

School Renewal Annual Update
2024/2025

MAULDIN MIDDLE SCHOOL

1190 Holland Road
Simpsonville, SC 29681
Phone: (864) 355-6770

Greenville County Schools
Dr. Burke Royster, Superintendent

Action Plan 2024-25 through 2028-29

Karen Greene
2025 Update

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Mauldin 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		4/8/2025
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Karen Greene		3/7/25
PRINTED NAME	SIGNATURE	DATE


CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles		4/8/2025
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Angela Godfrey		3/7/25.
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Deana Hintz Collins		4/8/2025
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 1190 Holland Road Simpsonville, SC 29681

SCHOOL'S TELEPHONE: (864) 355-6770

PRINCIPAL'S EMAIL: kgreene@greenville.k12.sc.us

Stakeholder Involvement for School Renewal

Position and Name

- | | | |
|----|--|----------------------------|
| 1. | Principal | Karen Greene |
| 2. | Teacher | Leanne Magnuson |
| 3. | Parent/Guardian | Shonda Lee |
| 4. | Community Member | Troy Almond |
| 5. | Paraprofessional | Angela Smith |
| 6. | School Improvement Council Member | Angela Godfrey |
| 7. | Read to Succeed Reading Coach | N/A |
| 8. | School Read To Succeed Literacy Leadership Team Lead | Deana Hintz-Collins |
| 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.)

Instructional Leadership Team: Karen Greene, Dr. Carrie McCain, Cory Terry, Barry Mullinax, Deana Hintz-Collins

School Leadership Team: Karen Greene, Dr. Carrie McCain, Cory Terry, Barry Mullinax, Deana Hintz-Collins, Stephanie Gray, Renee Brown, Tyler Branche, Christie Sponaugle

School Improvement Committee: Angela Godfrey, Co-Chair, Janna Neil, Co-Chair, Cindy Payne, Secretary/Community Member, Karen Greene, Principal/Ex-officio, Renee Brown, Teacher Representative, Michelle Gardner, PTA Representative/Ex-officio, Allison Huffstutler, Parent Representative, Tory Almond, Community Member, Sarah Dulin, School Board Member/Ex-officio, Stephanie Gray, Teacher Representative, Erin Kay, Parent Representative, Tessie Jackson, Parent Representative, Carroll Luck, Community Member

PTA Executive Board: President: Michelle Gardner, Vice President/Hospitality : Terri Hair, Treasurer: Ashley Ferguson, Secretary: Jamise Ferguson, Sponsorship/Spirit Nights: Lorin Cothorn, Fundraising: Kelli McCormick

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

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

<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	<p>Recruitment</p> <p>The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>

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Introduction-

Mauldin Middle School works to improve student achievement, to gain and develop resources, and to build and maintain a positive relationship with our community. Our stakeholders support our school and its programs by working with us to promote and clarify our school's mission and beliefs. Our greatest stakeholder asset is our parents, who are the business, religious, and political leaders in our community.

Developing Our School Improvement Plan

Mauldin Middle staff are kept up to date with our school's improvement plans through faculty meetings, faculty leadership meetings, the principal's weekly update, phone blasts, and informal conversations. Department heads are informed of the districts' goals and objectives and how they relate to Mauldin Middle School. The final draft of our improvement plan will be made available to all stakeholders via our school website as well as hard copies being provided to the board of our PTA and all members of the School Improvement Council.

Our staff analyzed our current conditions and needs through participation in several survey processes during the year as well as analysis of state test data, district benchmark data, and formative assessment data. During Tuesday PLC meetings, teachers identified student needs to develop and carry out action plans specific to the students they directly work with.

Executive Summary

Student Achievement

In the spring of 2024, SC Ready scores show that many of Mauldin Middle School students are improving their mastery of grade-level content and performing at higher levels than previously displayed – however, there is still room for continued growth. During this test administration, SC READY scores for Math and ELA were respectively 44.2% and 63.3% in Meets Expectations and Exceeds Expectations. This is above the state average. Our deficits lie in the discrepancies between achievement levels of subgroups. Of particular note is the subgroup of MultiLingual Learners which achieved a lower mean score relative to their English Speaking peers, Also of concern are the subgroups Students in Poverty. These subgroups are the target for many of the strategies developed by the Instructional Leadership Team including a schedule that allows for an intervention (Flex) period, data based Highly Effective Marzano teaching strategies, and increased professional development of best practices for diverse student populations.

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

- Continued use of grade-level, subject-area common assessments using the district assessment system, MasteryConnect

- Refinement of inclusion with co-teaching models of instruction
- Refinement of the needs of our MultiLingual population to provide adequate scaffolding within the classroom
- Academic assistance opportunities through Read 180
- Use of differentiation to target instruction and improve student understanding of standards-based instruction
- Analysis of assessment data followed by collaboration and use of data in planning instruction and remediation
- Analysis of subgroup data to determine the highest area of instructional need

Teacher and Administrator Quality

Our faculty consists of 61 teachers and professional staff, 4 administrators, and 27 support staff. Four of our faculty hold Doctorate Degrees. In addition, four of our teachers have National Board Certification. Our administrators all hold advanced degrees in School Administration. Each administrator enhances their professional development by attending in-services, professional development conferences, and professional readings throughout the school year. The administrative team meets each Monday; informal meetings are held throughout the week as needed.

As of the 2016-2017 school year, core subject teachers have been provided with a class period each day in which to meet as professional learning teams. These meetings are dedicated to planning, data analysis, cross curricular collaboration, professional development, and other activities to enhance student learning.

School Climate

The 2023-2024 School Report Card illustrates significant improvements in various satisfaction metrics. Among teachers, satisfaction with the learning environment stands at 96.8% – an increase from the previous year. Students' and guardians' satisfaction level decreased slightly to 80.7% and 75%. Regarding the social and physical environment, teacher satisfaction has surged to 98.4%, representing a notable rise. Student satisfaction slightly decreased from previous years to 82.4%, while parents exhibited an increase in satisfaction rate to 90.5%, indicating a considerable improvement. Teachers report a satisfaction rate of 95.2%, mirroring the high satisfaction seen in other areas. Students express exceptionally high satisfaction at 94.4%, underscoring the strength of the school-home connection. Parents' satisfaction decreased slightly to 77.8%.

Another area for growth in our school climate is with our parents' satisfaction with school-home relations. Again, a minority of parents are unsatisfied in this area. One repeated parent complaint is that there are too many places to go to find information and that these sources do not always agree. To address this issue, all teachers have worked to standardize their

websites and Google Classroom organization so that information is much more accessible to parents and students. Another initiative practiced by our academic teachers is having first period teachers mail a postcard to a family each week. Over the past three years, surveys have shown that student and parent satisfaction with our school has been on a slow but steady increase from 70% satisfaction in 2019 to 78% satisfaction in 2024.

Challenges in the Last Three Years

With the students as our focus, our most pressing challenge is not new to educators. We are striving to reach all of our students and provide them with more than just the opportunity to succeed. We struggle to reach a small but significant group. This year, we have been using our PLC planning time to research, collaborate, and develop plans to reach all of our students and narrow the achievement gap. We are participating in professional development based on Marzano's 9 Highly Effective Teaching Strategies as well as Solutions Trees "Coaching for Success" to support our teams through intentional and impactful feedback.

- Strengthening teacher Professional Learning Communities where teachers collaborate, build standards-based common assessments, and analyze data to drive instruction
- Developing an academic assistance program to meet the needs of ALL learners
- Experiencing a higher teacher turnover rate than preferred
- New Standards/Curriculum in Science 2023, ELA 2024, Math 2025
- Recruiting and staffing classroom teachers during a teacher shortage
- Transitions within the Instructional Leadership Team within the last year

Significant Accomplishments in the Last Three Years

- Red Carpet School
- Region Teachers to Watch Recipient 2025
- Promising Educator to Watch Award Recipient 2025
- SC School Improvement Council 2025 Honor Roll
- 2023-2024 National Beta School of Distinction
- 25 Years of Excellence Cognia
- 100% PTA Membership
- Band Outstanding Performance Award
- SC Junior Scholars
- Project Unify Grant Winner for Special Olympics
- District PTA Reflection Winners
- Duke Scholars Awards
- United Way Campaign Award

The Mauldin Mustangs, our collective athletic, academic, and performing groups, continue to distinguish themselves in district, state and national competitions. In conjunction with our school PTA, each student is given multiple opportunities to enhance his or her self-awareness through Beta Club, Band, Strings, Chorus, Robotics, as well as our athletic and academic teams.

Link to SCDE School Report Card:

<https://screportcards.com/overview/?q=eT0yMDI0JnQ9TSZzaWQ9MjMwMTExMA>

School Profile

School Community

The Facility

Mauldin Middle School opened as a new school in Simpsonville, South Carolina, in the fall of 1999. The building is 137,000 square feet and has 50 permanent indoor teaching stations (classrooms), 9 science labs, 1 Gateway to Technology lab, 3 offices, a cafetorium, a gymnasium, a well-equipped, up-to-date media center (10,222 books with an average copyright date of 2014), and Promethean Boards in every classroom. The school has 4 basketball courts, a newly paved track, 2 softball/baseball fields, and a football/soccer field outdoors. Our track and fields have been upgraded with lights, additional storage, and new fencing. The school has three entrances/exits for cars and buses.

Safety, Cleanliness, and Adequacy of School Facilities

Mauldin Middle School and the district are both committed to having a safe and clean environment for learning. At the site level, there is an emergency preparedness plan, and regular fire and emergency drills are held. Planning for various potential emergencies is done in coordination with regional agencies and the district. Our school plans stress safety for the students first. At least one district coordinated drill is held yearly.

Specific safety concerns regarding buildings and grounds at the school site are handled by the maintenance department if they cannot be remedied by site custodians or utility workers assigned to site duties. Our professional staff of eight custodians performs basic cleaning operations in every classroom every day.

Other aspects of the school/district safety program include:

- District safety committee
- Bus evacuation drills
- Fire safety inspections

- Campus supervision
- Crisis Management Plan

Learning Climate

Mauldin Middle School provides a disciplined, but stimulating, learning climate for students. The climate for learning at Mauldin Middle is enhanced by involved parents who are encouraged to become involved in school committees, to help with homework and tutoring after school, and to encourage and honor their child's successes. Student discipline is the responsibility of all Mauldin Middle staff members.

A major goal of Mauldin Middle School is to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behavior. To reach this goal, Mauldin Middle offers many opportunities for student participation and recognition. Each grade level recognizes those students who qualify for Principal's Honor Roll (all A's), Honor Roll (All A's and B's), and B.U.G. (Bringing Up Grades) Honor Roll (students whose grades improved over the last quarter) and the Mustang Excellence Award. Extracurricular activities are discussed in the next section.

Subject matter and courses are reviewed on a regular basis. Academic Standards have been developed in alignment with State Academic Standards and local needs. Parents are encouraged and welcomed to be active participants in the process.

PTA

Mauldin Middle has had 100% PTA membership ever since the school opened. Our PTA is active in the school both through volunteer work and fundraising activities. Volunteers help teachers in the classroom, tutor students who need additional academic help, work in our office, library, and guidance department, help to raise money for our school, run book fairs in the media center, sponsor school dances, and provide a variety of other services that assist in the day-to-day instruction at the school.

Partnerships

Mauldin Middle School has two official partners through the school district, Publix and Sam's Club. We have several unofficial partners in Chick-fil-A, Michelin, and Arby's. The goal of partnerships is to increase student achievement through working together. Holland Baptist Church partners with us to recognize teachers that exceed expectations.

School Leadership

Mauldin Middle School's core leadership team is composed of one principal, two assistant principals, one administrative assistant, and an instructional coach. Our leadership team also includes grade-level chairs and department chairs who meet with the principal monthly. These faculty leaders also submit agendas and minutes from their weekly meetings.

Administrators conduct regular classroom instructional observations of all teachers as part of the PAS-T evaluation model and the Classroom Mosaic model. Teachers are observed as part of a schedule created by the administrative team based on the evaluative cycle of each teacher. The purpose of observations is to observe and provide feedback on the instructional effectiveness of our teachers.

School Personnel

Mauldin Middle School's current teaching force consists of 62 classroom teachers, each one highly qualified in his/her teaching position. The current student to teacher ratio is thirteen to one. There are four administrators in the school: one principal, two assistant principals, and one administrative assistant. Support staff include four guidance counselors, an instructional coach, a guidance clerk, a full-time media specialists, a full time media clerk, a school secretary, an attendance clerk, a full time office clerk, one full-time and one half-time school nurses, a plant engineer with a staff of eight, and a cafeteria manager with a staff of seven. The demographic breakdown of the Mauldin Middle School staff, including certified support staff (administration, guidance counselors, media specialists), is shown below.

Male	Female	Caucasian	African American	Hispanic/Latino	Other
23 (14 classroom teachers)	74 (48 classroom teachers)	79 (53 classroom teachers)	13 (6 classroom teachers)	3 (2 classroom teachers)	3 (2 classroom teachers)

The number of males employed compared to females has remained fairly constant for the last few years as has the number of Caucasian teachers compared to African-American teachers. Three of our staff members are fluent in both English and Spanish.

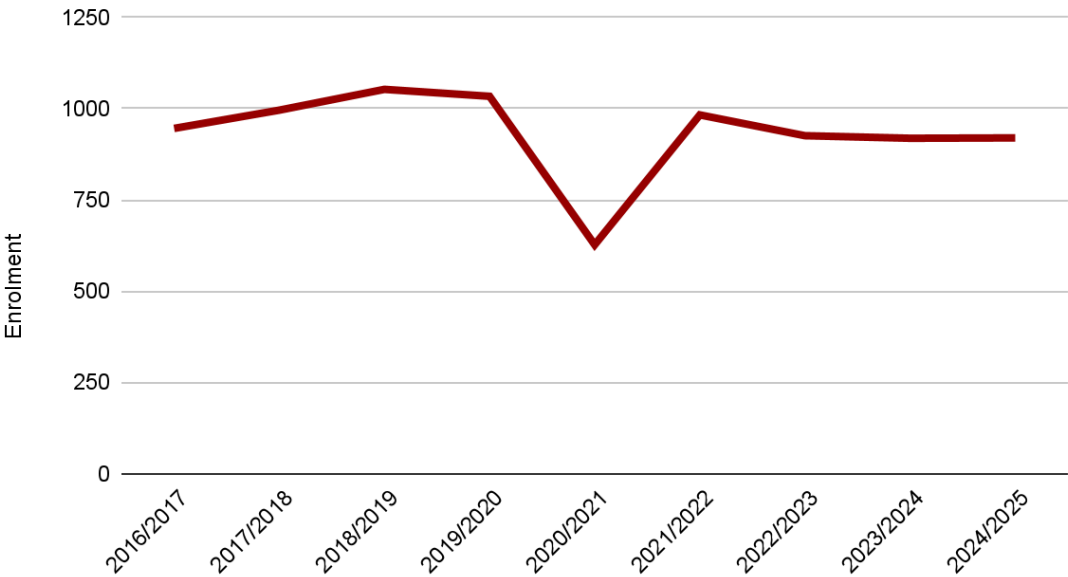
Sixty percent of the certified staff holds a Master's Degree or higher. Four of our staff members hold Doctorate Degrees. Many of our teachers are currently working on higher degrees. Twenty-three have 15 or more years of education experience. Four of our staff are currently National Board certified, while other staff members are currently seeking National Board certification.

The staff turnover rate has decreased to 8% from last year due to the strong relationships maintained by administration that modeled high standards of conduct to ensure MMS's vision was supported. The teacher attendance rate as of February 2025 has increased to 96.78%.

Student Population

Mauldin Middle serves 916 students as of March 2025. Our school building was over capacity before Dr. Phinnize J. Fisher Middle School opened in 2014. Fisher took about one fifth of our student population due to rezoning. Our enrollment rebounded from that split but has plateaued over the past three years.

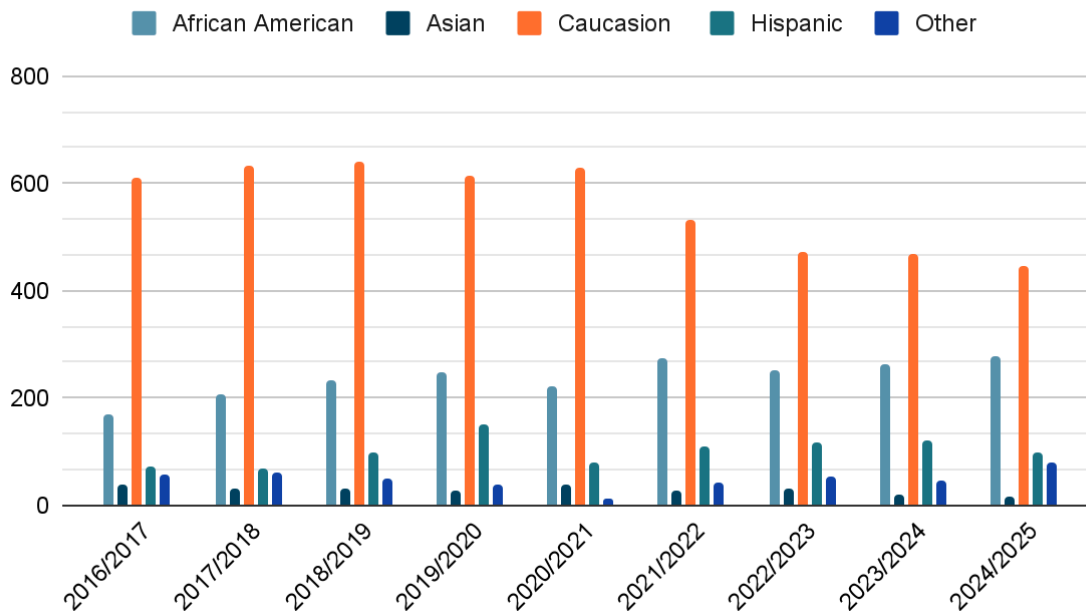
Enrollment - Nine Year



Demographic Data

The majority of our students are Caucasian. Our population consists of 277 African-American students (30%), 445 Caucasian (79%), 98 Hispanic (11%), 67 Multi-Racial (7%), and 17 Asian students (2%). Both our African American and Hispanic student populations have seen a significant increase over the past five years. The Hispanic subgroup has more than tripled in number since we first opened in 1999.

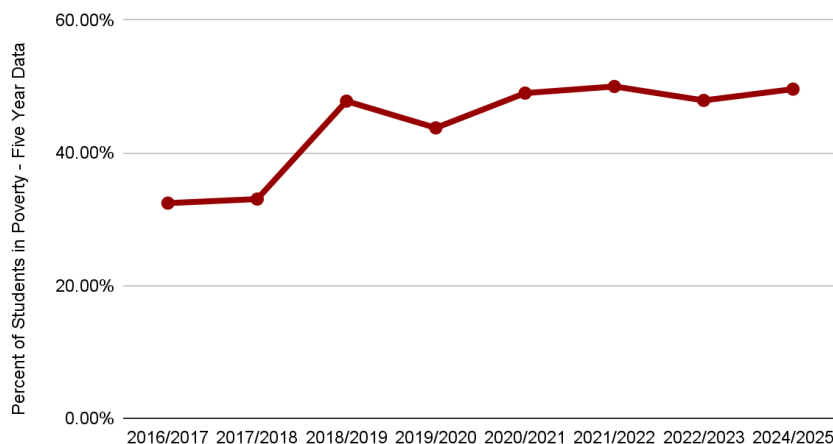
Population by Ethnicity



Students in Poverty

Between 2016 and 2019 the percentage of our students in poverty increased significantly where it has plateaued around the current level of about 50%.

Percent of Students in Poverty



Academic and Behavioral Programs

Increasing the opportunity for each student to participate in courses that award high school credit in middle school has been a focus at Mauldin Middle School. Students can embark on a more rigorous course load by advancing to high school credit courses, Algebra I, English 1 Honors, Spanish 1, Google Basics, Multimedia Basics, and Cyber Citizenship. This in turn allows students to take more AP courses once they enter high school if desired.

Mauldin Middle School's sixth, seventh, and eighth grades are divided into three teams each. The Mauldin Middle School schedule has a common planning time for core teachers which provides daily opportunities for team meetings where teachers work on integrating lesson content and teaching strategies. This time also allows opportunity for the teachers to plan for individual needs of their team of students. This team environment provides support for students and fosters a sense of belonging.

Other programs incorporated into our school are PearDeck, IXL, BrainPop, Mathia, and Carnegie Learning math program. PearDeck is a technology program which includes all subject areas for teachers in grades 6-8. It can be used for introducing new concepts as well as for reviewing or summarizing concepts that have already been taught and allows teachers to create lessons that can be delivered to students inside or outside of the building, teacher guided or self-paced. Mathia is an online math program which allows students the opportunity to complete math problems at their own pace with support when needed. Students receive immediate feedback and remediation.

Student Support Systems

Recognizing that some students need support beyond that available in the core classroom, Mauldin Middle School has worked with the district to provide a variety of special services.

- We have three resource/inclusion teachers who work with students with learning disabilities. These teachers work primarily in collaboration with classroom teachers and sometimes pull out students to work on skills. We also have three self-contained special education classes.
- When a teacher believes that a student has special needs that require attention, the teacher refers the students to the OnTrack Team. The purpose of the team is to match students' needs with resources that are available through the school, district, or community.
- We have an ML teacher who facilitates English acquisition and provides extra help in other content areas as needed. She receives students based on teacher, guidance counselor recommendations, and national language test scores.
- We are committed to make every effort to place students with limited English proficiency in classrooms with teachers who are certified to teach them.
- We have four full time school counselors and one full time guidance clerk. The counselors provide added assistance to students.
- All three grade levels enjoy the benefit of teacher teams. The math, language arts, science, and social studies teachers plan during the same period to discuss possible ways to help the students on their team.
- Mauldin Middle School has 13 sections of literacy support classes utilizing System 44 and Read 180.

- Mauldin Middle School has six Math support classes, taught by an experienced teacher with both math and special education certification and experience.
- Identified students participated in an after school Enrichment program that focused on specific math strands.
- Morning tutoring has been provided by students from our partner high school, Mauldin High School
- We have over 40 adults from our community who come into the building each week to serve as mentors to our students.

Extracurricular Activities

This year we were able to provide the following student opportunities:

- National Junior Beta Club (a nationally recognized academic club)
- Student Council (to promote school spirit and give a voice to the student body)
- Club Unify (general education students partner with self contained students)
- Blush Girls leadership program
- Boys to Men leadership program
- Robotics Club

Athletic teams include:

- Intramural programs for basketball and volleyball
- Basketball, softball, baseball, soccer, and volleyball

Opportunities in the arts include:

- Yearbook and newspaper journalism classes
- Annual school music/drama performance
- Band, strings, and choral competitions and concerts
- “Reflections” contest sponsored by the PTA

Mission

The mission of Mauldin Middle School is to prepare all students to succeed in becoming lifelong learners and responsible, productive citizens.

Vision

The vision of Mauldin Middle School is to develop 21st Century learners by creating a collaborative learning community. We will ensure lifelong learners who are responsible, productive citizens by encouraging discovery and exploration through personalized learning.

School Beliefs

- All students can learn.
- Students are the center of the educational process.
- Students should be actively engaged in the learning process through the use of a variety of teaching and assessment strategies.
- Students should have equal access to educational opportunities.
- Students should learn in a safe, positive, and inviting environment.
- Education is the shared responsibility of home, school, and the community.
- Curriculum and instruction should meet the needs of all students.
- Curriculum should be based on the South Carolina Curriculum Standards

The original school beliefs were written when Mauldin Middle School first opened in the fall of 1999. These beliefs have been revisited and revised several times throughout our history. As a school, we review the beliefs to make sure all staff members knew and agreed with the school beliefs. The beliefs are evident in the daily practices of the school.

Data Analysis and Needs Assessment

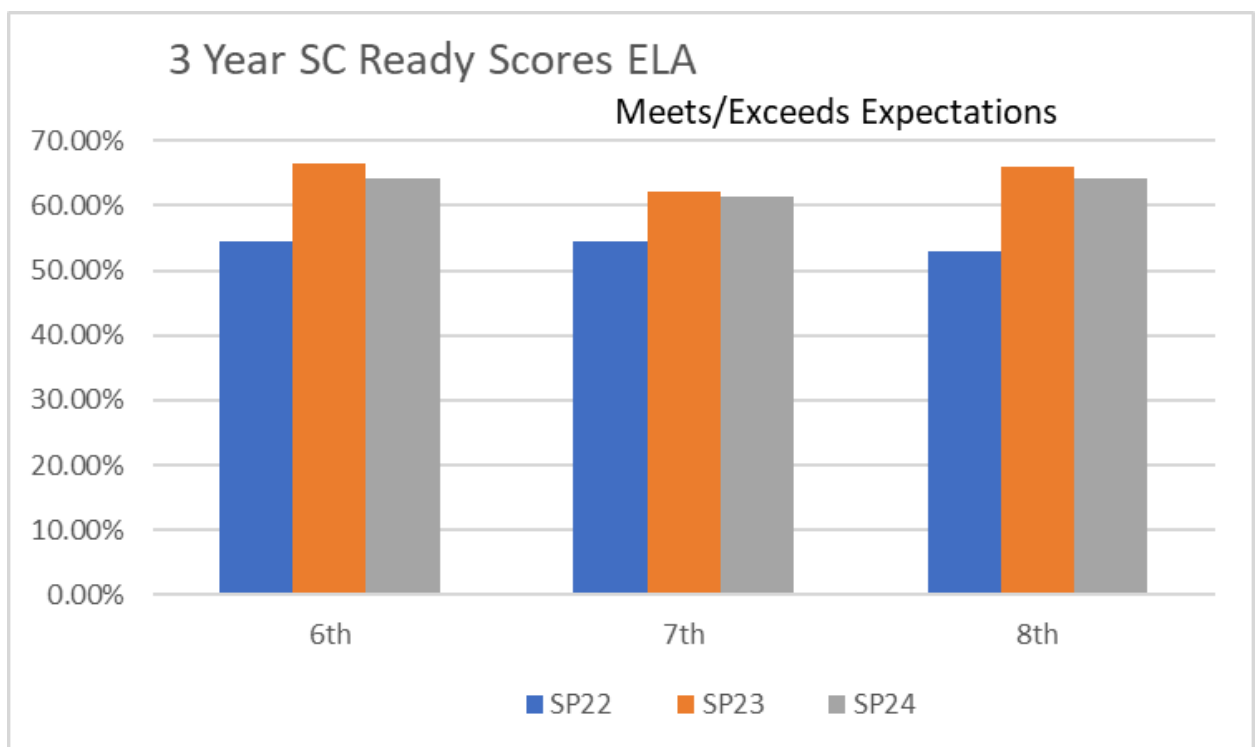
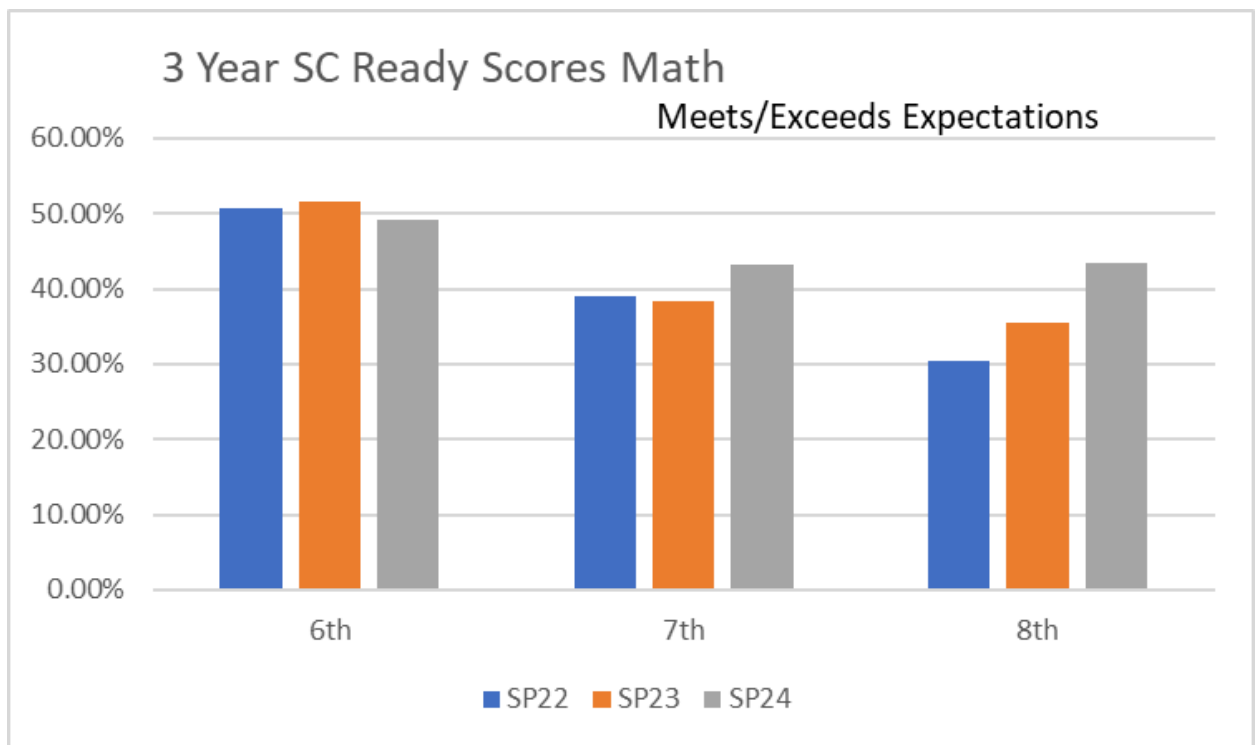
Student Achievement

The main need identified from analysis of the state test scores for Mauldin Middle School students is the need to address the decline in certain subgroups percent proficiency. These gaps are apparent in the following graphs.

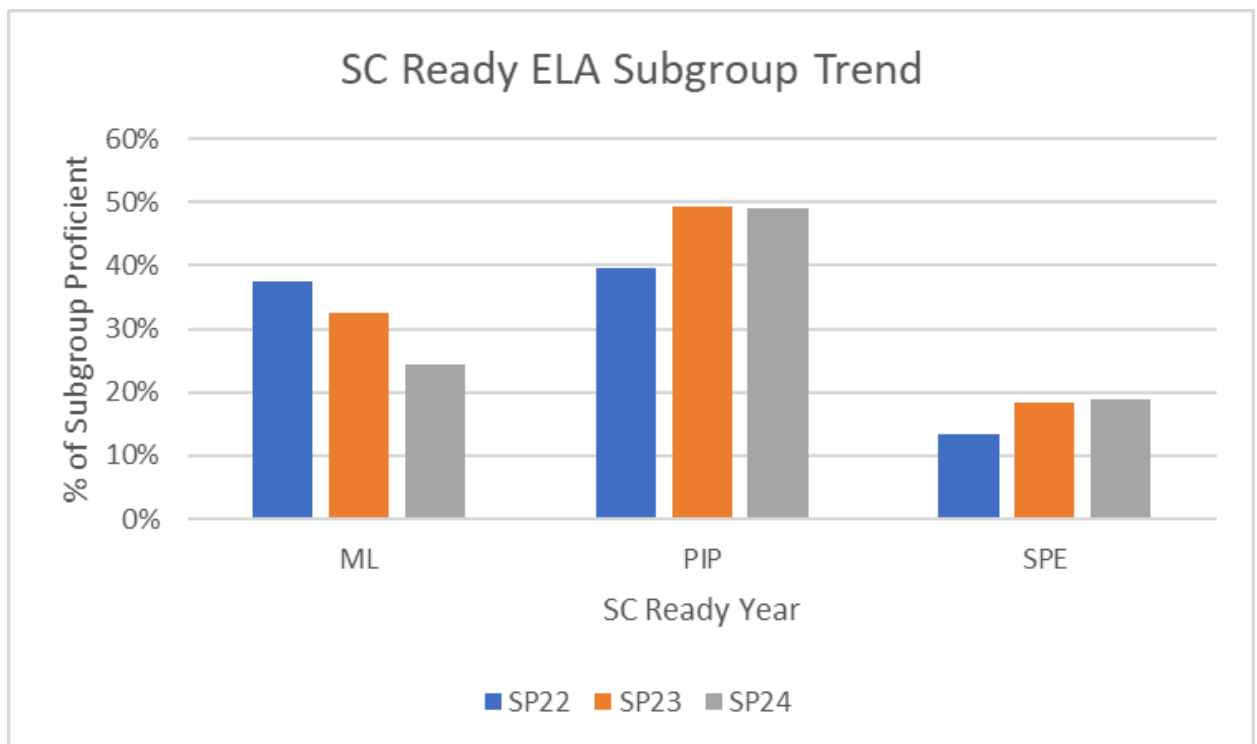
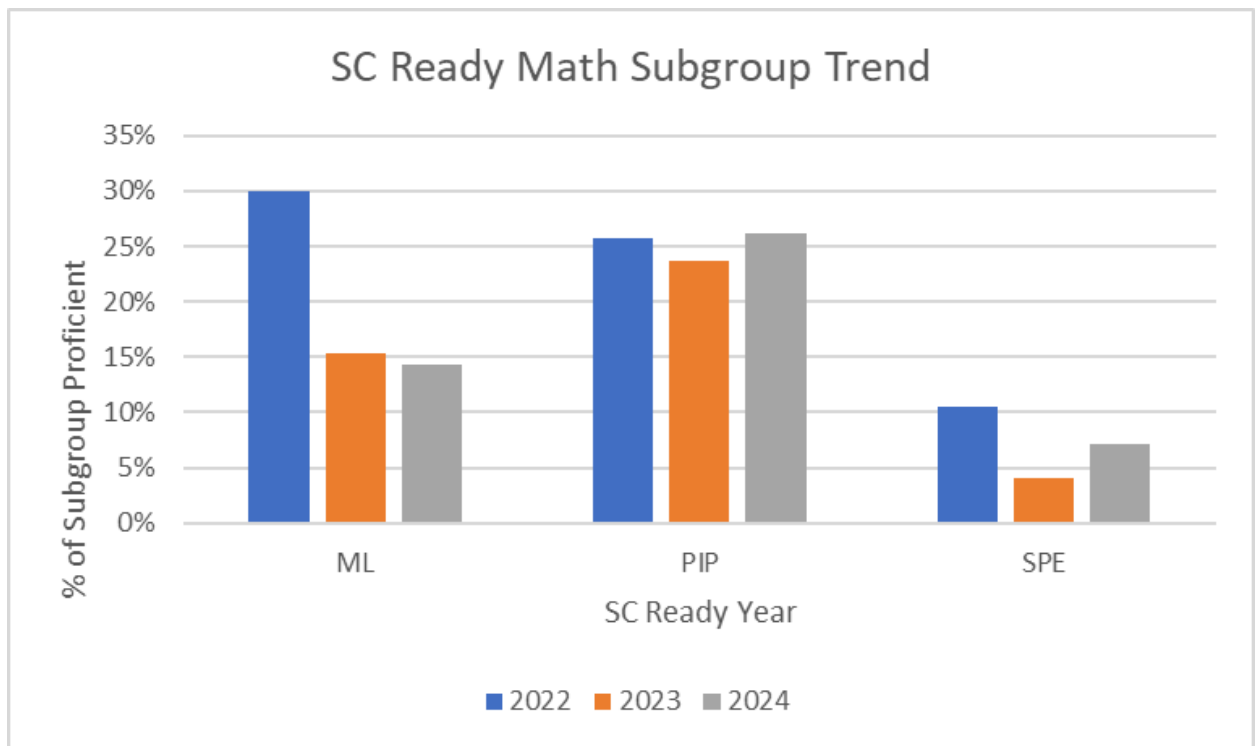
Mauldin Middle believes using school-wide test results is crucial for several reasons:

1. **Identifying Strengths and Weaknesses:** By analyzing the data, MMS has pinpointed specific areas where students are excelling and areas where improvement is needed. This helps in developing targeted interventions and support.
2. **Setting Goals and Measuring Progress:** MMS has used these test results to set academic goals for the year and track progress toward achieving them. This data-driven approach helps ensure that resources are being allocated effectively to meet educational objectives.
3. **Ensuring Equity:** Analyzing test results has revealed learning progression disparities among different subgroups. Identifying these gaps allows MMS to address issues of equity and ensure that all students have access to quality education.
4. **Informing Policy and Decision-Making:** Test data provides valuable information for administrators and teachers to make informed decisions about professional development needs.
5. **Fostering Student Growth:** By examining trends and patterns in test results over time, MMS can better understand how students develop and where they may need additional support or enrichment to thrive academically.

Most Recent School Wide Data



Most Recent Subgroup Data



The data above shows a breakdown of the proficiency rates among certain subgroups on the SCReady Math and Reading tests at Mauldin Middle School over the past 3 years. MMS has used this data to institute changes that will be long lasting and effective. An action plan has been strategized analyzing this data to ensure that regular monitoring and checkups have been executed.

Over the next five years, our staff will focus on narrowing this gap by working towards a more inclusive school community. We will research, implement, and practice teaching and management methods that support a learning environment where all students can thrive, not only academically, but socially and emotionally as well.

[Link to SCDE school report card](#)

Teacher and Administrator Quality

Professional Development

Professional development for the 2024-25 school year will focus on enacting evidence based teaching practices that have been shown to narrow student achievement gaps. These teaching practices will include teaching and practicing executive function skills and actively including all students in learning activities.

Mauldin Middle School has a strong blend of experienced and new teachers. Many of our experienced teachers are contributors to the district professional development community. Our new teachers have been a gold mine of fresh ideas and technology support.

MMS In House PD Plan, 2024/2025-

Q1 PD
August PD
New Teacher/Mentor Meeting - Pre Obs, Conf, Parent Contact (Required for mentors/mentees, optional for others)
PLC Joint Meeting- Meeting Agenda, Develop Norms
Collaborative Framework for PLC specific to MMS
September PD
PLC Joint Meeting- Deep Dive into 2024 SC Ready Data - Develop a plan
Website Organization - Live or self-paced option (Live option required for teachers who do not have website prepared by September 5. otherwise, optional)
Effective Unit Planning (Required for those needing support, optional for others)
Effective Lesson Planning (Required for those needing support, optional for others)

PLC Joint Meeting- Deep Dive into Q1 Predictive Assessment Data - Develop a plan
ML Practices with ML teacher (Required)
Motivation and Cooperation with Special Needs Students (Required Faculty Meeting PD)
Mentor/Mentee Meeting - Cold Call: High Engagement Strategy (Required for mentors/mentees, optional for others)
Effective Lesson Planning (Required for those needing support, optional for others)
November PD
PLC Joint Meeting- Common Practices Across Content Reflection and Improvement
Gen Ed teacher support of IEP Process (Required)
Mentor/Mentee Meeting - Everybody Writes: High Engagement Strategy (Required for mentors/mentees, optional for others)
Effective Lesson Planning (Required for those needing support, optional for others)
December PD
Effective Unit Planning (Required for those needing support, optional for others)
Effective Lesson Planning (Required for those needing support, optional for others)
24/25 Q3 PD -
Self-Guided Learning Walk each quarter (Optional)
January PD
PLC Joint Meeting- Deep Dive into Q2 Predictive Assessment Data - Develop a goal setting plan
Mentor/Mentee Meeting - Right is Right: High Expectations (Required for mentors/mentees, optional for others)
Effective Lesson Planning (Required for those needing support, optional for others)
February PD
Data Analysis: Looking Forward to PA #3
Effective Unit Planning (Required for those needing support, optional for others)
Effective Lesson Planning (Required for those needing support, optional for others)
24/25 Q4 PD Options-
Self-Guided Learning Walk each quarter (Optional)
March PD

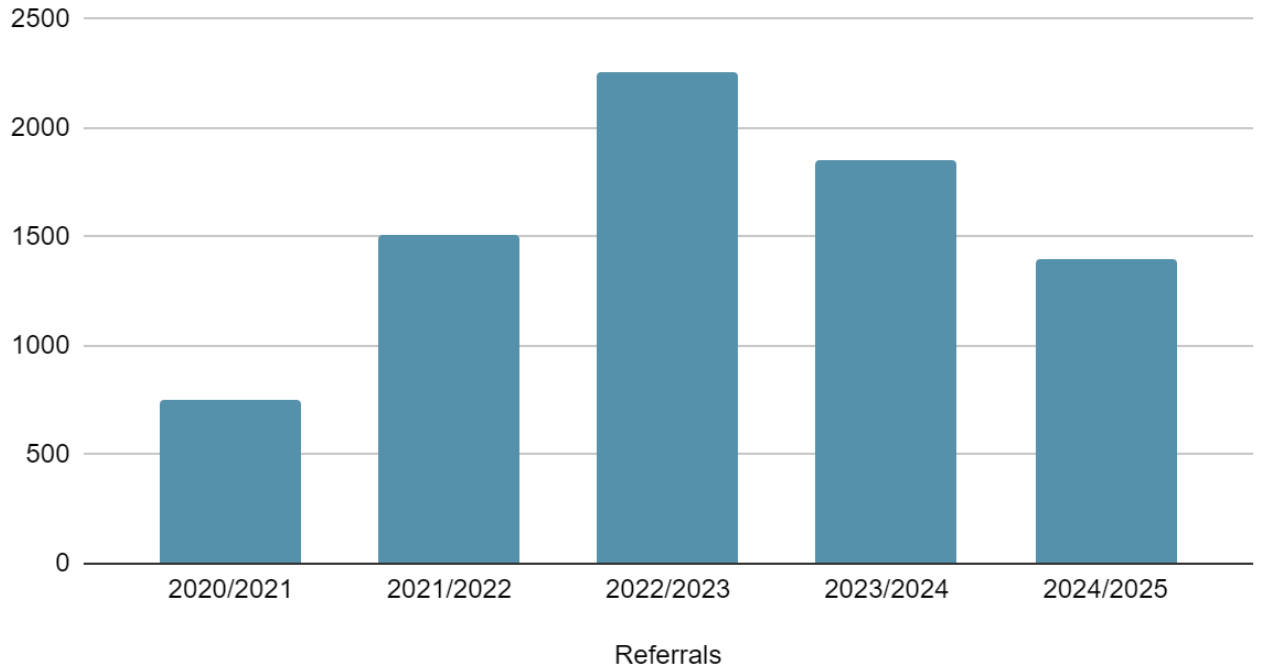
SCAMLE
Effective Lesson Planning (Required for those needing support, optional for others)
April PD
PLC Joint Meeting- Deep Dive into Q3 Predictive Assessment Data - Develop a plan
State Test Proctor Training - no PD credit - (Required for all)
Q3 Data Conferences
New Teacher Meeting - State Testing, going deeper (Optional for all)
Effective Lesson Planning (Required for those needing support, optional for others)
May PD
Mentor/Mentee Meeting - End of Year Details and Reflection (Required for mentors/mentees, optional for others)
Effective Unit Planning (Required for those needing support, optional for others)
Effective Lesson Planning (Required for those needing support, optional for others)

School Climate

Student Behavior Data

Between 2021 and 2023, after students returned to school following the COVID interruptions, there was a marked increase in behavioral interruptions to student learning. This seems to be the case, not only in our school, but across the nation. Fortunately, we have seen these numbers begin to fall back down over the course of the current school year. Over the course of this year, we have been revising our behavior plans and working for new and more effective ways to hold students accountable. We have implemented an online program called Smart Pass to regulate students leaving classrooms during instructional time, a lunch detention program has been implemented to encourage student responsibility for Chromebooks, and we have a digital point system called Live School to encourage responsible behaviors.

Referrals



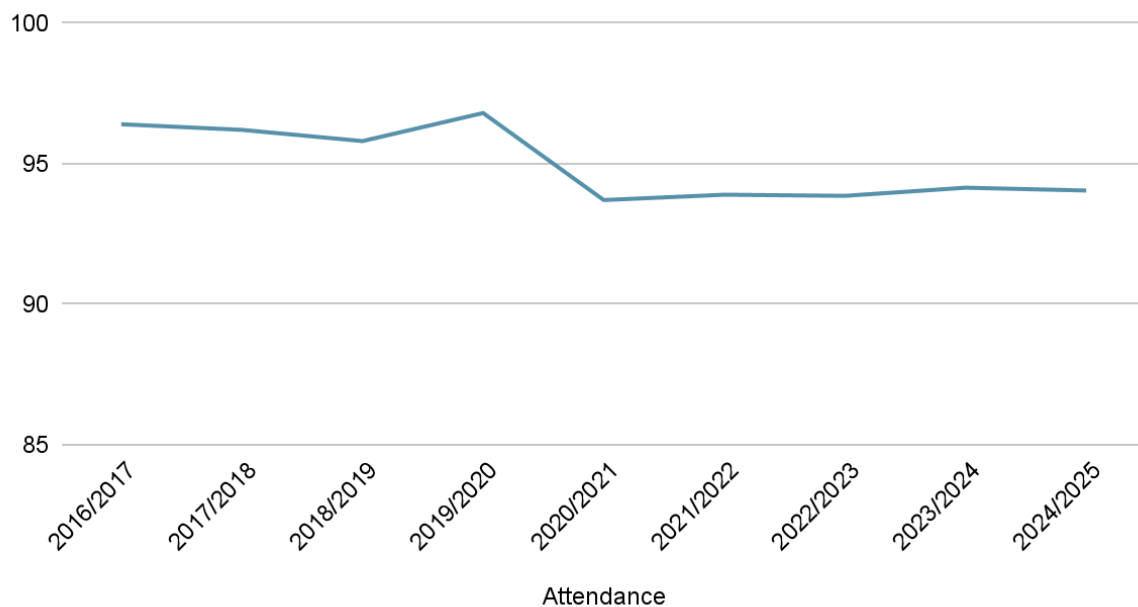
Student Attendance

School Year	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Percent Attendance	96.4%	96.2%	95.8%	96.8%	93.7%	93.89%	93.85%	94.14%	94.04%*

*24-25 data as of attendance day # 130

Attendance rates at Mauldin Middle have remained steady over the past few years. Mauldin Middle School ranks among the highest in the district for student attendance.

Student Attendance



Parent/Teacher Conferences

We have a high rate of parent participation in parent conferences at Mauldin Middle School. We have an average of about one in person parent/teacher conference each week and phone conferences happen on an almost daily basis. These conferences generally result in improved relationships between the teacher and the family even if the problem is not resolved.

Volunteer Hours

We have four very strong volunteer groups at Mauldin Middle School. In addition to our PTA and SIC families, we also have a group of volunteers called Game Changes and Student Mentors. Our Game Changes come in weekly on a regular basis to assist in many projects including preparing teaching materials, hanging student work, shelving books in the library, and more. We have about 30 community members who come in each week to eat lunch and converse with a child. Parents come to assist in monitoring for district and state tests, duty free lunches for teachers, and school events such as dances. Parents also volunteer to assist in organizing and supervising events like dances, school productions and performances, and field trips. We had over 98 adult volunteers in our building this year in addition to about ten Mauldin High School students who came to provide tutoring to our students each week.

Backpack accounts/logins

MMS Parent Backpack Account Information and log in uses for the 2024-2025 school year as of March 13 are as follows:

# Students Attending	# Students with Backpack Contacts	% Students with Backpack Contacts	# Students (30 days)	% Students (30 days)	# Students (60 days)	% Students (60 days)
919	858	93.36%	531	57.78%	608	66.16%

MMS 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 **41%** in 2022-23 to 64% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 4.6% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (MS)	45.5%	50.2%	55.8%	60.1%	64%
	41%	46.3%	Actual (MS)					
	40.2%	42.1%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	<input type="checkbox"/> Deana Collins(IC)	\$0	N/A	<i>C</i>
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	<input type="checkbox"/> Each Math Teacher	\$0	N/A	<i>C</i>
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"/> ELA, Science, & Social Studies teachers (facilitated by IC)	\$0	N/A	<i>C</i>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #2: 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	<input type="checkbox"/> District level math academic specialist	\$0	N/A	<i>C</i>
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 level math academic specialist	\$0	N/A	<i>C</i>
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	<input type="checkbox"/> Math PLC led by Math department head	\$0	N/A	<i>C</i>
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	<input type="checkbox"/> Deana Collins (Instructional Coach)	\$0	N/A	<i>C</i>
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 and Instructional Coach	\$0	N/A	<i>C</i>
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"/> Deana Collins (Instructional Coach)	\$0	N/A	<i>C</i>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	<input type="checkbox"/> Deana Collins (Instructional Coach)	\$0	N/A	<i>C</i>
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	<input type="checkbox"/> Math PLC led by Math department head	\$0	N/A	<i>C</i>
4. Foster a collaborative relationship between schools and parents.	2024-2029	<input type="checkbox"/> Each Teacher	\$0	N/A	<i>C</i>
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	<input type="checkbox"/> Math PLC led by Math department head	\$0	N/A	<i>C</i>

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 **65.7%** in 2022-23 to 81% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 3.1% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA SCDE School Report Card			Projected (MS)	68.8%	71.8%	74.9%	77.9%	81%
	65.7%	65%	Actual (MS)					
	56.9%	56.3%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	<input type="checkbox"/> ELA PLC led by ELA department head	\$0	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	<input type="checkbox"/> ELA PLC led by ELA department head	\$0	N/A	C
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	<input type="checkbox"/> Deana Collins (Instructional Coach)	\$0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
4. Progress monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	<input type="checkbox"/> ELA PLC led by ELA department head	\$0	N/A	<i>C</i>
5. Implement a range of assessment methods that measure student understanding.	2024-2029	<input type="checkbox"/> ELA PLC led by ELA department head	\$0	N/A	<i>C</i>
6. Ensure vertical articulation of grade level content and practices.	2024-2029	<input type="checkbox"/> ELA PLC led by ELA department head	\$0	N/A	<i>C</i>
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"/> Deana Collins (Instructional Coach)	\$0	N/A	<i>C</i>
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	<input type="checkbox"/> Deana Collins (Instructional Coach)	\$0	N/A	<i>C</i>
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	<input type="checkbox"/> Math, Science, & Social Studies teachers (facilitated by IC)	\$0	N/A	<i>C</i>
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	<input type="checkbox"/> All Teachers (facilitated by IC)	\$0	N/A	<i>C</i>
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	<input type="checkbox"/> ELA PLC led by ELA department head (facilitated by IC)	\$0	N/A	<i>C</i>
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	<input type="checkbox"/> Admin and Instructional Coach	\$0	N/A	<i>C</i>
6. Provide diverse and multimedia-rich materials for teaching language arts,	2024-2029	<input type="checkbox"/> All Teachers (facilitated by IC)	\$0	N/A	<i>C</i>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
including audio, visuals, and interactive texts to accommodate various learning styles.					
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	<input type="checkbox"/> Deana Collins (Instructional Coach)	\$0	N/A	C
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	<input type="checkbox"/> ELA PLC led by ELA department head (facilitated by IC)	\$0	N/A	C
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	<input type="checkbox"/> ELA PLC led by ELA department head (facilitated by IC)	\$0	N/A	C
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"/> ELA PLC led by ELA department head (facilitated by IC)	\$0	N/A	C
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	<input type="checkbox"/> Deana Collins (Instructional Coach)	\$0	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
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 community members on pathways and alternative pathways to education.	2024-2029	<input type="checkbox"/> Karen Greene (Principal)	\$0	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	<input type="checkbox"/> N/A			
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 <i>C=Continue, M=Modify, F=Finish</i>
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	<input type="checkbox"/> Renee Brown	\$0	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
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	10.4%	10.1%	Actual (District)					
			Projected (School)	24.4%	24%	23.5%	23%	22.5%
	25%	8%	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: Improve support systems for new teachers.					
1. Monthly Pac meetings to identify and meet needs of teachers.	2024-2029	<input type="checkbox"/> Karen Greene (Principal)	\$0	N/A	C
2. Monthly Climate Surveys to identify needs of teachers	2024-2029	<input type="checkbox"/> Grade level administrators	\$0	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*	61.5%	54.1%	Actual (District)					
			Projected (School)	67%	65%	63%	61%	59%
	69%	67.4%	Actual (School)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.	2024-2029	<input type="checkbox"/> District personnel	\$0.00	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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"/> Administrative Team	\$0.00	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	<input type="checkbox"/> Administrative Team	\$0.00	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	<input type="checkbox"/> Administrative Team and Instructional Coach	\$0.00	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	<input type="checkbox"/> School Counselors	\$0.00	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	<input type="checkbox"/> All Teachers	\$0.00	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.					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	<input type="checkbox"/> All Teachers	\$0.00	N/A	C
2. Ensure school employees exhibit understanding and appreciation of all	2024-2029	<input type="checkbox"/> All Teachers	\$0.00	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
students and families and use best-practice communication strategies to connect with those families.					
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	<input type="checkbox"/> School Counselors	\$0.00	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	<input type="checkbox"/> Administrative Team	\$0.00	N/A	C
2. Increase leadership opportunities within the school during the school day.	2024-2029	<input type="checkbox"/> Administrative Team	\$0.00	N/A	C
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	<input type="checkbox"/> Administrative Team	\$0.00	N/A	C
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"/> Administrative Team	\$0.00	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	<input type="checkbox"/> Administrative Team	\$0.00	N/A	C

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"/> Administrative Team	\$0.00	N/A	C
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	<input type="checkbox"/> All Teachers	\$0.00	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	<input type="checkbox"/> Administrative Team, Instructional Coach, and School Counselors	\$0.00	N/A	C

GOAL AREA 3 – Performance Goal 2

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

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Student Services			Projected (District)	22%	20%	18%	16%	14%
	24.2%	23.9%	Actual (District					
			Projected (School)	22.7%	20.7%	18.7%	16.7%	14.7%
	24.7%	24.7%	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"/> Administrative Team	\$0.00	N/A	C
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	<input type="checkbox"/> Administrative Team and Instructional Coach	\$0.00	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 follow-up	2024-2029	<input type="checkbox"/> Administrative Team	\$0.00	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
on individual Attendance Intervention Plans.					
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	<input type="checkbox"/> District Personnel	\$0.00	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	<input type="checkbox"/> Principal and School Attendance Clerk	\$0.00	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	<input type="checkbox"/> Administrative Team	\$0.00	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	<input type="checkbox"/> Administrative Team	\$0.00	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
GCS Education Technology Support (ETS)			Projected (District)	317,534	327,060	336,872	346,978	357,387
		308,285	Actual (District)					
			Projected (School)	2,980	3,069	3,161	3,255	3,352
		2,894	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: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack	2024-2029	<input type="checkbox"/> School Counselors	\$0.00	N/A	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"/> Administrative Team	\$0.00	N/A	C
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	<input type="checkbox"/> Administrative Team	\$0.00	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #2: 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"/> Administrative Team	\$0.00	N/A	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"/> Administrative Team	\$0.00	N/A	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"/> Administrative Team	\$0.00	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	<input type="checkbox"/> Administrative Team	\$0.00	N/A	C
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	<input type="checkbox"/> Administrative Team	\$0.00	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	<input type="checkbox"/> Administrative Team	\$0.00	N/A	C