Woodmont Middle School

Mr. Kyle Pearson, Principal
Dr. W. Burke Royster, Superintendent

Greenville County School District
2024-2025 through 2028-2029

<div align="center">**SCHOOL RENEWAL PLAN COVER PAGE**</div>

SCHOOL NAME: *Woodmont Middle School*

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

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

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

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

SUPERINTENDENT

Dr. W. Burke Royster		4/8/2025
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Kyle Pearson		3/14/2025
PRINTED NAME	SIGNATURE	DATE
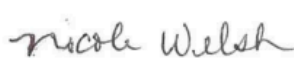
CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Courtney Dean		3/14/2025
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Nicole Welsh		3/14/2025
PRINTED NAME	SIGNATURE	DATE

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

SCHOOL TELEPHONE: *(864) 355-8500*

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

Stakeholder Involvement for School Renewal

Position	*Name*
1. Principal	Kyle Pearson
2. Teacher	Jackie Averett
3. Parent/Guardian	Ashley Burnett
4. Community Member	Reginald James
5. Paraprofessional	Angela Spencer
6. School Improvement Council Member	Courtney Dean
7. Read to Succeed Reading Coach	N/A
8. School Read To Succeed Literacy Leadership Team Lead	Nicole Welsh
9. School Read To Succeed Literacy Leadership Team Member	Michael Townes

OTHERS

School Literacy Leadership Team for Read to Succeed – Nicole Welsh, Michael Townes, Rebecca Culbertson

ASSURANCES FOR SCHOOL RENEWAL PLANS

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

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

Table of Contents
Woodmont Middle School Portfolio

INTRODUCTION

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

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

Committees

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

ELA	Math	Science	Social Studies
Holly Hall	Vincent Kaudo	Michelle Watson	Gibson White
Dr. Laura King	Shannon Harvey	Christopher Hendrix	Staci Gibson
Michael Townes	Shakendra Allen	Shakendra Allen	Michael Townes
Kashena Cunningham	Angela Schwieger	Mason Black	Jarrod Hermann
Lauren Ortiz	Tamela Boeckman	Troy Smiley	Lindsay Couch
Rachel Sims	Taneka Brown	Jennifer Olson	Penelope Boswell
Dr. Patricia Gosnell	Jackie Averett	Courtney Bolling	Brooks Knobel
Heather Owens	Julianna Schaffrick	Maddie Johnson	Angelina Armstrong
Georgia Gay	Julie Nunn	Colby Ramsey	Kerry McLees

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

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

Kyle Pearson, Nicole Welsh

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

Kyle Pearson, Nicole Welsh, Racquel McCrary, April Blackburn-Albre

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

Kyle Pearson, Nicole Welsh, Lauren Johnson, Tonya Woods, James Deese

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

Kyle Pearson, Nicole Welsh, Lauren Johnson, Tonya Woods, James Deese

Executive Summary

<u>Summary of Needs Assessment for Student Achievement</u>
In the spring of 2024, SC Ready scores for Math and ELA were respectively 33.9% and 48.7% in Meets Expectations and Exceeds Expectations. This was a decrease from the prior year. Sixth Grade Science data was not reported due to the implementation of the new state standards. In response to the data, the following initiatives have been determined:

In response to data, the following initiatives have been determined:
- Continued use of grade-level, subject-area common assessments using the district assessment system, MasteryConnect

- Refinement of inclusion with co-teaching models of instruction

- Academic assistance opportunities through Read 180

- Use of differentiation to target instruction and improve student understanding of standards-based instruction

- Analysis of assessment data followed by collaboration and use of data in planning instruction and remediation

- Academic assistance opportunities through FLEX time

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

<u>Summary of Needs Assessment for School Climate</u>
The 2023-24 School Report Card illustrates significant improvements in various satisfaction metrics. Among teachers, satisfaction with the learning environment stands at 86.8%. Students' and guardians' satisfaction levels are at 75.9% and 64% respectively.

Regarding the social and physical environment, teacher satisfaction rate was 72.2%, representing a decrease from the previous year. Student satisfaction slightly increased from the previous year to 75.1%, while parents exhibit a satisfaction rate of 45.5%.

In terms of school-home relations, teachers report a satisfaction rate of 66.7% which is a considerable decrease from the previous year. Students express high satisfaction at 91%, underscoring the strength of the school-home connection. Parents' satisfaction has also shown a slight decrease with a rate of 62.5%

Significant Challenges in the Last Three Years

- Strengthening teacher Professional Learning Communities where teachers collaborate, build standards-based common assessments, and analyze data to drive instruction

- Developing an academic assistance program to meet the needs of learners

- Experiencing a higher teacher turnover rate than preferred

- Recovering from COVID learning loss

- Recruiting and staffing classroom teachers during a teacher shortage

- Turnover within the Instructional Leadership Team

Significant Accomplishments in the Last Three Years

- First *Excellent* Rating on a School Report Card in Woodmont's history - 2022

- Named a National Forum School to Watch

- Proudly employed the 2023 District Emerging Teacher of the Year

- FFA State Champion and FFA National Gold Chapter 2021, 2022, 2023

- Over $2,500 in grants through a partnership with Michelin

School Profile

School Community

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

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

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

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

School Personnel

The staff is comprised of a principal, two assistant principals, an administrative assistant, an instructional coach, four guidance counselors, a Media Specialist, an ESOL teacher, 8 special education teachers, 11 related arts teachers, 34 general education teachers. There are 4 clerical staff members, an in-school suspension teacher, 1 full-time substitute, and 5 classroom aides. Agency partners housed on campus include a resource officer and full-time mental health counselor.

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

School Year	Total Teachers	Teacher Turnover	Turnover Rate
2021-2022	60	12	20%
2022-2023	60	7	12%
2023-2024	60	13	22%

Additional data on our school personnel can be located below. These findings were included in the 2023-2024 school report card.

Environment	School	Change from Last Year
Total Number of Teachers	46	Down from 48

Percent of teachers with advanced degrees	50.0	Down from 60.4
Teacher attendance rate	92.8	Up from 92.1
Percent of teachers on continuing contract	97.8	Down from 100
Percent of teachers returning from previous year - current year	81.6	Up from 81
Percent of teachers returning from previous year - three year average	78.7	Up from 73.2
Percent of inexperienced teachers	24.6	Up from 21.6
Percent of out-of-field teachers	7.7	Up from 3.9

Our principal, Mr. Pearson, has 18 years of experience as a teacher and administrator. This is his first year as principal of Woodmont Middle. Mr. Jim Deese, our assistant principal, is in his second year at Woodmont Middle School and has been in education for 11 years. Ms. Tonya Woods, also an assistant principal, is in her 11th year at Woodmont Middle and has been in education for 28 years. Ms. Lauren Johnson is in his first year as administrative assistant and her 13th year in education. Mrs. Nicole Welsh is in her first year as Instructional Coach at Woodmont and has been in education for 18 years.

Student Population Data

Demographic information about Woodmont Middle's student population is included below and encompasses a 3-year timespan allowing for trends to be recognized. These data points have been generated using the 2022-2023 and 2023-2024 School Report Card and reports generated through Greenville County Schools Staff Backpack.

Total Enrollment	2022-2023	2023-2024	2024-25
Sixth Grade	276	304	295
Seventh Grade	276	283	307
Eighth Grade	263	326	281
Total Enrollment	815	913	883

Enrollment by Gender	2022-2023	2023-2024	2024-25
Male	420	465	472
Female	395	448	411

Special Education	2022-2023	2023-2024	2024-25
Sixth Grade	N/A	43	72
Seventh Grade	N/A	48	59
Eighth Grade	N/A	58	53
Total Enrollment	141	149	184

Ethnicity	2022-2023	2023-2024	2024-25
African American	301	347	321
Caucasian	343	363	359
Hispanic	93	123	117
Other	78	80	86

Gifted/Talented	2022-2023	2023-2024	2024-25
Percent Served	15.9%	17.1%	21.1%
Percent Not Served	84.1%	82.9%	78.9%

Student Retention	2022-2023	2023-2024	2024-25
Percent Retained	0.0	0.0	*Not yet determined*
Percent Not Retained	100	100	*Not yet determined*

Major Academic and Behavioral Features

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

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

Woodmont Middle School has a strong STEAM (Science, Technology, Engineering, Arts, and Mathematics) focus, offering engaging essentials courses that inspire creativity, critical thinking, and problem-solving. Students explore subjects like robotics, coding, digital media, engineering design, and visual arts, applying hands-on learning to real-world challenges. Through collaborative projects and cutting-edge technology, our STEAM electives empower students to innovate, experiment, and develop skills for the future.

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

Values and Beliefs

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

- *Aligned with state standards and real-life relevance*
- *Engaging, challenging, and developmentally appropriate*
- *Integrates related arts, technology, critical thinking and research skills*
- *Supported by updated materials and resources*
- *Encourages community involvement and service opportunities*

Instruction at Woodmont Middle should be:

- *Builds on prior knowledge and interdisciplinary connections*
- *Incorporates best practices, active learning, and technology*
- *Differentiated to meet student needs, learning styles, and IEP goals*
- *Delivered by highly qualified teachers in well-structured environments*
- *Maintains high expectations while fostering curiosity and critical thinking*

Assessment at Woodmont Middle should:

- *Aligned with state and district standards, objectives, and assessments*
- *Uses a variety of traditional, performance-based, and alternative assessments*
- *Demonstrates student progress through pre-, post-, and progress monitoring assessments*
- *Encourages fairness, authenticity, and reflection*
- *Highlights student strengths and knowledge application*

The school environment at Woodmont Middle should:

- *Supports a rigorous curriculum with opportunities for success*
- *Offers extracurricular activities and real-life connections*
- *Fosters a diverse, inclusive, and accepting community*
- *Ensures a safe, clean, and nurturing environment*
- *Maintains organization and structure for optimal learning*

Mission Statement

Woodmont Middle School is committed to creating a supportive, inclusive environment for students, staff, and the community. We empower students to achieve academic excellence and personal growth, support staff through professional development and collaboration, and engage with the community to enhance educational experiences.

Vision Statement

At Woodmont Middle School we believe in the power of OUR. The O stands for On Fire for Kids. We believe that our students are the most important part of our school. The U stands for Unwavering Support for each other. We believe that we are united and stronger when we work together. The R stands for Relentless Pursuit of Academic Excellence. At Woodmont Middle School, we want all of our students to have the best academic opportunities possible.

Data Analysis and Needs Assessment

Student Achievement

SC Ready Data of Percent Meets or Exceeds

	English Language Arts			Math			Science		
	2021-2022	**2022-2023**	**2023-24**	**2021-2022**	**2022-2023**	**2023-24**	**2021-2022**	**2022-2023**	**2023-24**
6	47%	58.5%	45.5%	31%	43.4%	33.6%	47.89%	43.3%	No Data
7	41%	48.5%	47.5%	29%	29.9%	37.9%			
8	48%	54.4%	48.3%	32%	33.5%	25.2%			
All	45%	53.8%	47.1%	31%	35.6%	31.9%			

Achievement data for 2023-24 school year exhibits a decrease in students who scored Meets or Exceeds in the area of Math and ELA.

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

Teacher/Administrator Quality

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

Professional Development Calendar for 2024-2025

August	**September**	**October**	**November**	**December**
Weekly PLC Meetings	Weekly PLC Meetings	Weekly PLC Meetings	Weekly PLC Meetings	Weekly PLC Meetings
Monthly Department Meeting	Monthly Department Meeting	Monthly Department Meeting	Monthly Department Meeting	Monthly Department Meeting
Monthly Faculty	Monthly Faculty	Monthly Faculty	Monthly Faculty	Monthly Faculty

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

School Climate

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

Climate	Teachers	Students	Parents
Number of surveys returned	54	756	30
Percent satisfied with learning environment	86.8%	75.9%	64%
Percent satisfied with social and physical environment	72.2%	75.1%	45.5%
Percent satisfied with school-home relations	66.7%	91%	62.5%

Behavioral data from the 2023-2024 school year is included in the table below.

Student Behavior Data for Suspensions	**Total # of Referrals**	**Referrals resulting in ISS**	**Referrals resulting in OSS**
TOTALS	2552	1399	436
Grade 6	898	489	161
Grade 7	879	534	116
Grade 8	775	376	159

Attendance, Absenteeism, and Truancy	2021-2022	2022-2023	2023-2024
Chronic Absenteeism Rate	33.70%	26.30%	33.23%
Student Attendance Rate	90.79%	92.22%	92.73%
Student Stability Rate	82.8%	82.8%	85.3%

Parent/Teacher Conferences	2023-2024
Number of Conferences Held According to Raptor Sign-In *(number does not include virtual conferences)*	75

Backpack Usage	2023-2024
Number of Accounts Registered	822

Volunteer Hours	2023-2024
Number of Hours Logged for Volunteering in Raptor	811

Access the School Report Card

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

https://screportcards.com/overview/?q=eT0yMDI0JnQ9TSZzaWQ9MjMwMTA1Mg

<div align="center">**Action Plan**</div>

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 35.6% in 2022-23 to 46.5% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 1.5% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (MS)	39.5%	41%	43.5%	45%	46.5%
	36.4%	33.9%	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. C					
1. Develop annual academic growth targets based on the principal and school goal setting process.	2024-2029	☐ Principal			C
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	☐ Principal			C
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).	2024-2029	☐Instructional Coach ☐Department Chairs			C - STEAM classes integrate Math and Science concepts that align

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	☐ Academic Specialists			
2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	☐ Academic Specialists			
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	☐ Instructional Coach ☐ Teachers			C - all collaborative teams have implement common summative assessments
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029	☐ Instructional Leadership Team			C
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	☐ Instructional Leadership Team			C
Action Plan for Strategy 3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	☐ Instructional Leadership Team			C
2. Provide professional development for teachers throughout the year based on	2024-2029	☐ Instructional Leadership Team			C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
teacher input, trend data and observational feedback.					
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	☐ Instructional Leadership Team			C
4. Foster a collaborative relationship between schools and parents.	2024-2029	☐ All Staff			C
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	☐ Instructional Leadership Team ☐ Teachers ☐ Counselors			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 54.3% in 2022-23 to 64.5% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 1.5% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA SCDE School Report Card			Projected (MS)	57.5%	59%	60.5%	63%	64.5%
	54.3%	48.7%	Actual (MS)					
	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 Leadership Team ☐Teachers			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	☐Academic Specialists			
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	☐ Instructional Leadership Team			C
4. Progress monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	☐ Instructional Leadership Team ☐ SPED Department			C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
5. Implement a range of assessment methods that measure student understanding.	2024-2029	☐ Teachers			C
6. Ensure vertical articulation of grade level content and practices.	2024-2029	☐ Instructional Leadership Team ☐ Department Chair			C - Departments meet monthly for vertical articulations
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	☐ Instructional Leadership Team			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	☐ Academic Specialists ☐ Instructional Leadership Team			C
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	☐ Teachers ☐ Instructional Leadership Team			C
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	☐ General Education Teachers ☐ SPED Department ☐ ESOL Department			C
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	☐ Teachers			C
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	☐ Academic Specialists ☐ Instructional Leadership Team			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	☐ Teachers ☐ Media Specialist			C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	☐ Instructional Leadership Team			C
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	☐ Counseling Department			C
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	☐ Instructional Leadership Team			C
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	☐ Teachers			C
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	☐ Instructional Leadership Team ☐ SPED Department			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 *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	☐Principal ☐School Counselors ☐Community Involvement Committee Members			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	☐Principal ☐School Counselors			C
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
1. Continue to expand with middle and high school students - early exposure to	2024-2029	☐ Principal ☐ School Counselors			C

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

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
			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
GCS Human Resources Department	10.4%	10.1%	Actual (District)					
			Projected (School)	11.5%	11.0%	10.5%	10.0%	9.5%
	12.0%	22.0%	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: Provide additional support for teachers new to the profession.					
1. Adjust schedule to allow experienced teachers to provide additional support for induction teachers.	2024-2029	☐Principal			C
2. Generate a cohort for induction teachers to assist in their onboarding throughout the year.	2024-2029	☐Principal ☐Instructional Coach			C
3. Recruit high-quality mentors for all new teachers and provide mentors with clear action steps for how to support new teachers.	2024-2029	☐Principal ☐Instructional Coach			C
4. Develop high-quality professional learning opportunities, including peer observations, for new teachers.	2024-2029	☐Instructional Coach			C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #2: Increase teacher morale and overall job satisfaction.					
1. Monitor Upbeat Survey data and provide opportunities for staff to offer suggestions.	2024-2029	☐ Instructional Leadership Team			C
2. Generate teacher committees to allow for teacher input on school processes and systems.	2024-2029	☐ Principal			C - Schools to Watch committees meet monthly
3. Involve various teachers in the interviewing and onboarding process to give them voice in hiring decisions.	2024-2029	☐ Principal			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)	58.5%	56.5%	54.5%	52.5%	50.5%
	60.5%	76.74%	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 steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.	2024-2029	☐Administrative Team			C
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing	2024-2029	☐ Administrative Team			C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
custom, school-based programming to meet this goal.					
3. Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.	2024-2029	☐ All Staff			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 Leadership Team			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 Teams			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	☐ All Staff			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	☐ All Staff			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	☐ Administrative Team			C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	☐ Administrative Team ☐ Teachers ☐ Counselor			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	☐ Administrative Team			C
2. Increase leadership opportunities within the school during the school day.	2024-2029	☐ All Staff			C
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	☐ Administrative Team ☐ Counselor			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	☐ Administrative Team			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	☐ Administrative Team ☐ LiveSchool Committee			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	☐ Administrative Team ☐ Teachers			C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	☐ All Staff			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	☐ All Staff			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
Student Services			Projected (District)	22%	20%	18%	16%	14%
	24.2%	23.9%	Actual (District)					
			Projected (School)	24%	22%	20%	18%	16%
	26.0%	33.2%	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	☐Administrative Team ☐Attendance Clerk			C
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	☐All Staff			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 on individual Attendance Intervention Plans.	2024-2029	☐Attendance Clerk ☐School Counseling Department			C

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

GOAL AREA 3 – Performance Goal 3

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Number of visitors and Volunteers in Raptor System			Projected (District)	317,534	327,060	336,872	346,978	357,387
		308,285	Actual (District)					
			Projected (School)	1,457	1,500	1,545	1,591	1,638
		1,415	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	☐All Staff			C
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	☐Administrative Team ☐Media Specialists ☐School Counselors			C
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	☐Instructional Leadership Team ☐TAC			C
Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.					
1. Identify community partners (businesses, pediatrics, health departments, nonprofits,	2024-2029	☐Administrative Team ☐School Counseling Dept.			C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
faith-based, and community organizations) to encourage and promote parent and community involvement in schools.					
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	☐ Administrative Team ☐ School Counselors ☐ Parent/Community Involvement Committee			C
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	☐Administrative Team ☐School Counselors ☐Parent/Community Involvement Committee			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	☐School Counseling Department ☐Social Worker ☐OnTrack Teams			C
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	☐Administrative Team			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	☐Principal or Designee			C