorsement	*PLC – Assessment*
*The purpose of the Ellevation PD initiative is to equip educators with strategies and culturally responsive practices to support Multilingual (ML) learners. Through completing Ellevation Modules, teachers gain an **enhanced understanding of language acquisition, develop effective instructional strategies, and create inclusive learning environments**, with the luxury of applying what they learn in each module immediately in their classes, while earning an ML Endorsement to promote equitable outcomes for all scholars.*	*Implementation of 4 question PLC model, focusing on question 3 and 4.* ***Backwards by design lesson planning and data analysis.*
	-What do we do when they get it? *-What do we do when they don't?* *Building the practice of pulling small groups.*

Q3	
Monday PD Series- Cross-Curricular/Content	*PLC – Assessment*
PD series focusing on collaboration between contents. ELA/SS and SCI/Math. *Teachers will learn to correlate two subjects' standards and plan a cross-curricular unit of study.*	*Implementation of 4 question PLC model.* ***Backwards by design lesson planning and data analysis.*
-Curriculum Maps *-Disciplinary Literacy*	*-What do we want students to know?* *-How will we know they know it/assessing?* *-What do we do when they get it?*

-Creating meaningful opportunities for SS/SCI to support Math/ELA.	*-What do we do when they don't?*

Q4	
Tuesday PD Series- Data informed Remediation	*PLC – Assessment*
PD series focusing on data informed remediation to prepare for SC Ready assessments.	*Implementation of 4 question PLC model.* ***Backwards by design lesson planning and data analysis.*
-Curriculum Maps *-Predictive Assessment Data* *-Meeting learning needs for all students.*	*-What do we want students to know?* *-How will we know they know it/assessing?* *-What do we do when they get it?* *-What do we do when they don't?*

School Climate Needs Assessment

Student Behavior Data

Years	#Students	1+ Referrals	2+ Referrals	Percent of students with at least 1 referral receiving 2 or more referrals
2023-2024	845	533	383	71.86%
2024-2025	888	521	382	73.32%

Attendance, Absenteeism, and Truancy

Years	CA Student Count	Total Student Count	Chronic Absenteeism Rate
2023-2024	401	846	47.40%
2024-2025	419	834	50.24%

Parent/Teacher Conferences

Years	IGP Conference with Parents	Title I Parent Meetings
2023-2024	*258	10
2024-2025	*229	**7

*Figure does not include students who have transferred
**As of March 2025

Volunteer Hours

	Ontrack Greenville	Forward & Beyond Mentoring
2023-2024	Communities in Schools -631 hours of Tier III supports (One on one) -257 hours of Tier II supports (groups)	Mentoring group that meets every Thursday for 1 hour and serves 100 students.
2024-2025	Student Groups (Girl Up, Just Say Something, Why Try, and Anger Mgt.) 60 Hours	N/A

Backpack Accounts

	Parents with BP account	Parents without BP Account
2023-2024	74.87%	25.13%
2024-2025	73.93%	26.06%

Berea Middle School

2023 – 2024 Report Card

Please click on the following link to access the Berea Middle School 2023-2024 Report Card.
https://screportcards.com/overview/?q=eT0yMDI0JnQ9TSZzaWQ9MjMwMTA0Mg

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 10.9% in 2022-23 to 29% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 6% in 2024, and then increase by 3% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math			Projected (MS)	17%	20%	23%	26%	29%
SCDE School Report Card	10.9%	14.7%	Actual (MS)					
	40.2%	42.1%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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 • Instructional Coach • Title I Math Coach	N/A	N/A	C
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	• Principal • Instructional Coach • Title I Math Coach	N/A	N/A	C
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math	2024-2029	• Instructional Coach • Title I Math Coach • Grade level Math PLC	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
into science experiments, art projects, or literature analysis).					
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 use across all classrooms.	2024-2029	• Title I Math Coach • Secondary Math Specialists	N/A	N/A	C
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	• Title I Math Coach • Secondary Math Specialists	N/A	N/A	C
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	• Instructional Coach • Title I Math Coach • Grade level Math PLC	N/A	N/A	C
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 Coach • Admin Team • Title I Math Coach	N/A	N/A	C
5. Track trend data on teacher observations in the district observation tool to plan for	2024-2029	• Instructional Coach	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
professional learning and individualized coaching.		• Admin Team • Title I Math Coach			
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 Coach • Admin Team • Title I Math Coach	N/A	N/A	C
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	• Instructional Coach • Title I Math Coach	N/A	N/A	C
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	• Instructional Coach • Admin Team • Title I Math Coach	N/A	N/A	C
4. Foster a collaborative relationship between schools and parents.	2024-2029	• Admin Team • Teachers • School Counselors	N/A	N/A	C
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	• Title I Facilitator • Title I Math Coach • Instructional Coach	N/A	N/A	C

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 30.7% in 2022-23 to 43% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 6% in 2024 then increase by 2% annually until reaching 43% overall. After reaching 43%, the school will maintain 43% in 2028-2029 school year.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA			Projected (MS)	37%	39%	41%	43%	43%
SCDE School Report	30.7%	32.8%	Actual (MS)					
Card	56.9%	56.3%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	• Instructional Coach • Admin Team • Title I ELA Coach	N/A	N/A	C
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	• Instructional Coach • Admin Team • Title I ELA Coach	N/A	N/A	C
3. Provide support for implementing data driven reflective conversations to improve teaching practice	2024-2029	• Instructional Coach • Admin Team • Title I ELA Coach	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
(district, school, and individual data).					
4. Progress monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	• Instructional Coach • Admin Team • Title I ELA Coach • Grade Level ELA PLCs	N/A	N/A	C
5. Implement a range of assessment methods that measure student understanding.	2024-2029	• Grade Level ELA PLCs			C
6. Ensure vertical articulation of grade level content and practices.	2024-2029	• Instructional Coach • Admin Team • Title I ELA Coach	N/A	N/A	C
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	• Instructional Coach • Admin Team • Title I ELA Coach • Grade Level ELA PLCs	N/A	N/A	C
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	• Instructional Coach • Admin Team • Title I ELA Coach	N/A	N/A	C
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	• Instructional Coach • Title I ELA Coach • Core Content Teachers	N/A	N/A	C
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	• Instructional Coach • Title I ELA Coach • Core Content Teachers	N/A	N/A	C
4. Utilize formative and predictive assessment data to	2024-2029	• Instructional Coach • Title I ELA Coach	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
design unit and lesson plans' instructional delivery.		• Core Content Teachers			
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	• Instructional Coach • Title I ELA Coach • Admin Team	N/A	N/A	C
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	• Instructional Coach • Title I ELA Coach • Admin Team • Media Specialist	N/A	N/A	C

Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation
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	• Instructional Coach • Title I ELA Coach • Admin Team	N/A	N/A	C
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	• Instructional Coach • Title I ELA Coach • District Level Academic Specialists	N/A	N/A	C
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	•			C
4. Monitor students' needs in order to determine and use the best instructional practices to	2024-2029	• Instructional Coach • Title I ELA Coach	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
achieve mastery of ELA skills.		• District Level Academic Specialists			
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	• Instructional Coach • Title I ELA Coach • District Level Academic Specialists	N/A	N/A	C

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
HR			Projected (District)	100%	100%	100%	100%	100%
	100%	100%	Actual (District)					
			Projected (School)	100%	100%	100%	100%	100%
	99%	100%	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	• Instructional Coach • Title I Facilitator	N/A	N/A	C
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	• AVID Teacher • College/Career Counselor	N/A	N/A	C
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
1. Continue to expand with middle and high school students - early exposure to teaching as a career choice through internal and external programs.	2024-2029	• AVID Teacher • College/Career Counselor	N/A	N/A	C

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
HR			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	10.4%%	10.1%	Actual (District)					
			Projected (School)	32.5%	32%	31.5%	31%	31.5%
	33%	25%	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Teacher Collective Efficacy					
Create an initiative for building collective efficacy by providing more opportunities for teacher voice and ownership. (ex. Committees, Teacher Voice sessions, Asking for Staff Input, Teachers present on hiring committees)	2024-2029	• Principal • Admin Team • Instructional Coach	N/A	N/A	C
Action Plan for Strategy #2: Professional Development for Classroom Management					
Q1 Professional Development series to equip teachers to create stable classroom environments and to build teacher toolkits to teach students in poverty.	2024-2029	• Instructional Coach	N/A	N/A	C

GOAL AREA 3 – Performance Goal 1

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	60.5%	54.1%	Actual (District)					
			Projected (School)	69.86%	67.86%	65.86%	63.86%	61.86%
	71.86%	73.32%	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 *C=Continue, M=Modify, F=Finish*
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	2024-2029	• Admin Team • School Counselors	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	• Admin Team • School Counselors	N/A	N/A	C
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	• Admin Team • School Counselors • Instructional Coach • Title I Facilitator • Parent Involvement Coordinator	N/A	N/A	C
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 Coach • Admin Team	N/A	N/A	C
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 Facilitator • School Counselors • School based Health Team	N/A	N/A	C
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	• School Counselors	N/A	N/A	C
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	• Admin Team • School Counselors • Parent Involvement Coordinator • School Social Worker	N/A	N/A	C
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	• Admin Team • School Counselors • Parent Involvement Coordinator • School Social Worker	N/A	N/A	C
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	• School Counselors	N/A	N/A	C
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	• Title I Facilitator • School Social Worker	N/A	N/A	C
2. Increase leadership opportunities within the school during the school day.	2024-2029	• Admin Team • School Counselors • Title I Facilitator	N/A	N/A	C
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	• Principal • Title I Facilitator • School Social Worker	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	• Admin Team • School Counselors	N/A	N/A	C
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	• Admin Team • School Counselors	N/A	N/A	C
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	• Admin Team • School Counselors	N/A	N/A	C
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	• School Counselors	N/A	N/A	C
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	• School counselors	N/A	N/A	C

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
			Projected (District)	22%	20%	18%	16%	14%
Student Services	24%	23.9%	Actual (District					
			Projected (School)	45.40%	43.40%	41.40%	39.40%	37.40%
	47.40%	50.24%	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 C=Continue, M=Modify, F=Finish
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	• Assistant Principals • Attendance Clerk • School Social Worker	N/A	N/A	C
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	• Attendance Clerk • School Social Worker	N/A	N/A	C
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					
1. Implement Backpack and School Messenger to track, flag, and	2024-2029	• Attendance Clerk • School Social Worker	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
follow-up on individual Attendance Intervention Plans.		• Parent Involvement Coordinator			
2. Provide ongoing trainings for Attendance Clerks or Interventionists.	2024-2025	• Title I Facilitator	N/A	N/A	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	• Parent Involvement Coordinator • Title I Facilitator • School Social Worker • Attendance Clerk	N/A	N/A	C
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	• Parent Involvement Coordinator • Title I Facilitator • School Social Worker • Attendance Clerk	N/A	N/A	C
3. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.).	2024-2029	• School Nurse • Parent Involvement Coordinator	N/A	N/A	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
ETS			Projected (District)	317,534	327,060	TBD	TBD	TBD
		308,285	Actual (District)					
			Projected (School)	2,100	2,163	2,227	2,293	2,361
		2,039	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack	2024-2029	• Parent Involvement Coordinator	N/A	N/A	C
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	• Title I Facilitator • Parent Involvement Coordinator	N/A	N/A	C
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	• Media Specialist • Parent Involvement Coordinator • School Social Worker	N/A	N/A	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,	2024-2029	• Parent Involvement Coordinator	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.		• Title I Facilitator			
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	• Parent Involvement Coordinator • Title I Facilitator • School Social Worker	N/A	N/A	C
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	• Parent Involvement Coordinator • Title I Facilitator • School Social Worker	N/A	N/A	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	• Parent Involvement Coordinator • Title I Facilitator • School Social Worker	N/A	N/A	C
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	• Parent Involvement Coordinator • Title I Facilitator • School Social Worker	N/A	N/A	C
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	• Parent Involvement Coordinator • Title I Facilitator • School Social Worker	N/A	N/A	C