

Tanglewood Middle School

School Portfolio

Scope of Action Plan

2024-2025 through 2028-2029

School Renewal Annual Update

2024-2025

Leroy Platt, Principal Tanglewood Middle School

Dr. W. Burke Royster, Superintendent Greenville County Schools



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

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SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Tanglewood Middle School

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2025-26 (*one year*)

Required Signature Page

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

Assurances for the School Renewal Plans

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

SUPERINTENDENT

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

PRINCIPAL

Mr. Leroy Platt		3/25/2025
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Ms. Keyisha Smith		3/25/2025
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Dr. Thea Dorton		3/25/2025
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 44 Merriwoods Dr Greenville, SC 29611

SCHOOL TELEPHONE: (864) 355- 4500

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

Stakeholder Involvement for School Renewal

Position and Name

- | | | |
|----|-----------------------------------|-----------------------|
| 1. | Principal | Mr. Leroy Platt |
| 2. | Teacher | Dr. Jacqueline Martin |
| 3. | Parent/Guardian | Ms. Quentoria Jones |
| 4. | Community Member | Mr. Galo Franco |
| 5. | Paraprofessional | Ms. Sue Sunagel |
| 6. | School Improvement Council Member | Ms. Keyisha Smith |
| 7. | Instructional Coach | Dr. Thea Dirton |
| 8. | Title I Improvement Facilitator | Mrs. Tanya Roberts |

OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

**** Must include the School Literacy Leadership Team for Read to Succeed**

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

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Developmental Screening The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	Developmentally Appropriate Curriculum for PreK–3 The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

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

Introduction

Tanglewood Middle School is a vibrant hub of educational excellence, serving a diverse and multilingual community. Our dedicated school leaders and staff work collaboratively to create a nurturing and academically rigorous environment where every student can thrive.

At the core of our success is a strong culture of teamwork, fostered through our school leadership committees and Professional Learning Communities (PLCs). Together, we are committed to continuous improvement, implementing initiatives that enhance the educational experience. From refining assessments to forming specialized study groups, our teams remain steadfast in their efforts to drive student achievement.

We are especially committed to supporting the whole child. Through targeted interventions and personalized mentoring, we ensure our at-risk students receive the resources and encouragement they need to succeed. Title I funding has further empowered us to reduce class sizes in key subjects like English Language Arts (ELA) and math, while expanding enrichment programs and strengthening parent engagement.

A significant milestone in our growth was the adoption of the AVID (Advancement Via Individual Determination) framework in 2022. By integrating proven instructional strategies across all academic and related arts classes, we are equipping students with the skills and confidence necessary to navigate a rapidly changing world.

At Tanglewood Middle School, we remain unwavering in our dedication to fostering an inclusive and supportive learning community. Through collaboration, innovation, and a commitment to excellence, we empower every student to reach their fullest potential.

School Portfolio Team: Leroy Platt(Principal), Dr. Thea Dirton (Instructional Coach), Keyisha Smith (SIC Chair), Tanya Roberts (Title I Improvement Facilitator).

Executive Summary

2023-2024 Update

- Over the past three school years, Tanglewood Middle School students have shown steady improvement in their SC Ready ELA and Math scores. While this upward trend is encouraging, a significant portion of students continue to perform below grade-level expectations. Currently, less than 35% of students demonstrate proficiency in ELA, and fewer than 20% have achieved proficiency in Math. The data highlights a clear need for targeted academic interventions, particularly in Math where proficiency levels remain critically low. Additionally, while ELA scores have improved, the majority of students are still not meeting state standards. Factors contributing to this underperformance may include gaps in foundational skills, limited access to individualized support, and the need for more engaging, differentiated instruction.

- Tanglewood Middle School is supported by a diverse and experienced group of teachers and administrators, bringing a wealth of knowledge and dedication to the school community. The staff's collective expertise is a significant asset in driving student achievement and fostering a positive school culture. However, one ongoing challenge is teacher retention. The school's 17% turnover rate from the previous school year indicates a need to strengthen efforts to retain educators and maintain continuity in instruction. While some turnover is expected in any school setting, reducing this rate is essential to building long-term stability and sustaining the momentum of school improvement initiatives.

- Tanglewood Middle School has made significant efforts to enhance its overall school climate and improve student behavior. Through the dedication of special committees and the refinement of the school's Positive Behavioral Interventions and Supports (PBIS) system, progress has been evident. Staff and administration have worked collaboratively to establish clearer expectations, reinforce positive behaviors, and provide consistent consequences. Despite these efforts, challenges remain. During the previous school year, 78% of students received two or more referrals, indicating a continued need for targeted behavioral support and further climate improvement. While the school's climate has shown measurable progress, reducing the number of repeated behavior incidents remains a key focus.

Significant Challenges from the Past 3 Years:

- Increasing student achievement
- Increasing parent involvement
- Significant number of students below grade level in math
- Students reading below grade level
- Environmental barriers for at-risk students

- Recruitment and hiring of highly qualified and high performing teachers (resulting in higher number of international and alternatively certified teachers hired to fill positions)
- Continuing to improve school culture and regaining trust following school incident

Significant Awards and Accomplishment from the Past 3 years:

- Positive growth in ELA for SC READY (2022-2024)
- Positive growth in Math for SC READY (2022-2024)
- Positive growth in Science for SC READY (2022-2024)
- Project ADAM Heart Safe School designation
- DJ Jones Grant fund recipient
- United Way Campaign Award
- Honor Band Members
- Social Innovation Fund Grant United Way of Greenville: On-Track Greenville
- Boys Soccer Champions (2023-2024)

School Profile

Tanglewood Middle School understands that our families, staff, and community play a vital role in bringing into 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. Our School Improvement Council (SIC) is a dedicated collection of stakeholders (school staff members, parents and community partners) that meet regularly to discuss and review data and to collaborate to create plans to improve our school.

Located on the Westside of Greenville County, Tanglewood Middle School's (TMS) 19 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 655 in grades sixth through eighth. A unique feature of Tanglewood is its cultural and multi-language diversity. There are more than eight Latin countries represented at Tanglewood with a fast-growing Latino enrollment of approximately 56% to date. The balance of our student demographic consists of approximately 25% African American, 12% White, 6% 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 87% 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.

School Personnel

Tanglewood Middle School is supported by a dedicated and experienced professional staff, including 30 classroom teachers who are organized into eight grade-level teams, with three teams per grade level. This collaborative team structure promotes a consistent and student-centered approach to instruction, ensuring that students receive tailored support and high-quality learning experiences. In addition to core academic instruction, students benefit from the expertise of nine related arts teachers who provide enriching opportunities in areas such as music, art, physical education, and technology. These programs not only enhance creativity and self-expression but also contribute to the development of well-rounded learners.

To meet the diverse needs of its student body, Tanglewood employs six special education teachers, including three inclusion teachers who work alongside general education teachers to offer in-class support, and three self-contained teachers who provide specialized instruction in

smaller, more structured settings. Additionally, three full-time ESOL (English for Speakers of Other Languages) teachers offer targeted language development instruction, ensuring that multilingual learners are equipped to succeed academically. The school's leadership team, consisting of a full-time principal, two assistant principals, and one administrative assistant, provides strong guidance and support for both staff and students. With a student-teacher ratio of 22:1 in core academic classes, Tanglewood is able to foster a supportive and personalized learning environment where students can thrive academically and socially.

Student Population

The Tanglewood Middle School community has experienced an increase in student mobility over the years, resulting in a more transient student population. This high mobility rate presents challenges in maintaining academic continuity and building long-term relationships with students and families. A significant portion of the school's attendance area consists of rental properties and mobile homes, contributing to the economic hardships faced by many families. This is reflected in the percentage of students living in poverty, and as a result, all students receive universal free breakfast and lunch, ensuring they have access to essential nutrition each day.

Tanglewood Middle School also serves a diverse and multicultural student body, with a steadily increasing Hispanic population. Many students come from countries across Central and South America and Mexico, enriching the school community with their cultural backgrounds and experiences. This diversity offers valuable opportunities for cross-cultural learning and understanding. The school remains committed to providing a supportive environment where all students feel welcomed and valued, while also addressing the unique academic and language development needs of multilingual learners through specialized programs and resources.

Grade Level	Total in Grade	Asian	Black or African American	Hispanic/Latino	American Indian or Alaska Native	Two or More Races	Native Hawaiian or Other Pacific Islander	White	Unclassified
6	205 M 101 /F 104	1 M 1 /F 0	40 M 22 /F 18	123 M 58 /F 65	0 M 0 /F 0	13 M 7 /F 6	0 M 0 /F 0	28 M 13 /F 15	0 M 0 /F 0
7	219 M 107 /F 112	0 M 0 /F 0	64 M 31 /F 33	117 M 53 /F 64	0 M 0 /F 0	15 M 9 /F 6	1 M 1 /F 0	22 M 13 /F 9	0 M 0 /F 0
8	229 M 136 /F 93	0 M 0 /F 0	60 M 39 /F 21	129 M 74 /F 55	1 M 1 /F 0	10 M 4 /F 6	0 M 0 /F 0	29 M 18 /F 11	0 M 0 /F 0
TOTAL	653 M 344 /F 309	1 M 1 /F 0	164 M 92 /F 72	369 M 185 /F 184	1 M 1 /F 0	38 M 20 /F 18	1 M 1 /F 0	79 M 44 /F 35	0 M 0 /F 0

Tanglewood Middle School is proud to be an AVID (Advancement Via Individual Determination) school, a distinction that reflects our commitment to preparing all students for college and career readiness. The AVID program provides students with the academic strategies, organizational skills, and critical thinking abilities necessary to succeed in rigorous coursework. By promoting a growth mindset and encouraging students to take ownership of their learning, AVID empowers them to set and achieve ambitious goals. Additionally, teachers receive ongoing professional development to implement evidence-based instructional practices that engage and challenge students across all subject areas.

In addition to our AVID designation, Tanglewood is honored to be an On-Track Greenville school, a partnership supported by Greenville United Way. This initiative is designed to support students using the ABCs – Attendance, Behavior, and Coursework – to ensure they remain on track for academic success. On-Track Greenville also enhances our Multi-Tiered System of Supports (MTSS) by providing targeted interventions and resources for students who may need additional assistance.

Furthermore, Tanglewood Middle School is a PBIS (Positive Behavioral Interventions and Supports) school, reinforcing positive behavior and creating a safe and respectful learning environment. A dedicated PBIS committee has established a clear PBIS matrix that outlines expectations for student behavior across all areas of the school, promoting consistency and clarity for students and staff. To encourage and reward students who meet these expectations, we implement a PRIDE Bucks system. Students earn PRIDE Bucks for demonstrating positive behavior aligned with our school values and can redeem them for special rewards and incentives. This proactive approach to behavior management fosters a positive school culture where students are recognized and celebrated for making responsible choices.

Additionally, our Instructional Leadership Team (ILT) has collaborated with Solution Tree to strengthen the implementation of Professional Learning Communities (PLCs) across the school. With a focus on the four key PLC questions — What do we want students to learn? How will we know they have learned it? What will we do if they haven't learned it? What will we do if they already know it? — our teams work collaboratively to monitor student progress and adjust instruction to meet the diverse needs of every learner. Through these collective efforts, Tanglewood Middle School remains dedicated to fostering academic achievement, positive behavior, and a strong school community.

Mission, Vision, Values and Beliefs:

Mission:

At TMS our purpose is to educate, motivate and inspire every student every day to be successful.

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 learn 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.

Comprehensive Needs Assessment Narrative:

Tanglewood Middle School's student achievement data reveals areas of progress, as well as areas in need of significant improvement. The data from the SC Ready English Language Arts (ELA) and Mathematics assessments over the past school years demonstrates the varying levels of academic performance across the three grade levels. While there has been some improvement over the years, a substantial portion of students continue to perform below grade-level expectations, particularly in Mathematics.

English Language Arts (ELA)

In ELA, the data indicates that while there are notable percentages of students meeting or exceeding expectations, there are still significant challenges. Specifically, in Grade 6, only 35.9% of students met or exceeded expectations, with 33.3% not meeting expectations and 30.8% approaching expectations. This trend continues in Grade 7, where 24.5% of students meet or exceed expectations, and 45.0% do not meet expectations, despite having the second-highest mean score across the three grades (544.4). The highest achievement occurs in Grade 8, with 33.2% of students meeting or exceeding expectations, reflecting a slight improvement, although the majority still perform below expected proficiency levels.

The mean scores for each grade reveal a steady improvement across the grades: Grade 6 has a mean score of 532.0, Grade 7 has a mean score of 544.4, and Grade 8 shows the highest mean score at 579.8. However, the standard deviations indicate significant variability in student performance, particularly in Grade 6 (128.0) and Grade 7 (111.4), suggesting a broad range of abilities within these grade levels.

Mathematics

In Mathematics, the data shows even more substantial gaps in student achievement. In Grade 6, only 13.5% of students meet or exceed expectations, with 56.5% not meeting expectations. Similarly, Grade 7 has 11.4% of students meeting or exceeding expectations, with 61.4% not meeting expectations, showing a pronounced need for improvement. Grade 8 fares slightly better, with 12.8% meeting or exceeding expectations and 56.2% not meeting expectations, but the need for further intervention is still apparent.

The mean scores for mathematics are significantly lower than in ELA, with Grade 6 having a mean score of 457.6, Grade 7 at 483.5, and Grade 8 at 529.3. The standard deviations across all grades are notably lower in mathematics, ranging from 70.7 in Grade 6 to 74.2 in Grade 7, indicating that there is less variability in performance but still a large portion of students struggling to meet grade-level expectations.

Key Findings

1. ELA Performance:

- The percentage of students who meet or exceed expectations is consistently low, with Grade 6 at 35.9%, Grade 7 at 24.5%, and Grade 8 at 33.2%.
- A significant portion of students, especially in Grade 6 and Grade 7, are not meeting expectations, indicating that a large number of students require targeted support to improve their reading and writing skills.

2. Mathematics Performance:

- The data reveals a particularly concerning trend in mathematics, with the majority of students in all grades not meeting expectations (Grade 6 at 56.5%, Grade 7 at 61.4%, and Grade 8 at 56.2%).
- The low percentages of students meeting or exceeding expectations (Grade 6 at 13.5%, Grade 7 at 11.4%, and Grade 8 at 12.8%) suggest the need for immediate

and focused interventions in math instruction across all grade levels.

3. Achievement Gaps:

- Both ELA and Mathematics data show that a substantial percentage of students are performing below grade-level expectations, highlighting a significant achievement gap.
- Despite improvements in mean scores, the achievement gaps, particularly in math, remain a significant concern, indicating that the interventions currently in place may not be sufficient to close the gap for all students.

Teacher and Administrator Quality

As a Title 1 Middle School, Tanglewood is dedicated to providing only highly qualified and certified teachers and administrators to our students and families. Our professional development plan addresses areas of need for our teachers. Currently, 100% of our teaching and administrative staff are highly qualified and certified. Four of our teachers are National Board Certified.

Traditional Professional Development Calendar

Date	Title	Presenter/Attendees
Summer	PLC Planning	Department Chairs, Content Area Specialist
8/2	On-Track Summit	
8/6	District PD	
8/1	Teaching & Learning, AVID, Safety & Maintenance, Sp. Ed & ESOL-Rotation	Dirton, Platt, Mims, Cobbs, LeBlanc
8/19	Mastery Connect PD	Dirton
9/17	No Red Ink (Data Analysis)	No Red Ink
9/19	IXL Administrators	Cobbs, Dirton, Roberts

9/23-9/27, 10/1	Quarter 2 Planning 9/23 SCI, 9/24 SS, 9/26 ELA, 6/27 Math, 10/1 SPED-SC *SPED Inclusion meet with ELA/Math ESOL MEET ELA ½ day	Marlowe/Huggings/ /Milieto-Calloway/ Cobbs/ Dirton/ Dept. Chair/ Toth/ Scott
10/22-10/24	SCATA Conference (SC Association of Title I Administrators)	Roberts
10/24-10/25	AVID Pathways to Schoolwide	LeBlanc, Powell-Pine, Marshall, Clements, Prutz
11/7	No Red Ink (Constructed Response)	Dirton
11/11	Education Resources-Guided Math	Hope Regan/Amy Nails
11/13	Benchmark Data Analysis	Coaches/LeBlanc
11/12-11/15, 11/19	Quarter 3 Planning 11/12 ELA, 11/13 SCI, 11/14 SS, 11/15 Math, 11/19 SPED-SC *SPED Inclusion meet with ELA/Math ESOL MEET ELA ½ day	Marlowe/Huggings/ /Milieto-Calloway/ Cobbs/ Dirton/ Dept. Chair/ Toth/ Scott
11/19	Education Resource-Guided Math	Amy Nails
11/22-11/23	SCCTM Conference (SC Council Teachers of Math)	Allegario, Demiao, Passey, Corwin
11/25	Magic School AI Training	Jasmine Ford
12/9-12/10	Education Resource-Guided Math	Amy Nails
1/6	Solution Tree-PLC's	Gwen Zimmerman
1/27-1/28	Education Resource-Guided Math	Amy Nails
1/31-2/1	SCCTE Conference (SC Council Teachers English)	Dirton, Braken, Miller, Calvo, Prutz, Pruitt, Skinner
2/20-2/21	Education Resource-Guided Math	Amy Nails
2/24-2/27	Solution Tree-PLC's Quarter 3 Planning 11/12 ELA, 11/13 SCI, 11/14 SS, 11/15 Math, 11/19 SPED-SC *SPED Inclusion meet with ELA/Math ESOL MEET ELA ½ day	Gwen Zimmerman ZMarlowe/Huggings/ /Milieto-Calloway/

		Cobbs/ Dirton/ Dept. Chair/ Toth/ Scott
2/28-3/2	SCAMLE Conference (SC Association Middle Level Educators)	Calvo, Jones, Moore, Stark, Demiao, Rowell, Skinner
3/12-3/13	Solution Tree-PLC's	Gwen Zimmerman
3/27-3/28	Education Resource-Guided Math	Amy Nails
4/16-4/17	Solution Tree-PLC's	Gwen Zimmerman
12/6-12/7	AM 7th/ PM 8th Grade Social Studies (12/6_ AM 7th/ PM 8th Grade Science Quarter 3 Planning (12/7)	Rogers/Dirton/Dept. Chair
2/13-2/15	ELA Quarter 4 Planning (2/13-6 th , 2/14-7 th , 2/15-8 th)	Huggins /Dirton/Dept. Chair
2/20-2/21	AM 7th/ PM 8th Grade Social Studies (2/20) AM 7th/ PM 8th Grade Science Quarter 4 Planning (2/21)	Roger/Calloway/Dirton/ Dept. Chair
2/22	Special Ed. Quarter 4 Planning	Dirton/Dept. Chair
2/27-2/29	Math Quarter 4 Planning (2/27-8 th , 2/28-7 th , 2/29-6 th)	Amidon /Dirton/Dept. Chair
3/5	6 th Grade Science Quarter 4 Planning	Rogers/Dirton/Dept. Chair
3/6	AM -6th Grade Social Studies Quarter 4 Planning PM -ESOL Quarter 4 Planning	Calloway/Dirton/Dept. Chair
4/3	Testing Procedures	LeBlanc/Cobbs
June	AVID Conference- Tampa, Florida	

New Teacher PD

Date	Session Title:	Presenter
7/27	Overview and Question and Answer	Dirton/Platt
8/14	Reflection on First Week	Dirton/Platt
9/17	Norms, Mental Health, & Classroom Management	Dirton/Platt

10/5	PAS-T, SLO, Observations	Dirton/Platt
11/2	Positive Behavior Rewards/Incentives	Dirton/Platt
12/7	Effective Parent Communication	Dirton/Platt
1/4	PAS-T and You (First and Second Year)	Dirton/Platt
2/1	Connecting with Other Educators	Dirton/Platt
3/7	Intrinsic and Extrinsic Student Motivation	Dirton/Platt
4/5	Taking Care of Your Mental Health	Dirton/Platt
5/3	New Teacher Celebration	Dirton/Platt

School Climate Needs Assessment

Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	Students	Parents
Number of surveys returned	36	439	33
Percent satisfied with learning environment	80%	79.2%	71%
Percent satisfied with social and physical environment	77.8%	81.2%	59.3%
Percent satisfied with school-home relations	61.8%	90.4%	76.5%

Key Findings

1. Learning Environment:

- 80% of teachers and 79.2% of students are satisfied with the learning environment, suggesting a generally positive academic setting. However, 71% of parents express lower satisfaction, indicating that communication about the learning experience may need to be improved.

2. Social and Physical Environment:

- Students reported the highest satisfaction (81.2%) with the social and physical environment, while teachers and parents expressed somewhat lower satisfaction (77.8% and 59.3%, respectively). This disparity suggests that students may perceive the environment differently than teachers and parents, and further efforts may be needed to ensure a consistently positive school atmosphere.

3. School-Home Relations:

- School-home relations garnered the highest satisfaction among students at 90.4% and parents at 76.5%, suggesting that the school is doing a good job of fostering family engagement. However, teachers expressed less satisfaction (61.8%), indicating a potential gap in communication and collaboration between teachers and families that needs to be addressed.

Student behavior data

For the 2023-2024 academic year at Tanglewood Middle School, data on student disciplinary referrals indicates a notable trend in student behavior. The total student population is 784, and a significant portion of students have received referrals. Specifically, 514 students received at least one referral, which constitutes approximately 65.6% of the student body. Out of these students, 401 students received two or more referrals, reflecting 78.02% of those with at least one referral.

This data highlights a concerning trend, as a large percentage of students who receive referrals do so repeatedly, suggesting a need for targeted interventions to address recurring behavioral issues. The relatively high percentage of students with multiple referrals points to potential challenges in maintaining a positive and supportive school climate for all students.

Attendance, absenteeism, and truancy

The data for Tanglewood Middle School reveals a significant concern regarding chronic absenteeism. Out of a total student population of 751, 338 students were identified as chronically absent, which represents a 45.01% chronic absenteeism rate. This indicates that nearly half of the students at Tanglewood Middle School are missing significant amounts of school, which can have a detrimental effect on their academic performance and overall school engagement.

Tanglewood Middle School recognizes the critical role that parental involvement plays in student success, and as such, has developed several opportunities for parents to engage with the school and support their child's education. One of the key components of our parent engagement strategy is the Parent-Teacher Conferences, which are held throughout the school year. These conferences provide parents with the opportunity to meet with their child's teachers, discuss academic progress, and address any concerns or questions. This ongoing communication between home and school is vital in supporting students' educational journeys.

Tanglewood hosts an annual Open House Night, which serves as a welcoming event for parents and families. During this event, parents have the chance to meet faculty and staff, explore the school, and learn more about the programs and resources available to students.

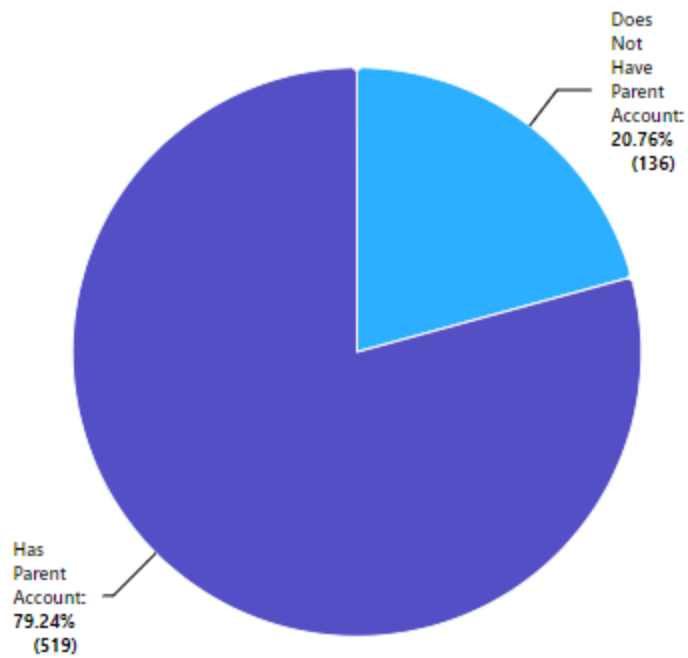
The school also organizes Parenting Events that focus on providing parents with valuable tools and information to support their child's academic, emotional, and social development. These events are designed to address the needs of parents and caregivers, equipping them with strategies for fostering student success both at school and at home.

Finally, Parent Conference Night is another important event where parents can engage directly with teachers and staff in a more concentrated setting. This event is designed to provide a deeper dive into individual student progress and offer personalized support for parents seeking guidance on how best to support their child's learning.

At Tanglewood Middle School, we recognize the importance of providing parents with convenient access to their child's school information. To facilitate this, we have made a concerted effort to encourage parents to sign up for a **Parent Backpack account**. Currently, **79.24%** of parents have successfully registered for an account, which gives them direct access to important academic and behavioral data, school announcements, attendance records, grades, and other vital information related to their child's education.

The school has worked diligently to ensure that the majority, if not all, of our parents have a registered **Parent Backpack account**. This initiative is an integral part of our ongoing efforts to increase transparency, communication, and engagement between the school and families. By making school-related information easily accessible, we aim to empower parents to actively participate in their child's learning process and stay informed about their academic progress and school activities.

Backpack for Parents Accounts



Link to School Report Card

<https://screportcards.com/overview/?q=eT0yMDI0JnQ9TSZzaWQ9MjMwMTA4OA>

GOAL AREA 1 – Performance Goal 1

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

Performance Goal 1: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 14.5% in 2022-23 to 29.5% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 3% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (MS)	17.5%	20.5%	23.5%	26.5%	29.5%
	14.5%	14.5%	Actual (MS)					
	40.2%	42.1%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.					
1. Develop annual academic growth targets based on the principal and school goal setting process.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Instructional Leadership Team	n/a	n/a	C
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Math Teachers	n/a	n/a	C
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of	2024-2029	<input type="checkbox"/> Math Specialist <input type="checkbox"/> Instructional Coach	n/a	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
learning (i.e., incorporate math into science experiments, art projects, or literature analysis).		<input type="checkbox"/> Instructional Leadership team			
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	<input type="checkbox"/> District Academics Team			C
2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	<input type="checkbox"/> District Academics Team	n/a	n/a	C
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	<input type="checkbox"/> Instructional Leadership Teams <input type="checkbox"/> Math Teachers	n/a	n/a	C
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029	<input type="checkbox"/> Instructional Leadership Team (Principal, APs, Coaches)	n/a	n/a	C
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	<input type="checkbox"/> Instructional Leadership Team	n/a	n/a	C
Action Plan for Strategy 3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Instructional Leadership Team	n/a	n/a	C
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Instructional Specialist <input type="checkbox"/> Title I Facilitator	TBD	PD Budget Title I Funds	C
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	<input type="checkbox"/> Principal	n/a	n/a	C
4. Foster a collaborative relationship between schools and parents.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Title I Facilitator <input type="checkbox"/> Parent Involvement Coordinator	n/a	n/a	C
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	<input type="checkbox"/> Title I Facilitator <input type="checkbox"/> Parent Involvement Coordinator	TBD	Title I Funds	C

GOAL AREA 1 – Performance Goal 2

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

Performance Goal 2: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 35% in 2022-23 to 50% in 2028-29.

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)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA			Projected (MS)	38%	41%	44%	47%	50%
SCDE	35%	35%	Actual (MS)					
School Report Card	56.9%	56.3%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure all students acquire prerequisite ELA skills at each level.					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Instructional Leadership Team	n/a	n/a	C
2. Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Instructional Leadership team	n/a	n/a	C
3. Provide support for implementing data driven reflective conversations to improve	2024-2029	<input type="checkbox"/> Instructional Leadership Team	n/a	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
teaching practice (district, school, and individual data).					
4. Progress monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	<input type="checkbox"/> On-Track Facilitator <input type="checkbox"/> Instructional Coaches <input type="checkbox"/> Principal	n/a	n/a	C
5. Implement a range of assessment methods that measure student understanding.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> ELA Teachers	n/a	n/a	C
6. Ensure vertical articulation of grade level content and practices.	2024-2029	<input type="checkbox"/> Department Chairs <input type="checkbox"/> Principal <input type="checkbox"/> Instructional Coach	n/a	n/a	C
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	<input type="checkbox"/> Instructional Coach <input type="checkbox"/> Instructional Leadership Team	n/a	n/a	C
Action Plan for Strategy #2: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	<input type="checkbox"/> Instructional Leadership Team	n/a	n/a	C
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	<input type="checkbox"/> ELA Specialist <input type="checkbox"/> ELA Teachers	n/a	n/a	C
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	<input type="checkbox"/> ELA Teachers <input type="checkbox"/> Instructional Coaches	n/a	n/a	C
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	<input type="checkbox"/> Instructional Coach <input type="checkbox"/> ELA Specialist <input type="checkbox"/> ELA Teachers	n/a	n/a	C
5. Provide actionable feedback on instructional delivery and the student experience using	2024-2029	<input type="checkbox"/> Principal & APs <input type="checkbox"/> Instructional Coach	n/a	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
learning walks, instructional rounds, and classroom observations.		<input type="checkbox"/> ELA Specialist			
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	<input type="checkbox"/> ELA Specialist <input type="checkbox"/> Instructional Coach	TBD	Gen. Funds	C
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Instructional Coach <input type="checkbox"/> ELA Specialist	n/a	n/a	C
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	<input type="checkbox"/> On-Track Facilitator <input type="checkbox"/> Principal <input type="checkbox"/> Instructional Coach	n/a	n/a	C
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	<input type="checkbox"/> ELA Specialist <input type="checkbox"/> Instructional Coach	n/a	n/a	C
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> ELA Teachers	n/a	n/a	C
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Instructional Coach	TBD	PD Budgets	C

GOAL AREA 2 – Performance Goal 1

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

Performance Goal 1: 100% of classroom teacher positions will be filled on the first day of school by highly qualified educators (through 2029).

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	100%	100%	100%	100%	100%
	100%	100%	Actual (District)					
			Projected (School)	100%	100%	100%	100%	100%
	100%	100%	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	<input type="checkbox"/> School Counselors <input type="checkbox"/> Principal <input type="checkbox"/> Title I Facilitator	n/a	n/a	C
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Instructional Coach	n/a	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
placements and other opportunities for a path to education.					
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
1. Continue to expand with middle and high school students - early exposure to teaching as a career choice through internal and external programs.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> School Counselors	N/A	N/A	C

GOAL AREA 2 – Performance Goal 2

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

Performance Goal 2: Reduce teacher turnover by 0.5 percentage points annually through 2029.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	10.4%	10.1%	Actual (District)					
			Projected (School)	16.5%	16%	15.5%	15%	14.5%
	13%	17%	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Reduce teacher turnover by fostering a supportive, engaging, and rewarding work environment that encourages retention and professional growth.					
1. Enhance Teacher Support and Professional Development	2024-2029	<input type="checkbox"/> Instructional Coach <input type="checkbox"/> Principal	TBD	PD Budget Title I Funds	C
2. Improve school culture and morale	2024-2029	- Principal - Administrative Team	TBD	Teacher Retention Grant	C

GOAL AREA 3 – Performance Goal 1

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

Performance Goal 1: Ensure an environment where positive relationships, consistent behavior expectations, consequences, and interventions foster healthy student and adult interactions, resulting in, by 2029, a 10-point decrease in the percentage of students receiving more than one incident referral in a single school year.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	61.5%	54.1%	Actual (District)					
			Projected (School)	76.0%	74.0%	72.0%	70.0%	68.0%
	76.0%	78.0%	Actual (School)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering	2024-2029	<input type="checkbox"/> Principal & APs	n/a	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.					
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	<input type="checkbox"/> Administrative Team <input type="checkbox"/> PBIS Team	n/a	n/a	C
3. Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Safety Administrator	n/a	n/a	C
4. Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents.	2024-2029	<input type="checkbox"/> Instructional Coach <input type="checkbox"/> Principal	TBD	PD Funds	C
5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> On-Track Facilitator	n/a	n/a	C
6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.	2024-2029	<input type="checkbox"/> School Counselors	n/a	n/a	C
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	<input type="checkbox"/> Parent Involvement Coordinators <input type="checkbox"/> Social Worker <input type="checkbox"/> Principal <input type="checkbox"/> Title I Facilitator	n/a	n/a	C
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	<input type="checkbox"/> Principal	n/a	n/a	C
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> School Counselors <input type="checkbox"/> Teachers	n/a	n/a	C
Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.					
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Instructional Leadership Team	n/a	n/a	C
2. Increase leadership opportunities within the school during the school day.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Leadership Team	n/a	n/a	C
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	<input type="checkbox"/> On-Track Facilitator <input type="checkbox"/> Social Worker <input type="checkbox"/> Principal <input type="checkbox"/> Title I Facilitator <input type="checkbox"/> SIC	n/a	n/a	C
Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	<input type="checkbox"/> Administrative Team	n/a	n/a	C
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024-2029	<input type="checkbox"/> PBIS Team <input type="checkbox"/> Principal <input type="checkbox"/> APs	n/a	n/a	C
3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.	2024-2029	<input type="checkbox"/> Classroom Teachers <input type="checkbox"/> Admin Team	n/a	n/a	C
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	<input type="checkbox"/> School Counselors	n/a	n/a	C
5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills.	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> EWRS Teams	n/a	n/a	C

GOAL AREA 3 – Performance Goal 2

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

Performance Goal 2: By 2029, reduce the percentage of students who are chronically absent* by 10 points.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Student Services			Projected (District)	22%	20%	18%	16%	14%
	24.2%	23.9%	Actual (District)					
			Projected (School)	43.0%	41.0%	39.0%	37.0%	35.0%
	45.0%	43.2%	Actual (School)					

*A student is chronically absent when they miss 10% or more of the days they are enrolled at a school site, no matter the reason.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> APs	n/a	n/a	C
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	<input type="checkbox"/> Principal	n/a	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	<input type="checkbox"/> Social Worker <input type="checkbox"/> Principal	n/a	n/a	C
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	<input type="checkbox"/> Principal	n/a	n/a	C
Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.					
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	<input type="checkbox"/> Social Worker <input type="checkbox"/> Principal	n/a	n/a	C
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	<input type="checkbox"/> SIC <input type="checkbox"/> On-Track Facilitator <input type="checkbox"/> Principal	n/a	n/a	C
3. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.).	2024-2029	<input type="checkbox"/> School Nurse <input type="checkbox"/> Social Worker <input type="checkbox"/>	n/a	n/a	C

GOAL AREA 3 – Performance Goal 3

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Number of Visitors and Volunteers in Raptor System			Projected (District)	317,534	327,060	336,872	346,978	357,387
		308,285	Actual (District)					
			Projected (School)	2,135	2,199	2,264	2,331	2,400
		2,073	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack	2024-2029	<input type="checkbox"/> Parent Involvement Coordinator <input type="checkbox"/> Title I Facilitator	n/a	n/a	C
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	<input type="checkbox"/> Parent Involvement Coordinator	n/a	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
		<input type="checkbox"/> Title I Facilitator			
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	<input type="checkbox"/> Parent Involvement Coordinator <input type="checkbox"/> Title I Facilitator	n/a	n/a	C
Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.					
1. Identify community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.	2024-2029	<input type="checkbox"/> Title I Facilitator <input type="checkbox"/> On-Track Facilitator <input type="checkbox"/> Social Worker	n/a	n/a	C
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	<input type="checkbox"/> Title I Facilitator <input type="checkbox"/> On-Track Facilitator	n/a	n/a	C
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	<input type="checkbox"/> Title I Facilitator <input type="checkbox"/> On-Track Facilitator <input type="checkbox"/> Principal	n/a	n/a	C
Action Plan for Strategy #3: Increase two-way parent engagement at the school level.					
1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing)	2024-2029	<input type="checkbox"/> Parent Involvement Coordinator <input type="checkbox"/>	n/a	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	<input type="checkbox"/> Title I Facilitator <input type="checkbox"/> Parent Involvement Facilitator <input type="checkbox"/> Principal	n/a	n/a	C
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Title I Facilitator <input type="checkbox"/> SIC Chair	n/a	n/a	C