

Tanglewood Middle School

School Portfolio for 2013-2014 through 2017-2018
SCHOOL RENEWAL ANNUAL UPDATE FOR: 2016

William C. Price, Principal
W. Burke Royster, Superintendent
Greenville County Schools



44 Merriwoods Drive
Greenville, South Carolina 29611
(864) 355-4500
<http://www.greenville.k12.sc.us/twood>

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL INFORMATION AND REQUIRED SIGNATURES

TANGLEWOOD MIDDLE SCHOOL

GREENVILLE COUNTY SCHOOL DISTRICT

SCHOOL RENEWAL PLAN FOR YEARS 2013-2014 through 2017-2018 (five years)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2017-2018 (one year)

Assurances

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 and §59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

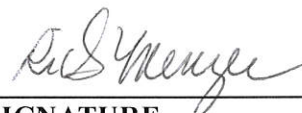
CHAIRPERSON, BOARD OF TRUSTEES

Dr. Crystal Ball O'Connor		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. W. Burke Royster		3/31/2017
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Dr. Rick Menzer		3/31/2017
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

William C. Price		3/31/2017
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Dr. Edward J. Anderson		3/31/2017
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 44 MERRIWOODS DRIVE
GREENVILLE, SC 29611

SCHOOL'S TELEPHONE: (864)-355-4510

PRINCIPAL'S E-MAIL ADDRESS: wmprice@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

POSITION

NAME

- | | |
|---|-------------------------|
| 1. PRINCIPAL | Mr. William C. Price |
| 2. TEACHER | Mrs. Chris Edgar |
| 3. PARENT/GUARDIAN | Ms. Rogene Avery |
| 4. COMMUNITY MEMBER | Mrs. Christina Holcombe |
| 5. SCHOOL IMPROVEMENT COUNCIL | Dr. Frederick E. Menzer |
| 6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |

POSITION

NAME

Science Teacher	Mrs. Sarah Wirt
Parent Coordinator	Ms. Tomasa Quiles
Parent	Mrs. Dana Banister
Local Agency Administrator	Ms. Lee Emma George
Pupil Services	Dr. Edward Anderson
Assistant Principal	Mr. Harold McPhail
Technical Assistance Provider	Mrs. Avis Canty-Duck

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

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).

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).

Parent Involvement

The school encourages and assists parents in becoming more involved in their children's education. Some examples of parent 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.

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*.

Technology

The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

Innovation

The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds. (SIF United Way)

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 no limited to, the following personal or family situation(s): Educational level of parent below high school graduation,

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.

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).

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.

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, although they may be housed at locations with other grade levels or completely separate from schools.

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.

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 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-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

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**Title Tanglewood Middle School: SCHOOL RENEWAL ANNUAL UPDATE for 2016****Page Number**

Introduction	7
Executive Summary	9
School Profile	12
Mission, Vision and Beliefs	24
Data Analysis and Needs Assessment	26
Archived 2013-14 ESEA (Federal Accountability Rating System)	30
Action Plan	46

Introduction

Summary of the Self-Study Process

Tanglewood Middle School is a Title One school located in western Greenville County. We currently have 664 students zoned for Tanglewood in grades six through eight. 577 students are served on the Tanglewood campus by 44 teachers; another 84 students are served by 7 teachers at the Greenville Early College campus, and 3 are in alternate placement. A majority of our students live in poverty and 184 (32%) speak English as a second language. Their academic and emotional needs are great.

In the summer of 2008, Tanglewood Middle School changed leadership. Previously, an academic audit had been completed and a consulting firm, IMPACT, had been hired through federal programs. The group assisted with the restructuring of the school based upon the recommendations submitted by the 2006-2007 audits. The school leadership applied for a grant through the South Carolina State Department of Education to become a charter member of Making Middle Grades Work (MMGW) in September of 2008. The proposal was granted and Tanglewood Middle School became only the second middle school in Greenville County School District to be affiliated with the Southern Regional Educational Board. The ten key practices outlined by MMGW became the guidelines for restructuring and for the pedagogy supporting the vision. In February of 2010, Tanglewood Middle School was visited by a Making Middle Grades Work Technical Assistance Team. The team evaluated the implementation of Making Middle Grades Work giving both accolades and recommendations for improvement. Additionally, in April 2011, Tanglewood Middle was visited by an IMPACT team (made up of three of the same members as in 2007). The team made recommendations and praised the vast improvement from 2007-2011. All of these data sources have been taken into serious consideration when writing school plans including the School Renewal Plan.

Faculty members will continue to carry out the strategies included in the school renewal plan through professional learning communities referred to as focus teams. We will follow a shared leadership model in which Focus Team chairs participate on the Leadership Team, and all faculty members have a part in managing, developing, and carrying out the School Renewal Plan. The structure is below:



In 2016, Tanglewood Middle School added a Literacy Committee as part of the state's Read to Succeed initiative. The committee consists of the principal, the assistant principal of curriculum, the instructional coach, two PEP literacy coaches, two Title 1 coaches, the language arts department chair and varying other available teachers. The committee plans to provide a classroom library to every classroom and specific literacy coaching for teachers in all disciplines.

In order to align with the district's expectations for health and wellness, we added a Wellness focus team to our model during the 2013-14 academic year. Other focus teams, derived from the Making Middle Grades Work platform, include the following: Literacy; Technology; Parent Involvement and Support; Student Advisory and Support; and Culture/PBIS. Each month the leadership team meets to discuss the needs of the school and the assignments of each focus team. Each focus team has specific tasks to carry out based upon the school renewal plan, the technical assistance visit report, and the IMPACT recommendations from 2011.

During the 2012-2013 school year, Tanglewood Middle School was involved in school self-assessment for the Greenville County School District accreditation. That process began with a full faculty meeting on April 17, 2013, where the instructional coach presented an overview of the district accreditation process and Tanglewood Middle School's involvement in that process. The five AdvanceEd Standards for Quality, on which the self-assessment was based, were described in detail. Five teams of faculty members were created (one per standard) and asked to reflect on Tanglewood's effectiveness on the standards. A designated team leader held meetings, where team members gathered evidence and collaborated on rating Tanglewood's performance on five standards. Team members submitted brief narratives about their selection of performance levels. Ratings and narratives were compiled and summarized by the instructional coach. The findings of the self-assessment have been used for the school's renewal plan and will be used for continuous improvement efforts.

Results from teacher, parent, and student surveys are also used in the self-study process. The principal is very transparent in sharing data with the faculty. In addition to the aforementioned survey results, the results from a principal survey were presented and discussed in a full faculty meeting. On-going self-reflection, surveys, and dialogue have been used to guide the actions for the School Renewal Plan.

Five meetings of the Title 1 Committee/School Improvement Council are held during the year, at which

time members discuss implications of the School Report Card, implementation of the Title 1 plan, and a comprehensive needs assessment. Demographic data, student achievement data, school intervention programs, parent needs, parent involvement, staff development, and communication are among the agenda items. Findings and recommendations from the Title 1 Committee's ambitious agenda are used for the school's renewal plan and for on-going improvement. In March, the administrative team met with the district's Title 1 team to present how Tanglewood students performed with regard to assessment data, how the staff plans and collaborates, how data is used for instruction, the school goals, the Title 1 budgeting and planning process, successful strategies in place, and current challenges. Each year, the presentation to the district's Title 1 team captures the transparency of our self-reflection and our plans for the future.

EXECUTIVE SUMMARY

Tanglewood Middle School is engaging teacher leaders with continued implementation of the **Making Middle Grades Work** initiative. The shared leadership concept is built around focus teams consisting of the following: literacy, student advisory and support, parent involvement and support, culture and PBIS, technology, and wellness. Each of the teams has a chair person that sits on the school leadership team governed by the principal. The teams serve as professional learning communities charged with improving student achievement.

The educational model being implemented is **Making Middle Grades Work**. There are three primary goals to the platform:

- Increase the percentages of eighth-graders who perform at the proficient levels in academic subjects,
- Provide educational experiences that increase students' knowledge and skills in reading, mathematics, language arts, science and social studies
- Provide students with opportunities to apply their skills in the fine arts and to explore careers and new technology.

The following key conditions will be in place:

- Commitment from all stakeholders
- Planning for continuous improvement by establishing an organizational structure to support teachers and administrators
- Curriculum alignment with the state, national, and international standards
- Support for professional development for teachers from district leadership
- Teacher preparation and content knowledge matched with teaching assignments

The goals and conditions will be driven by the ten key practices designed to improve student achievement:

- An academic core that is aligned to standards
- The belief that all students matter
- High expectations and a system for extra help and time
- Classroom practices that are engaging
- Teachers working and planning together

- Support from parents and community
- Qualified teachers who know the content
- Use of data to drive instructional practices
- Use of technology for 21st Century learning
- Strong leadership who participate with teachers in planning

Student Achievement:

- English 1 EOC performance is up from 92.6 % passing to 93.8% passing in 2015
- Algebra 1 EOC performance is significantly down from 97.1% in 2014 to 88.4% in 2015
- The remainder of student achievement data is baseline information only.

Teacher and Administrator Quality:

- 100% of our teachers are highly qualified.
- 73% of our teachers and administrators hold advanced degrees.
- Four teachers are National Board Certified.
- Four teachers are certified in Gifted and Talented.
- Six staff members are certified as ADEPT evaluators.
- Our professional development plan addresses areas of need for our teachers and administrators.
- Eight teachers are certified teacher mentors.
- One teacher is a certified “Read to Succeed” trainer
- One teacher is the SCBDA Chairman for Solo and Ensemble

School Climate:

- After full staff training in Capturing Kids’ Hearts in August of 2012, the school climate shifted dramatically in a more positive direction.
- Newly hired teachers have been trained in Capturing Kids’ Hearts.
- Professional collaboration continues to grow.
- A Teen Leadership class was created the 2015-2016 school year, which is a component of Capturing Kids’ Hearts. A teacher was hired from within for this class. The class follows the Flippen Group’s Teen Leadership curriculum and has inspired several student groups to work in the community.

Significant Challenges from the Past 3 Years:

- Hiring a faculty that is 100% highly qualified; 9 new teachers were hired for 2015-2016, including 5 first-year teachers.
- Teacher turnover, which impacts consistency in pedagogy, skills, practices, content knowledge, and common philosophy.
 - 3 teachers who have taught 1 years
 - 5 teachers who have taught 2 years
 - 3 teachers who have taught 3 years
 - 2 teachers who have taught 4 years
- Continuing to improve the school culture in terms of all stakeholders.
- Increasing student achievement.

- Increasing parent involvement.
- Implementation of inclusive practices.
- Students reading below grade level.
- Environmental barriers for at-risk students .
- Growth in best practices for technology use after Chromebooks were purchased at a 1:1 ratio.

Significant Awards, Results, or Accomplishments from the Past 3 Years:

- Award-winning band
- Concert Performance Assessment - Superior Rating
- Solo and Ensemble Festival - Superior and Excellent Ratings
- Membership in the Honor Bands of Greenville County
- Carowinds Festival of Music - Superior Rating

Earned 20 *Superior* ratings at South Carolina Band Directors Association (SCBDA) Solo and Ensemble since 2012

- 14 selected to Greenville County Honor Band since 2012
- 2 selected to SCBDA Region 1 Band in 2015
- Earned *Superior* rating at SCBDA Concert Festival in 2016
- Earned *Superior* rating at Carowinds Festival of Music in 2015
- Earned *Excellent* rating in stage performance and *Superior* rating in sight reading at the March 2014 SCBDA Junior Concert Festival
- Earned seven ratings of *Superior* at Solo and Ensemble sponsored by the South Carolina Band Directors Association in 2013
- Received 2013-2014 Mr. Holland's Opus Foundation Music Grant
- Earned *Excellent* rating at Carowinds Festival of Music in 2012
- Award-winning chorus
- Earned two ratings of *Superior* at Carowinds Music Festival in 2012
- Two students earned *Best Singer in the District* in 2013
- One student was accepted to Governor's School of the Arts in voice in 2013
- Performed for the 2016 South Carolina Middle School Association Conference
- PTSA award: recognized as Most Improved Organization [PTSA] in Southwestern Greenville County PTSA district in 2012-2013
- Teachers leading professional development in the district
- After-school program with enrollment ranges from 75-114 students
- 3rd year of implementing the GRIP program - Growing to Reach my Individual Potential. GRIP is an on-campus "school within a school" designed to address the needs of the tertiary population typically sent to alternative schools, thereby raising achievement of the entire student population.
- Two eighth grade students were selected for the ACE award honoring character in both school and community
- Winning entry in the solicitor's drug prevention calendar in 2012-13
- A seventh grade student won 2nd place in the VFW Patriot's Pen essay contest in 2013.

- Increasing community involvement
- Hosting of 4 highly successful “Parent to School Days”

SCHOOL PROFILE

School Community

Tanglewood Middle School serves 664 students in grades 6-8. Located near the western boundary of Greenville County, Tanglewood is situated just outside the city of Greenville. The beautiful campus sits on 60 acres, which brings a rural atmosphere to the heart of an urban community.

The students, staff and community are proud of the facility completed in August, 2005. The state-of-the-art facility houses the latest technology available for instructional delivery. Starting in 2014, Tanglewood students are issued personal Chromebooks. In February of 2012, the school was refreshed with the latest technology, including laptops and new computers for all faculty, staff, administration, and the Media Center. All student laptop labs were refreshed as well. We purchased and received new desktop computers in our Gateway to Technology lab through CTE, as well as in our I Can Learn lab. Twelve computing stations were installed in our Media Center through Refresh. Additionally, ActivExpressions and ActivSlates were provided for all content classrooms. During the summer of 2012, Promethean Boards were purchased by Title I and installed in every classroom. In January of 2013, ReflexMath was purchased to accelerate student achievement through practice in basic skills. In May of 2013, we renewed 1-year licensing and support services with I Can Learn, purchased a school-wide license for USA Testprep, purchased new microscopes for 7th grade science labs, and purchased new TI-Nspire calculators for the Geometry class. In the fall of 2014, we purchased Chromebooks for every administrator, teacher and student. For the 2014-2015 academic year, we used an app called ZOOM to stream instruction from core content teachers into the GRIP classrooms, in order to maximize student learning for students who were removed from the general population due to ongoing behavior issues. For the 2015-16 academic year, we plan to allow for instruction to be streamed from every classroom into the in-school suspension classroom. Again, the objective is to allow students to continue to learn from their regular classroom teacher, even when they have been removed from the classroom.

Mr. William C. Price has been the principal for the last nine years. Under his leadership, the culture of the school has changed from one of isolation and division to a collaborative professional learning community, which is fostered through on-going, embedded professional development.

Tanglewood is proud of the support we have from the surrounding community. We have fostered lasting partnerships with Lockheed Martin, Junior Achievement, Communities in Schools, and United Way. These companies have provided our students with unparalleled opportunities and experiences. As of the summer of 2015, Tanglewood began receiving the benefits of a multi-million dollar Social Innovation Fund grant awarded through United Way. As a recipient of the grant, Tanglewood receives the services of several sub-grantees, who provide interventions for students identified to be at-risk of dropping out. An Early Warning Response system was put in place to identify students to be served, and the Riley Institute at Furman University will gather and analyze data associated with the interventions.

School Personnel

The professional staff of Tanglewood Middle School includes 44 classroom teachers who are divided into seven academic teams. There are also nine related arts teachers and five special education

teachers. In addition, there are three full-time inclusion teachers and two self-contained special education teachers. The administrative staff consists of a full-time principal and 3 assistant principals. The student-teacher ratio in core academic classes is typically 17:1.

Professional Staff Demographics 2015											
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
White Male	8	8	12	13	10	9	12	14	15	13	12
Black Male	3	4	4	2	2	2	3	4	5	6	3
Hispanic Male	1	1	1	1	0	0	0	0	0	1	0
White Female	29	23	31	29	26	24	28	28	25	29	26
Black Female	11	13	13	11	15	7	10	8	6	8	4
Hispanic Female	0	0	0	1	0	0	0	0	0	1	0

A full-time Media Specialist manages a multi-service resource center for student and teacher learning. Support staff includes an Instructional Coach. The Instructional Coach works with each department to plan and deliver high quality instruction, participates in data analysis, facilitates professional learning communities (PLCs), and delivers professional development. Content and instructional strategies are reviewed on a regular basis for alignment with standards and rigor. Teachers receive regular observational feedback to ensure implementation of best practices. The Guidance Department houses two full-time guidance counselors, a social worker, and a mental health worker. GCS Title I provides a full time Title I Facilitator, a full-time Parent Facilitator, and a part-time Instructional Technology Facilitator to assist teachers and manage resources efficiently and effectively. Parents are encouraged to be active participants in the review of school goals and systems for learning. One hall monitor assists with student supervision and hallway transitions. One coordinator supervises in-school suspension. On site, is one full-time school nurse and one full-time substitute teacher.

Teacher attendance has been consistent over the last five years:

2010 Attendance Rate: 96.1%
 2011 Attendance Rate: 94.7%
 2012 Attendance Rate: 95.1%
 2013 Attendance Rate: 95.3%
 2014 Attendance Rate: 95.3%
 2015 Attendance Rate: 94.3%
 2016 Attendance Rate: 94.3%

Teacher retention rates dropped in 2012, rose to its highest level in five years in 2013. The rate dropped again in 2014, but most of those who left Tanglewood did so because of promotions.

2010 Retention Rate: 86.2%
 2011 Retention Rate: 87.3%
 2012 Retention Rate: 83.9%
 2013 Retention Rate: 87.7%
 2014 Retention Rate: 84.0%
 2015 Retention Rate: 82.5%
 2016 Retention Rate: 88.1%

Attracting and retaining qualified staff is an integral part of the district Education Plan, as well as Tanglewood's plan. The table below shows the years of experience of the current teaching staff. The average number of years of experience among the teachers at Tanglewood is 14.8, up from 10.5.

Student Population

The residents of our attendance area have become more transient over the years. This high mobility rate affects the stability of our student population. Many of the homes in Tanglewood's attendance area are rental properties and mobile homes. This is also reflected in the percentage of our students who live in poverty. Currently all students receive universal free breakfast and lunch.

Our demographics have changed over the last five years with an increasing Hispanic population. The following data displays the changes in student demographics over recent years.

2010-2011
Tanglewood Middle School Ethnic Distribution

Grade	Gender	Asian	Black	Hispanic	Other	White	W/B	Total
6 th	Males	0	47	22	0	30	5	104
	Females	0	37	23	2	15	0	77

	Total	0	84	45	2	45	5	181
7th	Males	0	65	34	1	20	4	124
	Females	0	48	27	1	12	3	91
	Total	0	113	61	2	32	7	215
8th	Males	0	41	43	1	23	2	94
	Females	0	44	16	0	19	3	82
	Total	0	85	43	1	42	5	176
Total	Males	0	153	83	2	73	11	322
	Females	0	129	66	5	46	6	250
	Total	0	282	149	8	119	17	572
2011-2012								
Tanglewood Middle School Ethnic Distribution								
Grade	Gender	Asian	Black	Hispanic	Other	White	W/B	Total
6th	Males	0	60	31	3	16	4	113
	Females	0	53	19	0	20	4	37

	Total	0	113	50	3	36	8	210
7th	Males	0	44	23	3	30	3	103
	Females	0	46	26	0	22	2	96
	Total	0	90	49	3	52	5	199
8th	Males	0	55	26	1	14	2	99
	Females	0	47	25	1	12	3	85
	Total	0	102	51	2	26	5	184
Total	Males	0	159	80	6	60	10	315
	Females	0	146	70	2	54	6	278
	Total	0	305	150	8	114	16	593
2012-2013								
Tanglewood Middle School Ethnic Distribution								
Grade	Gender	American Indian or	Black or African	Hispanic or Latin	Multiracial	Native Hawaiian or Other Pacific	Total	

		Alaska Native	American	Indian	Islander	
6 th	Males	0	68	37	2	1 3 2
	Females	1	48	22	1	0 9 0
	Total	1	116	59	3	1 2 2 2
7 th	Males	1	46	34	3	0 1 0 6
	Females	0	47	19	4	0 8 5
	Total	1	93	53	7	0 1 9 1
8 th	Males	1	31	26	5	0 8 9
	Females	0	39	19	2	0 8 1
	Total	1	70	45	7	0 1 7 0
Total	Males	2	145	97	10	1 3 2 7
	Females	1	134	60	7	0 2

ales							5
							6
Total	3	279	157	17	1		583

**2013-2014 Tanglewood
Middle School- Ethnic Distribution**

Grade	Gender	Asian	Black or African American	Hispanic/Latino	American Indian or Alaska Native	Two or More Races	Native Hawaiian or Other Pacific Islander	White	Total
6th	Males	1	40	42	1	2	1	16	103
	Females	0	42	28	0	1	0	10	81
	Total	1	82	70	1	3	1	26	184
7th	Males	0	57	38	3	1	0	26	125
	Females	0	42	17	2	2	0	16	79
	Total	0	99	55	5	3	0	42	204

8th	Male s	0	40	28	3	3	0	22	96
	Fem ales	0	39	18	1	2	0	14	74
	Total	0	79	46	4	5	0	36	170
Total	Male s	1	137	108	7	6	1	64	324
	Fem ales	1	123	63	3	5	0	40	234
	Total	0	260	171	10	11	1	104	558
2014-2015 Tanglewood Middle School- Ethnic Distribution									
Grad e	Gend er	Asi an	Black or Africa n Ameri can	Hispa nic/ Latino	Aa mer. Indi an or Alas ka Nati ve	Tw o or Mo re Ra ces	Native Hawai ian or Other Pacific Island er	Wh ite	To tal
6th	Male s	0	44	43	3	4	0	26	120
	Fem ales	0	61	29	2	4	0	14	110

	Total	0	105	72	5	8	0	40	230
7th	Males	0	44	36	5	1	1	23	120
	Females	0	43	30	5	2	0	18	98
	Total	0	87	66	10	3	1	41	208
8th	Males	1	44	39	4	4	0	17	109
	Females	0	39	32	4	0	0	11	86
	Total	1	83	71	8	4	0	28	195
Total	Males	1	132	118	12	9	1	66	339
	Females	0	143	91	11	6	0	43	294
	Total	1	275	209	23	15	1	109	633
2015-2016 Tanglewood Middle School- Ethnic Distribution									
Grade	Gender	Asian	Black or	Hispanic/	Amer.	Two	Native Hawai	White	Total

			African American	Latino	Indian or Alaska Native	or More Races	Asian or Other Pacific Islander		
6 th	Males	0	60	42	1	4	0	27	134
	Females	0	62	40	0	7	0	22	131
	Total	0	122	82	1	11	0	49	265
7 th	Males	0	37	43	0	6	0	23	109
	Females	0	59	33	0	6	0	11	102
	Total	0	96	76	0	12	0	34	211
8 th	Males	0	33	43	0	2	0	19	97
	Females	0	39	33	1	3	0	15	91
	Total	0	72	76	1	5	0	34	188
Total	Males	0	130	128	1	12	0	69	340
	Females	0	160	99	1	16	0	48	324
	Total	0	290	227	2	28	0	117	664

Tanglewood Middle School provides 25.2% of our students with disability services in the areas of speech/language, learning disabilities, emotional disabilities, and other health impairments. For the 2015-2016 year, Tanglewood continued an inclusion model, with two self-contained teachers, and four full-time inclusion teachers. A paraprofessional serves as an aide in the other self-contained class. To assist with our high enrollment of ESOL students, we currently have one full time ESOL teacher, and one half-time ESOL teacher. 5.9% of our students are identified as Gifted and Talented and receive Gifted and Talented services. 84 of our students participate in the Early College program. Early College students are zoned for Tanglewood Middle School, but actually attend classes at the University Center in Greenville, SC. While the Early College students are taught at a separate campus by different teachers, their state test scores are calculated as part of Tanglewood's. Currently, we have nine subgroups that influence our ESEA/Federal Accountability grade: All Students, Male, Female, White, African American, Hispanic, Disabled, Limited English Proficient, and Subsidized Meals. Last year, we retained 1.8% of our students, which is up from 0.5% the previous year. Tanglewood currently employs 44 certified personnel, and GEC employs 10, to meet the educational needs of our students.

Major Academic and Behavioral Features/Programs/Initiatives

Instructional Support:

Instruction is supported by the Assistant Principal of Curriculum and Instruction and the Instructional Coach. Grade level and content area PLCs meet weekly for professional development and data analysis. The APCI and the IC facilitate the meetings and offer professional development related to current scientific research and best practices. In addition, they offer to model lessons in the classroom, observe and give feedback, and dialogue with teachers about their strengths and weaknesses.

Additional instructional support is provided through two district academic specialists, one for math and one for ELA. The specialists meet weekly with the math and ELA teachers for support in pacing, planning, data analysis, instructional strategies, and developing assessments.

Beginning in the fall of 2014, Tanglewood began to receive instructional support from a Title 1 technology facilitator. The technology facilitator has provided training in student use of technology during Monday PLCs, and returned on Wednesdays to offer individual assistance to teachers.

Teachers have participated in professional development for creating rigorous and relevant assignments and for analysis of the new Bloom's (Anderson's) taxonomy. Teachers work in professional learning communities to dissect and score assessments relative to how well they are aligned to standards and proficiency. The Instructional Coach, the Assistant Principal of Curriculum and Instruction, and the District Academic Specialists facilitate PLCs focused on planning and implementing formative and summative assessment strategies, and on analyzing assessment data.

Allocation of Resources:

Tanglewood Middle School receives allocations from the following funds:

- General Operating Fund
 - Primarily used for salaries, materials/supplies, and curriculum-
- Title I
 - Primarily used for salaries to decrease class sizes in both ELA and mathematics- average class size 18:1
 - Embedded professional development is provide with an FTE for an instructional coach
 - Support for 21st Century technology
 - Materials and supplies for ELA and mathematics classrooms
 - Support for parenting
- Technical Assistance
 - Professional development
 - Instructional materials and supplies for PD

Behavioral Initiatives:

- PBIS- Positive Behavior Intervention Supports
- TMS Discipline Plan
- Student Focus Groups

Behavioral Model:

Tanglewood Middle School will continue implementation of the behavioral model known as PBIS (Positive Behavior Intervention and Supports). The positive behavior model is designed to be a proactive approach to discipline and is built upon the principal of teaching desired expectations. PBIS, also known as PBS, is a systems change method that promotes positive behaviors in students. Strategies are developed that manage student behavior in classroom settings and outside of classroom settings. It is an all-encompassing system of behavior management where all parties involved are on board, so that behavior management is not produced in a piecemeal way. Instead, all students in a school are accountable with support to behave in ways that positively affect them personally, academically, socially, and from a health perspective. PBIS is designed to positively affect not only the student behavior, but student quality of life. The three systems of support that are part of PBIS are Primary (School-wide), Secondary (Classroom), and Tertiary (Individual). Programs are behaviorally-based on practices that research has shown to be effective (Positive Behavior Interventions and Supports). The students are directly taught to meet expectations by detailing each classroom activity and transition using the PRIDE acronym:

P	Prepared for Learning
R	Respectful Relationships
I	Interacting Positively with Others
D	Dressed for Success

E	Engaged in Learning
----------	----------------------------

The model has been coupled with a progressive discipline plan outlining the dispositions for each infraction as related to the Greenville County School District Code of Conduct. The discipline plan was developed in our grade level PLCs and leadership team meetings, and was approved by the administrative team in early 2012. The plan has been fully implemented since the 2012-2013 school year.

During the 2012-2013 school year, Tanglewood Middle School created a school within the school, known as the GRIP program – Growing to Reach our Individual Potential. The GRIP program serves the tertiary population of students who have repeated referrals and suspensions, and who would otherwise face placement in an alternative school. Teachers in the GRIP program strive to keep their students current in grade-level instruction, while simultaneously providing supportive character education. It is an overriding goal that GRIP students will earn their way out of the program and back into the regular student population. Staff and students have voiced that the GRIP program is key to doing what is best for all Tanglewood Middle School students. The program, staffed with 2 teachers and serving up to 10 students per grade level at any given time, continued in 2014-2015, and is expected to continue in 2015-16.

MISSION, VISION, AND BELIEFS

The mission, vision, and beliefs were revised over the 2010-11 school year and implemented in 2011-12. Teachers, along with administration, defined their beliefs, and reached consensus on a mission statement. The mission of Tanglewood Middle School is as follows: *At Tanglewood Middle School our mission is to collaboratively foster learning with an engaging and challenging environment that will prepare our students for high school and beyond.* Through the fall of 2012, our staff collaborated on selecting a tagline that would proclaim our identity to all stakeholders. While many great things have been going on in our school, it became clear that implementation of “Capturing Kids’ Hearts” is truly at the heart of a positive shift in our culture. In January of 2013, our staff reached consensus on a tagline that best represents Tanglewood: *Inspiring Hearts and Minds.*

Belief:

All students can learn.

We believe:

- High expectations should be in place in all settings.
- Adequate support for supplies and resources is necessary for success.
- Differentiated Instruction is critical in helping students learn.
- The celebration of success is needed to provide a nurturing environment.
- Students should take ownership of their learning.
- Data collection in all forms of assessment is crucial to setting goals with students.

Belief:

Teachers, administrators, parents, and the community share the responsibility for advancing the school's mission.

We Believe:

- It is essential to build an active, strong P.T.S.A.
- It is necessary to promote a positive perception of Tanglewood in the community.
- It is necessary to build strong relationships between parents, teachers, administration and students.
- It is necessary to build and encourage strong community partnerships.

Belief:

Students learn best when they are actively engaged in the learning process.

We believe:

- In sharing best practices: cooperative learning, guided discussions, technology integration, group interaction, differentiation catered to learning styles.
- Students learning best from each other with peer tutoring.
- In authentic, real world, activities in the classrooms.
- Assessments, formal, informative; formative and summative are the key to planning and teaching.
- Self-reflection allows for growth and change.
- Cultural awareness is a necessity.
- Students are at the center of all learning environments.
- Pertinent, positive feedback is needed to guide student learning.
- In the use of higher order thinking skills and questioning techniques.

Belief:

Each student is a valued individual with unique physical, social, emotional, and intellectual needs.

We believe:

- Guidance and other programs exist to assist with emotional and intellectual needs.
- In PBIS P.R.I.D.E.
- Relationship building and mentoring are critical to the success of our students.
- In praise for strengths and accomplishments.
- Students should be respected by each other and adults.
- It is imperative to have an awareness of home.
- In differentiating the ways students present what they have learned.
- Related arts programs highlight talents.
- Tutorials are needed to aid achievement.
- All students are held to the same high expectations.
- Programs should be in place to assist students with making better decisions.

Belief:

Students learn in a variety of ways, so the curriculum and instructional practices should incorporate a variety of learning activities to accommodate differences in learning styles.

We believe:

- In understanding and acknowledging the learning styles of all students (learning styles inventories).
- In exposing students to a variety of learning styles.
- In varying learning activities.
- Engaging students in instruction at all times.
- In providing rigor in classroom instruction.
- In maintaining high expectations for learning.
- In the integration of the arts across the curriculum.
- In data-driven instruction.
- In the Incorporation of students' strengths.
- In Sharing of best practices.
- In School-wide commitment to varying teaching practices.
- In integrating multiple intelligences in the classrooms.

DATA ANALYSIS AND NEEDS ASSESSMENT

The faculty and staff base curriculum and instructional practice on current educational research including:

- Making Middle Grades Work
- Learning-Focused
- Literacy Development
- Backward Design
- Differentiation Models
- Response to Intervention
- Professional Learning Communities
- Robyn Jackson's Planning for Rigorous Instruction
- The Stetson model for Inclusive Practices
- Implementation of South Carolina State Standards

Teachers and staff have worked closely with district level academic specialists to increase knowledge of the standards, and to increase student achievement through planning rigorous instruction, using data to drive instruction, and differentiating instruction.

2010-11 - No Child Left Behind (NCLB) Adequate Yearly Progress (AYP)

Tanglewood Middle - NCLB AYP 2011

Summary

Objective(s) Met: 20
Objective(s) Not Met:

Compliance Index: 69
Student Performance: Not

Graduation or Attendance Rate:
 Met

9 Met AYP: Not Met
Objectives: 29 Percent Tested: Met

Percent Attendance

2010	2011
95.4	95.2

NCLB AYP Ratings for English Language Arts and Math

Column Legend

A) Number of Students Enrolled in District/School

B) Percent of Students Tested in School (participation option 1: goal is 95 percent or higher)

C) Three-year Average: Percent of Students Tested in School (participation option 2: goal is 95 percent or higher)

D) Number of Students Included in AYP Calculations (in the denominator of AYP performance objectives calculations)

E) Percent "Not Met" (Unadjusted) -- (percent of students tested whose performance assessment did not meet AYP annual performance objective)

F) Percent "Met" (Unadjusted) -- (percent of students tested whose performance assessment met AYP annual performance objective)

G) Percent "Exemplary" (Unadjusted) -- (percent of students tested whose performance assessment exceeded AYP annual performance objective)

H) Performance Option 1: Percent of Students in "Met" and "Exemplary" categories - adjusted (goal is 79.4 percent for ELA and 79.0 percent for math)

I) Performance Option 2: Percent of Students in "Met" and "Exemplary" categories -- 3-Year Average (Adjusted)

J) Previous Year Percent "Met" and "Exemplary" (Adjusted)

K) Performance Option 3: Percent "Met" and "Exemplary" Increase Needed (Adjusted)

L) Performance Option 3: Percent "Met" and "Exemplary" Increase Actual (Adjusted)

M) School Attendance Rate (Other Indicator, goal is 94 percent or greater than .1 percent over previous year)

N) School Performance Objectives Met (AYP summary measure -- by subgroup)

O) School Percent Tested Objective Met (AYP summary measure -- school meets or exceeds minimum criteria for "percent of students tested" (95 percent or higher)

English Language Arts	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
ALL STUDENTS	564	99.5	99.2	486	51	34.6	14.4	59.7	60.3	60.2	4	-0.5	95.2	No	Yes
Male **	311	99.4	99	283	57.6	28.6	13.8	53.4	52.7	51.7	4.8	1.7	94.9	N/A	N/A
Female **	253	99.6	99.5	203	41.9	42.9	15.3	68.5	69.4	70.4	3	-1.9	95.7	N/A	N/A
White	117	100	99.2	103	40.8	34	25.2	71.8	69.2	67.3	3.3	4.5	94	Yes	Yes
African American	299	100	99.6	252	56.7	31.7	11.5	51.2	55.9	56.3	4.4	5.4	95.2	No	Yes
Asian/Pacific Is.														I/S	I/S
Hispanic	148	99	98.6	131	48.1	40.5	11.5	56.4	51.2	53	2.7	2.4	96.2	No	Yes

Am. Indian/Alaskan														I/S	I/S
Disabled	105	100	99.6	96	55.6	19	1.4	26.7	27.6	28.6	1	3.1	94.9	No	Yes
Not Disabled **	459	99.4	99.2	396	43.2	40.2	16.7	67.2	67.6	67.6	3.2	-0.4	95.4	N/A	N/A
Migrant **														N/A	N/A
Non-migrant **	564	99.5	99.2	486	51	34.6	14.4	59.7	60.3	60.2	4	-0.5	95.2	N/A	N/A
Limited Eng. Prof.	128	98.4	98.9	126	47.6	42.1	10.3	67.5	60.4	61.7	3.8	5.8	97	Yes	Yes
Non-LEP **	436	99.8	99.3	360	52.2	31.9	15.8	56.9	59.9	59.7	4	-2.8	94.6	N/A	N/A
Subsidized Meals	517	99.4	99.1	447	51.9	34.2	13.9	59.5	59.5	59.3	4.1	0.2	95.3	No	Yes
Full-Pay Meals **	47	100	100	39	41	38.5	20.5	61.5	67	69.6	3	-8.1	94.6	N/A	N/A

**These subgroups are reported but not included in determining school AYP.

MATH

Math	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
ALL STUDENTS	564	99.7	98.9	487	51.7	38	10.3	62.6	60.5	59.8	4	2.8	95.2	No	Yes
Male **	311	99.4	98.5	283	54.4	33.6	12	57.2	56.4	55.2	4.5	2	94.9	N/A	N/A
Female **	253	100	99.3	204	48	44.1	7.8	70.1	65.6	65.4	3.5	4.7	95.7	N/A	N/A
White	117	100	98.7	103	44.7	40.8	14.6	68	64	63.9	3.6	4.1	94	Yes	Yes
African American	299	100	99.6	252	56.1	34.6	1	54	54.1	53.4	4.7	5.9	95.2	No	Yes
Asian/Pacific Is.														I/S	I/S
Hispanic	148	98.7	97.4	132	43.2	41.7	15.2	75	71.3	71.1	2.9	3.9	96.2	Yes	Yes

Am. Indian/Alaskan														I/S	I/S
Disabled	105	100	98.8	80	83.3	16.7	0	28.9	24.3	22.3	7.8	8.8	94.8	No	Yes
Not Disabled **	459	99.6	98.9	397	44.6	42.8	12.6	70.3	68.6	68.9	3.1	1.4	95.4	N/A	N/A
Migrant **														N/A	N/A
Non-migrant **	564	99.7	98.9	487	51.7	38	10.3	62.6	60.5	59.8	4	2.8	95.2	N/A	N/A
Limited Eng. Prof.	128	99.2	97.5	127	42.5	42.5	15	76.4	70.8	70.3	3	6.1	97	Yes	Yes
Non-LEP **	436	99.8	99.2	360	55	36.4	8.6	57.8	57.2	56.5	4.4	1.3	94.6	N/A	N/A
Subsidized Meals	512	99.6	98.8	448	52	38.2	8.8	62.5	59.8	58.2	4.1	3.8	95.3	No	Yes
Full-Pay Meals **	47	100	99.4	39	48.7	35.9	15.4	64.1	66.7	71.7	2.8	-7.6	94.6	N/A	N/A

**These subgroups are reported but not included in determining school AYP.

2012 - ESEA / Federal Accountability System

MIDDLE SCHOOL MATRIX

Matrix Key

1 = Met State Objective 0 = Did not meet State Objective 0.1-0.9 = Level of Improvement between previous year and current year

TITLE	ELA Proficiency Met/Improved	Math Proficiency Met/Improved	Science Proficiency Met/Improved	Social Studies Proficiency Met/Improved	ELA Percent Tested	Math Percent Tested
ALL STUDENTS	0	0	0	0	1	1
Male	0	0	0.3	0	1	1
Female	0	0	0	0	1	1
White	1	1	0.9	0	1	1
African-American	0	0	0	0	1	1
Asian / Pacific Islander						
White	1	1	0.9	0	1	1
African-American	0	0	0	0	1	1
Asian / Pacific Islander						
Hispanic	0	0	0	0	1	1
American Indian / Alaskan						
Disabled	0	0	0	0	1	1
LEP	0	0	0	0	1	1
Subsidized Meals	0	0	0	0	1	1
Total # of Points	1	1	1.2	0	9	9

Total # of Objectives	9	9	9	9	9	9
Percent of Objectives Met	11.11	11.11	13.33	0	100	100
Weight	0.35	0.35	0.05	0.05	0.1	0.1
Weighted Points Subtotal	3.89	3.89	0.67	0	10	10
Points Total	28.4					

□

2013 - ESEA / Federal Accountability System

TITLE	ELA Proficiency Met/Improved	Math Proficiency Met/Improved	Science Proficiency Met/Improved	Social Studies Proficiency Met/Improved	ELA Percent Tested	Math Percent Tested
ALL STUDENTS	0.9	0.5	0.4	0.6	1	1
Male	0.9	0.6	0.6	0.7	1	1
Female	0.9	0.4	0.2	0.4	1	1
White	1	0	0	0.5	1	1
African-American	0.9	0.6	0.6	0.5	1	1
Asian / Pacific Islander						
Hispanic	0.9	0.5	0.9	0.7	1	1
American Indian / Alaskan						
Disabled	0.9	0	0	0.7	1	1
LEP	0.9	0.5	0.9	0.6	1	1
Subsidized Meals	0.9	0.5	0.4	0.5	1	1
Total Number of Points	8.2	3.6	4	5.2	9	9
Total Number of Objectives	9	9	9	9	9	9
Percent of Objectives Met	91.11	40	44.44	57.78	100	100
Weight	0.35	0.35	0.05	0.05	0.1	0.1
Weighted Points Subtotal	31.89	14	2.22	2.89	10	10
Points Total	71					

2014- ESEA / Federal Accountability System

TITLE	ELA Proficiency Met/Improved	Math Proficiency Met/Improved	Science Proficiency Met/Improved	Social Studies Proficiency Met/Improved	ELA Percent Tested	Math Percent Tested
ALL STUDENTS	0.6	0.7	0.6	0.7	1	1
Male	0	0.7	0.6	0.7	1	1
Female	0.7	0.7	0.6	0.7	1	1
White	0.7	0.7	0.9	0.7	1	1
African-American	0	0.2	0.1	0.6	1	1
Asian / Pacific Islander						
Hispanic	0.6	0.8	0.7	0.8	1	1
American Indian / Alaskan						
Disabled	0	0.4	0.5	0	1	1
LEP	0.6	0.8	0.7	0.8	1	1
Subsidized Meals	0	0.6	0.6	0.7	1	1
Total Number of Points	3.2	5.6	5.3	5.7	9	9
Total Number of Objectives	9	9	9	9	9	9
Percent of Objectives Met	35.56	62.22	58.89	63.33	100	100
Weight	0.4	0.4	0.05	0.05	0.05	0.05
Weighted Points Subtotal	14.22	24.89	2.94	3.17	5	5
Points Total	55.2					

Note:

SC-ALT scores were included in the calculations where appropriate.

Student Achievement Needs Assessment

In 2015 ESEA was dissolved. In 2014, under the ESEA/Federal Accountability System, Tanglewood Middle School received an overall weighted points total of 55.2 and an overall grade conversion of “F.” The academic achievement demonstrated in 2013-2014 represented a decline from an overall weighted points total of 71 and an overall grade conversion of “C” from the previous year. Tanglewood met 35.56 % (down from 91.11%) of ELA proficiency objectives, 62.22% (up from 40%) of Math proficiency objectives, 58.89% (up from 44.44%) of Science proficiency objectives, and 63.33% (up from 57.78%) of the Social Studies proficiency objectives. Subgroups receiving 0 point values were males, African-Americans, disabled, and subsidized meals in ELA, and disabled students in Social Studies.

In addition to our whole school reform strategy, *Making Middle Grades Work*, School Renewal Action Plan, and Title 1 Plan, we are working on improvement in student achievement by using a variety of resources and strategies, including:

- Changing the master schedule to allow for a block of time that is differentiated according to the needs of grade levels. On some days of the week, the time will be used for RTI. However, grade levels will decide how the remaining days will be used.
- Improving our full inclusion model for special education, in part by reallocating personnel resources (paraprofessionals, resource teachers, and a math teacher) to best meet the needs of all students
- Using PLCs to analyze and discuss data from unit assessments, MAP scores, PASS scores, and ACT Aspire scores
- Meeting in PLCs with our district academic specialists for ELA and Math every week for instructional planning, curriculum design, and data analysis
- Implementing student-centered coaching by the IC, APCI, and district academic specialists
- Offering professional development addressing school-wide, small-group, and individual needs related to, but not limited to, student use of technology, formative and summative assessment strategies, planning and implementing rigorous instruction, pacing, unpacking the new South Carolina State Standards, classroom management, and student engagement
- Focusing on teacher observations with effective feedback
- Goal-setting and conferencing with students

Teacher and Administrator Quality

As a Title 1 Middle School, Tanglewood is dedicated to providing only highly qualified and certified teachers and administrators to our students and families. Our professional development plan addresses areas of need for our teachers. Currently, 100% of our teaching and administrative staff are highly qualified and certified. Four of our teachers are National Board Certified. The following chart shows the percentages of certified staff and teachers with advanced degrees over the last five years.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Teachers with Advanced Degrees	51.9%	60.0%	58.5%	61.2%	60%	70.4%
Highly Qualified and Certified	100%	100%	97.8%	100%	100%	100%

School Climate Needs Assessment

Educational Oversight Committee Survey - Teachers					
% Agree/Mostly Agree	2010	2011	2012	2013	2014
	n=34	n=39	n=25	n=25	
Learning Environment	88.2	74.4	68	68	86
Social/Physical Environment	91.2	91.9	82.6	73.1	93
Home/School Relations	54.5	33.3	32	30.8	40.4
Educational Oversight Committee Survey – Students					
% Agree/Mostly Agree	2010	2011	2012	2013	2014
	n=167	n=111	n=121	n=128	
Learning Environment	75.9	75.7	73.6	64.1	72.5
Social/Physical Environment	80.0	77.1	71.5	74.6	64.6
Home/School Relations	84.7	78.3	77.9	71.5	76.7
Educational Oversight Committee Survey - Parents					
% Agree/Mostly Agree	2010	2011	2012	2013	2014
	n=59	n=13	n=9	n=45	

Learning Environment	78.9	61.5	70	66.7	100
Social/Physical Environment	69.6	53.8	60	56.9	70
Home/School Relations	73.2	69.2	60	77.7	70

It is clear from the survey results that most of our teachers, students and parents are satisfied with the learning environment and social/physical environment. While most of our students and parents are satisfied with the home/school relations, a majority of our teachers are not. It remains clear that we must find a better manner in which to issue and collect our survey to our parents.

For 2016

Evaluations by Teachers, Students, and Parents

Evaluations by Teachers, Students, and Parents			
	Teachers	Students'	Parents'
Number of surveys returned	38	411	18
Percent satisfied with learning environment	73.7%	78.9%	83.3%
Percent satisfied with social and physical environment	81.6%	81.1%	61.1%
Percent satisfied with school-home relations	55.2%	83.4%	73.6%

School Profile – may use data from the school report card's profile section and from the GCS's online school profile website

Student Achievement Needs Assessment

In 2015 ESEA was dissolved. In 2014, under the ESEA/Federal Accountability System, Tanglewood Middle School received an overall weighted points total of 55.2 and an overall grade conversion of "F." The academic achievement demonstrated in 2013-2014 represented a decline from an overall weighted points total of 71 and an overall grade conversion of "C" from the previous year. Tanglewood met 35.56 % (down from 91.11%) of ELA proficiency objectives, 62.22% (up from 40%) of Math proficiency objectives, 58.89% (up from 44.44%) of Science proficiency objectives, and 63.33% (up from 57.78%) of the Social Studies proficiency objectives. Subgroups receiving 0 point values were males, African-Americans, disabled, and subsidized meals in ELA, and disabled students in Social Studies.

In addition to our whole school reform strategy, *Making Middle Grades Work*, School Renewal Action Plan, and Title 1 Plan, we are working on improvement in student achievement by using a variety of resources and strategies, including:

- Changing the master schedule to allow for a block of time that is differentiated according to the needs of grade levels. On some days of the week, the time will be used for RTI. However, grade levels will decide how the remaining days will be used.
- Improving our full inclusion model for special education, in part by reallocating personnel resources (paraprofessionals, resource teachers, and a math teacher) to best meet the needs of all students
- Using PLCs to analyze and discuss data from unit assessments, MAP scores, PASS scores, and ACT Aspire scores
- Meeting in PLCs with our district academic specialists for ELA and Math every week for instructional planning, curriculum design, and data analysis
- Implementing student-centered coaching by the IC, APCI, and district academic specialists
- Offering professional development addressing school-wide, small-group, and individual needs related to, but not limited to, student use of technology, formative and summative assessment strategies, planning and implementing rigorous instruction, pacing, unpacking the new South Carolina State Standards, classroom management, and student engagement
- Focusing on teacher observations with effective feedback

- Goal-setting and conferencing with students

Teacher and Administrator Quality

As a Title 1 Middle School, Tanglewood is dedicated to providing only highly qualified and certified teachers and administrators to our students and families. Our professional development plan addresses areas of need for our teachers. Currently, 100% of our teaching and administrative staff are highly qualified and certified. Four of our teachers are National Board Certified. The following chart shows the percentages of certified staff and teachers with advanced degrees over the last five years.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Teachers with Advanced Degrees	51.9%	60.0%	58.5%	61.2%	60%	70.4%
Highly Qualified and Certified	100%	100%	97.8%	100%	100%	100%

School Climate Needs Assessment

Educational Oversight Committee Survey - Teachers					
% Agree/Mostly Agree	2010	2011	2012	2013	2014
	n=34	n=39	n=25	n=25	
Learning Environment	88.2	74.4	68	68	86
Social/Physical Environment	91.2	91.9	82.6	73.1	93
Home/School Relations	54.5	33.3	32	30.8	40.4
Educational Oversight Committee Survey – Students					
% Agree/Mostly Agree	2010	2011	2012	2013	2014
	n=167	n=111	n=121	n=128	
Learning Environment	75.9	75.7	73.6	64.1	72.5
Social/Physical Environment	80.0	77.1	71.5	74.6	64.6
Home/School Relations	84.7	78.3	77.9	71.5	76.7
Educational Oversight Committee Survey - Parents					
% Agree/Mostly Agree	2010	2011	2012	2013	2014
	n=59	n=13	n=9	n=45	
Learning Environment	78.9	61.5	70	66.7	100
Social/Physical Environment	69.6	53.8	60	56.9	70
Home/School Relations	73.2	69.2	60	77.7	70

It is clear from the survey results that most of our teachers, students and parents are satisfied with the learning environment and social/physical environment. While most of our students and parents are satisfied with the home/school relations, a majority of our teachers are not. It remains clear that we must find a better manner in which to issue and collect our survey to our parents.

SC READY ELA

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other
Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in reading each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in reading as measured by SC READY.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in reading as measured by SC READY.

DATA SOURCE(S): ESSA Federal Accountability and SDE School Report Card

	Baseline 2015-16	2016-17	2017-18
School Projected	X	20.8	23.8
School Actual	17.8		
District Projected	X	49	52
District Actual	46		

Baseline data to be established in 2015-16.

EOCEP % ENGLISH I

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other
Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I from **89.7%** in 2012 to **92.9%** in 2018.

ANNUAL OBJECTIVE: Increase by **1** percentage point annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I.

DATA SOURCE(S): SDE School Report Card and SDE EOCEP data file used for accountability calculations

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	88.9	93.6	94.6	<u>95.6</u>	<u>96.6</u>
School Actual	89.7	87.9	92.6	93.8	89.1		
District Projected (MS and HS)	X	X	77.3	78.3	79.3	80.3	81.3
District Actual (MS only)	98.9	98.9	98.5	79.7 (MS & HS)	82.8 (MS & HS)		

End of Course data for MS only includes EOCEP scores for 7th and 8th graders at GCS traditional middle schools and charter middle schools.

SC READY MATH

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other
Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in mathematics each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in mathematics as measured by SC READY.

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by SC READY.

DATA SOURCE(S): ESSA Federal Accountability and SDE School Report Card

	Baseline 2015-16	2016-17	2017-18
School Projected	X	14.4	17.4
School Actual	11.4		
District Projected	X	44	47
District Actual	41		

Baseline data to be established in 2015-16.

EOCEP % ALGEBRA I

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other
Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I from **94.3%** in 2012 to **99.0%** in 2018.

ANNUAL OBJECTIVE: Increase by ____ percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	95	98.1	99.1	100	100
School Actual	94.3	82	97.1	88.4	91.2		
District Projected (MS and HS)	X	X	84.6	85.6	86.6	87.6	88.6
District Actual (MS only)	99.4	97.6	99.2	90.1 (MS & HS)	85.5 (MS & HS)		

End of Course data for MS only includes EOCEP scores for 7th and 8th graders at GCS traditional middle schools and charter middle schools.

SC READY % TESTED

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other
Priority

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on SC READY.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on SC READY.

DATA SOURCE(S): ESSA Federal Accountability and SDE School Report Card

% Tested ELA – School	Baseline 2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0
Actual Performance			
All Students	98.7		
Male	98.2		
Female	99.3		
White	98.1		
African-American	98.1		
Asian/Pacific Islander	100		
Hispanic	100		
American Indian/Alaskan	100		
Disabled	97.6		
Limited English Proficient	99.5		
Students in Poverty	TBD		

Baseline data to be established in 2015-16.

% Tested ELA – District Grades 6-8	Baseline 2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0
Actual Performance			
All Students	*		
Male	*		
Female	*		
White	*		
African-American	*		
Asian/Pacific Islander	*		
Hispanic	*		
American Indian/Alaskan	*		
Disabled	*		
Limited English Proficient	*		
Students in Poverty	*		

SC SDE did not provide data for 2015-2016

% Tested Math – School	Baseline 2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0
Actual Performance	96.4		
All Students	*		
Male	*		
Female	*		
White	*		
African-American	*		
Asian/Pacific Islander	*		
Hispanic	*		
American Indian/Alaskan	*		
Disabled	*		
Limited English Proficient	*		
Students in Poverty	*		

SC SDE did not provide data for 2015-2016

% Tested Math – District – Grades 6-8	Baseline 2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0
Actual Performance			
All Students	*		
Male	*		
Female	*		
White	*		
African-American	*		
Asian/Pacific Islander	*		
Hispanic	*		
American Indian/Alaskan	*		
Disabled	*		
Limited English Proficient	*		
Students in Poverty	*		

Baseline data to be established in 2015-16.

SCPASS SCIENCE

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other
Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in science each year.

FIVE YEAR PERFORMANCE GOAL: From 2015-16 through 2017-18, maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above **50%**.

ANNUAL OBJECTIVE: From 2015-16 through 2017-18, annually maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above **50%**.

DATA SOURCE(S): ESSA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	50	50	50
School Actual	44.5	36.8		
District Projected	X	73.9	74.9	75.9
District Actual	72.9	71.4		

*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.*

SCPASS SOCIAL STUDIES

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other
Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in social studies each year.

FIVE YEAR PERFORMANCE GOAL: From 2015-16 through 2017-18, maintain the percentage of students scoring Met and Exemplary on SCPASS Social Studies at or above 66%.

ANNUAL OBJECTIVE: From 2015-16 through 2017-18, annually maintain the percentage of students scoring Met and Exemplary on SCPASS Social Studies at or above 2%.

DATA SOURCE(S): ESSA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	60.3	61.3	62.3
School Actual	59.3	52.63		
District Projected	X	82.2	83.2	84.2
District Actual	81.2	78.8		

*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.*

Action Plan 2017

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
Collaborate with district academic specialist for ELA during common planning with focus on planning, assessment, and data analysis	2013-2018	District ELA academic specialist Instructional Coach APCI	0.00	District	PD Calendar Lesson plans
Collaborate with district academic specialist for Math during common planning with focus on planning, assessment, and data analysis	2013-2018	District Math academic specialist Instructional Coach APCI	0.00	District	PD Calendar Lesson Plans
Collaborate individually and in groups with district facilitator of technology for Title 1 instruction with focus on increasing student use of innovative technology in the classroom	2013-2018	District facilitator of technology for Title 1 instruction Instructional Coach APCI	0.00	District	PD Calendar Lesson Plans Teacher and student use of technology in the classrooms
Analyze MAP and ACT Aspire scores by category to create focus for lessons and assessments.	2013-2018	Instructional coach, ELA department chair	0.00	District	Disaggregated data Lesson Plans Observations
Continue backward design of curriculum and assessment to develop, analyze and calibrate common unit assessments.	2013-2018	Instructional coach, APCI, teachers, department chairs	0.00	District	Lesson Plans Common planning notes and lesson plans Assessments
Continue collaborative planning using common pacing guides at each grade level.	2013-2018	Instructional coach, APCI, district academic specialists	0.00	District	Lesson Plans Planning Guides Meeting Agendas and Notes Pacing Guides

Embed literacy skills across the curriculum	2015-2016	Instructional coach APCI District ELA academic specialist	0.00	District	Lesson Plans Meeting Agendas and Notes PD Calendar
Employ four language arts teachers to reduce class size	2015-2017	Administrator Title One Facilitator	\$219,646.00	Title One	Class ratio of 21 students to 1 teacher Improved MAP scores
Provide professional development on using MAP scores and Descartes to differentiate instruction.	2015-2017	Instructional Coach	0.00	District	Lesson plans Classroom observations Increased MAP scores
Provide model lessons for 6-8 ELA incorporating best practice instruction	2013-2018	Instructional Coach District ELA academic specialist	0.00	District	Lesson plans
Continue use of Making Middle Grades Work comprehensive improvement framework	2013-2018	Administration Leadership Team Focus Groups	0.00	District	Portfolio Meeting agendas Meeting minutes
Employ four math teachers to reduce class size	2015-2017	Administrator Title One Facilitator	\$328,438.000	Title One	Class ratio of 21 students to 1 teacher
Provide model lessons for 6-8 Math incorporating best practice instruction	2013-2018	Instructional Coach District Math academic specialist	0.00	District	Lesson plans
Increase walk through evaluations to monitor instruction	2013-2018	Administrators Instructional Coach	0.00	District	Data collection
Renew license and support services for Reflex Math	2016-2017	Principal Title One Facilitator Instructional Coach	\$3,000.00	Title One	Lesson Plans Increased math MAP scores

Continue use of USA Testprep for all content areas to differentiate instruction	2013-2016	Principal Title I Facilitator Instructional Coach	0.00	Title I	Lesson plans Data collection USA Test Prep monthly reports
Implement summer school program for 6 th graders	2015-2017	Assistant Principals 6 th grade teachers BELL personnel	0.00	SIF Grant	Lesson plans Student enrollment Student progress monitoring

PROFESSIONAL DEVELOPMENT

☐ Student Achievement ☒ Teacher/Administrator Quality ☐ School Climate ☐ Other
Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: The percentage of highly qualified teachers will be maintained at 100% for five subsequent years.

ANNUAL OBJECTIVE: All classes will be taught by highly qualified teachers.

DATA SOURCE(S): Personnel records, professional development records.

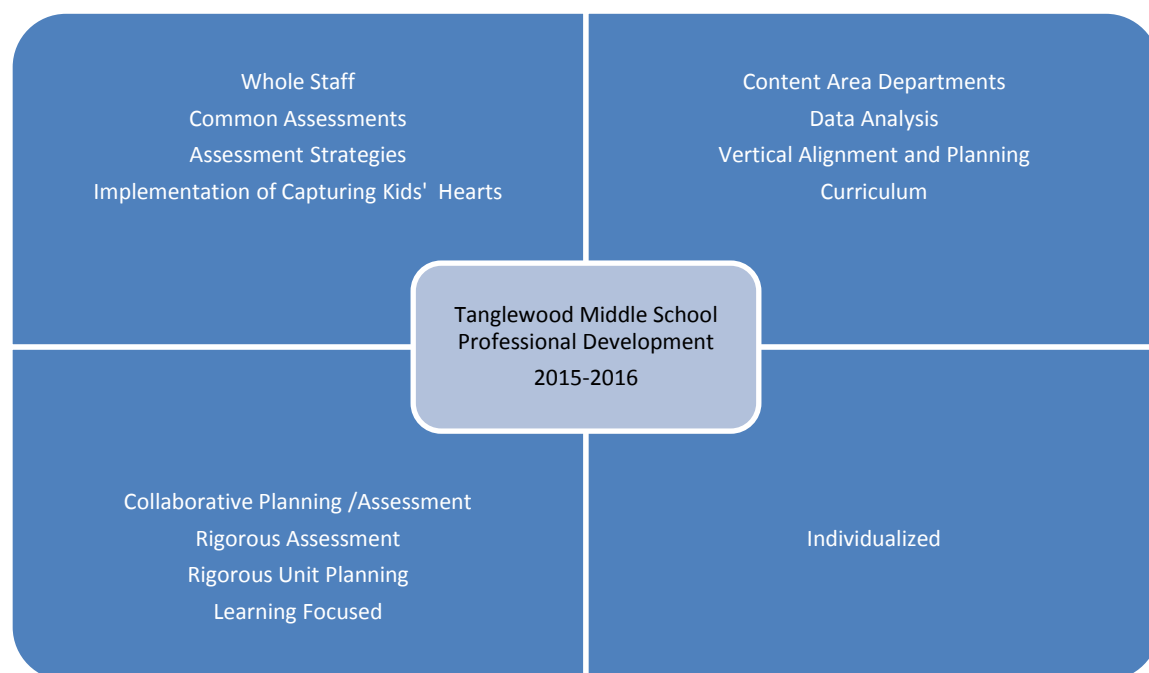
	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
Projected	x	x	100.0	100.0	100.0	100.0	100.0
Actual	95.0	95.0	100.0	100.0	100.0		

<u>STRATEG Y Activity</u>	<u>Timelin e</u>	<u>Person Responsibl e</u>	<u>Estimate d Cost</u>	<u>Fundin g Sources</u>	<u>Indicators of Implementatio n</u>
Fill vacant teaching positions with Highly Qualified personnel	2013-2018	Administration	Varied – dependent on vacancies, and on new hires’ education level and experience	District Title 1	Personnel records
Participate in the district’s recruitment fair to attract high quality, and highly qualified teachers	2013-2018	Principal Instructional Coach	0.00	District	Resumes
Provide on-going professional development based on needs of staff and district	2013-2018	Instructional Coach	0.00	District	PD Plan and PD Calendar
Provide PAS-T support to teachers	2013-2018	Instructional Coach	0.00	District	PD Calendar

Provide mentors to new teachers	2013-2018	Principal Instructional Coach	0.00	District	ePas observations of new teachers by mentors
---------------------------------	-----------	-------------------------------	------	----------	--

Theme /Focus

Based on *On Common Ground* by Richard DuFour, Tanglewood's professional development plan revolves around professional learning communities at all levels. For the past six years, Tanglewood Middle School staff has been working towards gaining common ground concerning student achievement, professional learning communities, teacher reflection and evaluation, and curriculum and instruction. Professional development for the 2015-16 school year will expand on these facets and will include individualized professional development for teachers.



Teachers at Tanglewood began the process of working on the work during the 2009-2010 school year when they used what they were taught about a three-part process for developing higher quality assessments. After engaging in in-depth analysis of standards, indicators, and state support documents, teacher-made benchmark assessments were developed in each of the core academic areas that supported collaboratively developed pacing guides for each subject. During the 2010-2011 school year, teachers and staff worked together to analyze multiple sources of data including PASS, MAP, benchmark assessments, and classroom data. Teachers further developed their capacity using data on display, using data to drive instruction, collaborative planning, and increasing rigor in the classroom. During the spring of 2011, Tanglewood Middle School participated in an academic audit. The professional development plan and calendar for the 2011-12 and 2012-13 school year was based on the results of this audit in conjunction with the School Renewal Plan, Title I Plan, Making Middle Grades Work Technical Assistance Visit Report (2010), and AYP and school report card data from 2012. The focus was to provide the best instructional environment for students through developing teachers' knowledge of researched-based instructional practice and use of data. Teachers worked collaboratively as well as individually to improve the rigor of lessons, assessments, and delivery through analyzing school-level and classroom data, researching best practice, and using calibration strategies to analyze lessons, assessments, and instructional delivery. The focus of our professional development for the 2011-2012 school year

was *Standing on Common Ground: Extending the Work*, and we continued to work under this focus for the 2012-2013 school year. The professional development plan for 2013-14 extended this same theme, putting an emphasis on the Common Core State Standards, classroom level assessment, rigorous lesson and unit planning, and vertical alignment. For the 2014-15 school year, the focus for professional development aligned with the district's focus on student centered learning, with an emphasis on formative assessment, student use of technology, and literacy across all content areas. With the arrival of Chromebooks for every student and teacher, much attention was given to training teachers on Google Apps for Education. The district's plan for training school cohorts in inclusive practices included Tanglewood in the first cohort. As a result, the APCI and IC, as well as four teachers, delivered professional development and training in inclusive practices and meeting the needs of all students. For the 2015-16 school year, we plan to return to a master schedule that provides teachers with two planning periods per day. Morning planning periods will be reserved for: support services from district academic specialists; support services from the Title 1 Technology coordinator; professional development delivered by the IC and APCI; and training

Even when provided with district curriculum documents it is crucial that you collaborate to clarify and interpret the standards in terms of knowledge, understanding and skills and then to design instruction accordingly.

According to Rick Wormeli, "Standards are mere abstractions until you back them up with details of what you will accept as evidence of mastery."

Once we have clarified the knowledge, understanding, and skills that students must learn, we then must collaborate to develop mutually agreed upon ways to determine mastery of those concepts and skills.

Understanding the Secrets of the Learning-Focused Strategies Model V.7, 2009

sessions delivered by the IC, APCI, and other providers. The IC will conduct student-centered coaching during other planning periods, with the intention of supporting teachers' individual needs in an effort to improve student achievement. We know we need to continue the work on literacy skills and formative assessment. We are planning to provide professional development on student engagement, best practices for

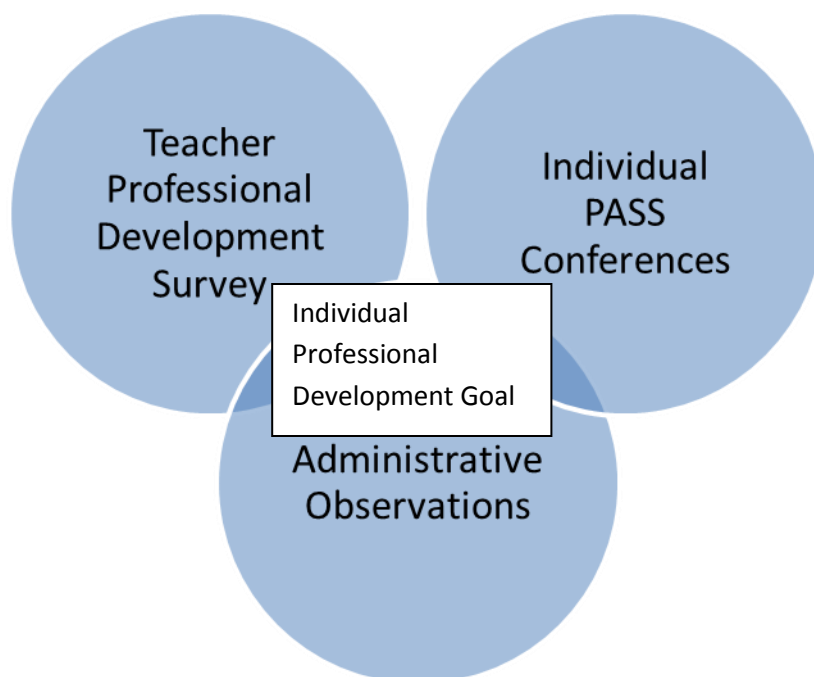
student use of technology, and inclusive practices. We are also planning to bring in outside resources to provide professional development in understanding and meeting the needs of students with specific disabilities, such as autism and ADHD.

Tanglewood Middle School's Tiers of Professional Development

- **School-Wide Professional Development:** Over the past five years, the Tanglewood Middle School staff has worked together in various capacities in professional development. The majority of our professional development has occurred during grade level professional learning communities. Whole faculty professional development occurs one Wednesday per month, after school in the Media Center. Professional development is frequently led by teachers, and teachers are expected to participate. Teachers capable and willing to lead

professional development are identified through a faculty profile survey. A schedule of leaders will be developed and published prior to the beginning of the school year.

- **Professional Learning Communities:** The staff at Tanglewood participates in a variety of professional learning communities which facilitate curriculum and instruction throughout the school. We foster collaboration and professional learning through these communities.
 - **Grade Level PLCs:** Teachers work together to foster collaboration for classroom management, administrative information, strategic planning for events, parent conferences, team interventions, and implementation of Power of I.
 - **Department PLCs:** Teachers work together to align the curriculum vertically, to analyze data from year to year, and to implement the South Carolina state standards, district level curriculum maps, and assessments.
 - **Cohort PLCs:** Teachers collaborate to create common syllabi, common rigorous lessons, common rigorous assessments, and to analyze data. Teachers work with the assistant principal of curriculum and instruction, instructional coach and Title I coaches to create these rigorous instructional materials as well as to analyze and calibrate classroom assessments. The APCI and IC will work with teachers in a reflective coaching manner to encourage improvement and success.
 - **Administrative PLCs:** The administrative team will work together weekly to analyze school-wide and classroom data to improve the culture of the school including classroom instruction, curriculum, attendance, parent involvement, and discipline.
- **Individualized Professional Development:**
 - **Teacher Reflection and Survey:** Teachers will use their own needs to guide their professional development. Teachers will take a professional development survey at the beginning of the year that will identify their individual needs for professional development. Additionally, each content area teacher will meet with the principal and the assistant principal for curriculum and instruction to discuss test data from 2014. With these two factors in mind, teachers will formulate their professional development goal.
 - **Instructional Coaching:** The instructional coach will work with individual teachers will be student-centered, and will be based on teacher needs determined by the professional development survey, the outcome of the data meetings, and their professional development goal for 2015-16. The IC and APCI will work with these teachers on a weekly basis during professional development periods and collaborative planning sessions provided in the master schedule.
 - **Teacher Evaluation and PAS-T:** Teachers will participate in the PAS-T evaluation system for Greenville County. The PAS-T portfolio requirements for Tanglewood Middle School include teacher goal-setting, teacher reflection, peer observation, and lesson reflection. Each of these facets will serve as part of the teacher's professional development process. Being a reflective teacher brings improvement.
 - **Topics:** Topics for Individualized PD include but are not limited to instructional planning, assessment, technology use, classroom management, rigor, Learning Focused strategies, summarizing, and data analysis and collection. In addition to teachers' professional development goals, topics and areas of need will be determined by the APCI and IC through observations and coaching.



Organization

Job-embedded professional development will include but not be limited to the use of the school's principal, assistant principal for curriculum and instruction, instructional coach, Title I ELA and math coaches, and the Title I Technology Coordinator. The principal and assistant principal will lead and organize the instructional team. The assistant principal will lead classroom observations and evaluations, professional development, and data-driven instructional practice. The instructional coach will review and work with teachers to implement rigorous lesson and unit planning and the *Learning-Focused Strategies Model*, and assist them in the day-to-day preparation of assessments, data-driven lesson planning, and in the review of lesson plans. The instructional coach will also be the primary lead for implementing the South Carolina State Standards. The Title I ELA and math coaches will assist teachers in developing high quality lessons that reflect the Learning-Focused Strategies Model, as well as foster collaboration and build upon the creation of quality assessments for our students.

Teachers will work collaboratively to create standards-based assessments and units using the backward design model. This collaboration will occur in a variety of PLCs: whole faculty, grade level, department, and grade level-content area. The format expected in unit assessments should be determined by how much information the format provides to the teacher about what the child knows and is able to do based on the indicator(s) being measured through the assessment. For these purposes the quality of unit and classroom assessments will be determined by whether (1) each item is on-target, (2) the levels of rigor (proficiency) at which students are expected to respond, and (3) the appropriateness of the format for providing a clear indication of specific mastery of content/skills embedded in the South Carolina State Standards.

Format and Delivery

A variety of delivery methods will be used to support teachers in their professional learning communities including but not limited to: school-wide professional development; peer observations; peer review of assessments; self-reflection; and collaborative coaching. The following outlines the school's plan.

School-wide professional development opportunities will be provided during the school day in professional learning communities, during after school faculty meetings, during after school department meetings, and during school-wide in-service days. Teachers will be surveyed to discern their individual needs related to the focus of the School Renewal and Professional Development Plans.

Peer Observations

Recognizing that professional development also occurs when we learn from each other, teachers at Tanglewood Middle School are encouraged to observe their peers. The purpose of the observations is not to evaluate each other but to support each other's efforts to implement best practices.

Each teacher will conduct a minimum of four observations per year of different individuals. Teachers are encouraged to conduct peer observations in the following capacity: one teacher who teaches the same subject but different grade level, their cohort partner, one special education teacher, and one teacher who teaches related arts.

Peer observations must be at least 15-20 minutes in length, and feedback must be provided to the teacher using the school's Peer Observation Form. The Peer Observation Form is focused, as is this plan, on the intentional teaching of on-target instruction. Feedback must address whether or not the instruction was aligned to the indicators identified in the lesson plan for the day. Therefore, the peer observation must include a review of the day's lesson plan, as well. A copy of the Peer Observation Form, for both the individual conducting the observation as well as the peer being observed, must be included in the PAS-T Notebook. Peer observations should be arranged ahead of time between the teacher wishing to do the observation and the teacher being observed. The peer observation forms are attached to this document.

Self-Reflection

Self-reflection allows teachers the opportunity to see themselves as other professionals would. Teachers are expected to reflect on their lessons in three distinct ways: (1) through one 15-minute video lesson, (2) through four non-taped lesson reflections, and (3) through one overall reflection on teaching and learning. All artifacts will be placed and reviewed in the PAS-T notebook.

Video-taped Sessions with Reflections

Each teacher must video-tape himself/herself for at least one 15-minute period per year. Teachers should review the video-taped segment no sooner than 24 hours later and no later than 48 hours after taping the session. The Peer Observation Form should be completed, just as if the teacher were observing a colleague. The rationale for reviewing the tape no sooner than 24 hours later is to provide greater clarity between what the teacher thought he or she did and to what the teacher actually did.

Non-taped Lesson Reflections

Each teacher must reflect on at least four lessons (one per quarter) using the school's Lesson Reflection Form. These reflections should be on lessons taught to groups other than the group included in the video-tape. These lesson reflections will be stored and reviewed in the PAS-T notebook.



Peer Observation
Form 2013-14.docx



Lesson Reflection
Form 2013-14.docx

Tanglewood Middle School Balanced and Disciplinary Literacy Professional Learning Plan for 2016-17

First Semester Focus: Building a Schoolwide Culture of Literacy

This plan, evaluated by the Riley Institute, reflects the Public Education Partners Implementation Plan which is based on balanced and disciplinary literacy research and the GCSD Secondary Literacy Framework. The professional learning experiences begin with a 3-Day Institute distributed over three quarters as outlined in the table. In addition to the institute, literacy coaching will be embedded in the school day to support teachers in the implementation of the strategies. The strategies that will be introduced and practiced will engage students in reading, writing, and dialogue with a primary focus in first semester on close reading and shared reading within disciplinary content. These principles will be explored and practiced through content and disciplinary strategies.

Note: This is a framework, topics may be adjusted based on the needs of the teachers and students.

Date	Concept	Presenter
7/7/16	Experience News ELA -Virtual	Edgar
8/11/16	New Employee Technology -Virtual	Canty-Duck
8/9/16	Schoolwide Culture for Literacy	Tate, Earle
8/9/16	Building a Collaborative Classroom Culture Part 1	Tate, Earle
8/11/16	Culture for Literacy in Content Classrooms	Tate, Earle
8/17/16	On-Track Collaboration	Price
8/19/16	iPad for New Employees	Canty-Duck
8/23/16	Effective Formative Assessments	Edgar
8/24/16	Faculty Capturing Kids Hearts Refresher	Price
8/31/16	Introduction to Student Centered Coaching Cycles	Tate, Earle, Read, Edgar
9/8/16	Professionalism/PAS-T	Edgar
9/13/16	Building Collaborative Classroom Culture Part 2	Tate, Earle
9/22/16	Data Driven Literacy Instruction - Spotlight on Struggling Readers - Triangulating Data (MAP, Grades, Observations, EWRS, Etc.	Edgar
9/23/16	Interpreting Student Data needed for SLO's	McGuinn, James, Huguley, Gomez
9/27/16	Current Accommodation For Students With Special Needs	Read, Tate
9/27/16	ELA 6 Collaborative Planning	Edgar
9/29/16	Interpreting Student Data Part 2	Edgar

9/30/16	Creating SMART Objectives	Edgar
10/4/16	ELA 7 Collaborative Planning	Read, Tate
10/6/16	Accelerated Reader Training/Launch	Edgar, Tate
10/10/16	ELA 8 Collaborative Planning	Read, Tate
10/11/16	Social Studies 6 Collaborative Planning	Jordan, Edgar
10/12/16	Social Studies 7 Collaborative Planning	Jordan, Edgar
10/17/16	Social Studies 8 Collaborative Planning	Jordan, Edgar
10/18/16	Science 6 Collaborative Planning (Tentative)	Edgar, Burras
10/19/16	Science 7 Collaborative Planning (Tentative)	Edgar, Burras
10/25/16	Science 8 Collaborative Plannin (Tentative)	Edgar, Burras
11/15/16	Assessing School/Classroom Literacy Culture	Tate, Earle
12/6/16	Close Reading Strategies	Tate, Earle
1/10/16	Content and Disciplinary Literacy Strategies Supporting Close/Shared Reading	Tate, Earle
2/7/17	Content and Disciplinary Literacy Strategies Supporting Close/Shared Reading	Tate, Earle
2/28/17	Content and Disciplinary Literacy Strategies Supporting Close/Shared Reading	Tate, Earle
3/14/17	Content and Disciplinary Literacy Strategies Supporting Close/Shared Reading	Tate, Earle