

Tanglewood Middle School

School Portfolio

Scope of Action Plan

2018-2019 through 2022-2023

School Renewal Annual Update

2017

Dr. Edward J. Anderson, Principal
Dr. 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 NAME: Tanglewood Middle School

SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 (five years)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2018-2019 (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.

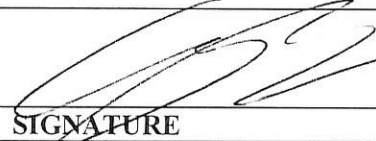
SUPERINTENDENT

Dr. W. Burke Royster		8/1/18
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Dr. Edward J. Anderson		7/29/18
PRINTED NAME	SIGNATURE	DATE


CHAIRPERSON, BOARD OF TRUSTEES

Charles J. Saylor		8/28/2018
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Dr. Rick Menzer		7/29/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Samantha Tate		7/29/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 44 Merriwoods Drive, Greenville, SC 29611

SCHOOL TELEPHONE: (864) 355-4500

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

Stakeholder Involvement for School Renewal

Position	Name
1. Principal:	Dr. Edward J. Anderson
2. Teacher:	Ms. Jacqueline Martin
3. Parent/Guardian:	Ms. Rogene Avery
4. Community Member:	Ms. Lauren Winkelman-Smith
5. Paraprofessional:	Ms. Tomasa Quiles-Franklin
6. School Improvement Council Member:	Dr. Rick Menzer
7. Read to Succeed Reading Coach:	Ms. Samantha Tate
8. School Read To Succeed Literacy Leadership Team Lead:	Ms. Samantha Tate
9. School Read To Succeed Literacy Leadership Team Member:	Ms. Chris Edgar
10. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	
External Partners Director:	Ms. Tobi Kinsell
Pupil Services:	Ms. Laura Johnson
Communities in Schools:	Ms. Dani Henderson
Technical Assistance Provider:	Mrs. Avis Canty-Duck
Local Agency Administrator:	Ms. Lee Emma George

SC SDE ASSURANCES

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

<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Developmental Screening The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.

<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p>Developmentally Appropriate Curriculum for PreK–3</p> <p>The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Parenting and Family Literacy</p> <p>The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Recruitment</p> <p>The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>

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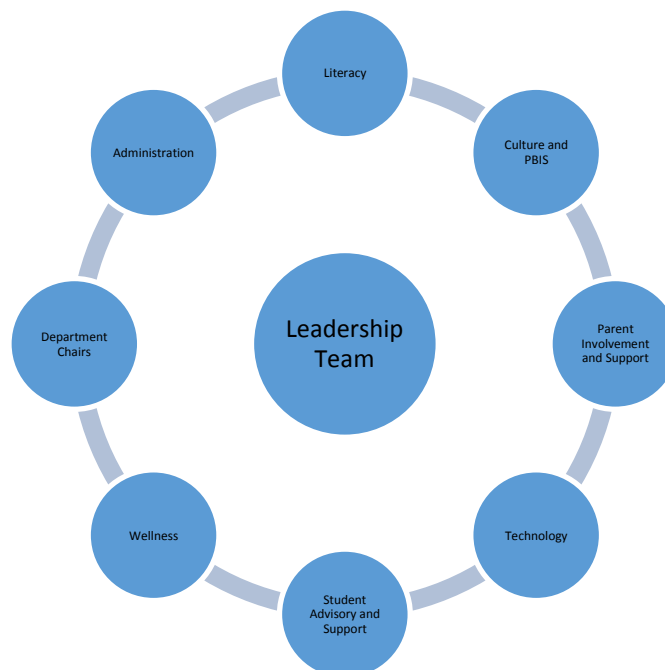
Introduction

Summary of the Self-Study Process

Tanglewood Middle School is a school located in western Greenville County. At the end of the 2017-18 school year, 696 students were zoned for Tanglewood in grades six through eight. 606 students were served on the Tanglewood campus by 44 teachers; another 90 students were served by 7 teachers at the Greenville Early College program campus. Over 90% of students that attend Tanglewood were identified as living in poverty and 184 (32%) speak English as a second language.

In the summer of 2008, 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.

Faculty members will continued to carry out the strategies included in the school renewal plan through professional learning communities referred to as focus teams through the 2017-18 school year. We will continue to 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 consisted of the principal, the assistant principal of curriculum, the instructional coach,

two Public Education Partner literacy coaches, two Title 1 instructional coaches, the language arts department chair and varying other teachers. The literacy plan worked diligently throughout the 2017-18 school year to incorporate a schoolwide model for secondary balanced literacy. The team decided to focus on the four of the tenants of the balanced literacy model, including: shared reading, writing workshop, language acquisition, and guided reading.

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.

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 90% passing to 97% passing in 2017
- Algebra 1 EOC performance is significantly up from 89% in 2016 to 94% in 2017
- SCREADY ELA performance decreased from 16% passing in 2016 to 15% in 2017
- SCREADY Math performance increased from 10% passing to 13% in 2017
- SCPASS Social Studies performance decreased slightly from 53% passing in 2016 to 51% in 2017
- SCPASS Science performance significantly from 37% in 2016 to 21% in 2017

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.
- Compassionate Schools training for all staff members occurred in the 2017-18 school year as well to increase knowledge of poverty, trauma, and positive interventions for student success
- 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; 10 new teachers were hired for 2016-2017, including 4 first-year teachers.
- Teacher turnover, which impacts consistency in pedagogy, skills, practices, content knowledge, and common philosophy.
 - 4 teachers who have taught 1 years
 - 3 teachers who have taught 2 years
 - 3 teachers who have taught 3 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:

- 5% decrease in student chronic absenteeism from 2016 to 2017
- 38% decrease in student referrals from 2016 to 2017
- 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
 - Band – Superior and Superior with Distinction (highest honors) at all concert festivals and competitions; including 4 students making ALL-COUNTY; 40 superior and 20 excellent ratings at solo and ensemble!
- Highest percentage of students to participate in a Greenville County District-Wide Reading Challenge for minor league baseball team, Greenville Drive.
- Awarded as Best Bike Club in the Upstate by Momentum Bike Club
- Winner of the Reedy River 10K/5K Schools Fit Competition with more than 50 students, parents, and teachers downtown against all other middle schools – 11 wins out of the past 15 years of competition

SCHOOL PROFILE

School Community

Tanglewood Middle School serves 696 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. During the summer of 2012, Promethean Boards were purchased by Title I and installed in every classroom. In January of 2013, In the fall of 2014, we purchased Chromebooks for every administrator, teacher and student.

Tanglewood Middle School is helping all students develop world class skills and life and career characteristics of the [Profile of the South Carolina Graduate](#) by collaboratively fostering an engaging and challenging environment built upon the principles and tenets of [Making Middle Grades Work](#). At Tanglewood, we believe that *it takes a village* to educate the whole child.

We continued the building of a caring, nurturing environment with our third year of Flip Flippen's proven model, [Capturing Kids Hearts](#). As we work diligently to improve achievement, we are focusing on building positive relationships and a climate of trust. We want all of our students to reach their maximum potential while preparing for high school and higher education. We focus on Centurion **PRIDE** and teach not only the fundamentals of curriculum but also the components of character that ultimately develop good citizens.

- **Prepared to Learn**
- **Respect for Self and Environment**
- **Interact Positively**
- **Dress for Success**
- **Engaged in Learning**

Our teachers worked persistently to create a student-centered culture infused with technology in our one-to-one [Chrome Book](#) initiative. Google classroom, along with many computer applications, opened the door for collaboration among our students. The 21st Century setting provided enhanced opportunities for learning in all content and related arts classes. Tanglewood added technology classes to our curriculum this year and will be expanding the selections next year to include Google Apps and Business Applications. We want students to not only learn the fundamentals of these programs but to also earn high school credit while in middle school. We believe in and practice Greenville County Schools' [Graduation Plus](#) model!

We completed our second year of the middle grades success initiative, [On Track Greenville](#), with The United Way of Greenville and the Social Innovation Fund Grant. Tanglewood Middle School received extended support with a sixth grade summer bridging program provided by Building Education Leaders for Life (BELL). Public Education Partners (PEP) provided professional development for teachers on balanced literacy. Greenville Hospital System (GHS) had a clinic on site twice weekly to offer healthcare directly to our students. Communities in Schools (CIS) provided a total of three Site Managers (one per grade level) to work directly with

children identified by the Early Warning and Response System. And Greenville County Schools (GCS) provided an additional Mental Health Counselor to work with our youth as well as a Teen Leadership class designed to increase the effectiveness of Capturing Kids Hearts. This initiative is an innovative approach to enhancing academic achievement and could not have occurred without the support of the Greenville Partnership for Philanthropy and a growing list of [funders](#).

Our band program flourished this year with our band receiving the highest honor of *Superior with Distinction* from the South Carolina Band Directors Association as well as a *Superior* rating from the Festival of Music. The band at Tanglewood Middle School will continue to grow and thrive thanks to the generous contribution of [Greenville Women Giving](#). Our school was awarded a grant in the amount of \$73,242 to purchase new instruments and supplies for the

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	2016	2017
White Male	13	12	12
Black Male	6	3	3
Hispanic Male	1	0	0
White Female	29	26	34
Black Female	8	4	3
Hispanic Female	1	0	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 three 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, there is one full-time school nurse and one full-time substitute teacher.

Teacher attendance has been consistent over the last five years:

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%
 2017 Attendance Rate: 95.0%

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 15, up from 14.8.

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%
 2017 Retention Rate: 90.0%

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; which is also reflected in the percentage of 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.

**2014-2015 Tanglewood
Middle School- Student Demographics**

Grade Level	Total in Grade	Asian	Black or African American	Hispanic/Latino	American Indian or Alaska Native	Two or More Races	Native Hawaiian or Other Pacific Islander	White	Unclassified
6	183 101 / 82	1 1 / 0	80 40 / 40	69 41 / 28	2 1 / 1	5 2 / 3	1 1 / 0	25 15 / 10	0 0 / 0
7	201 123 / 78	0 0 / 0	97 55 / 42	54 38 / 16	6 4 / 2	2 0 / 2	0 0 / 0	42 26 / 16	0 0 / 0
8	168 96 / 72	0 0 / 0	78 40 / 38	46 28 / 18	4 3 / 1	5 3 / 2	0 0 / 0	35 22 / 13	0 0 / 0
Total	552 320 / 232	1 1 / 0	255 135 / 120	169 107 / 62	12 8 / 4	12 5 / 7	1 1 / 0	102 63 / 39	0 0 / 0

**2015-2016 Tanglewood
Middle School- Student Demographics**

Grade Level	Total in Grade	Asian	Black or African American	Hispanic/Latino	American Indian or Alaska Native	Two or More Races	Native Hawaiian or Other Pacific Islander	White	Unclassified
6	209 106 / 103	0 0 / 0	90 43 / 47	68 36 / 32	4 2 / 2	4 2 / 2	1 1 / 0	42 22 / 20	0 0 / 0
7	195 119 / 76	1 1 / 0	84 49 / 35	74 44 / 30	8 5 / 3	3 2 / 1	0 0 / 0	25 18 / 7	0 0 / 0
8	208 124 / 84	0 0 / 0	110 64 / 46	48 33 / 15	5 3 / 2	4 1 / 3	0 0 / 0	41 23 / 18	0 0 / 0
Total	612 349 / 263	1 1 / 0	284 156 / 128	190 113 / 77	17 10 / 7	11 5 / 6	1 1 / 0	108 63 / 45	0 0 / 0

**2016-2017 Tanglewood
Middle School- Student Demographics**

Grade Level	Total in Grade	Asian	Black or African American	Hispanic/Latino	American Indian or Alaska Native	Two or More Races	Native Hawaiian or Other Pacific Islander	White	Unclassified
6	226 118 / 108	0 0 / 0	100 41 / 59	72 44 / 28	5 3 / 2	9 4 / 5	0 0 / 0	40 26 / 14	0 0 / 0
7	207 110 / 97	0 0 / 0	85 43 / 42	68 36 / 32	9 5 / 4	3 1 / 2	1 1 / 0	41 24 / 17	0 0 / 0
8	196 109 / 87	1 1 / 0	83 44 / 39	72 40 / 32	7 3 / 4	5 4 / 1	0 0 / 0	28 17 / 11	0 0 / 0
Total	629 337 / 292	1 1 / 0	268 128 / 140	212 120 / 92	21 11 / 10	17 9 / 8	1 1 / 0	109 67 / 42	0 0 / 0

**2017-2018 Tanglewood
Middle School- Student Demographics**

Grade Level	Total in Grade	Asian	Black or African American	Hispanic/Latino	American Indian or Alaska Native	Two or More Races	Native Hawaiian or Other Pacific Islander	White	Unclassified
6	267 135 / 132	0 0 / 0	122 61 / 61	81 41 / 40	2 0 / 2	13 5 / 8	0 0 / 0	49 28 / 21	0 0 / 0
7	211 110 / 101	0 0 / 0	97 39 / 58	63 38 / 25	5 4 / 1	11 5 / 6	0 0 / 0	35 24 / 11	0 0 / 0
8	188 97 / 91	0 0 / 0	74 37 / 37	64 34 / 30	11 8 / 3	4 1 / 3	0 0 / 0	35 17 / 18	0 0 / 0
Total	666 342 / 324	0 0 / 0	293 137 / 156	208 113 / 95	18 12 / 6	28 11 / 17	0 0 / 0	119 69 / 50	0 0 / 0

Tanglewood Middle School provides 26.3% of our students with disability services in the areas of speech/language, learning disabilities, emotional disabilities, and other health impairments. For the 2017-18

school 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. 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. During the 16-17 school year, we retained .03% 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 Administrative and Academic Leadership Team, consisting of the instructional coach, literacy coach, and district ELA and math coaches. 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
- o Primarily used for salaries, materials/supplies, and curriculum-
- Title 1

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

Behavioral Initiatives:

- PBIS- Positive Behavior Intervention Supports
- TMS Alternative Discipline System
- 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 2016-17 school year and implemented in 2017.18 Teachers, along with administration, defined their beliefs, and reached consensus on a mission statement. Our mission is *to keep middle school students engaged in school and on track to post-secondary success.*

Our school is committed to the students, families, and communities we serve. It takes the combined efforts of these stakeholders to make Tanglewood Middle a great school. Through the Spring of 2017 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” and the partnership of our external partnerships are truly at the heart of a positive shift in our culture. At Tanglewood, we believe that *it takes a village* to educate the whole child; hence, our 2017-18 tagline of *It Takes a Village (Se Necesita un Pueblo)*

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

Student Achievement Needs Assessment

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 benchmarks, MAP scores, PASS scores, and SCREADY/SCPASS 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, Administration, 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

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

- Making Middle Grades Work
- Learning-Focused
- Literacy Development
- Backwards 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

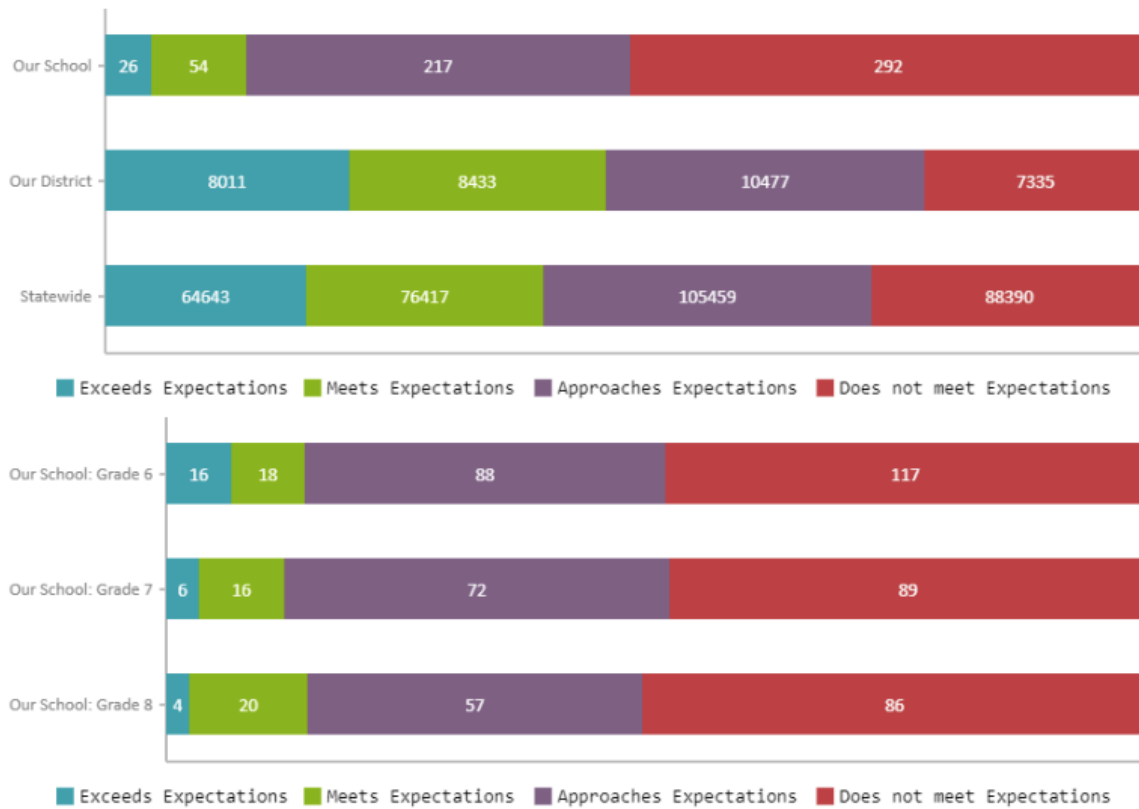
instruction, and differentiating instruction.

2016-2017 SCREADY, SCPASS SCORES, & EOC Scores:

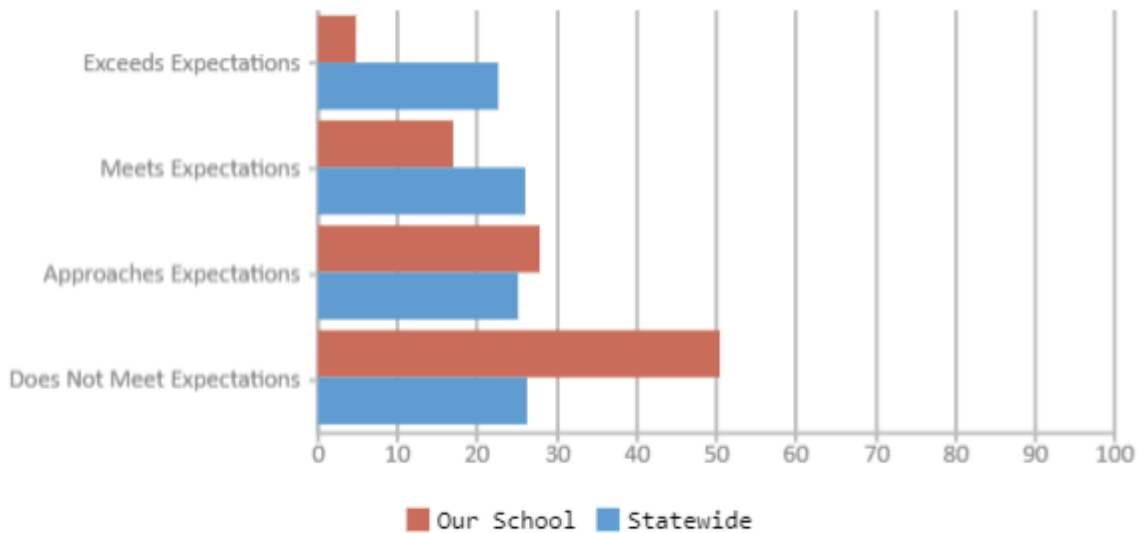
English



Mathematics



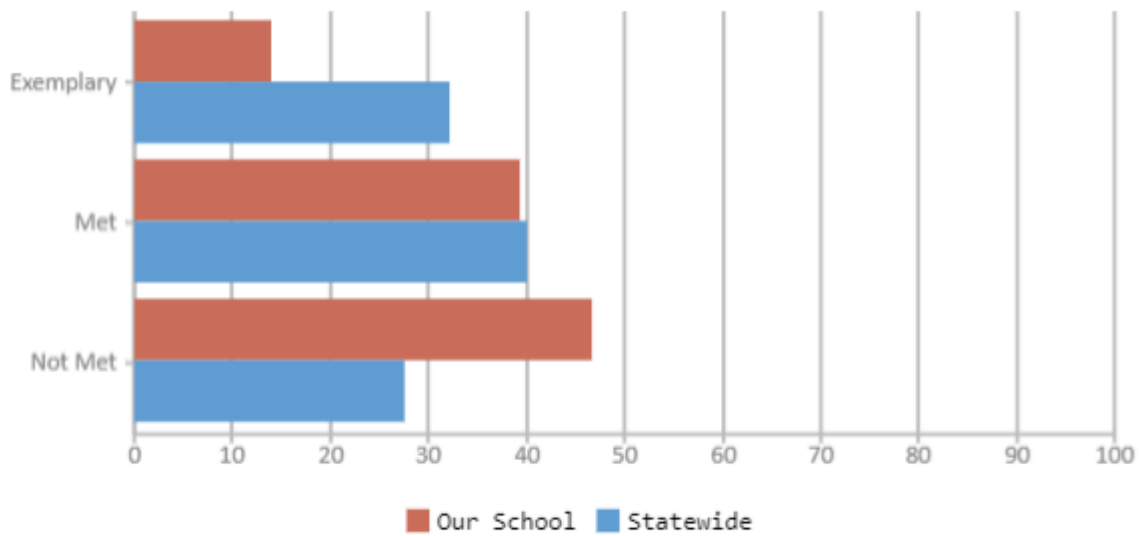
Science



Our School: Percent Met and Above for each grade level

6th Grade	7th Grade	8th Grade
20.2	25.1	20.4

Social Studies



Our School: Percent Met and Above for each grade level

6th Grade	7th Grade	8th Grade
61.6	45.4	50.3

End of Course Tests

Percent of tests with scores of 60 or above on:	Our School
Algebra 1/Math for the Technologies 2	97.1
English 1	94.1

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.

- **In-House Professional Development Calendar 17-18 (below)**

Date	Title	Audience	Presenter	Content
August 14, 2017	Tanglewood Orientation	New Staff	E. Anderson, C. Edgar	Review policy, procedures, mentoring program, and PD needs survey to new staff.
August 15, 2017	EWRS & On Track	All Staff	E. Anderson, L. Johnson	Process for recommending students to EWRS, teaching and behavior interventions, and documentation
August 15, 2017	Mindfulness	All Staff	M. Nadeau, E. Anderson	Introduction to mindfulness and its purpose in the classroom and school.
August 15, 2017	Department PLCs 2018	All Staff	Admin	Establish department/Team PLC norms
August 16, 2017	On Track	All Staff	E. Anderson, T. Smith	Teachers work together to come up with engaging activities and an academic purpose for the On-Track period.
August 17, 2017	EWRS Team Training	EWRS Team	District	Our team works with other schools to fine tune the EWRS system.
August 18, 2017	Paper Tigers	All Staff	T.J. Rumler	Video/discussion on how many of Tanglewood students perceive the school system.
August 18, 2017	Goose Chase	All Staff	E. Anderson, C. Edgar	Goose Chase Scavenger Hunt used to show staff where and how Tanglewood students live, while building team spirit. Teachers go out into the community apartments and trailer courts where many of our students live.
August 21, 2017	Active Shooter Training	All Instructional Staff	H. McPhail	Staff will watch active shooter videos and learn district/school emergency plans in the event of an active shooter at Tanglewood.
August 21, 2017	Instructional Overview	All Staff	C. Edgar, S. Tate, D. Earle	The Literacy PD plan and professional requirements are introduced to the staff.
August 30, 2017	Faculty PLC	All Staff	E. Anderson	Faculty PLC's-Data Discussion for 2017 Student Data. Teachers identify areas of strengths and weaknesses.
September 6, 2017	Department PLC	All Staff	Admin	Faculty PLC's-Teachers are put into groups according to their content to discuss and collaboratively plan for areas of student weakness in their content.

November 16-17, 2017	Math Conference	Smtih, Wood, Younce, Olive	SCCTM	2 day-multisession conference in Greenville
November 19, 2017	Department Meetings	All Certified Teachers	Admin	Departments PLC's-See minutes
November 29, 2017	Department Meetings	All Certified Teachers	Admin	Departments PLC's-See minutes
December 6, 2017	Faculty Meeting	All Instructional Staff	E. Anderson	Faculty PLC's
December 5, 2017	Testing	8th Grade Teachers	C. Edgar	MAP Training
December 13, 2017	Department Meetings	All Instructional Staff	Admin	Department PLC's
January 3, 2018	Faculty Meeting	All Instructional Staff	E. Anderson	Faculty PLC's
January 10, 2018	Department Meetings	All Instructional Staff	Admin	Departments PLCs -See mintues
January 17, 2018	Faculty Meeting	All Instructional Staff	E. Anderson, A. Canty-Duck	Faculty PLC's -Technology
January 24, 2018	Department Meetings	All Instructional Staff	Admin	Department PLC's -Benchmark Data
January 31, 2018	Faculty Meeting	All Instructional Staff	E. Anderson	Faculty PLC's
February 20, 2018	Literacy Framework Overview	All Instructional Staff	Tate	Literacy Across the Curriculum-Middle Sch Literacy Framework
February 21, 2018	Department Meetings	All Instructional Staff	Admin	Department PLC's -Benchmark Data
February 28, 2018	Faculty Meeting	All Instructional Staff	E. Anderson	Faculty PLC
March 5, 2018	Department Meetings	All Instructional Staff	Admin	Department PLCs - See minutes
March 14, 2018	Literacy Framework Pt 1	All Instructional Staff	S. Tate	Language and Word Study
March 14, 2018	Technology Institute	All Instructional Staff	E. Anderson, A. Canty-Duck	Faculty PLC's-Technology
March 21, 2018	Department Meetings	All Instructional Staff	Admin	Department PLC's-Benmark Data
March 28,2018	Faculty Meeting	All Instructional Staff	E. Anderson	Faculty PLC's
April 10,2018	Literacy Framework Pt 2	All Instructional Staff	S. Tate	Shared Reading
April 17,2018	Literacy Framework Pt 3	All Instructional Staff	S. Tate	Text Study
April 18, 2018	Department Meetings	All Instructional Staff	Admin	Department PLC's-See minutes
April 24,2018	Literacy Framework Pt 3a	All Instructional Staff	S. Tate	Word Walls
April 25, 2018	Technology Institute	All Instructional Staff	A. Canty-Duck	Flipped Classroom
May 2, 2018	Literacy by Content	All Instructional Staff	Coaches	Department PLC's-Content Literacy Strate
May 9, 2018	3:30p-5p	All Instructional Staff	E. Anderson	Literacy Across the Curriculum #7
May 15, 2018	Morning Planning	All Certified Staff	C. Edgar, J. Grady	2018 PASS/SC Ready Training
May 16, 2018	3:30p-5p	All Instructional Staff	Admin	Department PLC's
May 23, 2018	3:30p-5p	All Staff	E. Anderson	Faculty PLC's
May 30, 2018	3:30p-5p	All Instructional Staff	E. Anderson	Department PLC's
June 6, 2018	2:00p-4p	All Staff	E. Anderson	End of Year Procedures

School Climate Needs Assessment

Evaluations by Teachers, Students, and Parents

Evaluations by Teachers, Students, and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	43	106	34
Percent satisfied with learning environment	72.1%	75.5%	73.5%
Percent satisfied with social and physical environment	90.7%	77.3%	75.0%
Percent satisfied with school-home relations	51.2%	79.2%	65.7%

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.

Discipline and Attendance Data (2015-16 to 2016-17)

Location	End-of-Year Enrollment	# Students Chronically Absent	% Students Chronically Absent	# Referrals	# Students with Referrals	% Students with Referrals	# Referrals with OSS	# Students with OSS	% Students with OSS	# Days OSS
Tanglewood	4%	-18%	-4.1%	-38%	-18%	-13.3%	-33%	-22%	-7.4%	-34%

Although Tanglewood had a 4% increase in population, the school saw an 18% decrease in chronically absent students and a reduction of 38% for disciplinary referrals. Students also spent 34% more time in class than in out of school suspension for the 2016-17 school year.

ACTION PLAN

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

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional

1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 1

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

INTERIM PERFORMANCE GOAL: Annually meet or exceed the standard in ELA as measured by SC READY.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s): ESSA Federal Accountability and SC SDE School Report Card	(2016-17) 16%	School Projected	19%	22%	25%	28%	31%
		School Actual	21%	TBD	TBD	TBD	TBD
	(2016-17) 43.0	District Projected	46%	49%	52%	55%	46%
		District Actual	TBD	TBD	TBD	TBD	TBD

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

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 1

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

Annually increase the number of students meeting or exceeding the state test aiming towards the yearly school goals.

INTERIM PERFORMANCE GOAL: Annually meet or exceed the standard in Mathematics as measured by SC READY.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s): ESSA Federal Accountability and SC SDE School Report Card	(2016-17) 10%	School Projected	13.3%	16.6%	19.9%	23.2	26.5
		School Actual	TBD	TBD	TBD	TBD	TBD
	(2016-17) 40.0	District Projected	43%	46%	49%	52%	55%
		District Actual	TBD	TBD	TBD	TBD	TBD

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

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 1

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

Annually increase the number of students meeting or exceeding the state test aiming towards the yearly school goals.

INTERIM PERFORMANCE GOAL: Annually meet or exceed the standard in Science as measured by SCPASS.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s): ESSA Federal Accountability and SC SDE School Report Card	Baseline will be established in 2017- 18 Grades 6 and 8	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual	Baseline	TBD	TBD	TBD	TBD
	Baseline will be established in 2017- 18 Grades 6 and 8	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual	TBD	TBD	TBD	TBD	TBD

*Beginning in 2017-18, grades 4, 6, and 8 will take SCPASS Science.

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

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 1

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

Annually increase the number of students meeting or exceeding the state test aiming towards the yearly school goals.

INTERIM PERFORMANCE GOAL: Annually meet or exceed the standard in Social Studies as measured by SCPASS.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s): ESSA Federal Accountability and SC SDE School Report Card	Baseline will be established in 2017- 18 Grade 7 only	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual	Baseline	TBD	TBD	TBD	TBD
	Baseline will be established in 2017- 18 Grade 7 only	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual	TBD	TBD	TBD	TBD	TBD

Beginning in 2017-18, grades 5 and 7 will take SCPASS Social Studies

ACTION PLAN FOR STRATEGY #1: Increase content and skills mastery learning at all levels while emphasizing GRIT (growth, resilience, integrity, and tenacity).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Assoc. Supt. for Academics	\$120,000 annually	General Fund	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world class knowledge, skills, and life/career characteristics) by incorporating themes into district curriculum.	2018-2023	Assoc. Supt. for Academics Academic Specialists	\$100,000 annually	General Fund	School surveys and observations
3. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	Assoc. Supt. for Academics	\$25,000 annually	General Fund	Attendance reports from district professional development offerings including summer courses.

ACTION PLAN FOR STRATEGY #2: Increase rigor and expectations in both instruction and assessment across content areas PK-12 to improve student achievement.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2019-2020	Assoc. Supt. for Academics Academic Specialists School Principals	\$0	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
2. Implement coaching cycles to improve common planning and instruction	2018-2020	Assoc. Supt. for Academics Assist. Supts. for School Leadership Academic Specialists School Principals	\$0	NA	Coaching Cycle artifacts and coaching cycle schedule from schools
3. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2019-2023	Assoc. Supt. for Academics Assist. Supts. for School Leadership School Principals	\$0	NA	MasteryConnect Reports
4. Use formative assessments to inform planning and instruction for the purpose of increasing DOK.	2019-2023	Assoc. Supt. for Academics Academic Specialists School Principals	\$0	NA	Mastery Connect/TE21 Coaching Cycles

ACTION PLAN FOR STRATEGY #3: Increase opportunities for students to engage in preparation for the SCREADY/SCPASS					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide afterschool opportunities for enhanced learning and test prep	2018-2023	Title I Facilitator Principal	\$18,000/yr	Title I	Increase in standardized test scores Number of students enrolled in the program
2. School counselors will provide students and parents with resources from Naviance	2018-2020	Assoc. Supt. for Academics Assist. Supt. for High School Dir. of School Counseling School Principals	\$0	NA	Increased usage as indicated by yearly reports from Naviance

ACTION PLAN FOR STRATEGY #4: Ensure rigorous instruction and supports are provided for all students across all grade levels					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide professional development to ensure all teachers are providing rigorous instruction	2018-2023	Assoc. Supt. for Academics Academic Specialists	TBD	Professional Development Funds	Increased student performance Evidence of rigorous instruction

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

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 1

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

Reduce teacher turnover in first five years of employment by 1% annually.

INTERIM PERFORMANCE GOAL: Reduce teacher turnover in first five years of employment by 1% annually.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s): Employment Report	(2016-17) 88.1%	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual	TBD	TBD	TBD	TBD	TBD
	(2016-17)	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual	TBD	TBD	TBD	TBD	TBD

ACTION PLAN FOR STRATEGY #1: Recognizing the limited availability of diverse candidates, create a plan to support schools in equipping teachers to work with diverse student populations.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Develop training opportunities for schools to help existing teachers work with diverse students. (Capturing Kids Hearts, Compassionate Schools Training)	2018-2023	Principal	TBD	TBD	Professional Development opportunities targeting student diversity.

ACTION PLAN FOR STRATEGY #2: Determine and implement improvements to mentoring and induction program.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Create an in-house, new teacher program that provides an additional layer of support for new teachers.	2018-2023	Administration	TBD	TBD	Appropriate training identified, support provided, and implemented.

School Level Administration

2. Train and support seasoned administrators to mentor and coach early career principals	2018-2023	Dir. of Staff and Leadership Dvp.	TBD	TBD	Appropriate training identified and implemented.
3. Ensure collaboration with a content or role-aligned mentor for every entering teacher and instructional support employee (counselor, instructional coach, others)	2018-2023	Dir. of Staff and Leadership Dvp. School Level Administration	TBD	TBD	All new employees paired with content or role-aligned mentor

Performance Goal Area: ☐ Student Achievement* ☐ Teacher/Administrator Quality* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional 1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 1

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

Achieve and maintain a rate of 90% among parents, students, and teachers who agree they feel safe during the school day on the South Carolina Department of Education Survey.

INTERIM PERFORMANCE GOAL: Maintain a rate of 90% among parents, students, and teachers who feel safe during the school day.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SDE Survey	86%	Projected Data Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		Actual Data Students					
	100%	Projected Data Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		Actual Data Teachers					
	77%	Projected Data Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		Actual Data Parents					

ACTION PLAN FOR STRATEGY #1: Enhance lines of communication between the school and stakeholders regarding existing safety measures.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.Communicate clearly and effectively with all stakeholders that district-wide emergency response plans are in place and include explanations of the training and drills that take place at each location	2018-2023	Dist. Staff School Administration	\$0	NA	Newsletters, Social Media Posts, SIC and PTA Agendas
2.Take a proactive approach by periodically pushing out information about the safety measures that we take at each school	2018-2023	Exec. Dir. of Comm. School Administration	\$0	NA	Safety stories on web, social media, etc.
3.Continue to utilize social media, tip lines, phone blasts and media outlets to encourage parents, students, teachers and community members to report any concerns or issues	2018-2023	Assoc. Supt. for School Admin. Support School Administration	\$0	NA	Tips received from multiple stakeholder groups

ACTION PLAN FOR STRATEGY #2: Continue to update systems and personnel to monitor and control access at each facility.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide front office staff with training in recognizing and de-escalating volatile situations.	2018-2023	Dir. of Staff and Leadership Dvp.	TBD	TBD	Training provided
2.Continued use of the Level I and Level II background checks.	Ongoing	Asst. Supt. for School Admin. Support	Changes annually	General Fund	Volunteer checks completed
3.Expand the presence and visibility of law enforcement through the use of School Resource Officers, Zone Patrols, and parked patrol vehicles.	2018-2023	Exec. Dir. of Student Services	Initially \$990,000	General Fund	Patrols expanded

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

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 2 The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.

PERFORMANCE GOAL: 3 The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17)	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual					

Annual Expulsion Rate

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17)	School Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) .04	District Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		District Actual					

Performance Goal Area: ☐ Student Achievement* ☐ Teacher/Administrator Quality* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* *required*) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 4 The school will demonstrate a caring environment as indicated by an increase in the percent of middle school students who describe their teacher as caring on the AdvancED Culture and Climate Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	55	School Projected	58	61	64	67	70
		School Actual					
AdvancED Culture & Climate Surveys	MS and HS 51	District Projected	54	58	62	66	70
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.					
2.					
3.					

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

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 5 Achieve and maintain a student attendance rate of 95% or higher.

INTERIM PERFORMANCE GOAL: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 94.2	School Projected	95	95	95	95	95
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.					
2.					
3.					

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

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 6 The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of middle school students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 12% Angry – 17%	School Projected	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 12
		School Actual	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
AdvancED Culture & Climate Surveys	Afraid – 7% Lonely – 14% Angry 15%	District Projected Secondary	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 12
		District Actual Secondary	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.					
2.					
3.					