Tanglewood Middle School

School Profile

Scope of Action Plan

2024-2025 through 2028-2029

School Renewal Annual Update

2024-2025

Leroy Platt, Principal

Dr. W. Burke Royster,

Superintendent Greenville County Schools

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

SCHOOL NAME: Tanglewood Middle School

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

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

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

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

SUPERINTENDENT

Dr. W. Burke Royster	*W Burke Royster*	5/1/2024
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL
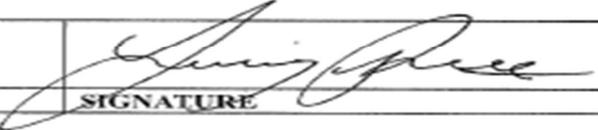
Leroy Platt	*[signature]*	4/26/24
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles	*Dr. Carolyn J. Styles*	5/1/2024
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Keyisha Smith	*[signature]*	4/30/2024
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Dr. Thea Dirton	*Thea Dirton*	4/26/24
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 44 Merriwoods Dr. Greenville, SC 29611

SCHOOL TELEPHONE: (864) 355-4500

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

Stakeholder Involvement for School Renewal

Position   Name

	Position	Name
1.	Principal:	**Mr. Leroy Platt**
2.	Teacher	**Ms. Beth Spence**
3.	Parent/Guardian:	**Mrs. Emily Miller**
4.	Community Member:	**Mrs. Alecia Brewster**
5.	School Improvement Council Member:	**Mrs. Keyisha Smith**

6.   OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

On Track Lead: **Mrs. Marissia Cobb**

Assistant Principal: **Mrs. Kristin Cobbs**

Title I Improvement Facilitator: **Mrs. Tanya Roberts**

SDE Assurances

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

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

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

Table of Contents

Introduction

Tanglewood Middle School stands as a beacon of educational excellence within a diverse and multilingual community, supported by a passionate cadre of school leaders and staff members. At the heart of our educational ethos lies a thriving collaborative culture, nurtured through our robust school leadership committees and Collaborative Teams embedded within our Professional Learning Communities (PLCs).

Our dedicated leadership and staff have forged a united front over the years, tirelessly working to enrich the educational journey of every student under our care. Together, we have embarked on a journey of continuous improvement, enhancing the overall educational experience through a myriad of initiatives. From refining formative and summative assessments to establishing specialized study groups, our teams have left no stone unturned in their quest to bolster student learning outcomes.

Moreover, our commitment extends beyond academic excellence to encompass holistic student support. Through targeted interventions and personalized mentoring, we strive to uplift and empower at-risk students, ensuring that no learner is left behind. Thanks to the invaluable support of Title I funding, we have been able to amplify our impact, offering reduced class sizes in critical subjects such as English Language Arts (ELA) and math, while also introducing a plethora of enrichment activities and parental engagement programs.

Furthermore, our recent adoption of the AVID (Advancement Via Individual Determination) framework in 2022 has marked a significant milestone in our educational journey. By integrating evidence-based strategies across all academic and related arts classes, we are equipping our students with the essential skills and tools needed to thrive in an ever-evolving world.

In essence, Tanglewood Middle School remains steadfast in its commitment to fostering an inclusive, supportive, and academically rigorous learning environment, where every student has the opportunity to excel and realize their full potential.

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

Executive Summary

Despite demonstrating consistent improvement in reading as evidenced by state assessments, a significant proportion of Tanglewood students—approximately 68%—are still falling short of expectations. The situation is even more concerning in math, where nearly 90% of students are not meeting expectations. Prior to the pandemic, math performance was already below average, and unfortunately, it has further declined since the onset of the pandemic. Data from the district's predictive assessment tool, Mastery Connect, indicates that the school is not meeting its current goals for both math and reading proficiency. This underscores the urgent need for targeted interventions and comprehensive support strategies to address the persistent academic challenges facing Tanglewood students in both subjects.

The faculty members at Tanglewood Middle School exemplify unwavering dedication to their roles as educators. In the span of the last three school years, there has been a noticeable improvement in teacher turnover rates, culminating in a turnover rate of 13% at the conclusion of the previous school year. This positive trend directly translated into a significant milestone for the school: all classroom teacher positions were successfully filled by the beginning of the current school year, ensuring continuity and stability in classroom instruction. This achievement reflects the collaborative efforts of school leadership and staff in fostering a supportive and conducive work environment, ultimately enhancing the overall educational experience for students.

An overarching priority for school leadership at Tanglewood Middle School is the enhancement of the school climate, with a particular focus on fostering positive student behavior and reducing the incidence of discipline referrals. Efforts in this area have been ongoing, with a clear commitment to continuous improvement. During the 2022-2023 academic year, data revealed that 75% of students who received a referral had received two or more referrals, indicating a need for targeted interventions to address behavioral challenges.

Furthermore, the school has implemented proactive measures, including the involvement of a dedicated school social worker and the implementation of an On-Track process, to tackle chronic absenteeism effectively. In the previous school year, the chronic absenteeism rate stood at 43% for students, highlighting the significance of this issue and the imperative to implement strategies to improve student attendance and engagement.

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 (2021-2023)
- Positive growth in Math for SC READY (2021-2022)
- Positive growth in Science for SC READY (2021-2022)
- Project ADAM Heart Safe School designation
- DJ Jones Grant fund recipient
- CPA Band & Honors Band – Excellent Rating
- United Way Campaign Award
- United Way Chairman's Award
- Honor Band Members
- Social Innovation Fund Grant United Way of Greenville: On-Track Greenville
- Boys Soccer Champions (2023-2024)
- Improved School report card rating from 'Below Average' to 'Average'

School Profile

Situated on the vibrant Westside of Greenville County, Tanglewood Middle School (TMS) boasts a 19-year-old campus sprawling across 60 acres of land. Nestled amidst a burgeoning industrial hub and residential enclaves, the school finds itself in the heart of a community classified as lower middle class, as per census data. Catering to a burgeoning student population of nearly 700 in grades sixth through eighth, TMS stands out for its rich cultural tapestry and linguistic diversity.

One of Tanglewood's distinctive characteristics is its designation as a Title 1 school, with a 90% poverty rate among its families. This status unlocks additional funding avenues, primarily aimed at reducing class sizes, enhancing parental involvement, and bolstering

academic support for at-risk students. Through strategic allocation of resources, Tanglewood endeavors to create an inclusive and nurturing learning environment for all its students.

In recent years, Tanglewood has embarked on a concerted drive to amplify parental engagement. Leveraging partnerships with esteemed institutions like the University of South Carolina, the school has introduced initiatives such as the Parent Leadership Program, aimed at empowering parents to play an active role in their child's educational journey. Moreover, avenues like the School Improvement Council (SIC) provide regular forums for parents to voice their concerns and contribute to school-wide decision-making processes.

The faculty at Tanglewood Middle School mirrors the diversity found among its student body. With eleven international teachers hailing from countries like Jamaica, the Philippines, and Colombia, the school prides itself on its multicultural pedagogical approach. Furthermore, through programs like the Greenville Alternative Teacher Education (GATE), Tanglewood nurtures a dynamic cohort of educators with varying levels of experience and expertise.

As of the latest enrollment data, Tanglewood Middle School hosts a diverse student body, with Hispanics constituting 51%, African Americans 30%, Caucasians 14%, and the remaining 5% representing two or more races. The gender distribution stands at 55% male and 45% female, reflecting a balanced demographic composition. Additionally, the school caters to 138 students with special education needs and provides ESOL services to 210 Multi-language learners. Despite challenges, Tanglewood maintains an admirable average daily attendance rate of 90.65%.

Major Academic and Behavioral Features/Programs/Initiatives

At Tanglewood, we take immense pride in our commitment to fostering student success through programs like AVID (Advancement Via Individual Determination). Through AVID, we instill a culture of hard work and empower students to realize their full potential, equipping them with the tools they need for success beyond high school.

Furthermore, as an On-Track school, we have established a dedicated team to address the academic, behavioral, and attendance needs of at-risk students. This proactive approach ensures that every student receives the support they need to thrive academically and socially.

At the heart of our educational philosophy is the collaborative effort between our administrative and instructional leadership teams. Together, they spearhead initiatives to meet the instructional and academic needs of our diverse student body. Through Professional Learning Communities (PLCs), teachers engage in ongoing professional development and data analysis to tailor instruction to the unique needs of each student.

Weekly meetings of grade-level and content-area PLCs serve as forums for collaborative planning and sharing of best practices. Facilitated by our instructional coach and two Title 1 math/ELA coaches, these sessions delve into data and assessment development, ensuring that instruction remains aligned with current scientific research and best practices in education.

Mission, Vision, and Beliefs

Mission:

At Tanglewood our purpose is to keep all Tanglewood students engaged in school and on track for post-secondary success.

Vision:

Our vision is to equip students with the 21st-century skills and interpersonal skills necessary to become the best version of themselves

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.

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.

Data Analysis and Needs Assessment

Student Achievement Needs Assessment

The results from the SC READY for ELA test for 6th grade that was administered in Spring 2022 based show, 8.4% of the students exceeded the expected score; 19.7% met the expected score; 32.9% were approaching the expected score; and 39% did not meet the expected score. This is compared to the results from the SC READY test for ELA for 6th grade students that was administered in Spring 2023 where 12.4% of the students exceeded the expected score; 14.2% met the expected score; 36.4% were approaching the expected score; and 36.9% did not meet the expected score.

The results from the SC READY for ELA test for 7th grade that was administered in Spring 2022 based show, 4.4% of the students exceeded the expected score; 17.5% met the expected score; 28.3% were approaching the expected score; and 49.8% did not meet the expected score. This is compared to the results from the SC READY test for ELA for 7th grade students that was administered in Spring 2023 where12.7% of the students exceeded the expected score; 20.8% met the expected score; 30.9% were approaching the expected score; and 35.6% did not meet the expected score.

The results from the SC READY for ELA test for 8th grade that was administered in Spring 2022 based show, 6.7% of the students exceeded the expected score; 24.2% met the expected score; 23.2% were approaching the expected score; and 46% did not meet the expected score. This is compared to the results from the SC READY test for ELA for 8th grade students that was administered in Spring 2023 where 7.5% of the students exceeded the expected score; 25.6% met the expected score; 28.6% were approaching the expected score; and 38.3% did not meet the expected score.

The results from the SC READY for math test for 6th grade that was administered in Spring 2022 based show, 3.2% of the students exceeded the expected score; 14.3% met the expected score; 28.6% were approaching the expected score; and 54% did not meet the expected score. This is compared to the results from the SC READY test for math for 6th grade students that was administered in Spring 2023 where 1.3% of the students exceeded the expected score; 7.6% met the expected score; 25.9% were approaching the expected score; and 65.2% did not meet the expected score.

The results from the SC READY for math test for 7th grade that was administered in Spring 2022 based show, 4% of the students exceeded the expected score; 6.8% met the expected score; 31.1% were approaching the expected score; and 58.2% did not meet the expected score. This is compared to the results from the SC READY test for math for 7th grade students that was administered in Spring 2023 where 0.9% of the students exceeded the expected score; 10.2% met the expected score; 33.2% were approaching the expected score; and 55.7% did not meet the expected score.

The results from the SC READY for math test for 8th grade that was administered in Spring 2022 based show, 5.2% of the students exceeded the expected score; 7.6% met the expected score; 25.3% were approaching the expected score; and 61.7% did not meet the expected score. This is compared to the results from the SC READY test for math for 8th grade students that was administered in Spring 2023 where 5.7% of the students exceeded the expected score; 5.3% met the expected score; 23.9% were approaching the expected score; and 65.2% did not meet the expected score.

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 (24-25)

*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
August	AVID and UDL Training	All teachers	Dirton/Platt
August	Mastery Connect PD	All teachers	Dirton
August	Reflection on First Week	New teachers	Dirton/Platt
September	Digital Portfolios	All teachers	Ford
September	Learning Targets	All teachers	Dirton

Month	Topic	Audience	Presenter
September	Norms, Mental Health, & Classroom Management	New teachers	Dirton/Platt
October	PearDeck	All teachers	Ford
October	AVID and UDL Training	All teachers	Dirton/Platt
October	PAS-T, SLO, Observations	New teachers	Dirton/Platt
November	PearDeck (cont)	All teachers	Ford
November	Positive Behavior Rewards/Incentives	New teachers	Dirton/Platt
January	PAS-T and You (First and Second Year)	New Teachers	Dirton/Platt
February	Connecting With Other Educators	New Teachers	Dirton/Platt
March	Intrinsic and Extrinsic Student Motivation	New Teachers	Dirton/Platt
April	Taking Care of Your Mental Health	New Teachers	Dirton/Platt
April	Testing Procedures	All teachers	LeBlanc/Dirton

School Climate Needs Assessment

- The attention to student behavior remains a primary focus for our school's faculty and staff. Over the past two academic years, we have documented more than 2,500 discipline referrals. Alarmingly, 75.11% of students who received a referral had repeat incidents. Disciplinary actions for students include lunch detention, afterschool detention, in-school suspension, and out-of-school suspension. Additionally, some disciplinary matters have been resolved through conferences involving students, parents, grade level administrators, and teachers. Recognizing the impact of behavior on academic success, we are actively seeking ways to reduce the number of referrals and their associated consequences. However, it is concerning that the current year's referrals have exceeded those of the previous year.

- Over the past two academic years, there has been a notable improvement in the average daily attendance rate for students, rising from 89% to 90%. However, chronic absenteeism remains a concern, with a rate of 43.07% recorded in the previous school year. In collaboration with key partners like Communities in Schools (CIS) and the school social worker, the school has implemented a range of interventions aimed at enhancing student attendance. The school social worker has identified several students as truant over the past two to three school years, highlighting the ongoing efforts to address absenteeism and ensure students are present and engaged in their education.

- Following the conclusion of the Covid-19 pandemic and the subsequent lifting of various restrictions by the CDC and school districts, our institution has actively endeavored to reintegrate parents into the school environment, inviting their participation in parenting events and parent-teacher conferences. Notably, we have observed a commendable 20% increase in parental involvement in parent-teacher conferences. During the back-to-school and meet-the-teacher night for the 2023-2024 academic year, an impressive turnout of nearly 80% of parents was recorded. While these advancements are encouraging, our focus remains on fostering consistent parental engagement. Regrettably, current trends indicate a decline in parent attendance for conferences and events as the school year progresses. Efforts are ongoing to reverse this trend and cultivate sustained parental involvement throughout the academic year.

- At our school, we wholeheartedly advocate for the active participation of parents and community partners in the educational journey of our students. We extend a warm invitation to parents and community members alike to become integral members of our school community by obtaining level two background clearance, which enables them to volunteer in a variety of capacities. From lending a hand at various events to chaperoning school trips, assisting in the school store, and engaging in other meaningful activities, there are ample opportunities for individuals to contribute their time and talents to support our students'

growth and development. By fostering strong partnerships between school, parents, and the wider community, we create a collaborative environment that enriches the educational experience and nurtures the success of every student.

- Over the course of the last two academic years, the parent involvement coordinators at Tanglewood Middle School have been dedicated to ensuring comprehensive registration and enrollment of all parents in our Parent Backpack system. Recognizing the vital role of this platform in fostering communication and engagement between parents, educators, and students, our coordinators have proactively offered personalized one-on-one training and assistance to any parent seeking to familiarize themselves with the system. As a result of these efforts, we are pleased to report that as of now, an impressive 78% of all students' parents have successfully established an account for Parent Backpack. This achievement underscores our ongoing commitment to empowering parents with the tools and resources they need to actively participate in their child's education and stay informed about their academic journey.

School Report Card Link

https://screportcards.com/overview/?q=eT0yMDIzJnQ9TSZzaWQ9MjMwMTA4OA

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 11.2_% in 2022-23 to 31.2% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 4% 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)	15.2%	19.2%	23.2%	27.2%	31.2%
	11.2%	TBD	Actual (MS)					
	40%	TBD	Actual (District)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	• Academic Specialists & Coaches	n/a	n/a	
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	• Assoc Supt. For Academics • Academic Specialists	n/a	n/a	
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	• Principal • Instructional Coach • Academic Specialist	n/a	n/a	
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	• Principal • Instructional Coach • Academic Specialist	n/a	n/a	
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	• Principal • Instructional Coach • Academic Specialist	n/a	n/a	
Action Plan for Strategy 3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	• Principal • Instructional Coach • Academic Specialist	n/a	n/a	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	• Principal • Instructional Coach • Academic Specialist	TBD	General Funds PD Budget	
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	• Principal • Instructional Coach • Academic Specialist	n/a	n/a	
4. Foster a collaborative relationship between schools and parents.	2024-2029	• Principal • Parent Involvement Coordinators	n/a	n/a	
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	• Title I Improvement Coordinator	TBD	Title I Funds	

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 33.4% in 2022-23 to 48.4% 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 SCDE School Report Card			Projected (MS)	36.4%	39.4%	42.4%	45.4%	48.4%
	33.4%	TBD	Actual (MS)					
	57%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure all students acquire prerequisite ELA skills at each level.					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	• Principal • Instructional Coach • Academic Specialist – ELA	n/a	n/a	
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	• Principal • Instructional Coach • Academic Specialist – ELA	TBD	General Funds	
3. Provide support for implementing data driven reflective conversations to improve teaching practice	2024-2029	• Principal • Instructional Coach • Academic Specialist – ELA	n/a	n/a	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
(district, school, and individual data).					
4. Progress monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	• Principal • Instructional Coach	n/a	n/a	
5. Implement a range of assessment methods that measure student understanding.	2024-2029	• Principal • Instructional Coach • Academic Specialist – ELA	n/a	n/a	
6. Ensure vertical articulation of grade level content and practices.	2024-2029	• Principal • Instructional Coach • Academic Specialist – ELA	n/a	n/a	
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	• Principal • Instructional Coach • Academic Specialist – ELA	n/a	n/a	
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	• Principal • Instructional Coach • Academic Specialist – ELA	n/a	n/a	
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	• Principal • Instructional Coach • Academic Specialist – ELA	n/a	n/a	
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	• Principal • Instructional Coach	TBD	General Funds	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
		• Academic Specialist – ELA			
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	• Principal • Instructional Coach • Academic Specialist – ELA	n/a	n/a	
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	• Principal • Instructional Coach • Academic Specialist – ELA	n/a	n/a	
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	• Principal • Instructional Coach • Academic Specialist – ELA	TBD	General Funds	
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	• Principal • Assoc Sup. For Academics			
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	• Instructional Coach • Principal			
3. Build capacity for consistent implementation of the GCS	2024-2029	• ELA Academic Specialist			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Secondary ELA Instructional Framework.					
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	• Instructional coach • Academic Specialist • Principal			
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	• Academic Specialists • Instructional coach			

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
HR			Projected (District)	100%	100%	100%	100%	100%
	100%	TBD	Actual (District)					
			Projected (School)	100%	100%	100%	100%	100%
	100%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	• Principal • Parent Involvement Coordinator	n/a	n/a	
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and other opportunities for a path to education.	2024-2029	• Principal	n/a	n/a	
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	• School Counselors	n/a	n/a	

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
HR			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	12.10%	TBD	Actual (District)					
			Projected (School)	12.5%	12%	11.5%	11%	10.5%
	13%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Reduce teacher turnover rate by improving employee-school relations and teacher morale.					
1. Develop and administer on-going surveys to teachers to provide teacher opportunity to provide input on school and teacher needs	2024-2029	• Principal	n/a	n/a	
2. Provide teachers with the opportunity to be a part of school committees and leadership teams.	2024-2029	• Principal	n/a	n/a	
3. Provide professional development opportunities for teachers in areas that are identified by teachers	2024-2029	• Principal • Instructional Coach	TBD	PD Funds	

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*	60.5%	TBD	Actual (District)					
			Projected (School)	TBD	TBD	TBD	TBD	TBD
	TBD	TBD	Actual (School)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.	2024-2029	• Principal	n/a	n/a	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	• Principal • Assistant Principals	n/a	n/a	
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	• Principal	n/a	n/a	
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	• Principal • Instructional Coach	TBD	PD Funds	
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	• Principal • On-Track Facilitator	n/a	n/a	
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	• School Counselors	n/a	n/a	
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	• Principal • Parent Involvement Coordinators • Title I Improvement Facilitator	TBD	TBD	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	• Principal • Assistant Principal	n/a	n/a	
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	• Teachers • School Counselors • Administration	n/a	n/a	
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	• Principal	TBD	TBD	
2. Increase leadership opportunities within the school during the school day.	2024-2029	• Principal	n/a	n/a	
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	• Principal	n/a	n/a	
Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	• Principal • Assistant principals	n/a	n/a	
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate	2024-2029	• Principal • On-Track Facilitator	n/a	n/a	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
Behavior, while maintaining accountability for these actions.					
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	• Principal • Assistant Principal • Teachers	n/a	n/a	
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	• School Counselors • Principal • Assistant Principals	n/a	n/a	
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	• School Counselors • Principal • Assistant Principals	TBD	TBD	

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%	TBD	Actual (District					
			Projected (School)	41.07%	39.07%	37.07%	35.07%	33.07%
	43.07%	TBD	Actual (School					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	• Principal • Social Worker	N/A	N/A	
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	• Principal	N/A	N/A	
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	• Parent Involvement Coordinator	N/A	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
2. Provide ongoing trainings for Attendance Clerks or Interventionists.	2024-2025	• Principal • District Leaders	N/A	N/A	
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	• Principal	N/A	N/A	
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	• Principal	N/A	N/A	
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	• Social Worker • School Nurse •	TBD	TBD	

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 connection between families and school personnel, and ensure engagement in the academic success of children, as measured in a composite of data on parent/teacher conferences, volunteer hours, and Backpack check-ins, such that by 2029, the baseline engagement measured will increase by 10-percentage 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
ETS			Projected (District)	TBD	TBD	TBD	TBD	TBD
	TBD	TBD	Actual (District)					
			Projected (School)					
	TBD	TBD	Actual (School)	TBD	TBD	TBD	TBD	TBD

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack	2024-2029	• Parent Involvement Coordinators • Principal	N/A	N/A	
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	• Parent Involvement Coordinator • Principal • Title I Improvement Facilitator	N/A	N/A	
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	• Parent Involvement Coordinator • Principal	N/A	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
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	• Principal • Parent Involvement Coordinator	N/A	N/A	
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	• Principal • Title I Improvement Facilitator	N/A	N/A	
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	• Parent Involvement Coordinator • Principal • Title I Improvement Facilitator	TBD	TBD	
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	• Parent Involvement Coordinator • Social Worker	TBD	TBD	
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	• Principal • Assistant Principals	N/A	N/A	
3. Each school will assemble a School Improvement Council	2024-2029	• Principal	N/A	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.					