

Tanglewood Middle School

School Portfolio for 2013-2014 through 2017-2018

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



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

SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

REQUIRED - SCHOOL INFORMATION AND SIGNATURES**SCHOOL:** Tanglewood Middle School**SCHOOL DISTRICT:** Greenville County Schools**SCHOOL RENEWAL PLAN FOR YEARS 2013-14 through 2017-18** *(five years)***SCHOOL RENEWAL ANNUAL UPDATE FOR 2014-2015** *(one year)***Assurances**

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

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylor		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mr. Frederick E. Menzer		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mr. William C. Price		
PRINTED NAME	SIGNATURE	DATE

SCHOOL 44 Merriwoods Drive
 ADDRESS: Greenville, SC 29611

SCHOOL'S TELEPHONE: (864)355-4550

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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

<u>POSITION</u>	<u>NAME</u>
1. PRINCIPAL:	Mr. William C. Price
2. TEACHER:	Ms. Jennifer Driscoll
3. PARENT/GUARDIAN:	Mrs. Raeleen Salinas
4. COMMUNITY MEMBER:	Mrs. Christina Holcombe Mr. Jim Cramer
5. SCHOOL IMPROVEMENT COUNCIL:	Mr. Frederick E. Menzer
6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<u>POSITION</u>	<u>NAME</u>
Science Teacher	Mrs. Sarah Wirt
Parent Coordinator	Ms. Tomasa Quiles
Local Agency Administrator	Ms. Randolyn Harmon
Assistant Principal	Mrs. Mary Leslie Anderson
Assistant Principal	Mr. Harold McPhail
Technical Assistance Provider	Mr. Edward Anderson
Parent	Ms. Rogene Avery

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

ASSURANCES FOR SCHOOL PLAN

Act 135 Assurances

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

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).

 Academic Assistance, Grades 4–12

The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

√ **Parent Involvement**

The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child’s individual test results and an interpretation of the results, providing parents with information on the district’s curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

√ **Staff Development**

The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*.

√ **Technology**

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

 Recruitment

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

√ **Collaboration**

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

 Developmental Screening

The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

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

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.

Parenting and Family Literacy

The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

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

The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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INTRODUCTION: Summary of the Self-Study Process

Tanglewood Middle School is a Title One school located in western Greenville County. We currently serve five hundred fifty-eight students in grades six through eight. A majority of our students live in poverty and a large number speak English as a second language. Their academic and emotional needs are great.

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

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



The teams derived from the Making Middle Grades Work platform include the following: Literacy; Technology; Parent Involvement and Support; Student Advisory and Support; and Culture/PBIS. Each month the leadership team meets to discuss the needs of the school and the assignments of each focus team. Each focus team has specific tasks to carry out based upon the school renewal plan, the technical assistance visit report, and the IMPACT recommendations from 2011.

Five meetings of the Title 1 Committee/School Improvement Council are held during the year, at which time members discuss implications of the School Report Card, implementation of the Title 1 plan, and a comprehensive needs assessment. Demographic data, student achievement data, school intervention programs,

Tanglewood Middle School

parent needs, parent involvement, staff development, Supplemental Education Services, compacts, and newsletters are among the agenda items. Findings and recommendations from the Title 1 Committee's ambitious agenda are used for the school's renewal plan and for on-going improvement.

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

Tanglewood Middle School Self-Assessment Teams
Standard 1: The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning. J. Driscoll (team leader), W. Price, M.L. Anderson, H. McPhail, A. Propst, F. Menzer
Standard 2: The school operates under governance and leadership that promote and support student performance and school effectiveness. A. Amidon (team leader), J. Blizzard, S. Gillespie, T. Gunn, M. Hammond, B. Icenhour, W. Lee, W. Moore, S. Olive, E. Rigot, M. Tench
Standard 3: The school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning. R. Barrow (team leader), B. Barwick, A. Canty, C. Chatham, A. Craig, R. Hance, C. Jani, A. McGuinn, B. Pappas, D. Pearson, P. Pruitt, C. Terry
Standard 4: The school has resources and provides services that support its purpose and direction to ensure success for all students. V. Jones (team leader), K. Baggett, J. Castor, J. Cartwright, G. Gardner, L. Hardin, J. Harrington, J. James, T. Kennedy, A. Morris, M. Rice, C. Scott
Standard 5: The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement. T. Goolsby (team leader), T. Blair, L. Brooks, T. Brooks, W. Cody, W. Durham, D. Evette, D. Landreth, D. Mullinax, H. Neary, J. Smith, M. Weber

EXECUTIVE SUMMARY

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

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

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

The following key conditions will be in place:

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

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

- An academic core that is aligned to standards
- The belief that all students matter
- High expectations and a system for extra help and time
- Classroom practices that are engaging
- Teachers working and planning together
- Support from parents and community
- Qualified teachers who know the content
- Use of data to drive instructional practices
- Use of technology for 21st Century learning
- Strong leadership who participate with teachers in the planning

Student Achievement:

PASS PERFORMANCE - 2013				
PASS Test	% Not Met	% Met	% Exemplary	Mean of All Students
ELA	49.03	34.2	16.83	620.6
Math	52.63	28.07	9.3	615.9
Science	52.4	36.63	10.93	601.1
Social Studies	48.57	39.7	11.77	604.4
Writing	46.6	42.17	11.23	

ESEA / Federal Accountability System - 2013						
	ELA Proficiency Met/Improved	Math Proficiency Met/Improved	Science Proficiency Met/Improved	Social Studies Proficiency Met/Improved	Overall Weighted Point Totals	Overall Grade Conversion
Percent of Objectives Met	91.1	40	44.44	57.8	71	C

PASS PERFORMANCE - 2012				
PASS Test	% Not Met	% Met	% Exemplary	Mean of All Students
ELA	57.5	30.0	12.5	608.7
Math	58.6	34.7	6.8	611.0
Science	53.7	36.6	9.7	597.2
Social Studies	53.1	37.9	9	599.2
Writing	49.1	33.9	17	

ESEA / Federal Accountability System - 2012						
	ELA Proficiency Met/Improved	Math Proficiency Met/Improved	Science Proficiency Met/Improved	Social Studies Proficiency Met/Improved	Overall Weighted Points Total	Overall Grade Conversion
Percent of Objectives Met	11.11	11.11	13.33	0	28	F

END-OF-COURSE TESTS - 2012 and 2013		
	2012	2013
EOC TEST	% of Students Scoring 70 or above	% of Students Scoring 70 or above
Algebra 1 Honors	94.3	82.0
English 1	89.7	87.9

Teacher and Administrator Quality:

- 100% of our teachers are highly qualified.
- 60% of our teachers and administrators hold advanced degrees.
- Among teachers and administrators, six people are National Board Certified.
- Our professional development plan addresses areas of need for our teachers and administrators.

School Climate:

- After full staff training in Capturing Kids' Hearts in August of 2012, the school climate has shifted dramatically in a more positive direction.
- Professional collaboration continues to grow.
- Newly hired teachers need to be trained in Capturing Kids' Hearts.

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	25	128	45
Percent satisfied with learning environment	68%	64.1%	66.7%
Percent satisfied with social and physical environment	73.1%	74.6%	56.9%
Percent satisfied with school-home relations	30.8%	71.5%	77.7%

* Only students at the highest middle school grade level and their parents were included.

Significant Challenges from the Past 3 Years:

- Hiring a faculty that is 100% highly qualified; 6 new, first-year teachers were hired for 2013-2014.
- Retaining teachers
- Changing the school culture in terms of all stakeholders
- Increasing student achievement
- Digital conversion of media center
- Implementation of Common Core State Standards with fidelity

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

- Award-winning band
 - Earned *Excellent* rating in stage performance and *Superior* rating in sight reading at the March 2014 South Carolina Band Directors Association (SCBDA) Junior Concert Festival
 - Earned *Excellent* rating at Carowinds Music Festival in 2012
 - Earned seven ratings of *Superior* at Solo and Ensemble sponsored by the South Carolina Band Directors Association in 2013
 - Received 2012-2013 Mr. Holland's Opus Foundation Music Grant
- Award-winning chorus
 - Earned two ratings of *Superior* at Carowinds Music Festival in 2012
 - Two students earned *Best Singer in the District* in 2013
 - One student was accepted to Governor's School of the Arts in voice in 2013
- PTSA award: recognized as Most Improved Organization [PTSA] in Southwestern Greenville County PTSA district in 2012-2013
- Teachers leading professional development in the district
- 72 students enrolled in after-school program through partnership with Communities in Schools
- 2nd year of implementing the GRIP program - Growing to Reach my Individual Potential. GRIP is an on-campus "school within a school" designed to address the needs of the tertiary population typically sent to alternative schools, thereby raising achievement of the entire student population.
- Two eighth grade students were selected for the ACE award honoring character in both school and community.
- Winning entry in the solicitor's drug prevention calendar
- A seventh grade student won 2nd place in the VFW Patriot's Pen essay contest.
- School-wide training in Capturing Kids' Hearts. The training has led to a dramatic, positive shift in the culture of Tanglewood.
- Increasing community involvement
- Hosting of 2nd highly successful "Parent to School Day"

SCHOOL PROFILE

School Community

Tanglewood Middle School serves 558 students in grades 6-8. Located near the western boundary of Greenville County, Tanglewood is situated just outside the city of Greenville. The beautiful campus sits on 60 acres, which brings a rural atmosphere to the heart of an urban community.

The students, staff and community are proud of the facility completed in August, 2005. The state-of-the-art facility houses the latest technology available for instructional delivery. In February of 2012, the school was refreshed with the latest technology, including laptops and new computers for all faculty, staff, administration, and the Media Center. All student laptop labs were refreshed as well. We purchased and received new desktop computers in our Gateway to Technology lab through CTE, as well as in our I Can Learn lab. Twelve computing stations were installed in our Media Center through Refresh. Additionally, ActivExpressions and ActivSlates were provided for all content classrooms. During the summer of 2012, Promethean Boards were purchased by Title I and installed in every classroom. In January of 2013, ReflexMath was purchased to accelerate student achievement through practice in basic skills. In May of 2013, we renewed licensing and support services with I Can Learn, purchased a school-wide license for USA Testprep, purchased new microscopes for 7th grade science labs, and purchased new TI-Nspire calculators for the Geometry class.

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

Tanglewood is proud of the support we have from the surrounding community. We have fostered lasting partnerships with Lockheed Martin, Junior Achievement, Communities in Schools, and United Way. These companies have provided our students with unparalleled opportunities and experiences. United Way provided a VISTA representative for parent involvement for the 2013-2014 school year, and has committed to providing two additional representatives for the 2014-2015 school year. Additional community partnerships are developing through two Diversity Leaders Initiatives (DLI). The first DLI involves Furman University, Warehouse Theater, Michelin, Greenville Hospital System, Clemson University, USC-Upstate, and BMW.

School Personnel

The professional staff of Tanglewood Middle School includes 42 classroom teachers who are divided into seven teams. In addition, there are three full-time inclusion teachers and three special education teachers. The administrative staff consists of a full-time principal and 3 assistant principals. The student-teacher ratio in core academic classes is typically 18.8:1.

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

Tanglewood Middle School

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

Teacher attendance has been consistent over the last five years:

2009 Attendance Rate: 94.8%

2010 Attendance Rate: 96.1%

2011 Attendance Rate: 94.7%

2012 Attendance Rate: 95.1%

2013 Attendance Rate: 95.3%

Teacher retention rates dropped in 2012, but rose to its highest level in five years in 2013:

2009 Retention Rate: 86.1%

2010 Retention Rate: 86.2%

2011 Retention Rate: 87.3%

2012 Retention Rate: 83.9%

2013 Retention Rate: 87.7%

Attracting and retaining qualified staff is an integral part of the district Education Plan, as well as Tanglewood's plan. 24.5% of the staff have a bachelor's degree; 14.3% have a bachelor's degree plus 18 hours; 40.8% have a master's degree; 8% have a master's degree plus 30 hours; 4% have 2 master's degrees; 4% have 2 master's degrees plus 30 hours; and 4% have a doctorate degree. The table below shows the years of experience of the current staff. The average number of years of experience among the teachers at Tanglewood is 12.5.

Years of Teaching Experience for Current Teachers 2013-2014					
	Up to 5 Years	6-10 Years	11-15Years	16-20 Years	>20 Years
Number of Teachers	13	10	11	5	10

Student Population

During the past year, our student population consisted of the following:

- 46.59% African American
- 30.65% Hispanic
- 18.64% Caucasian
- 1.97% Multi-Racial
- 1.79% American Indian or Alaska Native
- 0.18% Native Hawaiian or Other Pacific Islander

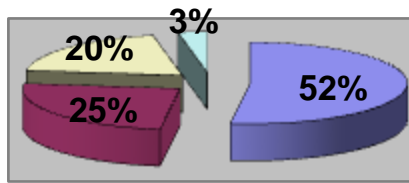
Tanglewood Middle School

The residents of our attendance area have become more transient over the years. This high mobility rate affects the stability of our student population. Many of the homes in Tanglewood's attendance area are rental properties and mobile homes. This is also reflected in the percentage of our students who live in poverty. Currently 92% students receive free and reduced lunch. Our demographics have changed over the last four years with an increasing Hispanic population. Following are data displaying the changes in student demographics over time.

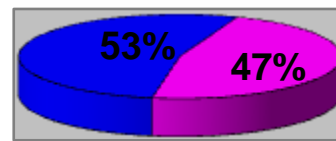
2009-10

Tanglewood Middle School Ethnic Distribution

Grade	Gender	Asian	Black	Hispanic	Other	White	W/B	Total
6 th	Males	0	65	36	2	20	4	127
	Females	0	51	25	2	15	1	94
	Total	0	116	61	4	35	5	221
7 th	Males	0	55	30	1	25	0	111
	Females	0	47	20	1	20	3	91
	Total	0	102	50	2	45	3	202
8 th	Males	0	45	17	1	25	2	90
	Females	0	54	23	1	14	1	93
	Total	0	99	40	2	39	3	183
Total	Males	0	165	83	2	70	6	324
	Females	0	152	68	5	49	5	305
	Total	0	317	151	8	119	11	606



■ Black ■ Hispanic □ White □ W/B

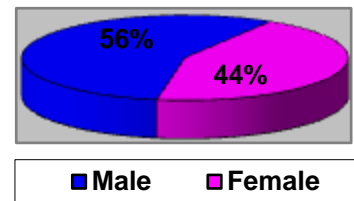
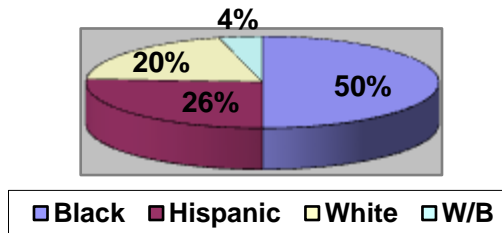


■ Male ■ Female

2010-2011

Tanglewood Middle School Ethnic Distribution

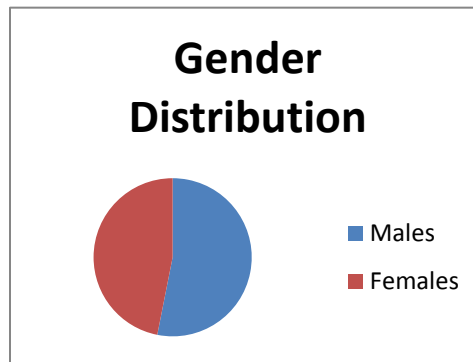
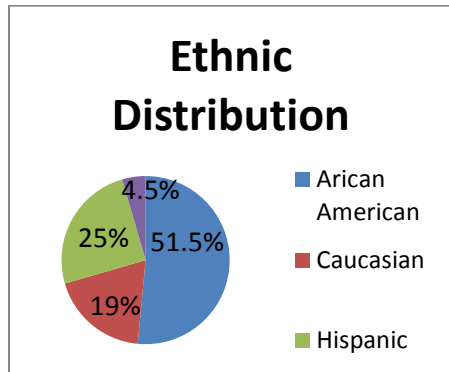
Grade	Gender	Asian	Black	Hispanic	Other	White	W/B	Total
6 th	Males	0	47	22	0	30	5	104
	Females	0	37	23	2	15	0	77
	Total	0	84	45	2	45	5	181
7 th	Males	0	65	34	1	20	4	124
	Females	0	48	27	1	12	3	91
	Total	0	113	61	2	32	7	215
8 th	Males	0	41	43	1	23	2	94
	Females	0	44	16	0	19	3	82
	Total	0	85	43	1	42	5	176
Total	Males	0	153	83	2	73	11	322
	Females	0	129	66	5	46	6	250
	Total	0	282	149	8	119	17	572



2011-2012

Tanglewood Middle School Ethnic Distribution

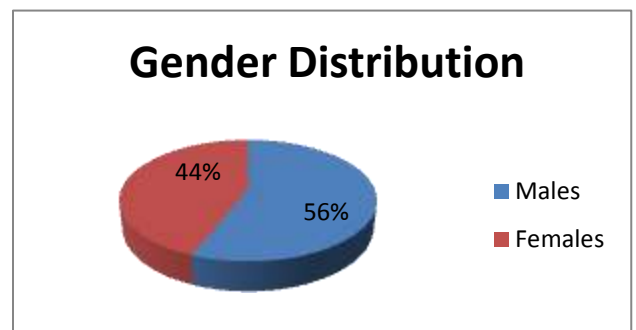
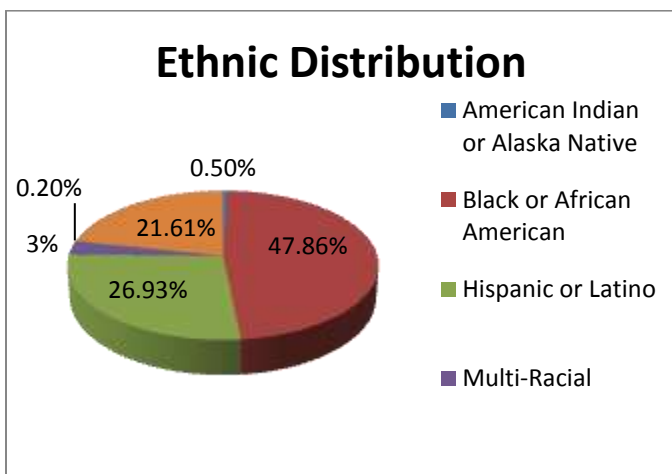
Grade	Gender	Asian	Black	Hispanic	Other	White	W/B	Total
6 th	Males	0	60	31	3	16	4	113
	Females	0	53	19	0	20	4	37
	Total	0	113	50	3	36	8	210
7 th	Males	0	44	23	3	30	3	103
	Females	0	46	26	0	22	2	96
	Total	0	90	49	3	52	5	199
8 th	Males	0	55	26	1	14	2	99
	Females	0	47	25	1	12	3	85
	Total	0	102	51	2	26	5	184
Total	Males	0	159	80	6	60	10	315
	Females	0	146	70	2	54	6	278
	Total	0	305	150	8	114	16	593



2012-2013

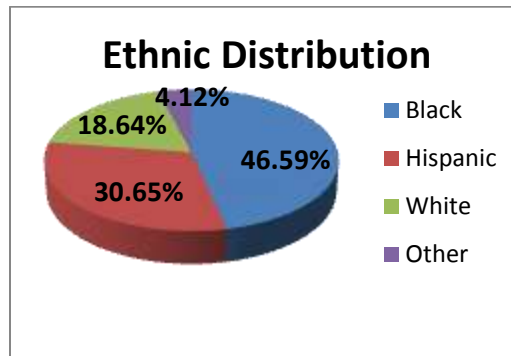
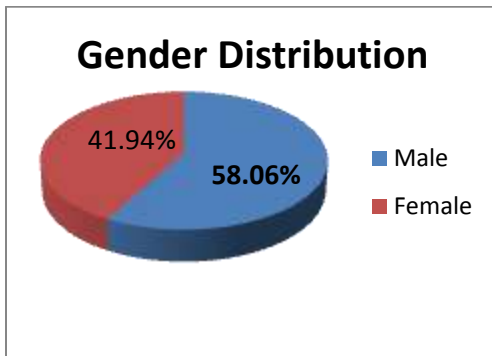
Tanglewood Middle School Ethnic Distribution

Grade	Gender	American Indian or Alaska Native	Black or African American	Hispanic or Latino	Multi-Racial	Native Hawaiian or Other Pacific Islander	White	Total
6 th	Males	0	68	37	2	1	24	132
	Females	1	48	22	1	0	18	90
	Total	1	116	59	3	1	42	222
7 th	Males	1	46	34	3	0	22	106
	Females	0	47	19	4	0	15	85
	Total	1	93	53	7	0	37	191
8 th	Males	1	31	26	5	0	26	89
	Females	0	39	19	2	0	21	81
	Total	1	70	45	7	0	47	170
Total	Males	2	145	97	10	1	72	327
	Females	1	134	60	7	0	54	256
	Total	3	279	157	17	1	126	583



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

Grade	Gender	Asian	Black or African American	Hispanic/ Latino	Amer. Indian or Alaska Native	Two or More Races	Native Hawaiian or Other Pacific Islander	White	Total
6 th	Males	1	40	42	1	2	1	16	103
	Females	0	42	28	0	1	0	10	81
	Total	1	82	70	1	3	1	26	184
7 th	Males	0	57	38	3	1	0	26	125
	Females	0	42	17	2	2	0	16	79
	Total	0	99	55	5	3	0	42	204
8 th	Males	0	40	28	3	3	0	22	96
	Females	0	39	18	1	2	0	14	74
	Total	0	79	46	4	5	0	36	170
Total	Males	1	137	108	7	6	1	64	324
	Females	1	123	63	3	5	0	40	234
	Total	0	260	171	10	11	1	104	558



Tanglewood Middle School provides 20.2% of our students with disability services in the areas of speech/language, learning disabilities, emotional disabilities, and other health impairments. For the 2013-2014 year, Tanglewood shifted from having four self-contained teachers and two resource teachers, to an inclusion model, with three self-contained teachers, and one half-day and two full-time inclusion teachers. One certified teacher serves as a full-time aide in one self-contained class. Another aide is shared between the other two self-contained classes. To assist with our high enrollment of ESOL students, we currently have one full time ESOL teacher, and one full time ESOL aide. 3.7% of our students are identified as Gifted and Talented and receive Gifted and Talented services. 72 of our students participate in the Early College program. Early College students are zoned for Tanglewood Middle School, but actually attend classes at the University Center in Greenville, SC. While the Early College students are taught at a separate campus by different teachers, their state test scores are calculated as part of Tanglewood's. Currently, we have nine subgroups that influence our ESEA/Federal Accountability grade: All Students, Male, Female, White, African American, Hispanic, Disabled, Limited English Proficient, and Subsidized Meals. Last year, we retained 0.5% of our students, which is down

from 0.7% the previous year. Tanglewood currently employs 51 certified personnel to meet the educational needs of our students.

Major Academic and Behavioral Features/Programs/Initiatives

Instructional Support:

Instruction is supported with the use of an instructional coach. The Instructional Coach meets weekly with grade level and content area PLCs to facilitate professional development and data analysis. The Instructional Coach leads the meetings and offers professional development related to current scientific research and best practices. In addition, the coach offers to model lessons in the classroom, observe and give feedback, and dialogue with teachers about their strengths and weaknesses.

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

Assessments:

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

Allocation of Resources:

Tanglewood Middle School receives allocations from the following funds:

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

Behavioral Initiatives:

- PBIS- Positive Behavior Intervention Supports
- TMS Discipline Plan
- GRIP program – Growing to Reach our Individual Potential
- Student Focus Groups

Behavioral Model:

Tanglewood Middle School

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

- P** Prepared for Learning
- R** Respectful Relationships
- I** Interacting Positively with Others
- D** Dressed for Success
- E** Engaged in Learning

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

During the 2012-2013 school year, Tanglewood Middle School created a school within the school, known as the GRIP program – Growing to Reach our Individual Potential. The GRIP program serves the tertiary population of students who have repeated referrals and suspensions, and who would otherwise face placement in an alternative school. Teachers in the GRIP program strive to keep their students current in grade-level instruction, while simultaneously providing supportive character education. It is an overriding goal that GRIP students will earn their way out of the program and back into the regular student population. Staff and students have voiced that the GRIP program is key to doing what is best for all Tanglewood Middle School students. The program, staffed with 3 teachers, and serving up to 10 students per grade level at any given time, is expected to continue in 2014-2015.

MISSION, VISION, AND BELIEFS

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

Belief:

All students can learn.

We believe:

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

Belief:

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

We Believe:

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

Belief:

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

We believe:

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

Belief:

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

We believe:

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

Belief:

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

We believe:

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

DATA ANALYSIS AND NEEDS ASSESSMENT

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

- Making Middle Grades Work
- Learning-Focused
- Literacy Development
- Backward Design
- Differentiation Models
- Response to Intervention
- Professional Learning Communities
- Robyn Jackson's Planning for Rigorous Instruction
- Implementation of Common Core State Standards

Tanglewood Middle School's curricular focus has been on bridging the South Carolina State Standards for Academics and the Arts with the Common Core State Standards. Teachers and staff have worked closely with district level academic specialists to increase knowledge of the standards, and to increase student achievement through planning rigorous instruction, using data to drive instruction, and differentiating instruction.

Tanglewood Middle School

Tanglewood Middle - 2301088 - 2009 State Report Card - No Child Left Behind - Adequate Yearly Progress Summary

Objective(s) Met	Objective(s) Not Met	Objectives	Compliance Index	Student Performance	Percent Tested	Graduation or Attendance Rate	AYP	Percent Attendance 2008	Percent Attendance 2009
24	5	29	82.8	Not Met	Met	Met	Not Met	95.9	95.9

NCLB AYP Ratings for Math and English Language Arts 2009

	Number Enrolled	% Tested	Number Included	% Not Met	% Met	% Exemplary	Opt 1 Adj % Met & Exemplary	% Att	Perf Obj Met?	% Tested Met?
ENGLISH/L.A.										
ALL STUDENTS	614	99.2	535	51.4	36.4	12.1	60.9	95.9	Yes	Yes
Male **	315	98.7	277	59.9	29.6	10.5	53.1	95.7	N/A	N/A
Female **	299	99.7	258	42.2	43.8	14	69.4	96	N/A	N/A
White	141	99.3	124	43.5	31.5	25	68.5	93.7	Yes	Yes
African-American	347	99.4	301	53.8	37.5	8.6	60.1	96.3	Yes	Yes
Asian/Pacific Is.									I/S	I/S
Hispanic	125	98.4	109	54.1	38.5	7.3	54.1	97.2	No	Yes

Tanglewood Middle School

Am. Indian/Alaskan	1		1						I/S	I/S
Disabled	107	100	93	84.9	14	1.1	26.9	94.8	No	Yes
Not Disabled **	507	99	442	44.3	41.2	14.5	68.1	96.1	N/A	N/A
Migrant **									N/A	N/A
Non-migrant **	614	99.2	535	51.4	36.4	12.1	60.9	95.9	N/A	N/A
Limited Eng. Prof.	110	99.1	102	56.9	36.3	6.9	52	97.2	No	Yes
Non-LEP **	504	99.2	433	50.1	36.5	13.4	63	95.5	N/A	N/A
Subsidized Meals	548	99.1	475	53.1	35.4	11.6	59.8	95.8	Yes	Yes
Full-Pay Meals **	66	100	60	38.3	45	16.7	70	96.6	N/A	N/A
MATHEMATICS										
ALL STUDENTS	614	98.2	534	52.8	38.6	8.6	59	95.9	Yes	Yes
Male **	315	97.8	276	55.8	35.9	8.3	56.9	95.7	N/A	N/A
Female **	299	98.7	258	49.6	41.5	8.9	61.2	96	N/A	N/A
White	141	98.6	123	51.2	31.7	17.1	60.2	93.7	Yes	Yes
African-American	347	99.7	301	56.5	39.2	4.3	55.1	96.3	No	Yes
Asian/Pacific Is.									I/S	I/S
Hispanic	125	93.6	109	45	44	11	67.9	97.2	Yes	Yes
Am. Indian/Alaskan	1		1						I/S	I/S
Disabled	107	99.1	92	90.2	7.6	2.2	21.7	94.8	No	Yes
Not Disabled **	507	98	442	45	45	10	66.7	96.1	N/A	N/A
Migrant **									N/A	N/A
Non-migrant **	614	98.2	534	52.8	38.6	8.6	59	95.9	N/A	N/A

Tanglewood Middle School

Limited Eng. Prof.	110	93.6	102	47.1	43.1	9.8	65.7	97.2	Yes	Yes
Non-LEP **	504	99.2	432	54.2	37.5	8.3	57.4	95.5	N/A	N/A
Subsidized Meals	548	98.2	475	53.5	37.7	8.8	58.3	95.8	Yes	Yes
Full-Pay Meals **	66	98.5	59	47.5	45.8	6.8	64.4	96.6	N/A	N/A

NCLB AYP Ratings for Math and English Language Arts 2010

	Number Enrolled	% Tested	Number Included	% Not Met	% Met	% Exemplary	Opt 1 Adj % Met &	Opt 2 Adj % Met & Exemplary 3yr Avg	% Adj Met & Exemplary Prev yr	Opt 3 % Met & Exemplary Inc Needed	Opt 3 % Met & Exemplary Inc Actual	% Att	Perf Obj Met?	% Tested Met?
							Exemplary							
English Language Arts														
ALL STUDENTS	618	99	530	55.5	31.3	13.2	60.2	N/A	60.9	3.9	-0.7	95.4	Yes	Yes
Male **	333	98.8	290	62.1	26.9	11	51.7	N/A	53.1	4.7	-1.4	95.2	N/A	N/A
Female **	285	99.3	240	47.5	36.7	15.8	70.4	N/A	69.4	3.1	1	95.5	N/A	N/A
White	122	98.4	98	46.9	27.6	25.5	67.3	N/A	68.5	3.2	-1.2	92.8	Yes	Yes
AFAM	337	99.4	293	61.8	28.7	9.6	56.3	N/A	60.1	4	-3.8	95.8	No	Yes
Hispanic	150	99.3	135	48.9	38.5	12.6	63	N/A	54.1	4.6	8.9	96.7	Yes	Yes
Disabled	124	98.4	104	88.5	7.7	3.8	29.8	N/A	26.9	7.3	2.9	92.7	No	Yes
NOT Dis	494	99.2	426	47.4	37.1	15.5	67.6	N/A	68.1	3.2	-0.5	96.1	N/A	N/A
Migrant **								N/A					N/A	N/A
NON Mig	618	99	530	55.5	31.3	13.2	60.2	N/A	60.9	3.9	-0.7	95.4	N/A	N/A
LEP	129	99.2	128	50.8	37.5	11.7	61.7	N/A	52	4.8	9.7	96.9	Yes	Yes
Non-LEP **	489	99	402	57	29.4	13.7	59.7	N/A	63	3.7	-3.3	94.9	N/A	N/A

Tanglewood Middle School

F/R L	563	98.9	484	57	31.4	11.6	59.3	N/A	59.8	4	-0.5	95.2	Yes	Yes
Pay L	55	100	46	39.1	30.4	30.4	69.6	N/A	70	3	-0.4	96.9	N/A	N/A

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

Tanglewood Middle - NCLB AYP 2011

Summary

Objective(s) Met: 20

Objective(s) Not Met: 9

Objectives: 29

Compliance Index: 69

Student Performance: Not Met

Percent Tested: Met

Graduation or Attendance Rate: Met

AYP: Not Met

Percent Attendance

2010	2011
95.4	95.2

Tanglewood Middle School

NCLB AYP Ratings for English Language Arts and Math

Column Legend

A) Number of Students Enrolled in District/School

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Tanglewood Middle School

English Language Arts

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
ALL STUDENTS	564	99.5	99.2	486	51	34.6	14.4	59.7	60.3	60.2	4	-0.5	95.2	No	Yes
Male **	311	99.4	99	283	57.6	28.6	13.8	53.4	52.7	51.7	4.8	1.7	94.9	N/A	N/A
Female **	253	99.6	99.5	203	41.9	42.9	15.3	68.5	69.4	70.4	3	-1.9	95.7	N/A	N/A
White	117	100	99.2	103	40.8	34	25.2	71.8	69.2	67.3	3.3	4.5	94	Yes	Yes
African-American	299	100	99.6	252	56.7	31.7	11.5	51.2	55.9	56.3	4.4	-5.1	95.2	No	Yes
Asian/Pacific Is.														I/S	I/S
Hispanic	148	98	98.6	131	48.1	40.5	11.5	56.4	61.2	63	3.7	3.4	96.2	No	Yes
Am. Indian/Alaskan														I/S	I/S
Disabled	105	100	99.4	90	85.6	10	4.4	26.7	27.8	29.8	7	-3.1	94.6	No	Yes
Not Disabled **	459	99.4	99.2	396	43.2	40.2	16.7	67.2	67.6	67.6	3.2	-0.4	95.4	N/A	N/A
Migrant **														N/A	N/A
Non-migrant **	564	99.5	99.2	486	51	34.6	14.4	59.7	60.3	60.2	4	-0.5	95.2	N/A	N/A
Limited Eng. Prof.	128	98.4	98.9	126	47.6	42.1	10.3	67.5	60.4	61.7	3.8	5.8	97	Yes	Yes
Non-LEP **	436	99.8	99.3	360	52.2	31.9	15.8	56.9	59.9	59.7	4	-2.8	94.6	N/A	N/A

Tanglewood Middle School

Subsidized Meals	517	99.4	99.1	447	51.9	34.2	13.9	59.5	59.5	59.3	4.1	0.2	95.3	No	Yes
Full-Pay Meals **	47	100	100	39	41	38.5	20.5	61.5	67	69.6	3	-8.1	94.6	N/A	N/A

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

MATH

Math	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
ALL STUDENTS	564	99.7	98.9	487	51.7	38	10.3	62.6	60.5	59.8	4	2.8	95.2	No	Yes
Male **	311	99.4	98.5	283	54.4	33.6	12	57.2	56.4	55.2	4.5	2	94.9	N/A	N/A
Female **	253	100	99.3	204	48	44.1	7.8	70.1	65.6	65.4	3.5	4.7	95.7	N/A	N/A
White	117	100	98.7	103	44.7	40.8	14.6	68	64	63.9	3.6	4.1	94	Yes	Yes
African-American	299	100	99.6	252	59.1	34.9	8	54	54.1	53.1	4.7	0.9	95.2	No	Yes
Asian/Pacific Is.														I/S	I/S
Hispanic	148	98.7	97.4	132	43.2	41.7	15.2	75	71.3	71.1	2.9	3.9	96.2	Yes	Yes
Am. Indian/Alaskan														I/S	I/S
Disabled	105	100	98.8	90	83.3	16.7	0	28.9	24.3	22.3	7.8	6.6	94.6	No	Yes
Not Disabled **	459	99.6	98.9	397	44.6	42.8	12.6	70.3	68.6	68.9	3.1	1.4	95.4	N/A	N/A
Migrant **														N/A	N/A
Non-migrant **	564	99.7	98.9	487	51.7	38	10.3	62.6	60.5	59.8	4	2.8	95.2	N/A	N/A
Limited Eng. Prof.	128	99.2	97.5	127	42.5	42.5	15	76.4	70.8	70.3	3	6.1	97	Yes	Yes
Non-LEP **	436	99.8	99.2	360	55	36.4	8.6	57.8	57.2	56.5	4.4	1.3	94.6	N/A	N/A

Tanglewood Middle School

Subsidized Meals	517	99.6	98.8	448	52	38.2	9.8	62.5	59.8	58.7	4.1	3.8	95.3	No	Yes
Full-Pay Meals **	47	100	99.4	39	48.7	35.9	15.4	64.1	66.7	71.7	2.8	-7.6	94.6	N/A	N/A

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

2012 - ESEA / Federal Accountability System**MIDDLE SCHOOL MATRIX****Matrix Key**

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

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

Tanglewood Middle School

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

2013 - ESEA / Federal Accountability System

TITLE	ELA Proficiency Met/Improved	Math Proficiency Met/Improved	Science Proficiency Met/Improved	Social Studies Proficiency Met/Improved	ELA Percent Tested	Math Percent Tested
ALL STUDENTS	0.9	0.5	0.4	0.6	1	1
Male	0.9	0.6	0.6	0.7	1	1
Female	0.9	0.4	0.2	0.4	1	1
White	1	0	0	0.5	1	1
African-American	0.9	0.6	0.6	0.5	1	1
Asian / Pacific Islander						

Tanglewood Middle School

Hispanic	0.9	0.5	0.9	0.7	1	1
American Indian / Alaskan						
Disabled	0.9	0	0	0.7	1	1
LEP	0.9	0.5	0.9	0.6	1	1
Subsidized Meals	0.9	0.5	0.4	0.5	1	1
<hr/>						
Total Number of Points	8.2	3.6	4	5.2	9	9
Total Number of Objectives	9	9	9	9	9	9
Percent of Objectives Met	91.11	40	44.44	57.78	100	100
Weight	0.35	0.35	0.05	0.05	0.1	0.1
Weighted Points Subtotal	31.89	14	2.22	2.89	10	10
Points Total	71					

Note:

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

Middle School

Student Achievement Needs Assessment

Under the new ESEA/Federal Accountability System, Tanglewood Middle School received an overall weighted points total of 71 and an overall grade conversion of “C.” The academic achievement demonstrated in 2012-2013 represented important growth from an overall weighted points total of 28 and an overall grade conversion of “F” from the previous year. Tanglewood met 91.11% of ELA proficiency objectives, 40% of Math proficiency objectives, 44.44% of Science proficiency objectives, and 57.78% of the Social Studies proficiency objectives. The only subgroups receiving 0 point values were white students in Math, and Science, and disabled students in Math and Science.

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

- Continuing a schedule that allows for an increase in class instruction time from 52 minutes to 70 minutes
- Moving to a full inclusion model for special education, and deleting the LD self-contained class
- Using PLCs to analyze and discuss data from unit assessments, MAP scores, and PASS scores
- Meeting in PLCs with our district academic specialists for ELA and Math every week for instructional planning, curriculum design, and data analysis
- On-going training teachers in implementation of Common Core literacy strategies
- Offering extra math classes for underperforming students through the I Can Learn math lab
- Offering professional development addressing school-wide, small-group, and individual needs related to, but not limited to, student use of technology, formative and summative assessment strategies, planning and implementing rigorous instruction, pacing, unpacking Common Core State Standards, classroom management, and student engagement
- Focusing on teacher observations with effective feedback
- Goal-setting and conferencing with students

Teacher and Administrator Quality

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

Middle School

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Teachers with Advanced Degrees	42.6%	51.9%	60.0%	58.5%	61.2%
Highly Qualified and Certified	100%	100%	100%	97.8%	100%

School Climate Needs Assessment

Educational Oversight Committee Survey – Teachers

% Agree/Mostly Agree	2009 n=42	2010 n=34	2011 n=39	2012 n=25	2013 n=25
Learning Environment	62	88.2	74.4	68	68
Social/Physical Environment	54.8	91.2	91.9	82.6	73.1
Home/School Relations	67	54.5	33.3	32	30.8

Educational Oversight Committee Survey - Students

% Agree/Mostly Agree	2009 n=170	2010 n=167	2011 n=111	2012 n=121	2013 n=128
Learning Environment	77.2	75.9	75.7	73.6	64.1
Social/Physical Environment	80.7	80.0	77.1	71.5	74.6
Home/School Relations	84.4	84.7	78.3	77.9	71.5

Educational Oversight Committee Survey – Parents

% Agree/Mostly Agree	2009 n=87	2010 n=59	2011 n=13	2012 n=9	2013 n=45
Learning Environment	74.4	78.9	61.5	70	66.7
Social/Physical Environment	74.1	69.6	53.8	60	56.9
Home/School Relations	71.9	73.2	69.2	60	77.7

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

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

GOAL AREA 1: Raise the academic challenge and performance of each student.

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in writing and English Language Arts each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS) from 50.9% in 2012 to 65.9% in 2018.

ANNUAL OBJECTIVE: Annually increase by 3.0 percentage points students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012- 13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	53.9	56.9	59.9	62.9	65.9
School Actual	50.9	53.4					
District Projected	X	X	78.8	79.8	80.8	81.8	82.8
District Actual	77.8	78.8					

Baseline data from 2011-12 is based upon 5th and 8th grade scores only. Projected performance is based upon 3rd through 8th grade scores.*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.*

PASS % ELA

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) from 42.5% in 2012 to 57.5% in 2018.

ANNUAL OBJECTIVE: Increase by 3.0 percentage points annually students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	45.5	48.5	51.5	54.5	57.5
School Actual	42.5	50.97					
District Projected	X	X	79.0	80.0	81.0	82.0	83.0
District Actual	78.0	80.5					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

FIVE YEAR PERFORMANCE GOAL: By grade band (middle), meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

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

ELA – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	608.7	620.6					
Male	604.5	617.3					
Female	613.6	624.7					
White	629.0	634.9					
African-American	599.7	611					
Asian/Pacific Islander	N/A	N/A					
Hispanic	N/A	626.6					
American Indian/Alaskan	N/A	N/A					
Disabled	573.0	583.4					
Limited English Proficient	612.6	625.4					
Subsidized Meals	608.4	619.2					

ELA – District - Grades 6-8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	624	628	632	636	640	644	648
Actual							
All Students	651.7	653.7					
Male	646.7	649.5					
Female	656.8	658.1					
White	664.5	666.3					
African-American	624.6	626.9					
Asian/Pacific Islander	679.6	684.5					
Hispanic	650.8	637.9					
American Indian/Alaskan	631.2	647.7					
Disabled	589.7	593.6					
Limited English Proficient	632.5	637.4					
Subsidized Meals	630.0	632.9					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

EOCEP % ENGLISH I

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I from 87.9% in 2013 to 92.9% in 2018.

ANNUAL OBJECTIVE: Increase by 1.0 percentage point annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I.

DATA SOURCE(S): SDE School Report Card

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	88.9	89.9	90.9	91.9	92.9
School Actual	89.7	87.9					
District Projected (MS and HS)	X	X	77.3	78.3	79.3	80.3	81.3
District Actual (MS only)	98.9	98.9					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

PASS % MATH

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS) from 41.5% in 2012 to 56.5% in 2018.

ANNUAL OBJECTIVE: Increase by 3.0 percentage points annually students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	44.5	47.5	50.5	53.5	56.5
School Actual	41.5	47.37					
District Projected	X	X	78.4	79.4	80.4	81.4	82.4
District Actual	77.4	77.3					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

PASS AVG. MATH

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

FIVE YEAR PERFORMANCE GOAL: By grade band (middle), meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

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

Math – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	611.0	615.9					
Male	610.7	616.4					
Female	611.3	615.2					
White	624.6	623.0					
African-American	601.9	607.5					
Asian/Pacific Islander	N/A	N/A					
Hispanic	N/A	625.4					
American Indian/Alaskan	N/A	N/A					
Disabled	585.1	583.5					
Limited English Proficient	620.2	625.1					
Subsidized Meals	610.7	615.4					

Math – District - Grades 6-8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	649.6	650.7					
Male	649.6	650.5					
Female	649.6	651.0					
White	661.4	662.7					
African-American	622.1	623.6					
Asian/Pacific Islander	694.9	695.3					
Hispanic	649.0	636.2					
American Indian/Alaskan	628.8	640.2					
Disabled	594.4	594.0					
Limited English Proficient	637.1	639.7					
Subsidized Meals	628.5	629.2					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

EOCEP % ALGEBRA I

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I from 81.6% in 2013 to 99.0% in 2018.

ANNUAL OBJECTIVE: Increase by 13.0 percentage points in 2014 and by 1.0 percentage point annually thereafter students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	96.0	97.0	98.0	99.0
School Actual	94.3	82.0					
District Projected (MS and HS)	X	X	84.6	85.6	86.6	87.6	88.6
District Actual (MS only)	99.4	97.6					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

PASS % TESTED

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

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups each year from 2013-14 through 2017-18.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups annually.

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

% Tested ELA School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100.0	99.8					
Male	100.0	100					
Female	100.0	99.6					
White	100.0	100					
African-American	100.0	99.7					
Asian/Pacific Islander	N/A	N/A					
Hispanic	100.0	100					
American Indian/Alaskan	N/A	N/A					
Disabled	100.0	100					
Limited English Proficient	100.0	100					
Subsidized Meals	100.0	99.8					

% Tested ELA District Grades 6-8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.9	100.0					
Male	99.9	100.0					
Female	99.9	99.9					
White	99.9	100.0					
African-American	99.8	100.0					
Asian/Pacific Islander	99.8	100.0					
Hispanic	99.9	99.9					
American Indian/Alaskan	100.0	100.0					
Disabled	99.2	99.9					
Limited English Proficient	99.8	99.9					
Subsidized Meals	99.8	99.9					

% Tested Math School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.7	99.8					
Male	99.7	99.7					
Female	99.6	100.0					
White	100.0	100.0					
African-American	100.0	99.7					
Asian/Pacific Islander	N/A	N/A					
Hispanic	98.7	100.0					
American Indian/Alaskan	N/A	N/A					
Disabled	100.0	99.2					
Limited English Proficient	98.5	100.0					
Subsidized Meals	99.6	99.8					

% Tested Math District – Grades 6-8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100.0	99.9					
Male	99.9	99.9					
Female	100.0	100.0					
White	100.0	99.9					
African-American	99.9	99.9					
Asian/Pacific Islander	100.0	100.0					
Hispanic	99.9	100.0					
American Indian/Alaskan	100.0	100.0					
Disabled	99.8	99.9					
Limited English Proficient	99.9	100.0					
Subsidized Meals	99.9	99.9					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

PASS % SCIENCE

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS) from 46.3% in 2012 to 61.3% in 2018.

ANNUAL OBJECTIVE: Increase by 3.0 percentage points annually students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	49.3	52.3	55.3	58.3	61.3
School Actual	46.3	47.6					
District Projected	X	X	76.9	77.9	78.9	79.9	80.9
District Actual	75.9	77.0					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

PASS AVG. SCIENCE

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

FIVE YEAR PERFORMANCE GOAL: By grade band (middle), meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

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

Science – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	597.2	601.1					
Male	597.1	602.5					
Female	597.3	599.3					
White	621.2	614.3					
African-American	584.8	589.9					
Asian/Pacific Islander	N/A	N/A					
Hispanic	N/A	609.5					
American Indian/Alaskan	N/A	N/A					
Disabled	561.0	557.0					
Limited English Proficient	599.3	609.2					
Subsidized Meals	596.5	600.0					

Science – District Grades 6-8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	637.3	634.1					
Male	638.4	635.4					
Female	636.1	632.8					
White	649.9	646.7					
African-American	609.5	607.7					
Asian/Pacific Islander	670.1	666.8					
Hispanic	617.0	619.1					
American Indian/Alaskan	627.4	627.2					
Disabled	581.0	579.5					
Limited English Proficient	618.2	619.1					
Subsidized Meals	615.8	613.5					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

PASS % SOCIAL STUDIES

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS) from 46.9% in 2012 to 61.9% in 2018.

ANNUAL OBJECTIVE: Increase by 3.0 percentage points annually students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	49.9	52.9	55.9	58.9	61.9
School Actual	46.9	51.43					
District Projected	X	X	79.9	80.9	81.9	82.9	83.9
District Actual	78.9	79.5					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

PASS AVG. SOCIAL STUDIES

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

FIVE YEAR PERFORMANCE GOAL: By grade band (middle), meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

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

Social Studies – School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	599.2	604.4					
Male	599.6	606.5					
Female	598.7	601.9					
White	612.7	617.0					
African-American	591.4	595.8					
Asian/Pacific Islander	N/A	N/A					
Hispanic	N/A	612.4					
American Indian/Alaskan	N/A	N/A					
Disabled	571.0	577.4					
Limited English Proficient	605.9	611.6					
Subsidized Meals	598.5	602.9					

Social Studies – District – Grades 6-8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	641.9	642.7					
Male	646.1	647.6					
Female	637.5	637.7					
White	653.5	654.8					
African-American	615.7	615.5					
Asian/Pacific Islander	680.3	677.0					
Hispanic	632.8	629.7					
American Indian/Alaskan	622.9	631.4					
Disabled	589.9	589.6					
Limited English Proficient	626.6	631.2					
Subsidized Meals	620.5	620.0					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
Provide PD on writing across the curriculum	2014-2015	Instructional Coach APCI ELA teachers	0.00	District	PD Calendar Lesson Plans Improvement in PASS scores Teacher implementation of writing in all content areas
Collaborate with district academic specialist for ELA during common planning with focus on planning, assessment, and data analysis	2013-2018	District ELA academic specialist Instructional Coach APCI	0.00	District	PD Calendar Lesson plans
Collaborate with district academic specialist for Math during common planning with focus on planning, assessment, and data analysis	2013-2018	District Math academic specialist Instructional Coach APCI	0.00	District	PD Calendar Lesson Plans
Collaborate individually and in groups with district coordinator of technology for Title 1 instruction with focus on increasing student use of innovative technology in the classroom	2013-2018	District coordinator of technology for Title 1 instruction Instructional Coach APCI	0.00	District	PD Calendar Lesson Plans Teacher and student use of technology in the classrooms
Analyze writing PASS scores by category to create focus for lessons and assessments.	2013-2018	Instructional coach, ELA department chair	0.00	District	Disaggregated data Lesson Plans Observations
Continue backward design of curriculum and assessment to develop, analyze and calibrate common unit assessments.	2013-2018	Instructional coach, APCI, teachers, department chairs	0.00	District	Lesson Plans Common planning notes and lesson plans Assessments
Continue collaborative planning using common pacing guides at each grade level.	2013-2018	Instructional coach, APCI, district academic specialists	0.00	District	Lesson Plans Planning Guides Meeting Agendas and Notes Pacing Guides
Embed literacy and Learning-Focused professional development throughout	2013-2018	Instructional coach APCI	0.00	District	Lesson Plans Meeting Agendas and Notes

the school year.					Professional Development Calendar
Provide professional development on best practices for reading instruction	2014-2015	Instructional Coach District academic specialist	0.00	District	Improvement in Reading MAP scores from fall to spring of each year Observation of teacher implementation of reading strategies Documentation of professional development
Employ four language arts teachers to reduce class size	2014-2015	Administrator Title One Facilitator	\$219,646.00	Title One	Class ratio of 21 students to 1 teacher Improved MAP scores
Provide professional development on using science ebooks for instruction	2014-2015	Discovery Education specialist Instructional Coach	0.00	District	Attendance Lesson plans
Provide professional development on using MAP scores and Descartes to differentiate instruction.	2014-2015	Instructional Coach	0.00	District	Lesson plans Classroom observations Increased reading MAP scores
Continue use of Compass Learning to differentiate instruction.	2013-2018	Instructional Coaches Leadership Team Math Teachers	0.00	District	Lesson plans Classroom observations Data analysis from Compass Increased math MAP scores
Provide model lessons for 6-8 ELA incorporating best practice instruction	2013-2018	Instructional Coach APCI District ELA academic specialist	0.00	District	Lesson plans
Continue use of Making Middle Grades Work comprehensive improvement framework	2013-2018	Administration Leadership Team Focus Groups	0.00	District	Portfolio Meeting agendas Meeting minutes

Employ four math teachers to reduce class size	2014-2015	Administrator Title One Facilitator	\$328,438.000	Title One	Class ratio of 21 students to 1 teacher
Provide model lessons for 6-8 Math incorporating best practice instruction	2013-2018	Instructional Coach District Math academic specialist	0.00	District	Lesson plans
Increase walk through evaluations to monitor instruction	2013-2018	Administrators Instructional Coach	0.00	District	Data collection
Renew license and support services for Reflex Math	2014-2015	Administrator Title One Facilitator Instructional Coach	\$3,000.00	Title One	Lesson Plans Increased math MAP scores
Renew license and support services for I Can Learn math program	2014-2015	Administrator Title One Facilitator Instructional Coach	\$15,000.00	Title One	Installation of program Training of I Can Learn teachers
Implement the use of I Can Learn math lab for targeted students.	2014-2015	Instructional Coach Leadership Team ICL Teachers Guidance counselors	0.00	District	Lesson plans Data Collection
Implement the use of I Can Learn program in regular math classrooms as a means of differentiation, pre-teaching, re-teaching, and acceleration.	2014-2015	Instructional Coach Math teachers District Math academic specialist	0.00	Title One	Lesson plans Increased math MAP scores
Continue use of USA Testprep for all content areas	2013-2016	Administrator Title I Facilitator	0.00	Title I	Lesson plans Data collection
Implement summer transition camp for rising 6 th graders	2014	Assistant Principal 6 th grade teachers Title 1 Facilitator	\$10,000 for supplies, incentives, transportation, and salary for teachers (at \$30/hour plus benefits)	Title 1	Lesson plans Student enrollment Student projects

Summer Enrichment for 7 th and 8 th graders to focus primarily on language arts and math, but to include aspects of science and social studies, as well as related arts to enhance the value of learning	2014	ACPI 7 th and 8 th grade teachers	\$20,552.80 for supplies, incentives, transportation, and salary for teachers (at \$30/hour plus benefits)	CTA	Agenda Student enrollment Presentations Lesson Plans Student research and creation of model
Install PITSCO labs for math 8, algebra 1, reading, research, and presentation	2014-2018	Administration Instructional Coach Math teacher Reading teacher	\$25,000 for algebra 1, \$25000.00 for math 8, an unidentified amount for site licenses for reading	CTA	Fully operational PITSCO labs Student enrollment Lesson Plans Increased math and ELA MAP scores

PROFESSIONAL DEVELOPMENT

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

GOAL AREA 2: Ensure quality personnel in all positions.

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

ANNUAL OBJECTIVE: All teachers hired for the 2013-2014 school year will be highly qualified and certified.

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

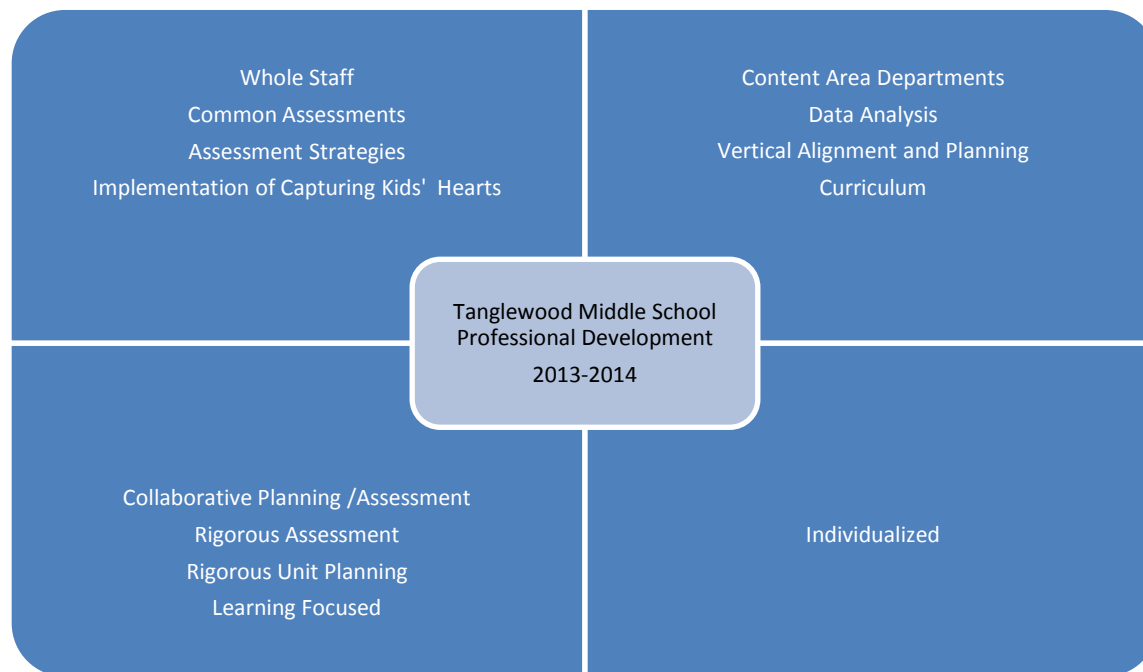
	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x	100.0	100.0	100.0	100.0	100.0
Actual	95.0	95.0	100.0				

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
Fill vacant teaching positions with Highly Qualified personnel	2013-2018	Administration	Varied – dependent on vacancies, and on new hires' education level and experience	District Title I	Personnel records
On-going professional development based on needs of staff and district	2013-2018	Instructional coach APCI	0.00	District	PD Plan and PD Calendar

TANGLEWOOD MIDDLE SCHOOL PROFESSIONAL DEVELOPMENT PLAN 2013-2014

Theme /Focus

For the past five years, Tanglewood Middle School staff has been working towards gaining common ground concerning student achievement, professional learning communities, teacher reflection and evaluation, and curriculum and instruction. Based on *On Common Ground* by Richard DuFour, Tanglewood's professional development plan revolves around professional learning communities at all levels. Professional development for the 2013-2014 school year will expand on these facets and will include individualized professional development for teachers.



The focus of our professional development for the 2011-2012 school year was *Standing on Common Ground: Extending the Work*, and we continued to work under this focus for the 2012-2013 school year. The professional development plan for 2013-14 will extend this same theme putting an emphasis on the Common Core State Standards, classroom level assessment, rigorous lesson and unit planning, and vertical alignment. Teachers at Tanglewood began the process of working on the work during the 2009-2010 school year when they used what they were taught about how to use a three-part process for developing higher quality assessments. After engaging in in-depth analysis of standards, indicators, and state support documents, teacher-made benchmark assessments were developed in each of the core academic areas that supported they collaboratively developed pacing guides for each subject.

During the 2010-2011 school year, teachers and staff worked together to analyze multiple sources of data including PASS, MAP, benchmark assessments, and classroom data. Teachers further developed their capacity using data on display, using data to drive instruction, collaborative planning, and increasing rigor in the classroom.

During the spring of 2011, Tanglewood Middle School participated in an academic audit. The professional development plan and calendar for the 2011-12 and 2012-13 school year is based on the results of this audit in conjunction with the School Renewal Plan, Title I Plan, Making Middle Grades Work Technical Assistance Visit Report (2010), and AYP and school report card data from 2012. The focus is to provide the best instructional environment for students through developing teachers' knowledge of researched-based instructional practice and use of data. Teachers will work collaboratively as well as individually to improve the rigor of lessons, assessments, and delivery through analyzing school-level and classroom data, researching best practice, and using calibration strategies to analyze lessons, assessments, and instructional delivery. Due to teacher turnover in the last four years, it is important to revisit assessment strategies, develop quality assessments, and focus on types of assessments. Additionally, it is important that TMS staff work towards implementation of the Common Core State Standards and the assessments that will accompany them. The instructional coach and the assistant principal for curriculum and instruction have participated in professional development this year which produced a gap analysis and plan for implementation of the Common Core State Standards, and this

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

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

Once we have clarified the knowledge, understanding, and skills that students must learn, we then must collaborate to develop mutually agreed upon ways to determine mastery of those concepts and skills. Understanding the Secrets of the Learning-Focused Strategies Model V.7, 2009

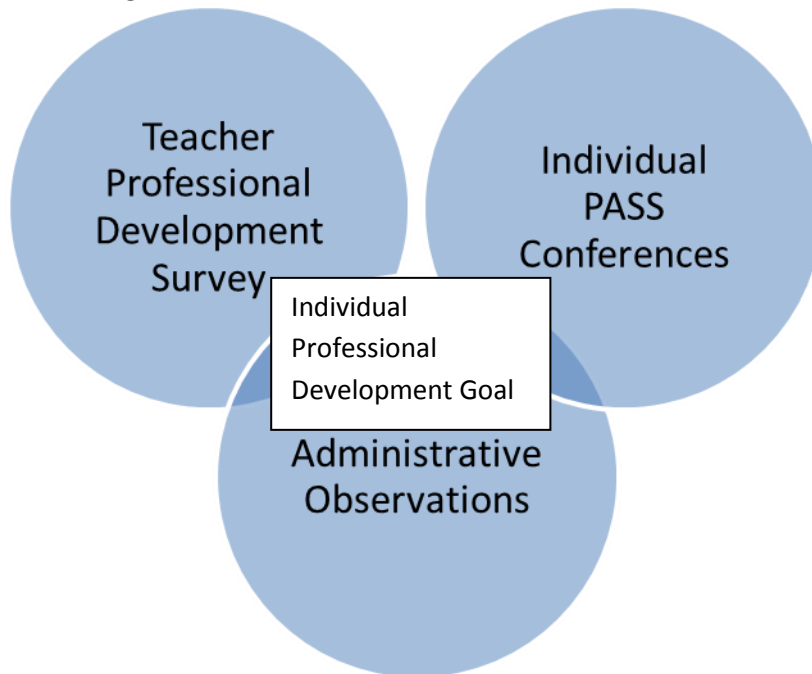
professional development plan is based on that analysis and plan.

Tanglewood Middle School's Tiers of Professional Development

- **School-Wide Professional Development:** Over the past four years, Tanglewood Middle School staff have worked together in various capacities in professional development. The majority of this professional development has occurred during grade level professional learning communities. Because it is important to focus more of the embedded professional development on collaborative planning sessions with grade level cohorts instead of grade level PLCs, we have reorganized our whole faculty professional development. Whole faculty professional development will occur two Wednesdays per month after school in the Media Center. Professional development will be surrounded around best practice, assessment strategies, school writing model, and rigor. Professional development will be led by teachers and teachers will be expected to participate. A schedule of leaders will be developed and published prior to the beginning of the school year.
- **Professional Learning Communities:** The staff at Tanglewood participate in a variety of professional learning communities which facilitate curriculum and instruction throughout the school. We foster collaboration and professional learning through these communities.
 - **Grade Level PLCs:** Teachers work together to foster collaboration for classroom management, administrative information, strategic planning for events, parent conferences, team interventions, and implementation of Power of I.
 - **Department PLCs:** Teachers work together to align the curriculum vertically, analyze data from year to year, and implement Common Core standards, district level curriculum maps, and assessment.
 - **Cohort PLCs:** Teachers collaborate to create common syllabi, common rigorous lessons, common rigorous assessments, and to analyze data. Teachers work with the assistant principal of curriculum and instruction, instructional coach and Title I coaches to create these rigorous instructional materials as well as to analyze and calibrate classroom assessments. The APCI and IC will work with teachers in a reflective coaching manner to encourage improvement and success.
 - **Administrative PLCs:** The administrative team will work together weekly to analyze school-wide and classroom data to improve the culture of the school including classroom instruction, curriculum, attendance, parent involvement, and discipline.
- **Individualized Professional Development:**
 - **Teacher Reflection and Survey:** Teachers will use their own needs to guide their professional development. Teachers will take a professional development survey at the beginning of the year that will identify their individual needs for professional development. Additionally, each content area teacher will meet with the principal and the assistant principal for curriculum and instruction to discuss PASS scores from 2013. With these two factors in mind, teachers will formulate their professional development goal.
 - **Instructional Coaching:** The instructional coach will work with individual teachers based on their needs determined by the professional development survey, the outcome of the PASS meetings, and as determined by their professional development goal for 2013-14. The IC and APCI will work with these teachers on a weekly basis during professional development periods and collaborative planning sessions provided in the master schedule.
 - **Teacher Evaluation and PAS-T:** Teachers will participate in the PAS-T evaluation system for Greenville County. The PAS-T portfolio requirements for Tanglewood Middle School include teacher goal-setting, teacher reflection, peer observation, and

lesson reflection. Each of these facets will serve as part of the teacher's professional development process. Being a reflective teacher brings improvement.

- **Topics:** Topics for Individualized PD include but are not limited to instructional planning, assessment, technology use, classroom management, rigor, Learning Focused strategies, summarizing, and data analysis and collection. In addition to teachers' professional development goals, topics and areas of need will be determined by the APCI and IC through observations and coaching.



Organization

Job-embedded professional development will include but not be limited to the use of the school's principal, assistant principal for curriculum and instruction, instructional coach, and Title I ELA and math coaches. The principal and assistant principal will lead and organize the instructional team. The assistant principal will lead classroom observation and evaluation, professional development, *Making Middle Grades Work* professional development, and data-driven instructional practice. The instructional coach will review and work with teachers to implement rigorous lesson and unit planning and the *Learning-Focused Strategies Model* and assist them in the day-to-day preparation of assessments, data-driven lesson planning, and in the review of lesson plans. The instructional coach will also be the primary lead for implementing the Common Core State Standards. The Title I ELA and math coaches will assist teachers in developing high quality lessons that

reflect the Learning-Focused Strategies Model as well as foster collaboration and build upon our theme of creating quality assessments for our students.

Teachers will work collaboratively to create standards-based assessments and units using the backward design model. This collaboration will occur in a variety of PLCs: Whole faculty, grade level, department, and grade level-content area. While emphasis was previously placed on developing high quality benchmark assessments using the format of state assessments, the format expected in unit assessments should be determined by how much information the format provides to the teacher about what the child knows and is able to do based on the indicator(s) being measured through the assessment. For these purposes the quality of unit and classroom assessments will be determined by whether (1) each item is —on target , (2) the levels of rigor (proficiency) at which students are expected to respond, and (3) the appropriateness of the format for providing a clear indication of specific mastery of content and/or skills as well as its relationship to Smarter Balanced Testing and the Common Core State Standards.

Format and Delivery

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

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

Peer Observations

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

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

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

Self-Reflection

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

Video-taped Sessions with Reflections

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

Non-taped Lesson Reflections

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



Peer Observation
Form 2013-14.docx



Lesson Reflection
Form 2013-14.docx

**Tanglewood Middle School
Professional Development Calendar
2013-2014**

Content Area Collaborative Planning: Tuesday – Science and Social Studies; Wednesday – Math and ELA
Thursday – PLCs for All Teachers
Hall Meetings – Each Friday
Administrative PLCs for Data Report Sessions will be held each Monday at 10:00.

Date	Topic(s)	Target
August 12, 2013	New Teacher Orientation 9:30-11:30 at TMS	Teachers New to TMS
August 13, 2013	Discovery Education Science Ebook Training	Science teachers, Driscoll
August 14, 2013	PD Theme unveiled, Rubicon Atlas training, Capturing Kids' Hearts Refresher, Policies, Laws, Handbook Highlights	All Faculty
August 15, 2013	Grade level team meetings, 8:30 Department meetings, 9:30	
August 16, 2013	District Meetings/Professional Development Inclusion Training I Can Learn Training 9:30-3:30 with Tugay Angay MAP Training for Returning STCs	Landreth, Kennedy, Driscoll Driscoll, Anderson
August 19, 2013	Back to School Afternoon/Night	
August 20, 2013	Faculty PLC: Discipline 8:30-10:30, Safety 10:30-11:30	All Faculty
August 22, 2013-PD Periods	Power Teacher – Grading Practices and Grade Book Set-ups	All Teachers

August 26, 2013	Science Teacher Training in Rubicon Atlas during Planning Period with J. Driscoll Math Department Chair Meeting	Science Teachers – Room 105
August 27, 2013	Social Studies Training in Rubicon Atlas during Planning Periods with M.L. Anderson MAP Training for ELA, Math, SPED- PD Periods	Social Studies Teachers – Room 709 ELA, Math, SPED Teachers
August 28, 2013 (W)	Math Training in Rubicon Atlas w/ W. Fogle ELA Training in Rubicon Atlas w/E. Anderson Faculty PLC- Teacher Websites with A. Canty Title I Training-R. Menzer	Math Teachers – Room 105 ELA Teachers – Room 709 All Faculty
September 3-27, 2013	MAP Testing Window	
September 4, 2013	Faculty PLC: Technology Training I with A. Canty, B. Barwick	
September 11, 2013	Leadership Team PLC	
September 17, 2013	Science Workshop at Roper Mountain Science Center - <i>An Invitation: Moving Forward with NGSS</i> 4:30 p.m. – 6:00 p.m.	Required: All Science Teachers
September 18, 2013	Faculty PLC: How to Serve ESOL with L. Hardin; Active Expressions with S. Williams	All Faculty
September 23, 2013	Math Department Chair Meeting	
September 24, 2013	PAS-T Support Session, 3:45-4:45	

September 25, 2012	Department PLCs	All Teachers
October	MAP Analysis	Math and ELA Teachers with Driscoll
October 2, 2013	Focus Teams PLCs	All Teachers
October 3, 2013	Grade Level PLCs with W. Price: External Review Team Visitation	All Faculty
October 9, 2013	Faculty PLCs: Gang Prevention with Carlisle; United Way with A. Propst	All Faculty
October 14, 2013	Leadership PLC: 3:45-4:15	Leadership Team
October 15, 2013	Science Workshop at Roper Mountain Science Center: <i>Exploring the Anatomy of NGSS</i> 4:30 p.m. – 6:00 p.m.	Required: All Science Teachers
October 16, 2013	Capturing Kids' Hearts Training	All Induction Teachers
October 21, 2013	Math Department Chair Meeting	
October 22, 2013	Explore Training w/M. Hammond in Goolsby's classroom	8 th Grade Teachers
October 23, 2013	Department PLCs	All Teachers
October 25, 2013	Explore Testing	8 th Grade
October 30, 2013	Lockheed Martin Tour	7 th Grade Teachers, Special Ed. Teachers, Guidance Counselors, IC
October 29, 2013	PAS-T Support Session, 3:45-4:45	

November 6, 2013	Faculty PLC: Literacy Across All Content Areas with M.L. Anderson	All Faculty
November 7, 2013	Grade Level PLC: USA Test Prep	All Teachers
November 12, 2013	Science Workshop at Roper Mountain Science Center: <i>How Students Learn Science – Research Basis for NGSS and CCSS</i> 4:30 p.m. – 6:00 p.m.	Required: All Science Teachers
November 13, 2013	Focus Team PLCs	All Teachers
November 20, 2013	Faculty PLC: Suicide Prevention Training with M. Hammond; Literacy with M.L. Anderson	All Faculty
November 21, 2013	Grade Level PLC: Power of I	All Teachers
November 25, 2013	Math Department Chair Meeting	
December 2-13, 2013	MAP Testing Window (Optional)	
December 3, 2013	PAS-T Support Session, 3:45-4:45	
December 4, 2013	Faculty PLC: Teaching with Poverty in Mind with J. Blizzard	All Faculty
December 5, 2013	Grade Level PLCs: Exam Expectations	All Teachers
December 5, 2013	Title 1 Regional Training: Infusing Technology with Common Core with Dr. Stephanie Williams	
December 9, 2013	PAS-T Portfolio Due for Mid-Year Review	All Teachers
December 9-13, 2013	PAS-T Portfolio Conferences	All Teachers
December 11, 2013	Department PLCs	All Teachers
December 18, 2013	Faculty PLC: Technology Training IV with A.	All Faculty

	Canty	
January 8, 2014	Faculty PLC: Time Management with A. Amidon and P. Pruitt	All Faculty
January 9, 2014	PAS-T Support Session, 3:45-4:45	
January 13-16, 2014	Exams	
January 14, 2014	Science Workshop at Roper Mountain Science Center: <i>Strange New Worlds – Writing to Argue</i> 4:30 p.m. – 6:00 p.m.	Required: All Science Teachers
January 21-23, 2014	Exam Analysis with Driscoll	All Teachers
January 15, 2014	Focus Team PLCs	All Teachers
January 21, 2014	TMS Hosts Literacy Cohort	Admin. Team, IC, SC
January 22, 2014	Faculty PLC: Managing My Classroom by Building My Relationships, with C. Terry and W. Lee	All Faculty
January 23, 2014	Math 6 PLC with W. Fogle – 3 rd quarter planning and classroom visitations	6 th grade Math Teachers from Tanglewood and Lakeview at TMS
January 24, 2014	Math 8 PLC with W. Fogle – 3 rd quarter planning and classroom visitations	8 th grade Math Teachers from Tanglewood and Lakeview at TMS
January 27, 2014	Math 7 PLC with W. Fogle – 3 rd quarter planning and classroom visitations	7 th grade Math Teachers from Tanglewood and Lakeview at LMS
January 27, 2014	Math Department Chair Meeting	
January 29, 2014	Department PLCs (preceded by short faculty plc on CKH)	All Teachers
January 30, 2014	PLC: Capturing Kids' Hearts Roundtable Discussion	All Teachers

February 5, 2014	Faculty PLC:	All Faculty
February 11, 2014	Science Workshop at Roper Mountain Science Center: <i>Undiscovered Country – Inquiring Scientists as Inquiring Readers and Writers</i> 4:30 p.m. – 6:00 p.m.	Required: All Science Teachers
February 12, 2014	Focus Team PLCs	All Teachers
February 13, 2014	Grade Level PLCs: Student Registration Processes	
February 18, 2014	PAS-T Support Session, 3:45-4:45	
Feb.18-April 11, 2013	ELDA Testing	
February 19, 2014	Faculty PLC: Behavior Interventions w/D. Lee	All Faculty
February 24, 2014	Math Department Chair Meeting	
February 25, 2014	MAP Training	
February 26, 2014	Department PLCs	All Teachers
March 3-28, 2014	MAP Testing Window	
March 5, 2014	Faculty PLC: PASS Writing Training	All Faculty
March 11, 2014	PAS-T Support Session, 3:45-4:45	
March 12, 2014	<i>I Can Learn</i> Training	Math Teachers, Sp. Ed. Teachers
March 12, 2014	Focus Team PLCs	All Teachers
March 18, 2014	Science Workshop at Roper Mountain Science Center: <i>Final Frontier – Scientists as Artists and Storytellers</i>	Required: All Science Teachers

	4:30 p.m. – 6:00 p.m.	
March 18-19, 2014	PASS Writing Test	
March 20, 2014	CKH Snack Session or Smarter Balance Training	
March 24, 2014	Math Department Chair Meeting	
March 26, 2014	Department PLCs	All Teachers
March 27, 2014	CKH or Smarter Balance Training	
April	MAP Analysis	
April 2, 2014	Faculty PLC	All Faculty
April 3, 2014	Excel Session I w/B. Barwick	All interested staff members
April 8, 2014	PAS-T Support Session, 3:45-4:45	
April 9, 2014	Focus Team PLCs	All Teachers
April 21, 2013	PAS-T Portfolios Due	All Teachers
April 23, 2014	Faculty PLC: PASS Training Refresher	All Faculty
April 24, 2014	Excel Session II w/B. Barwick	All interested staff members
April 28, 2013	Math Department Chair Meeting	
April 30, 2014	Department PLCs	All Teachers
April 31, 2014	EOC Training for Algebra and English 1 Teachers during planning period	Algebra 1 and English 1 Teachers, Driscoll
May 6-9, 2014	PASS Testing – ELA, Math, Science, and Social	

	Studies	
May 15, 2014	Excel Session III w/B. Barwick	All interested staff members
May 12-16, 2014	PASS Make-up Testing	
May 19-23, 2014	End of Course Exams	Algebra 1 and English 1 Students
June 2-5, 2014	Exams	

**Tanglewood Middle School
Tentative Professional Development Calendar
2014-2015**

Content Area Collaborative Planning: Tuesday – Science and Social Studies; Wednesday – Math and ELA
Thursday – PLCs for All Teachers
Hall Meetings – Each Friday
Administrative PLCs for Data Report Sessions will be held each Monday at 10:00.

Date	Topic(s)	Target
August 7, 2013	New Teacher Orientation 9:30-11:30 at TMS	Teachers New to TMS
August 12, 2013		
August 13, 2013		
August 14, 2013	Grade level team meetings, 8:30 Department meetings, 9:30	
August 15, 2013	Faculty PLC: Discipline 8:30-10:30, Safety 10:30-11:30	All Faculty
August 18, 2013	Back to School Afternoon/Night	
August 20, 2013	Faculty PLC	
August 21, 2013	Power Teacher – Grading Practices and Grade Book Set-ups	All Teachers
August 27, 2013	Faculty PLCs Math and ELA PLCs with IC & Acad. Specialists	All staff
August 28, 2013	PLCs: MAP training	Math and ELA teachers; inclusion teachers

September 3, 2013	Math and ELA PLCs with IC & Acad. Specialists Leadership Team PLC	
September 10, 2013	Math and ELA PLCs with IC & Acad. Specialists Focus Team PLCs	
September 11, 2013	PLCs	Grade level teachers
September 17, 2013	Math and ELA PLCs with IC & Acad. Specialists Department PLCs	
September 18, 2013	PLCs	Grade level teachers
September 24, 2013	Math and ELA PLCs with IC & Acad. Specialists Faculty PLC	
September 25, 2013	PLCs	Grade level teachers
October 1, 2013	Math and ELA PLCs with IC & Acad. Specialists Leadership Team PLC	
October 2, 2013	PLCs	Grade level teachers
October 8, 2013	Math and ELA PLCs with IC & Acad. Specialists Focus Team PLCs	
October 9, 2013	PLCs	Grade level teachers
October 15, 2014	Math and ELA PLCs with IC & Acad. Specialists No afternoon PLCs	
October 22, 2013	Math and ELA PLCs with IC & Acad. Specialists Department PLCs	

October 23, 2013	PLCs	Grade level teachers
October 29, 2013	Math and ELA PLCs with IC & Acad. Specialists Faculty PLC	
October 30, 2013	PLCs	Grade level teachers
November 5, 2013	Math and ELA PLCs with IC & Acad. Specialists Leadership Team PLC	
November 6, 2013	PLCs	Grade level teachers
November 12, 2013	Math and ELA PLCs with IC & Acad. Specialists Focus Team PLCs	
November 13, 2013	PLCs	Grade level teachers
November 19, 2013	Math and ELA PLCs with IC & Acad. Specialists Department PLCs	
November 20, 2013	PLCs	Grade level teachers
December 3, 2013	Math and ELA PLCs with IC & Acad. Specialists Faculty PLC	
December 4, 2013	PLCs	Grade level teachers
December 10, 2013	Math and ELA PLCs with IC & Acad. Specialists Leadership Team PLC	
December 11, 2013	PLCs	Grade level teachers
December 17, 2013	Math and ELA PLCs with IC & Acad. Specialists Focus Team PLCs	
January 7, 2014	Math and ELA PLCs with IC & Acad. Specialists Department PLCs	

January 8, 2014	PLCs	Grade level teachers
January 14, 2014	Math and ELA PLCs with IC & Acad. Specialists Faculty PLC	
January 15, 2014	PLCs	Grade level teachers
January 21, 2014	Math and ELA PLCs with IC & Acad. Specialists Leadership Team PLC	
January 22, 2014	PLCs	Grade level teachers
January 28, 2014	Math and ELA PLCs with IC & Acad. Specialists Focus Teams PLCs	
January 29, 2014	PLCs	Grade level teachers
February 4, 2014	Math and ELA PLCs with IC & Acad. Specialists Department PLCs	
February 5, 2014	PLCs	Grade level teachers
February 11, 2014	Math and ELA PLCs with IC & Acad. Specialists Faculty PLC	
February 12, 2014	PLCs	Grade level teachers
February 18, 2014	Math and ELA PLCs with IC & Acad. Specialists Leadership Team PLC	
February 19, 2014	PLCs	Grade level teachers
February 27, 2014	Math and ELA PLCs with IC & Acad. Specialists Focus Team PLCs	
February 28, 2014	PLCs: MAP Refresher Training	Math, ELA, & inclusion teachers

March 4, 2014	Math and ELA PLCs with IC & Acad. Specialists Department PLCs	
March 11, 2014	Math and ELA PLCs with IC & Acad. Specialists Faculty PLC	
March 12, 2014	PLCs: PASS Writing Test training	All teachers
March 18, 2014	Math and ELA PLCs with IC & Acad. Specialists Leadership Team PLC	
March 25, 2014	Math and ELA PLCs with IC & Acad. Specialists Focus Team PLCs	
March 26, 2014	PLCs	Grade level teachers
April 8, 2014	Math and ELA PLCs with IC & Acad. Specialists Department PLCs	
April 9, 2014	PLCs	Grade level teachers
April 15, 2014	Math and ELA PLCs with IC & Acad. Specialists Faculty PLC	
April 16, 2014	PLCs	Grade level teachers
April 22, 2014	Math and ELA PLCs with IC & Acad. Specialists Leadership Team PLC	
April 23, 2014	PLCs	Grade level teachers
April 29, 2014	Math and ELA PLCs with IC & Acad. Specialists Focus Team PLCs	
April 30, 2014	PLCs: PASS Refresher training	All teachers
May 13, 2014	Math and ELA PLCs with IC & Acad. Specialists Department PLCs	

May 12, 2014	EOC Training	Algebra 1H and English 1 teachers
May 14, 2014	PLCs	Grade level teachers
May 27, 2014	Math and ELA PLCs with IC & Acad. Specialists Faculty PLC	
May 28, 2014	PLCs	Grade level teachers

STUDENT ATTENDANCE

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

GOAL AREA 3: Provide a school environment supportive of learning.

FIVE YEAR PERFORMANCE GOAL: Achieve an annual student attendance rate of 95%.

ANNUAL OBJECTIVE: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	95.9	95.2					
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6					

STUDENT EXPULSION

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

FIVE YEAR PERFORMANCE GOAL: Maintain a student expulsion rate below 0.5% of the total school population.

ANNUAL OBJECTIVE: Maintain an annual student expulsion rate below 0.5% of the total school population.

DATA SOURCE(S): SDE School Report Card and GCS Incident Management System (IMS)

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
School Actual	3.8%	2.2%					
District Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
District Actual	0.5%	0.6%					

PARENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 70% in 2012 to 75% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1.0 percentage point annually parents who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #5

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	71.5	72.5	73.5	74.5	75.5
School Actual	70.0	66.7					
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1					

SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 10-11.

STUDENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 73.6% in 2012 to 78.6% by 2018.

ANNUAL OBJECTIVE: Beginning in 2012-13, increase by 1.0 percentage point annually students who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	74.6	75.6	77.6	78.6	79.6
School Actual	73.6	64.1					
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES/MS)	83.8	82.7					

TEACHER SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 68% in 2012 to 73% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1.0 percentage point annually teachers who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #27

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	69.0	70.0	71.0	72.0	73.0
School Actual	68.0	68					
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6					

PARENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 70% in 2012 to 75% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1.0 percentage point annually parents who indicate that their child feels safe at school.

DATA SOURCE(S): SDE School Report Card Survey results – Question #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	71.0	72.0	73.0	74.0	75.0
School Actual	70.0	75.0					
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8					

SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.

STUDENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 72.5% in 2012 to 75.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1.0 percentage point annually students who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Question #30

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	73.5	74.5	75.5	76.5	77.5
School Actual	72.5	79.2					
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2					

TEACHER SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who feel safe at school during the school day from 91.3% in 2012 to 96.3% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1.0 percentage point annually teachers who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Question #39

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	92.3	93.3	94.3	95.3	96.3
School Actual	91.3	88.4					
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3					

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
MAP incentives for meeting achievement goals	2014-2015	Instructional Coach ELA and Math teachers.	\$600.00	District	MAP Scores Attendance Reports
PASS incentives for attendance during testing.	2014-2015	Instructional Coach Homeroom Teachers	\$100.00	District	PASS Scores Attendance Reports
Perfect Attendance Honors	2014-2015	Guidance Counselors Homeroom Teachers	0.00	District	Attendance Reports
Continuation of Making Middle Grades Work comprehensive improvement framework (see attached documentation for explanation)	2014-2018	Administration Leadership Team Focus Groups	0.00	District	Portfolio Meeting agendas Meeting minutes
Employ a parent involvement coordinator to serve as a liaison between the school and students' homes, and to encourage parental involvement and participation in school programs	2014-2015	Administration	\$37,381.00	Title One	Active presence of parent involvement coordinator Increase in parent involvement
Distribute newsletters to parents on a monthly basis to keep them informed about school events	2014-2015	Parent Focus Team Title I Facilitator	0.00	Title One Facilitator	Newsletters
Communicate student progress by distributing interim reports and report cards in a timely manner	2013-2018	Administration Guidance counselors Teachers	0.00	District	Report cards and progress reports

Host quarterly student focus groups during lunch to gather input from students on academic and cultural concerns	2014-2015	Instructional Coach Administration	\$600.00	District	Agendas Recording of feedback
Host "Parent to School Day"	2013-2018	Culture Focus Team	0.00	District	Schedule/Program Parent sign-in sheets
Provide English classes to ESOL parents	2013-2018	ESOL teacher	0.00	District	Attendance records
Provide Lunch and Learn sessions for parents	2013-2018	Title I Facilitator	0.00	Title 1	Agendas Attendance records
Provide refresher sessions for Capturing Kids' Hearts	2013-2018	Instructional Coach Process Champions	0.00	District	PD Calendar Attendance Observations of implementation of CKH

2012-2013 SCHOOL REPORT CARD
<https://ed.sc.gov/data/report-cards/>

2012-2013 ESEA (Federal Accountability Rating System)
<https://ed.sc.gov/data/esea/>

**Tanglewood Middle School
Archived Professional Development Calendar
2012-2013**

Date	Topic(s)	Target
August 8, 2012	New Teacher Orientation 9:30-11:30 at TMS	Teachers New to TMS
August 13, 2012	Transition Team Drop In 9:30-11:30	8 th Grade Teachers and CHS 9 th Grade Teachers
August 14, 2012	8:00-5:00 Capturing Kids Hearts – MT Anderson	All Faculty
August 15, 2012	8:00-5:00 Capturing Kids Hearts – MT Anderson	All Faculty
August 16, 2012	8:00-5:00 Capturing Kids Hearts – MT Anderson	All Faculty
August 17, 2012	Full Workday in Classroom	All Faculty
August 17, 2012	Department Meetings	All Faculty

August 20, 2012	8:30-12:00 Teacher Breakfast and PD	All Faculty
August 21, 2012	9:00-10:00 and 10:00-11:00 Promethean Board Training With Kevin Merritt	9:00-10:00 SPED/Related Arts 10:00-11:00 Core Content
August 24, 2012	Afternoon Planning Periods Grade Level PLC w/J. Driscoll: Power Teacher Set-ups (Grades and Gradebook)	
August 28, 2012	Grade Level PLCs w/J. Driscoll: MAP Training	ELA and Math teachers
August 29, 2012 (W)		
September 4, 2012	3:45-5:00 Promethean Board Training with Kevin Merritt	All Faculty
September 5, 2012 (W)	Leadership Team Meeting 3:30	Leadership Team
September 6, 2012	4:00 Transition Team Meeting at CHS – Goal Setting & Purpose	8 th Grade Teachers
September 11, 2012 (T)	Planning with Academic Specialists	ELA teachers in Anderson's office; Math teachers in Driscoll's office
September 12, 2012 (W)	Focus Team Meetings	Focus Team Members

September 13, 2012 (Th)	3:45 – 4:45 PAS-T Support Session	First year teachers, teachers new to Greenville Co., all others interested
September 18, 2012 (T)	Planning with Academic Specialists	ELA teachers in Anderson’s office; Math teachers in Driscoll’s office
September 19, 2012 (W)	Faculty Meeting	All Faculty
September 20, 2012 (Th)	Grade Level PLCs w/J. Driscoll: Capturing Kids Hearts	Grade Level Teams and Related Arts
September 25, 2012 (T)	Grade Level PLC: Working With ESOL Students, L. Hardin	Related Arts and Content Area Departments
	Consultations with Academic Specialists	ELA and Math teachers
September 26, 2012 (W)	Department Meetings	Related Arts and Content Area Departments
October 2, 2012	Consultations with Academic Specialists	ELA and Math teachers
	3:45-5:00 Promethean Board Training with Kevin Merritt	All Faculty

October 3, 2012 (W)	Leadership Team Meeting	Leadership Team
October 4, 2012	Transition Team Meeting – Introduction to “5 In/5 Out”	8 th Grade Teachers
October 5, 2012	Benchmark Planning	Content Teachers
October 9, 2012 (T)	School-wide Assembly: PASS – Where We Are and Where We’re Going	All Staff and All Students
	Planning with Academic Specialists	ELA teachers in Anderson’s office; Math teachers in Driscoll’s office
October 10 (W)	Focus Team Meetings	Focus Team Members
October 11, 2012 (Th)	Grade Level PLCs w/J. Driscoll: Student-Centered Learning	Content Teachers
	3:45 – 4:45 PAS-T Support Session	First year teachers, teachers new to Greenville Co., all others interested
October 16, 2012 (T)	Grade Level PLCs w/J. Driscoll: MAP Data Analysis Part I	Grade Level Teams
	Consultation with Academic Specialists	ELA teachers in Anderson’s office; Math teachers in Driscoll’s office

October 17, 2012 (W)	Admin. PD w/J. Driscoll: Enrich	Admin. Team , Guidance Counselors
	Faculty Meeting	All Faculty
October 18, 2012	Teacher Workday	All Faculty
October 23, 2012 (T)	Grade Level PLCs w/J. Driscoll: MAP Data Analysis, Part II	Grade Level Teams
	Planning with Academic Specialists	ELA teachers in Anderson's office; Math teachers in Driscoll's office
October 24, 2012 (W)	Department Meetings	
October 30, 2012 (T)	<i>Is This PD Going to be a Trick or a Treat?</i>	All Staff
	Planning with Academic Specialists	ELA teachers in Anderson's office; Math teachers in Driscoll's office
October 31, 2012 (W)	Leadership Team Meeting	Leadership Team
November 7, 2012 (W)	Focus Team Meetings	Focus Team Members
November 8, 2012	Grade Level PLCs w/J. Driscoll: Benchmark Analysis	Core Content Teachers
November 8, 2012 (Th)	3:45 – 4:45 PAS-T Support Session	First year teachers, teachers new to Greenville Co., all others interested

November 13, 2012	Grade Level PLCs w/J. Driscoll: Enrich I	Grade Level Teams and Related Arts
	Planning with Academic Specialists	ELA teachers in Anderson's office; Math teachers in Driscoll's office
	3:45-5:00 Promethean Board Training with Kevin Merritt	All Faculty
November 14, 2012 (W)	Faculty Meeting – Thanksgiving Dinner	All Faculty
November 20, 2012 (T)	Grade Level PLC w/J. Driscoll: Enrich II	Grade Level Teams and Related Arts
	Planning with Academic Specialists	ELA teachers in Anderson's office; Math teachers in Driscoll's office
November 22-23, 2012	THANKSGIVING BREAK	
November 27, 2012 (T)	Grade Level PLC w/J. Driscoll and CKH Team: Capturing Kids' Hearts	Grade Level Teams and Related Arts
	Planning with Academic Specialists	ELA teachers in Anderson's office; Math teachers in Driscoll's office
November 28, 2012 (W)	Department Meetings	Related Arts and Content Area Departments
December 4, 2012 (T)	Grade Level PLC w/J. Driscoll and R. Hance: Ebooks	Grade Level Teams
	Planning with Academic Specialists	ELA teachers in Anderson's office; Math teachers in Driscoll's office
December 5, 2012 (W)	Leadership Team Meeting	Leadership Team

December 11, 2012 (T)	Grade Level PLCs w/J. Driscoll: Pathways to Common Core Book Study	Grade Level Teachers, Hance, and Administration
	Consultation with Academic Specialists	ELA teachers in Anderson's office; Math teachers in Driscoll's office
December 12, 2012 (W)	Focus Team Meetings	Focus Team Members
December 13, 2012 (Th)	3:45 – 4:45 PAS-T Support Session	First year teachers, teachers new to Greenville Co., all others interested
December 14, 2012	PAS-T Portfolios due for Mid-Year Review	All Faculty
December 14-19, 2012	PAS-T Portfolio Conferences	All Faculty
December 18, 2012 (T)	Individualized PLC w/J. Driscoll	
	Planning with Academic Specialists	ELA teachers in Anderson's office; Math teachers in Driscoll's office
Dec. 20, 2012-Jan.1, 2013	WINTER BREAK	
January 8, 2013 (T)	Moodle Training	Grade Level Teams
	Planning with Academic Specialists	ELA teachers in Anderson's office; Math

		teachers in Driscoll's office
	3:45-5:00 Promethean Board Training with Kevin Merritt	All Faculty
January 9, 2013 (W)	Faculty Meeting	All Faculty
January 10, 2013 (Th)	3:45 – 4:45 PAS-T Support Session	First year teachers, teachers new to Greenville Co., all others interested
January 15, 2013 (T)	Individualized PLC w/J. Driscoll	
	Planning with Academic Specialists	ELA teachers in Anderson's office; Math teachers in Driscoll's office
January 16, 2013 (W)	Focus Team Meetings	Focus Team Members
January 17, 2013 (Th) 2:30 at TMS	Transition Team Meeting	8 th Grade Teachers
January 22, 2013 (T)	Planning with Academic Specialists	ELA teachers in Anderson's office; Math teachers in Driscoll's office
January 23, 2013 (W)	Book Study Session II: Chapters 2 and 3	Grade Level Teachers, Hance, and Administration
	Faculty Meeting	All Faculty

January 24, 2013 (TH)	Grade Level PLCs w/J. Driscoll: Benchmark Analysis	Core Content Teachers
+January 29, 2013 (T)	Grade Level PLCs w/J. Driscoll: Capturing Kids Hearts	Grade Level Teams and Related Arts
	Consultation with Academic Specialists	ELA Teachers in Anderson's office; Math Teachers in Driscoll's office
January 30, 2013 (W)	Department Meetings	Related Arts and Content Area Departments
February 5, 2013 (T)	Student Registration Processes w/T. Blair	Related Arts and Content Area Departments
	Planning with Academic Specialists	ELA teachers in Anderson's office; Math teachers in Driscoll's office
February 6, 2013 (W)	Department Meetings	Related Arts and Content Area Departments
February 12, 2013 (T)	Student Registration – Part II	8 th Grade Teachers Rel. Arts Teachers, except PE, Dance
	Planning with Academic Specialists	ELA teachers in Anderson's office; Math teachers in Driscoll's office
February 13, 2013 (W)	Leadership Team Meeting	Leadership Team Members
February 14, 2013 (Th)	3:45 – 4:45 PAS-T Support Session	First year teachers, teachers new to Greenville Co., all others interested

February 19, 2013 (T)	Book Study Session III: Chapters 4 and 5	Grade Level Teachers, Hance, and Administration
	Planning with Academic Specialists	ELA teachers in Anderson's office; Math teachers in Driscoll's office
February 20, 2013 (W)	Faculty Meeting: ReflexMath Webinar	All Faculty
February 25 and 26	6 th Grade Registration in Homerooms	
February 26, 2013 (T)	Grade Level PLCs w/J. Driscoll: MAP Training, Spring MAP Goals, Incentives	Core Content Teachers
	Consultations with Academic Specialists	ELA and Math Teachers
February 27 and 28	7 th Grade Registration in Homerooms	
February 27, 2013 (W)	Department Meetings	Related Arts and Content Area Departments
February 28, 2013 (Th)	Grade Level PLCs w/J. Driscoll: Capturing Kids Hearts	Grade Level Teams and Related Arts
March 4-28, 2013	MAP Testing Window	
March 5, 2013 (T)	Planning with Academic Specialists	ELA teachers in Anderson's office; Math teachers in Driscoll's office
March 6, 2013 (W)	Common Core and Robyn Jackson – Coaching Session (with Leadership Cohort ICs)	Amidon, Rigot, Tench, Blizzard, Lee, Olive, Barrow, Barwick, Canty, Craig, Pruitt, Terry, and Driscoll

	Leadership Meeting	Leadership Team
March 12, 13, and 14	8 th Grade Registration in Homerooms	
March 12, 2013 (T)	Planning with Academic Specialists	ELA teachers in Anderson's office; Math teachers in Driscoll's office
March 13, 2013 (W)	Focus Team Meetings	Focus Team Members
March 14, 2013 (Th)	Book Study Session IV: Chapters 6, 7, & 8	Grade Level Teachers, Hance, and Administration
March 19-20, 2013 (T, W)	PASS Writing Test	Grades 6, 7, and 8
March 19, 2013 (T)	Planning with Academic Specialists	ELA teachers in Anderson's office; Math teachers in Driscoll's office
March 20, 2013 (W)	Faculty Meeting	All Faculty
March 22, 2013 (F)	Book Study Session V: Chapters 9	Grade Level Teachers, Hance, and Administration
March 26, 2013 (T)	Grade Level PLCs w/J. Driscoll: MAP Data Analysis	Grade Level Teams
	Consultations with Academic Specialists	ELA and Math teachers
March 27, 2013 (W)	PLC: PAS-T Support Session	Grade Level Teams and Related Arts
	Department Meetings	Related Arts and Content Area

		Departments
March 28, 2013 (Th)	Spring MAP Data Walk-Through in Room 718	All Staff
March 29, 2013 (F)	Vertical Articulation Meeting at Carolina High School 8:30-12 :30	8 th Grade Teachers
April 1-5, 2013	SPRING BREAK	
April 9, 2013 (T)	Book Study Session VI: Chapter 10	Grade Level Teachers, Hance, and Administration
	Consultations with Academic Specialists	ELA and Math teachers
April 10, 2013 (W)	Focus Team Meetings	Focus Team Members
April 11, 2013 (Th)	3:45 – 4:45 PAS-T Support Session	First year teachers, teachers new to Greenville Co., all others interested
April 17, 2012 (W)	Faculty Meeting: District Accreditation	All faculty
	PAS-T Portfolios due	All Faculty
April 16, 2013 (T)	Book Study Session VI: Chapter 11	Grade Level Teachers, Hance, and Administration
	Planning with Academic Specialists	ELA teachers in Anderson's office; Math teachers in Driscoll's office
April 17, 2013 (W)	Faculty Meeting	All Faculty
April 19, 2013	ELA Benchmark Analysis w/J. Driscoll	ELA Teachers

April 23, 2013 (T)	MAP Data Analysis	Grade Level Teams and Related Arts
	Consultations with Academic Specialists	ELA teachers in Anderson's office; Math teachers in Driscoll's office
April 24, 2013 (W)	Soc. St. Benchmark Analysis w/J. Driscoll	Social Studies Teachers
	Department Meetings	Related Arts and Content Area Departments
April 26, 2013	Science Benchmark Analysis w/J. Driscoll	Science Teachers
April 30, 2013 (T)	Book Study Session VII	Grade Level Teachers, Hance, and Administration
	Planning with Academic Specialists	ELA teachers in Anderson's office; Math teachers in Driscoll's office
May 1, 2013	Faculty Meeting w/Guidance Counselors: PASS Training	All Faculty
May 6-10, 2013	PASS Testing	
May 13-17	PASS Make-up Testing	
May 20-24	End of Course Exams	Algebra 1 and English 1 Students
May 21, 2013	Grade Level PLC	End of Year Procedures
May 28, 2013	CKH	All Staff