

# **Tanglewood Middle School**

School Portfolio

## **Scope of Action Plan**

2018-2019 through 2022-2023

## **School Renewal Annual Update**

2022

Dr. Graysen Walles  
Dr. W. Burke Royster,  
Superintendent **Greenville County  
Schools**



44 Merriwoods Drive  
Greenville, South Carolina 29611  
(864) 355-4500



## 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 2022-2023 (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		April 26, 2022
PRINTED NAME	SIGNATURE	DATE


#### PRINCIPAL

		March 14, 2022
PRINTED NAME	SIGNATURE	DATE

#### CHAIRPERSON, BOARD OF TRUSTEES

Mr. Roger Meek		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

#### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Alecia Brewster		March 17, 2022
PRINTED NAME	SIGNATURE	DATE

#### SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Rachel Sachritz		March 14, 2022
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS:

SCHOOL TELEPHONE: (864)

PRINCIPAL E-MAIL ADDRESS:

## ASSURANCES FOR SCHOOL RENEWAL PLANS

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

### **Early Childhood Development and Academic Assistance Act (Act 135) Assurances**

[S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004)]

#### **NA Academic Assistance, PreK–3**

The district 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).

#### **X Academic Assistance, Grades 4–12**

The district 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).

#### **X Parent Involvement**

The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the district's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.

#### **X Staff Development**

The district 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*.

#### **X Technology**

The district integrates technology in professional development and classroom instruction in order to improve teaching and learning.

#### **X Innovation**

The district funds innovative activities to improve student learning and accelerate the performance of all students.

#### **X Collaboration**

The district (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.

#### **X Developmental Screening**

The district ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at

primary and elementary schools although screening efforts could take place at any location.

**NA**     **Half-Day Child Development**

The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.

**NA**     **Developmentally Appropriate Curriculum for PreK–3**

The district ensures that the scope and sequence of the curriculum for PreK–3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.

**X**     **Parenting and Family Literacy**

The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes 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; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.

**X**     **Recruitment**

The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for 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): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

**X**     **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**

The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

## Stakeholder Involvement for School Renewal

	Position	Name
1.	Principal:	<b>Dr. Graysen Walles</b>
2.	Teacher	<b>Dr. Thea Dirton</b>
3.	Parent/Guardian:	<b>Mr. Corey Burris</b>
4.	Community Member:	<b>Ms. Maria Johnson</b>
5.	School Improvement Council Member:	<b>Mrs. Alecia Brewster</b>
6.	OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	
	On Track Lead:	<b>Ms. Marissia Childress</b>
	Assistant Principal:	<b>Ms. Kristin Alewine</b>
	Title 1 Director:	<b>Mrs. Randolyn Harmon</b>

## **TABLE OF CONTENTS**

SDE Assurances	Pages 2-5
Introduction	Pages 5
Executive Summary	Pages 6-8
School Profile	Pages 9-15
Mission, Vision, and Beliefs	Pages 16-17
Data Analysis and Needs Assessment	Pages 18-21
Teacher and Administrator Quality	Page 22-23
School Climate Needs Assessment	Page 24-25
Action Plans	Pages 26-57

## Introduction

Tanglewood Middle School has a strong collaborative culture through Professional Learning Communities (PLC's) and special study groups; these have shaped the evolving character and outcomes of Tanglewood. As a diverse multi-language community, Tanglewood's leadership and staff are committed toward developing relevant teaching and learning frameworks, while also monitoring and managing social emotional learning, positive behavior incentive programs, and overall culture and climate for both adults and students. Tanglewood's leadership and staff have worked collaboratively over the years on enhancing formative and summative assessments, tailoring authentic student feedback, utilizing standardized test data to influence instruction and assessment, implementing student academic interventions, and mentoring at-risk students. Title 1 funding has also enabled Tanglewood to better support students through a variety of enrichment activities, direct instruction by hiring more teachers in the area of math and ELA, as well as parental support programs. From 1:1 Chromebook initiatives to strong literacy programs that include schoolwide synchronous reading of young adult thought provoking novels. Since 2008, Tanglewood has also been committed to the Key Practices of Making Middle Grades Work, which has enabled us to be more supportive and sensitive to the uniqueness of middle grade adolescents.

1. **High Expectations** — Establish policies and practices that inspire each student to complete intellectually demanding courses that prepare them for success in high school. **(Leadership for Continuous Improvement)**
2. **Aligned Curriculum** — Design and deliver instruction that helps each student understand and achieve the full intent of state standards.
3. **Integrated Literacy** — Help teachers in all disciplines, including English language arts, social studies, science and mathematics, integrate literacy strategies into their instruction, assignments and assessments.
4. **Access and Equity** — Ensure each student, including underrepresented and nontraditional students, has access to high-quality courses, instruction and resources.
5. **Student Engagement** — Use research-based instructional strategies and innovative technology practices to actively engage each student.
6. **Teacher Collaboration** — Provide teacher teams with the training, time and support they need to work together to improve instruction.
7. **Quality Career and Technical Education** — Provide developmentally appropriate career exploration experiences that prepare each student to make informed career pathway choices in high school.
8. **Guidance and Advisement** — Provide guidance programs that empower each incoming middle grade student and rising ninth grader to transition successfully to the next grade.
9. **Interventions and Enrichments** — Personalize supports for each student based on their unique identified needs.
10. **Culture of Continuous Improvement** — Engage the whole school community in continuously analyzing data to identify problems of practice, devise action plans for solving those problems and monitoring student learning outcomes.

**School Portfolio Team:** Dr. Graysen Wallis, Dr. Thea Dirton, Rachel Sachritz, Alecia Brewster

## **Executive Summary**

### **2022-2023 Update**

#### **Description of the School:**

Located on the Westside of Greenville County, Tanglewood Middle School's (TMS) 18 year old facility sits on 60 acres of land nestled between a growing industrial community and residential neighborhoods, which according to the census is classified as a lower middle class community. TMS serves a continuously growing middle age student community of 831 in grades sixth through eighth both in-school and virtual. A unique feature of Tanglewood is its cultural and multi-language diversity. There are approximately eight Latin countries represented at Tanglewood with a fast-growing Latinx enrollment of approximately 45% to date. The balance of our student demographic consists of approximately 35% African American, 12% White, 4% Multi-racial, and 4% American Indian or Alaska Native . The school staff demographic comprises approximately 60% White, 28% African American, 3% Latinx, and 8% other.

Tanglewood is also designated as a Title 1 school, with a 94% poverty rate among its families, which increases school funding and these funds are used to primarily decrease class sizes by hiring more teachers, increasing parental support programs and providing additional academic support resources to at-risk students.

Due to such a high poverty rate, our district and school teams realized that there was a great need to meet the needs of the whole student so as to decrease the opportunity gaps that prevent academic success, this gave rise to a very unique partnership. In 2015 The United Way of Greenville County became a critical partner to Tanglewood, enabling TMS to become a wrap around focus school. This approach and partnership brought multiple agencies together to support the needs of families with unique needs and extenuating situations. Programs such as OnTrack, Communities in Schools, Prisma Health, and the South Carolina Department of Mental Health make Tanglewood a more relevant and holistic system that meets both the academic and social emotional needs of all of our families.

Due to the world-wide pandemic during the end of the 2019-2020 year, Tanglewood has not received a school report card since the 2018/2019 school year in which an average score of "37" was achieved, consistent with the prior year, 2017/2018, same score. While the score reflects an average score, the commitment to excellence and the drive for an excellent score is demonstrated by a concise and greater focus in the last three years on professional development, student supports, student engagement and family outreach. Our current motto "Success is the only option," is a reflection of our recent leadership transition and the continued commitment of our staff to strive for excellence and maintain high standards in all we do. While students take increasing responsibility for their education, our teachers simultaneously make instruction more relevant, engaging and aligned to state standards and high school readiness.

#### **Notable Achievements and Areas of Improvement:**

- Social Innovation Fund Grant United Way of Greenville: On Track Greenville
- Superior Band and Chorus Ratings
- Honors Band Members
- National Board Certified Teachers



- Closing the Achievement Gap Palmetto Silver Award
- United Way Campaign Award
- United Way Chairman's Award
- Greenville Women Giving grant recipient - \$73,000
- FIT's COOL School Challenge Reedy River Run Winner
- National Waggle Growth Contest Winners
- 2019-20 Prisma Hallways to Health Recipient
- 2019-20 Leadership Greenville Grantee – Construction of walking trail

### **Outstanding Features and Programs:**

- On Track Greenville Middle Grades Initiative
- On-Site School Based Health Clinic
- Communities In Schools
- On-Site Greenville Mental Health Services
- PBIS School
- 1:1 Chrome Books
- Afterschool Tutorial/Saturday School
- Algebra I Honors (HS Credit)
- English I Honors (HS Credit)
- Art I Honors (HS Credit)
- Chorus I Honors (HS Credit)
- Virtual Digital Citizenship (HS Credit)
- Spanish I (HS Credit)
- Band
- Career Education
- Duke Talent Identification Program
- Momentum Bike Club
- Student Government Association
- Mentoring Programs for all students
- Virtual classes for HS Credit
- Gateway to Technology
- Early Warning Response Teams
- Junior Beta Club
- Student Clubs (inclusive of running, art, crafts, gardening, anime)
- STAR Academy
- SIC (School Improvement Council)
- Math & Reading Intervention Courses
- Full-Time Social Worker
- Award-winning band
  - Concert Performance Assessment - Superior/Excellent Ratings since 2014
  - Solo and Ensemble Festival - Earned 25+ Superior ratings since 2014
  - Student Membership in the Honor Bands of Greenville County since 2014
  - Carowinds Festival of Music - Superior/Excellent Ratings since 2014
- 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

**Significant Challenges from the Past 3 Years:**

- Hiring seasoned high performing teachers.
- Teacher turnover, which impacts consistency in pedagogy, skills, practices, content knowledge, and common philosophy.
- Continuing to improve the school culture in terms of all stakeholders
- Increasing student achievement
- Increasing parent involvement
- Students reading below grade level
- Environmental barriers for at-risk students

## School Profile

Tanglewood Middle School understands that our families, staff, and community play a vital role in bringing in to fruition our shared vision. We are committed to developing a variety of relationships within our community in order to benefit our students and our community at large.

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](#).

Our teachers worked persistently to create a student-centered culture infused with technology in our one-to-one [Chromebook](#) 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!

In 2020, 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. In the recent past, Tanglewood Middle School has 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) holds a clinic on site twice weekly to offer healthcare directly to our students. Communities in Schools (CIS) provides a total of three Site Managers (one per grade level) to work directly with children identified by the Early Warning and Response System. Greenville County Schools (GCS) also provides an additional Mental Health Counselor to work with our youth. 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 continues to flourish, they have received several honors including Superior and Excellent ratings from the South Carolina Band Directors Association in 2018 and 2019 as well as a *Superior* rating from the Festival of Music in 2018 and 2019. 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 band program.

### School Personnel

The professional staff of Tanglewood Middle School includes 36 classroom teachers who are divided into nine grade level teams, three per grade level. 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, 2 assistant principals, and 1 administrative assistant. The student-teacher ratio in core academic classes is typically 22:1.

<b>TMS Teaching Staff 4 Year Demographic</b>				
	18/19	19/20	20/21	21/22
Male	30.95	30.95	30.95	38
Female	69.05	69.05	69.05	62
African American	23	23	23	28
Latina	8	8	8	3
White	64	64	64	60
Multi	3	3	3	0
Other	2	2	2	8

## 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.



## 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
6	229 120 / 109	0 0 / 0	97 51 / 46	87 48 / 39	3 1 / 2	13 4 / 9	0 0 / 0	29 16 / 13
7	248 122 / 126	0 0 / 0	108 55 / 53	74 34 / 40	6 3 / 3	17 7 / 10	0 0 / 0	43 23 / 20
8	223 114 / 109	0 0 / 0	97 39 / 58	61 35 / 26	9 3 / 6	16 7 / 9	0 0 / 0	40 30 / 10
Total	700 356 / 344	0 0 / 0	302 145 / 157	222 117 / 105	18 7 / 11	46 18 / 28	0 0 / 0	112 69 / 43

## 2018-2019 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
6	306 154 / 144	0 0 / 0	146 75 / 71	108 57 / 51	6 0 / 0	13 0 / 5	0 0 / 0	35 18 / 17
7	228 119 / 109	0 0 / 0	97 50 / 47	84 47 / 37	10 6 / 4	11 3 / 8	0 0 / 0	26 13 / 13
8	256 132 / 126	0 0 / 0	105 54 / 51	80 37 / 43	12 7 / 5	16 0 / 5	0 0 / 0	45 26 / 19
Total	794 415 / 379	0 0 / 0	348 179 / 169	272 141 / 131	28 19 / 9	40 19 / 21	0 0 / 0	106 57 / 49

## 2019-2020 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
6	300 151 / 149	0 0 / 0	118 59 / 59	115 57 / 58	8 4 / 4	20 11 / 9	1 1 / 0	38 19 / 19
7	306 162 / 144	0 0 / 0	134 69 / 65	110 50 / 52	12 0 / 4	15 9 / 6	0 0 / 0	35 18 / 17
8	238 124 / 114	0 0 / 0	91 48 / 43	83 49 / 44	19 11 / 8	12 4 / 8	0 0 / 0	23 12 / 11
Total	844 437 / 407	0 0 / 0	343 175 / 167	318 164 / 154	39 23 / 16	47 24 / 23	1 1 / 0	96 49 / 47

**2020-2021 Tanglewood  
Middle School Student Demographics**

Grade Level	Total in Grade	Asian	Black	Hispanic/Latino	American Indian or Alaska Native	Two or More Races	Native Hawaiian or Other Pacific Islander	White	Unclassified
6	281 151 / 130	0 0 / 0	101 59 / 42	135 71 / 64	4 1 / 3	6 4 / 2	0 0 / 0	35 16 / 19	0 0 / 0
7	284 142 / 142	0 0 / 0	113 54 / 59	109 54 / 55	7 4 / 3	19 10 / 9	0 0 / 0	36 20 / 16	0 0 / 0
8	313 163 / 150	0 0 / 0	131 64 / 67	121 65 / 56	11 7 / 4	14 6 / 8	0 0 / 0	36 21 / 15	0 0 / 0
Total	878 456 / 422	0 0 / 0	345 177 / 168	365 190 / 175	22 12 / 10	39 20 / 19	0 0 / 0	107 57 / 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. Tanglewood continues to use an inclusion model, with three self-contained teachers, and five full-time inclusion teachers. Four paraprofessionals serve as aides in the self-contained classes. To assist with our high enrollment of ESOL students, we currently have two full time ESOL teachers, and one half-time ESOL teacher. 5.9% of our students are identified as Gifted and Talented and receive Gifted and Talented services. 54 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.

### **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. Our two, school based instructional coaches, and two Title 1 math/ELA coaches facilitate data/assessment development 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.

Teachers have participated in professional development for creating rigorous and relevant assignments and for analysis of Bloom'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 Coaches, administration, and the District Academic Specialists facilitate PLCs focused on planning and implementing formative and summative assessment strategies, and on analyzing assessment data.



## **Mission, Vision, Values and Beliefs:**

### **Mission:**

At TMS our purpose is to keep all TMS students engaged in school and on track for high school within three years.

### **Vision:**

Our vision is to ensure that every student leaves TMS with the skills and knowledge to successfully complete post secondary goals and be actively engaged as a contributor to their local community.

### **Values:**

**Trust** in other people and in your community eases working relationships. Trust is established in a system where all members are doing their best work, where structures and policies are fair and all will be treated fairly.

**Respect** allows for individual points of view and opinions to be shared. Students show respect by listening to other points of view, being prepared, meeting deadlines, and performing to the best of their ability. Teachers show respect by listening to students' ideas and by providing full and honest feedback.

**Responsibility** means acknowledging your agency and accountability in daily actions and in your work. Everyone is personally invested in performing their work with integrity and encourages others to act with integrity too. Academic integrity starts with individuals and positively influences the entire community.

## **BELIEFS:**

We believe: *All Students Can Learn*

- 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.

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

- 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.

We Believe: *Students learn best when they are actively engaged in the learning process.*

- 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.

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

- Guidance and other programs exist to assist with emotional and intellectual needs.
- In PBIS
- 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.

We believe: *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.*

- 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 (Change CNA)**

### **2020/2021 Comprehensive Needs Assessment**

Tanglewood Middle School staff members recognize the importance of creating an academic environment characterized by positive relationships and a climate of trust. Our staff members are helping all students develop world class academic skills while enhancing core values and life skills as part of the Making Middle Grades Work initiatives. Our administrative team consists of a veteran principal, a veteran assistant principal, a new assistant principal with one-year experience as an administrative assistant, and one administrative assistant with one prior year of experience as a math teacher at Tanglewood Middle.

Teacher retention and professional development continue to be a high priority at Tanglewood as this will enable us to meet the needs of our students in order to show academic growth. Professional Development is built around school and district initiatives, as well as teacher needs based on surveys, observations, and teacher reflections. With the number of new teachers or those within the first three years of teaching, professional development will be differentiated and new teachers will be paired with mentor teachers both within the school and the district. Additional support is given to teachers through mentors, coaching cycles, and team planning.

Tanglewood Middle School has a transient population of 816 students including 38% African Americans, 45% Hispanics, 13% Caucasians, 1% Native and 3% Bi-Multi Racial. The population includes approximately 51.96% males, 48.04% female students, and special services focus on approximately 8.2% Gifted and Talented students, 43.6% ELLs (English Language Learners), and 22.4% with IEPs. The 2021 SC Ready achievement results provide data to support current initiatives and strategies.

The results from the SC READY for ELA test for 6th grade that was administered in Spring 2021 based on gender show, 26.7% of the females exceeded the expected score; 7.5% met the expected score; 39.2% were approaching the expected score; and 34.2% did not meet the expected score. The results of the male students were 13.6% exceeded the expected score; 3.6% met the expected score; 10.0% were approaching the expected score; and 51.4% did not meet the expected score. The results from the SC READY for ELA test for 7th grade that was administered in Spring 2021 based on gender show, 6.9% of the females exceeded the expected score; 19.1% met the expected score; 32.8% were approaching the expected score; and 41.2% did not meet the expected score. The results of the male students were 5.4% exceeded the expected score; 15.4% met the expected score; 24.6% were approaching the expected score; and 54.6% did not meet the expected score. The results from the SC READY for ELA test for 8th grade that was administered in Spring 2021 based on gender show, 2.1% of the females exceeded the expected score; 19.9% met the expected score; 33.3% were approaching the expected score; and 44.7% did not meet the expected score. The results of the male students were 2.7% exceeded the expected score; 14.1% met the expected score; 36.9% were approaching the expected score; and 46.3% did not meet the expected score.

The results from the SC READY for ELA test for 6th grade that was administered in Spring 2021 based on ethnicity show, 2.2% of the African American students exceeded the expected score; 8.9% met the expected score; 32.2% were approaching the expected score; and 56.7% did not meet the expected score. The results of the Caucasian students were 6.7% exceeded the expected score; 20.0% met the expected score; 36.7% were approaching the expected score; and 36.7% did not meet the expected score. The results of the Hispanic students were 7.4% exceeded the expected score; 16.9% met the expected score; 39.7% were approaching the expected score; and 36.0% did not meet the expected score. The results from the SC READY for ELA test for 7th grade that was administered in Spring 2021 based on ethnicity show, 3.8% of the African American students exceeded the expected score; 10.6% met the expected score; 28.8% were approaching the expected score; and 56.7% did not meet the expected score. The results of the Caucasian students were 11.8% exceeded the expected score; 23.5%

met the expected score; 29.4% were approaching the expected score; and 35.3% did not meet the expected score. The results of the Hispanic students were 6.3% exceeded the expected score; 18.9% met the expected score; 29.7% were approaching the expected score; and 45.0% did not meet the expected score. The results from the SC READY for ELA test for 8th grade that was administered in Spring 2021 based on ethnicity show, 0.8% of the African American students exceeded the expected score; 19.4% met the expected score; 33.9% were approaching the expected score; and 46.0% did not meet the expected score. The results of the Caucasian students were 7.1% exceeded the expected score; 25.0% met the expected score; 32.1% were approaching the expected score; and 35.7% did not meet the expected score. The results of the Hispanic students were 3.2% exceeded the expected score; 12.7% met the expected score; 38.1% were approaching the expected score; and 46.0% did not meet the expected score.

The results from our 1st Quarter Benchmark for ELA test that was administered in the Fall of 2021 based on grade level showed 14.30% of 6th graders met proficiency; 21.10% of 7th graders met proficiency; and 26.90% of 8th graders met proficiency. 20.70% of the overall students tested are projected to meet or exceed the expected score in the Spring. The results from our 2nd Quarter Benchmark for ELA test that was administered in the Winter of 2022 based on grade level showed 20.30% of 6th graders met proficiency; 26.50% of 7th graders met proficiency; and 22.80% of 6th graders met proficiency. 23.30% of the overall students tested are projected to meet or exceed the expected score in the Spring.

The results from the SC READY for Math test for 6th grade that was administered in Spring 2021 based on gender show, 5.9% of the females exceeded the expected score; 8.4% met the expected score; 34.5% were approaching the expected score; and 51.3% did not meet the expected score. The results of the male students were 2.9% exceeded the expected score; 4.4% met the expected score; 31.6% were approaching the expected score; and 61.0% did not meet the expected score. The results from the SC READY for Math test for 7th grade that was administered in Spring 2021 based on gender show, 1.5% of the females exceeded the expected score; 9.0% met the expected score; 41.0% were approaching the expected score; and 48.5% did not meet the expected score. The results of the male students were 2.3% exceeded the expected score; 7.8% met the expected score; 30.5% were approaching the expected score; and 59.4% did not meet the expected score. The results from the SC READY for Math test for 8th grade that was administered in Spring 2021 based on gender show, 2.1% of the females exceeded the expected score; 7.9% met the expected score; 18.6% were approaching the expected score; and 71.4% did not meet the expected score. The results of the male students were 1.4% exceeded the expected score; 9.0% met the expected score; 21.4% were approaching the expected score; and 68.3% did not meet the expected score.

The results from the SC READY for Math test for 6th grade that was administered in Spring 2021 based on ethnicity show, 1.1% of the African American students exceeded the expected score; 1.1% met the expected score; 26.4% were approaching the expected score; and 71.3% did not meet the expected score. The results of the Caucasian students were 0% exceeded the expected score; 6.9% met the expected score; 31.0% were approaching the expected score; and 62.1% did not meet the expected score. The results of the Hispanic students were 7.5% exceeded the expected score; 9.7% met the expected score; 36.6% were approaching the expected score; and 46.3% did not meet the expected score. The results from the SC READY for Math test for 7th grade that was administered in Spring 2021 based on ethnicity show, 1.0% of the African American students exceeded the expected score; 2.9% met the expected score; 26.2% were approaching the expected score; and 69.9% did not meet the expected score. The results of the Caucasian students were 2.9% exceeded the expected score; 8.6% met the expected score; 48.6% were approaching the expected score; and 40.0% did not meet the expected score. The results of the Hispanic students were 2.7% exceeded the expected score; 11.6% met the expected score; 38.4% were approaching the expected score; and 47.3% did not meet the expected score. The results from the SC READY for Math test for 8th grade that was administered in Spring 2021 based on ethnicity show, 0% of the

African American students exceeded the expected score; 7.1% met the expected score; 19.0% were approaching the expected score; and 73.8% did not meet the expected score. The results of the Caucasian students were 3.8% exceeded the expected score; 11.5% met the expected score; 15.4% were approaching the expected score; and 69.2% did not meet the expected score. The results of the Hispanic students were 3.3% exceeded the expected score; 8.2% met the expected score; 22.1% were approaching the expected score; and 66.4% did not meet the expected score.

The results from our 1st Quarter Benchmark for Math test that was administered in the Fall of 2021 based on grade level showed 7.10% of 6th graders met proficiency; 10.00% of 7th graders met proficiency; and 12.10% of 8th graders met proficiency. 9.70% of the overall students tested are projected to meet or exceed the expected score in the Spring. The results from our 2nd Quarter Benchmark for Math test that was administered in the Winter of 2022 based on grade level showed 16.50% of 6th graders met proficiency; 15.70% of 7th graders met proficiency; and 10.50% of 8th graders met proficiency. 14.30% of the overall students tested are projected to meet or exceed the expected score in the Spring.

The Tanglewood faculty learn and apply new techniques as they strive to meet the needs of our ESOL, gifted, and academically challenged students by differentiating instruction and integrating lessons across the content areas. The results from the SC READY for ELA test for 6th grade that was administered in Spring 2021 based on ESOL and academically challenged show that as a school, 5.6% of the Limited English Proficient (LEP) students exceeded the expected score; 15.7% met the expected score; 39.8% were approaching the expected score; and 38.9% did not meet the expected score. The results of the learning-disabled students were 1.7% met the expected score; 15.0% were approaching the expected score; and 83.3% did not meet the expected score. The results from the SC READY for ELA test for 7th grade that was administered in Spring 2021 based on ESOL and academically challenged show that as a school, 2.1% of the Limited English Proficient (LEP) students exceeded the expected score; 10.3% met the expected score; 40.2% were approaching the expected score; and 47.4% did not meet the expected score. The results of the learning disabled students were 11.1% were approaching the expected score; and 88.9% did not meet the expected score. The results from the SC READY for ELA test for 8th grade that was administered in Spring 2021 based on ESOL and academically challenged show that as a school, 2.8% of the Limited English Proficient (LEP) students exceeded the expected score; 8.3% met the expected score; 37.6% were approaching the expected score; and 51.4% did not meet the expected score. The results of the learning disabled students were 7.4% met the expected score; 10.3% were approaching the expected score; and 82.4% did not meet the expected score.

The results from the SC READY for Math test for 6th grade that was administered in Spring 2021 based on ESOL and academically challenged show that as a school, 6.3% of the Limited English Proficient (LEP) students exceeded the expected score; 12.0% met the expected score; 29.6% were approaching the expected score; and 31.9% did not meet the expected score. The results of the learning-disabled students were 3.4% exceeded the expected score; 1.7% met the expected score; 15.3% were approaching the expected score; and 79.7% did not meet the expected score. The results from the SC READY for Math test for 7th grade that was administered in Spring 2021 based on ESOL and academically challenged show, 5.2% of the Limited English Proficient (LEP) students exceeded the expected score; 26.7% met the expected score; 33.3% were approaching the expected score; and 44.8% did not meet the expected score. The results of the learning-disabled students were 1.6% met the expected score; 14.5% were approaching the expected score; and 83.9% did not meet the expected score. The results from the SC READY for Math test for 8th grade that was administered in Spring 2021 based on ESOL and academically challenged show, 1.9% of the Limited English Proficient (LEP) students exceeded the expected score; 8.5% met the expected score; 21.7% were approaching the expected score; and 67.9% did not meet the expected score. The results of the learning disabled students were 1.5% met the expected score; 10.3% were

approaching the expected score; and 88.2% did not meet the expected score.

Approximately 90% of our students are classified as students of poverty. Over 54% of our students are from single parent homes. Over 57% of our students are reading at least one grade level below their current grade level. We recognize that our approach to building proficiency in math, reading and writing will continue to evolve, but will always be research based. It is with that in mind that we have recognized the need for renewed focus on implementing a plan that enhances what we are already doing, while simultaneously examining our practices with a high level of scrutiny to ensure positive results and positive student outcomes. We will conduct Professional Learning Communities during grade level planning to ensure that all lessons plans are rigorous, relevant, hands-on and intellectually stimulating. We will ensure lessons plans are standards driven; instructional strategies are research based, and that student learning is centered around creativity, problem solving and higher-level thinking. All teachers will be provided professional development to help them effectively differentiate for all students. Project Based Learning and Blended Learning models will be a primary focus for instructional strategies at Tanglewood, because we know that research shows us that these models engage students and enhance 21st century skills needed in high school, college and career.

We will accentuate our work with our special needs students, our AA students, ESOL students and our young men [who perform across the board at a lower rate than our girls]. We will continue our efforts with the ON TRACK initiative, which allows us to consistently monitor students through multiple data points. Utilization of grade level / program specialists will assist staff with the identification of students with needs and provide remedies for those same students. From August 2021 through mid February 2022, 1388 referrals have been issued for behavior incidents leading to students spending 354 hours in In-School Suspension (ISS) and 1,270 days in Out-of-School Suspension (OSS). 38.8% of the referrals were for female students and 61.2% were for male students. 40.4% of the referrals were for 8th graders, 39.4% of the referrals were for 7th graders, and 20.2% of the referrals were for 6th graders. 55.6% of the referrals were for African American students, 28.2% of the referrals were for Hispanic/Latino students, 10.9% of the referrals were for White students, 3.1% of the referrals were for students of two or more races, and 2.2% of the referrals were for American Indian/Alaska Native students. Further, we recognize the importance of recognition of student achievement in academics and other areas of the curriculum, the participation / motivation of all students, and the improvement of parent participation.

Parent involvement also presents a challenge. With that in mind, the school will host family events, and add academic components to Title I parent meetings and School Improvement Council meetings. Workshops and classes will be offered in technology, literacy, and math to help parents better assist their students at home. Workshops to learn English will also be offered to address the needs of our growing population of ESL parents and families. Acknowledging that not all parents can be involved at meetings and events at school, Tanglewood will offer opportunities for parents to be involved with the school and their students through use of virtual meetings, and various forms of community outreach.



## **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.

### **Professional Development Calendar (21-22)**

\*Each content area teacher and related arts teacher will attend monthly district-level professional development sessions

\*Each content area teacher and related arts teacher will record and watch themselves teach each quarter as a way to analyze and improve their teaching practice

Date	Title	Audience	Presenter
8/5/21	New Teacher Induction	All new teachers	Dirton
8/9/21	ACES Training	All Teachers	TJ Rumler and Ellen Hampshire
8/10/21	Sheltered Instruction for Multilingual Learners	All teachers	Tonya Benjamin
8/16/21	Teaching and Learning Expectations <ul style="list-style-type: none"><li>• Highly Effective Classrooms</li><li>• Assessing Student Progress</li><li>• Planning Lessons</li><li>• Learning Targets</li><li>• Cornell Notes</li></ul>	All Staff	Leadership Team
8/17/21	Co-Teaching for Multilingual and Special Education Learners	All teachers with a co-teacher and co-teachers	Tonya Benjamin and Alexis Russell
8/19/21	New Teacher Professional Development	All new teachers	Dirton
8/23/21	Mastery Connect	All teachers	Thea Dirton
9/2/21	Sheltered Instruction for Multilingual Learners	All teachers	Tonya Benjamin
9/8/21	Behavior Modification	All Teachers	Alexis Walker
9/9/21	Co-Teaching for Multilingual and Special Education Learners	All teachers with a co-teacher and co-teachers	Tonya Benjamin
9/16/21 (Virtual)	Sheltered Instruction for Multilingual Learners	All teachers	Tonya Benjamin
9/22/21	New Teacher Professional Development	All new teachers	Dirton
9/23/21	Co-Teaching for Multilingual and Special Education Learners	All teachers with a co-teacher and co-teachers	Tonya Benjamin



10/6/21	Instructional Technology	All teachers	Jasmine Ford
10/7/21	Sheltered Instruction for Multilingual Learners	All teachers	Tonya Benjamin
10/13/21	Behavior Modification	All Teachers	Alexis Walker
10/14/21	Co-Teaching for Multilingual and Special Education Learners	All teachers with a co-teacher and co-teachers	Tonya Benjamin
10/20/21	New Teacher Professional Development	All new teachers	Dirton
10/21/21	Sheltered Instruction for Multilingual Learners	All teachers	Tonya Benjamin
10/28/21	Co-Teaching for Multilingual and Special Education Learners	All teachers with a co-teacher and co-teachers	Tonya Benjamin
11/3/21	Instructional Technology	All teachers	Jasmine Ford
11/4/21	Co-Teaching for Multilingual and Special Education Learners	All teachers with a co-teacher and co-teachers	Tonya Benjamin
11/10/21	Behavior Modification	All Teachers	Alexis Walker
11/11/21	Sheltered Instruction for Multilingual Learners	All teachers	Tonya Benjamin
11/17/21	New Teacher Professional Development	All new teachers	Dirton
12/1/21	Instructional Technology	All teachers	Jasmine Ford
12/2/21	Co-Teaching for Multilingual and Special Education Learners	All teachers with a co-teacher and co-teachers	Tonya Benjamin
12/9/22	Sheltered Instruction for Multilingual Learners	All teachers	Tonya Benjamin
12/15/22	New Teacher Professional Development	All new teachers	Dirton
1/5/22	Instructional Technology	All teachers	Jasmine Ford
1/6/22	Co-Teaching for Multilingual and Special Education Learners	All teachers with a co-teacher and co-teachers	Tonya Benjamin
1/13/22	Sheltered Instruction for Multilingual Learners	All teachers	Tonya Benjamin
1/19/22	New Teacher Professional Development	All new teachers	Dirton
1/20/21	Co-Teaching for Multilingual and Special Education Learners	All teachers with a co-teacher and co-teachers	Tonya Benjamin
1/27/22	Sheltered Instruction for Multilingual Learners	All teachers	Tonya Benjamin
2/2/22	Instructional Technology	All teachers	Jasmine Ford
2/3/22	Co-Teaching for Multilingual and Special Education Learners	All teachers with a co-teacher and co-teachers	Tonya Benjamin
2/10/22	Sheltered Instruction for Multilingual Learners	All teachers	Tonya Benjamin
2/16/22	New Teacher Professional Development	All new teachers	Dirton
2/17/22	Co-Teaching for Multilingual and Special Education Learners	All teachers with a co-teacher and co-teachers	Tonya Benjamin

2/24/22	Sheltered Instruction for Multilingual Learners	All teachers	Tonya Benjamin
3/2/22	Instructional Technology	All teachers	Jasmine Ford
3/3/22	Co-Teaching for Multilingual and Special Education Learners	All teachers with a co-teacher and co-teachers	Tonya Benjamin
3/10/22	Sheltered Instruction for Multilingual Learners	All teachers	Tonya Benjamin
3/16/22	New Teacher Professional Development	All new teachers	Dirton
4/20/22	New Teacher Professional Development	All new teachers	Dirton

## **School Climate Needs Assessment**

### Results of Teacher, Student, and Parent Opinion Surveys

	<u>Teachers</u>	<u>Students*</u>	<u>Parents*</u>
Number of surveys returned	22	215	71
Percent satisfied with learning environment	54.6%	82.3%	71.8%
Percent satisfied with social and physical environment	72.7%	80.5%	71.0%
Percent satisfied with school-home relations	36.3%	71.1%	67.2%

\*Only students at the highest school grade and their parents were included

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 is also clear that we must find a better manner in which to issue and collect our survey to our parents.

### Discipline and Attendance Data (2019-20 to 2020-21)

Data Points	2019-2020	2020-2021	Change
Enrollment	741	826	11% Increase
# of referrals	2685	982	63% Decrease
# of Students with referrals	570	320	44% Decrease
% of Students with referrals	76%	39%	37% Decrease
# of referrals with OSS	536	70	87% Decrease
# of students with OSS	227	49	78% Decrease
% of students with OSS	30%	6%	24% Decrease
# of OSS days	971	80	91% Decrease

Tanglewood saw an 11% increase in student population, however, 360 or 43% of those are virtual students. Combined with the effects of virtual students and alternative attendance plans, Tanglewood saw a decrease in the number of referrals, students with referrals, and the use of out of school suspension. Students at Tanglewood spent 891 more days in school than out of school for suspension in comparison to last school year..

<b>Tanglewood Middle School</b>	<b>EOY Enrollment</b>	<b># Students chronically absent</b>	<b>% students chronically absent</b>
15-16	547	95	17.4%
16-17	579	79	13.6%
17-18	604	71	11.8%
18-19	684	95	13.9%
19-20	741	57	7.7%
20-21 (3/19)	826 Total 466 (B & M) 360 (Virtual)	200 Total 87 (B & M) 113 (Virtual)	24.2% Overall 18.7% (B & M) 31.4% (Virtual)

## **Action Plans**

### Impact of COVID-19:

On March 27, 2020, the U.S. Department of Education approved the SC Department of Education's request to waive statewide assessment, accountability, and reporting requirements of in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to COVID-19.

For spring 2020, South Carolina did not administer any of the following assessment programs:

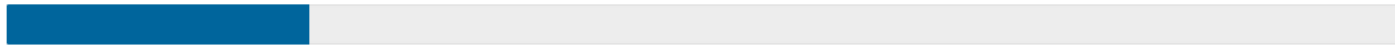
- SC READY (English language arts and mathematics in grades 3–8);
- SCPASS (science in grades 4 and 6);
- End-of-Course Examination Program (English, Algebra, Biology, United States History and the Constitution) the requirement that these examinations count 20 percent has been
- waived;
- Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness
- Literacy Screening (PALS Pre-K™), Individual Growth and Development Indicators
- (myIGDIs™), and Teaching Strategies® GOLD); and
- Alternate Assessments – some students have already taken the alternate assessments.

## 2017-2018 SCREADY and SCPASS SCORES:

### SC Ready English Language Arts and Mathematics

English Language Arts (Reading and Writing) - [Percent Met or Exceeding](#)

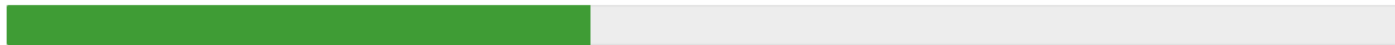
School 21.6% (134 / 619)



District 48.9% (16724 / 34220)

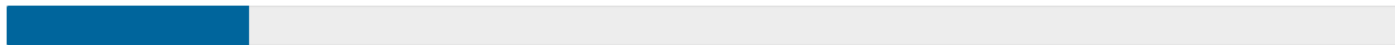


State 41.7% (142041 / 340478)



Mathematics - [Percent Met or Exceeding](#)

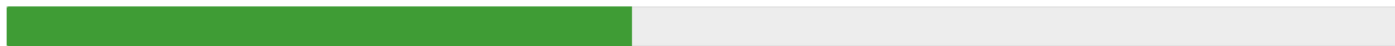
School 17.3% (107 / 618)



District 52.5% (17969 / 34218)



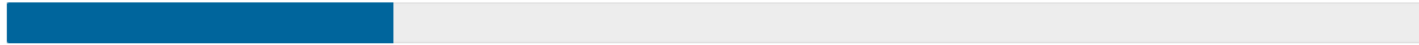
State 44.6% (151716 / 340466)



## SCPASS Science and Social Studies

### Science - [Percent Met or Exceeding](#)

School 27.1% (107 / 395)



District 55.9% (9468 / 16951)



State 49.4% (83307 / 168710)



### Social Studies - [Percent Met or Exemplary](#)

School 52.0% (116 / 223)



District 74.6% (8478 / 11360)



State 68.6% (78230 / 114033)



## 2018-2019 SCREADY and SCPASS SCORES:

### English Language Arts (Reading and Writing) - [Percent Met or Exceeding](#)

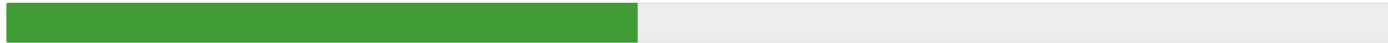
School 22.5% (159 / 707)



District 54.7% (19022 / 34794)

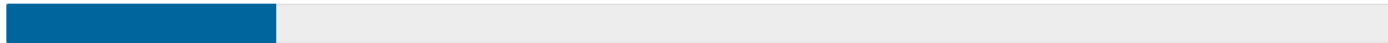


State 45.4% (159686 / 351481)



### Mathematics - [Percent Met or Exceeding](#)

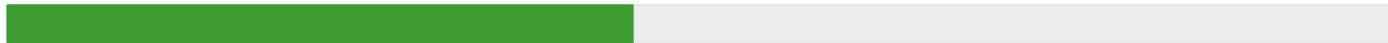
School 19.4% (137 / 707)



District 54.5% (18952 / 34794)



State 45.1% (158655 / 351479)



## SCPASS Science and Social Studies

### Science - [Percent Met or Exceeding](#)

School 22.2% (113 / 508)



District 57.3% (10021 / 17503)



State 49.1% (86817 / 176695)



### Social Studies - [Percent Met or Exemplary](#)

School 52.3% (104 / 199)



District 77.2% (9033 / 11695)



State 67.6% (80123 / 118555)





**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:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 16% in 2016-17 to 31% in 2022-23.  
*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:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 3% annually

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SDE website and School Report Card	16% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Middle 19	19	22	25	28	31
		School Actual Middle 21	22	<i>waiver</i>	21		
SC READY ELA SDE website and School Report Card	43% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Middle	46	49	52	55	58
		District Actual Middle 44	49	<i>waiver</i>	47		

<b>ACTION PLAN FOR STRATEGY #1:</b>	<b>EVALUATION</b>
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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.

<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority Gifted and Talented Requires <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL 2:</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 10% in 2016-17 to 27% in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 3 to 4% annually.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SDE website and School Report Card	10% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Middle	13	17	19	23	27
		School Actual Middle 17	18	<i>waiver</i>	14		
SC READY Math SDE website and School Report Card	40% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Middle	43	46	49	52	55
		District Actual Middle 43	44	<i>waiver</i>	35		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Effectively use formative	2018-2023	Assoc. Supt.	\$120,000	Gener	Mastery Connect

assessments to inform instruction at a rigorous level		for Academics	annually	al Fund	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 Specialist s	\$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.

<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority Gifted and Talented Requires <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL 3:</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will meet or exceed the state and federal accountability standard annually from 2018-19 through 2022-23.
<b>INTERIM PERFORMANCE GOAL:</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by 3% annually.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 6 only	School Projected Middle	30	33	36	39	41
		School Actual Middle 27	22	<i>waiver</i>	25		
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 6 only	District Projected Middle	56	59	62	65	68
		District Actual Middle 53	53	<i>waiver</i>	46		

\*Beginning in 2019-20, grade 6 will be administered SCPASS Science. Percentages prior to 2019-20 represent Grade 6 and Grade 8.

ACTION PLAN FOR STRATEGY #1:					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  Academi c Specialist s	\$100,000 annually	Gener al 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.

<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i> ) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other							
<b>PERFORMANCE GOAL 4:</b> Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for standardized tests in English Language Arts and Math (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).							
<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.							

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23

SC READY ELA SC SDE Website	21 % Meets Expectations and Exceeds Expectations	School Projected Hispanic 24	27%	30%	34%	37%	40%
SC READY ELA SC SDE Website		School Actual Hispanic 26	27	<i>waiver</i>	28		
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected Hispanic 36	36	39	42	45	48
SC READY ELA SC SDE Website		District Actual Hispanic 34	40	<i>waiver</i>	33		
SC READY ELA SC SDE Website	9 % Meets Expectations and Exceeds Expectations	School Projected AA 12	15%	18%	21%	24%	27%
SC READY ELA SC SDE Website		School Actual AA 14	15	<i>waiver</i>	20		
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	District Projected AA 25	25	28	31	34	37

SC READY ELA SC SDE Website		District Actual AA 25	31	<i>waiver</i>	24		
SC READY ELA SC SDE Website	0 % Meets Expectations and Exceeds Expectations	School Projected SWD 1	4%	7%	10%	13%	16%
SC READY ELA SC SDE Website		School Actual SWD 1	4	<i>waiver</i>	4		
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	District Projected SWD 14	14	17	20	23	26
SC READY ELA SC SDE Website		District Actual SWD 12	21	<i>waiver</i>	8		
SC READY ELA SC SDE Website	x % Meets Expectations and Exceeds Expectations	School Projected LEP	24%	27%	30%	30%	33%
SC READY ELA SC SDE Website		School Actual LEP 24	24	<i>waiver</i>	23		
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	District Projected LEP 35	35	38	41	44	47



SC READY ELA SC SDE Website		District Actual LEP 33	44	<i>waiver</i>	29		
SC READY ELA SC SDE Website	15 % Meets Expectations and Exceeds Expectations	School Projected PIP 18	21%	24%	27%	30%	33%
SC READY ELA SC SDE Website		School Actual PIP x	21	<i>waiver</i>	26		
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	District Projected PIP 38	38	41	44	47	50
SC READY ELA SC SDE Website		District Actual PIP 33	45	<i>waiver</i>	33		
SC READY Math SC SDE Website	19 % Meets Expectations and Exceeds Expectations	School Projected Hispanic 22	25%	28%	30%	33%	36%
SC READY Math SC SDE Website		School Actual Hispanic 23	25	<i>waiver</i>	20		
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	District Projected Hispanic 39	39	42	45	48	51

SC READY Math SC SDE Website		District Actual Hispanic 42	43	<i>waiver</i>	22		
SC READY Math SC SDE Website	7 % Meets Expectations and Exceeds Expectations	School Projected AA 10	13%	16%	19%	22%	25%
SC READY Math SC SDE Website		School Actual AA 11	13	<i>waiver</i>	6		
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	District Projected AA 27	27	30	33	36	39
SC READY Math SC SDE Website		District Actual AA 28	30	<i>waiver</i>	11		
SC READY Math SC SDE Website	0 % Meets Expectations and Exceeds Expectations	School Projected SWD 0	2%	5%	8%	11%	14%
SC READY Math SC SDE Website		School Actual SWD 1	2	<i>waiver</i>	3		
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	District Projected SWD 18	18	21	24	27	30

SC READY Math SC SDE Website		District Actual SWD 16	20	<i>waiver</i>	5		
SC READY Math SC SDE Website	16% Meets Expectations and Exceeds Expectations	School Projected LEP 19	22%	25%	28%	31%	34%
SC READY Math SC SDE Website		School Actual LEP 21	22	<i>waiver</i>	18		
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	District Projected LEP 40	40	43	46	49	52
SC READY Math SC SDE Website		District Actual LEP 42	46	<i>waiver</i>	22		
SC READY Math SC SDE Website	12 % Meets Expectations and Exceeds Expectations	School Projected PIP 15	18%	21%	24%	27%	30%
SC READY Math SC SDE Website		School Actual PIP x	18	<i>waiver</i>	13		

SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected PIP 36	36	39	42	45	48
SC READY Math SC SDE Website		District Actual PIP 38	43	<i>waiver</i>	20		

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2019-2023	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	2018-2023	Assoc. Supt. for Academics  Assist. Supts. for School Leadership  Academic Specialists	\$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	\$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
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<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other							
<b>PERFORMANCE GOAL 5:</b> 100% of middle schools will have targeted literacy intervention classes by 2023.							
<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.							

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
PowerSchool		School Projected	Yes	Yes	Yes	Yes	Yes
PowerSchool		School Actual Yes or No	Yes	Yes	Yes		
PowerSchool	50	District Projected	75	100	100	100	100

PowerSchool		District Actual 89	100	100			
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<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
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 SchoolLinks	2018-2020	Assoc. Supt. for Academics Assist. Supt. for High School	\$0	NA	Increased usage as indicated by yearly reports from SchoolLinks
3. 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

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input checked="" type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other							
<b>PERFORMANCE GOAL 1:</b> The school will have qualified, diverse teachers (gender and ethnicity) by 2023.							
<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.							

DATA SOURCE(s):	BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report		<b>School Projected</b>			Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain
GCS Human Resources Department	Baseline established in 2019-2020	<b>School Actual</b>		Gender Diversity =yes Ethnic Diversity = yes	Gender Diversity =yes Ethnic Diversity = yes	<b>Gender Diversity =yes Ethnic Diversity = yes</b>	
Employment report		<b>District Projected</b>	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity=100% Ethnic Diversity =100%
GCS Human Resources Department	Baseline established in 2017-2018	<b>District Actual</b> Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity=100% Ethnic Diversity = 97%	<b>Gender Diversity=100% Ethnic Diversity = 97%</b>	

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
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.
2. 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.
3. Train and support seasoned administrators to mentor and coach early career principals	2018-2023	Dir. of Staff and Leadership Dev	TBD	TBD	Appropriate training identified and implemented.
4. 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 Dev.  School Level Administration	TBD	TBD	All new employees paired with content or role-aligned mentor



<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority Gifted and Talented Requires <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional    1 Academic Goal and 1 Additional Goal <input type="checkbox"/> Gifted and Talented: Other							
<b>PERFORMANCE GOAL 1:</b> Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree they feel safe during the school day on the South Carolina Department of Education Survey.							
<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.							

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE School Report Card Survey	85.7	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 75.6	68.2	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	90.4		
SC SDE School Report Card Survey	100	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		School Actual Teachers 98.0	86.4	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	91.9		
SC SDE School Report Card Survey	76.5	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 64.0	74.3	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	70.3		
SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86	89	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	93		
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97	97	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	92		

SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88	89	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	98		

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.  School Administration	\$0	NA	Tips received from multiple stakeholder groups
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<b>ACTION PLAN FOR STRATEGY #2:</b> Continue to update systems and personnel to monitor and control access at each facility.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
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

<b>DATA SOURCE(s):</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
GCS Expulsion Report from Kent Owens	(2016-17) 2.26	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual 1.95	2.27	2.13	0.8		
GCS Expulsion Report from Kent Owens	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual 0.8	1.5	0.9	0.3		

#### Annual Expulsion Rate

<b>DATA SOURCE(s):</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
GCS Expulsion Report from Kent Owens	(2016-17) 0	School Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		School Actual 0	0	0	0		
GCS Expulsion Report from Kent Owens	(2016-17) <b>0.04</b>	<b>District Projected</b>	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		<b>District Actual</b> .04	.10	.03	.004		

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Disseminate through student handbooks, websites, SIC, and other means enhanced communication regarding the consequences of level III infractions.	2018-2023	Administration Team	\$0	NA	Information disseminated through various formats both print and digital.

2. Utilize In School Suspension (ISS) to keep students in school and provide educational and reflection opportunities while placed in ISS.	2018-2023	ISS Coordinator and School Administration	\$500	General Fund	ISS data analysis

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority Gifted and Talented Requires <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other							
<b>PERFORMANCE GOAL 4:</b> 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 Cognia Culture and Climate Survey.							
<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.							

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	55%	59%	NA	60%	65%
		School Actual 55	Not Available – School did not participate in the survey this school year	49	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<i>Note: Cognia surveys have been discontinued.</i>	<i>Note: Cognia surveys have been discontinued.</i>

Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	54	58	62	66	70
		District Actual 52	50	52	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<i>Note: Cognia surveys have been discontinued.</i>	<i>Note: Cognia surveys have been discontinued.</i>

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Expand mentoring program for students through advisory and EWRS/On-Track	2018-2023	School Counselors/School Administration	\$0	NA	Students assigned to an adult at the school
2. Establish protocols among all adults to communicate positively with students	2018-2023	School Team	Unknown	Various approval sources	Documentation of communicating protocol to school staff.



<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority Gifted and Talented Requires <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL 5:</b> Achieve and maintain a student attendance rate of 95% or higher.
<b>INTERIM PERFORMANCE GOAL:</b> Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
180 <sup>th</sup> day Attendance Report	(2016-17) 94.16	School Projected	95	95	95	95	95
		School Actual 93.47	92.73	94.82	85.98		
180 <sup>th</sup> day Attendance Report	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual 95	95	96	92		

<b>ACTION PLAN FOR STRATEGY #1:</b>	<b>EVALUATION</b>
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ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Consistently monitor attendance trends.	2018-2023	Attendance Clerk, Admin Team, Social Worker	\$0	NA	Attendance reports, Review of attendance policies.
2. Establish protocol for personal contacts to absent students.	2018-2023	School counselors, Teachers, Attendance clerk	\$0	NA	Documented Contacts
3. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students	2018-2023	OnTrack Coordinator, Social Worker, Attendance Clerk, Admin Team	\$0	NA	Students are identified and appropriate supports are assigned

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority Gifted and Talented Requires <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional   1 Academic Goal and 1 Additional Goal <input type="checkbox"/> Gifted and Talented: Other							
<b>PERFORMANCE GOAL 6:</b> 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 Cognia Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.							
<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.							
DATA SOURCE(s):		Baseline 2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	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 – 5% Lonely – 12% Angry – 17%	Not Available – School did not participate in the survey this school year	Afraid – 6% Lonely – 20% Angry – 21%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<i>Note: Cognia surveys have been discontinued.</i>	<i>Note: Cognia surveys have been discontinued.</i>
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	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 – 7% Lonely – 14% Angry – 14%	Afraid – 7% Lonely – 16% Angry – 14%	Afraid - 7% Lonely - 16% Angry - 15%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<i>Note: Cognia surveys have been discontinued.</i>	<i>Note: Cognia surveys have been discontinued.</i>

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Collect data surrounding social-emotional needs through student surveys	2018-2023	School Counselors	\$0	NA	Survey data collected and analyzed
2. Implement the OnTrack process in all schools in the district, utilizing EWRS data and social-emotional survey results to match interventions to school-wide and student needs	2018-2023	School Counselors, Administration	\$0	NA	Evidence demonstrating use of OnTrack with fidelity.

## Appendix A

Our 2018-2019 School Report Card can be found at the following link:

<https://screportcards.ed.sc.gov/overview/?q=eT0yMDE5JnQ9TSZzaWQ9MjMwMTA4OA>

Information about the ESEA waiver/Every Student Succeeds Act (ESSA)

is available at the following links:

ESEA: <http://ed.sc.gov/data/report-cards/federal-accountability/esea/>

ESSA: <http://ed.sc.gov/educators/educator-effectiveness/essa-evaluation-changes/>