Annual School Portfolio
March 2015

RIVERSIDE ROYALS
Learning Today, Leading Tomorrow

Riverside Middle School

Katherine Malone
Principal

Greenville County Schools
School System

Mr. W. Burke Royster
Superintendent

Quality Assurance Review Phase
of the *Quality School Improvement Process*
For Continuing Accreditation

Cycle 2013-14 through 2017-18

SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

REQUIRED - SCHOOL INFORMATION AND SIGNATURES

SCHOOL: Riverside Middle School

SCHOOL DISTRICT: Greenville County Schools

SCHOOL RENEWAL PLAN FOR YEARS: 2013-14 through 2017-18 *(five years)*

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2015-16 *(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

Mrs. Lisa Wells		
PRINTED NAME	**SIGNATURE**	**DATE**

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mr. Todd Bennett		
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Mrs. Katherine Malone		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS: 615 Hammett Bridge Road, Greer, SC 29650

SCHOOL'S TELEPHONE: (864) 355-7900

PRINCIPAL'S E-MAIL ADDRESS: kamalone@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.

POSITION	*NAME*
1. PRINCIPAL:	Mrs. Katherine Malone
2. TEACHER:	Mrs. Kati Linn
3. PARENT/GUARDIAN:	Eileen Stocking
4. COMMUNITY MEMBER:	Tate Hoxworth
5. SCHOOL IMPROVEMENT COUNCIL:	Mr. Todd Bennett

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

POSITION	*NAME*
Assistant Principal	**Cindy Bush**
Assistant Principal	**Andrew Batman**
Teacher	**Gail Denton**
Team Leader, Department Chair	**Gretchen Moore**
Instructional Coach	**Steven Huff**
Teacher	**Maisie Hansen**
Department Chair	**Kathy Thrasher**

*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.

_____ **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).

__X__ **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).

__X__ **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.

__X__ **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_.

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

_N/A_ **Innovation**
The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

_____ **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.

__X__ **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.

_____ **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.

_____ **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.

__X__ **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

The self-study process of Riverside Middle School has been a cornerstone in the foundation of the school. In the spring prior to the opening of the school, then Principal Ann Miller made visits to feeder schools within the new Riverside Middle School community. She provided parents and students with surveys about their goals and expectations for the new school. Results of the surveys showed a consistent response from parents. Parents wanted Riverside Middle School to "challenge" their children and to "continually praise" their children.

Following the school visits and surveys, Ms. Miller arranged early meetings with parents, students, members of the business community, and the newly established Riverside Middle School faculty and staff. The PTSA and SIC formed shortly thereafter.

Riverside Middle School has, from the opening of the school in the fall of 1999, been a school striving for improvement for the sake of the students. Using the SACS guidelines at the time, RMS started on the path for initial accreditation the following spring. Using a format of "community involvement" committees were established, surveys completed, data analyzed, questions asked and answered, and goals were set to carry RMS through the coming years. Each year, those goals were re-visited and adjustments made based on new empirical data and current educational research. Started during the 2002-2003 school year as a directive from the District, the Riverside Middle School portfolio was developed to document the changes and progress our school has made while working to continuously improve everything we do. Based on procedures and processes promoted by Dr. Victoria L. Bernhardt and the Education for the Future initiative, the portfolio provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability. In essence, it gives RMS a tool of organization that is a natural and continual process and parallels the AdvanceEd process of continual improvement.

The categories used in this portfolio are based upon the Education for the Future Initiative Continuous Improvement Continuums, adapted from business' Malcolm Baldrige Award Program for quality business management and achievement. As a school, RMS came to consensus on the various sections of these continuums and used these as a starting point for review and analysis of the RMS program because the RMS community believes the philosophies written into the continuums will lead to Riverside Middle School achieving academic success.   This school portfolio is a living document that describes RMS and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of client

demographics and needs, and school partnerships. The portfolio also describes how we build and utilize our overall school plan for the purpose of increasing student learning—our ultimate outcome.

The development and continual update of the portfolio originally involved the RMS community organized into committees based on the portfolio sections.   In the fall of 2009, RMS applied for, and was accepted into, the *Making Middle Grades Work* (MMGW) program, a part of the Southern Regional Education Board (SREB) middle grades initiative. MMGW is a network of schools, districts, and states committed to improving the middle school classroom practices using a framework of Key Practices for continual improvement. A part of the program is the development of various school focus teams based on perceived school needs.

For the 2014-2015 school year RMS has the following MMGW Focus Teams and team goals:

Data - Assist teachers in understanding the various data sources available to them, assist teachers in good decision-making processes based on data, assist other MMGW teams in necessary data analysis for the advancement of the teams, and disaggregate MAP, PASS, and other assessments.

School Culture & Climate -Research, survey, and study the current school culture (students, staff, and community), develop plans to meet the identified needs of the student culture and maintain and improve the current student recognition system (Royal Rewards).

Literacy – In accordance with Common Core State Standards, promote best practices in literacy instruction across the curriculum; and strengthen the RMS community of readers and writers.

21st Century Learning - Encourage the incorporation of National Educational Technology Standards (NETS) into teaching and learning and help facilitate the integration of technology into the curriculum.

Extra Help – Mentorship, increase the awareness of the opportunities for extra help and evaluate the effectiveness of current extra help opportunities

Community Engagement - Collaborate with the community to identify and integrate resources and services from the community to strengthen school and increase the involvement of parents of students on free or reduced meal plans in the activities of Riverside Middle School.

Staff Morale and Hospitality - Research, survey, and study the current staff culture, develop plans to meet the identified needs of staff culture and maintain and improve current staff social events (Faculty Picnic, Christmas party, Sunshine Fund, etc.).

The current Focus Teams and members are as follows.

Leadership and Data
Kate Malone ....Principal
Cindy Bush.. Assistant Principal
Jan Coty.. Social Studies
Debbie Crowley... Social Studies
Merle Faulk .... Language Arts
Maisie Hansen .... Language Arts
Steve Huff ....Instructional Coach
Doraine Lee ....Math
Kati Linn .... Social Studies
Amy Parker ....Math
Lynn Truitt ....Counselor, 7th Grade

Student Culture and Climate
Erin Busch...Guidance/CDF
Debbie Crowley... Social Studies
Brad Dill.. GTT
Zack Johnson... Social Studies
Jamie Luff .... Social Studies
Natalie .... Rohaley Math
Kathy Thrasher...Math
Lynn Truitt ....Guidance
Pam Wall...Guidance
Jimmy Williams .... Drama
Caitlyin Young .... Language Arts

Literacy
Rudge Arnold ....Guitar
Maisie Hansen .... Language Arts
Coral Hoesli...Science
Margaret Howard ....Inclusion
Dorothy Jackson.. Language Arts
Brad Johnson...................................... Physical Education
Ana Kellett ....TMH – Self Contained
Susan Mathewson..Careers
Amy Parker ....Math
Celia Potter... Inclusion

Community Engagement
Nicole Bowman...Inclusion
Hale Edwards .... Social Studies
Debbie Goulart .... Assistant Principal
Stacy Hall ....Guidance
Susan Lassiter...Literature
Katie Linn... Social Studies
Ken Morrill...Art
Andrea Rhodes ....Math
Cara Schendzelos ....Science
Kevin Styles ....Band

*Teryn Traynham .... French
David Williams ....Science
Cindy Heos ....Physical Education

Staff Morale and Hospitality
Michael Bendgen ....Social Studies
Audrey Cook... Art
Jan Coty ....Social Studies
Gail Denton..Language Arts
Erin Greiner .... Math
April Haynes... Math
Mary Higgins .... Secretary/Bookkeeper
Zachary Johnson ....Social Studies
Jennifer Mathis ....Social Studies
Kristi Mathis..Language Arts
Greg Miller ....Physical Education
Collette O'Connell...Science
Alex Raymond ....Math
Richane Robbins...Science
Kaci Roper..Language Arts
*Mandy Underwood ....Science
Pam Varner ....Science

21st Century Learning
Ginger Avery .... Business Education
Lauren Barnwell .... Skills
Andrew Batman ....Assistant Principal
Crystal Garner..Science
Jennifer Eikenberry.......................................Social Studies
Adrienne Harmon ....Spanish
*Gaelyn Jenkins..Media Specialist
Doriane Lee .... Math
Rachael Straka ....Language Arts
Jennifer Wike..Social Studies

Extra Help
Allison Brock..Language Arts
Merle Faulk..Language Arts
Ginger Greer .... Strings
Tara Grudzielanek...Math
*Amanda Harper...Language Arts
John Hatchell .... Math
Kerry Highsmith ....Math
Lori Kelly ....Math
Grace Johnson..Science
Gretchen Moore ....Language Arts
Cindy Woody...Science

Through these teams or as a learning community, RMS collects necessary data, solicits input from the staff, SIC Committee, student representatives, PTSA representatives and community representatives, disaggregates and analyses data, researches current literature and best practices, surveys as needed, develops or modifies goals and school practices, updates the portfolio as needed, and reports to various community groups concerning the entire process. When further direction and input is needed, RMS calls on a variety of sources including district professionals, community leaders, other school experts, state educational representatives, and consultants.

As a result of this continual reflection and introspective examination, various challenges have been brought to light over the years. Those challenges have been met with great determination and many have been eliminated. Some, while giving best effort, have proved to be more demanding and remain on the in-progress list. Others have arisen more recently because of various facts such as a changing population. Because of the commitment of RMS to continually improve, these challenges have been discovered and are being confronted. One observation that is continually at the center of the process when children are involved: RMS will never be so good that it can't do better.

Please enjoy this comprehensive document as it provides the story of who we are and how we work together to continuously improve what we do to prepare our students to become successful citizens and participants in the future world!

The Staff of Riverside Middle School

Executive Summary

Since its establishment in the fall of 1999, Riverside Middle School has been a school where all of the stakeholders work together for the education of the student. While realizing we are not perfect, striving for excellence is a persistent desire and the only point of satisfaction for Riverside Middle School. In our drive for perfection we must use data to find the areas of improvement.

With student achievement being the main area of concern, much time and work is allocated to studying these needs. Overall, the students at RMS historically have performed at a higher level than the district and state averages as evidenced by the mean averages for the various PASS tests. For the 2013-2014 school year the means were: ELA, 659.5, Math, 667.2, Science, 672.8, and Social Studies, 674.5.   Even within customary subgroups RMS students perform, on average, better than district and state average. However, certain subgroups, on certain data points, did not perform at the same level. Of particular note is the subgroup of "With Disabilities" which had a mean of ELA, 599.1, Math, 600.1, Science, 605.8, and Social Studies, 610.2. Also of concern are the subgroups of African-American, Limited English Proficient, and Subsidized Meals. While many of the subgroup sections are above the Annual Measurable Objective (AMO) much room for improvement is evident.

Having a qualified certified staff is paramount to attaining the student achievement goals set for our school. RMS currently has 62.9% of the teaching staff with advanced degrees. Ten teachers are "National Board" certified. Of all core curricular teachers 88.6% hold a highly qualified middle school status, 100% of special education teachers hold highly qualified status and 68.8% of related arts teachers hold highly qualified status within their area of concentration. As staff members retire or elect to take other positions, great effort is placed on hiring new staff highly qualified to meet the demands of a middle school environment. In addition, all staff members are provided with a variety of staff development opportunities designed to help meet the school goals. All administrators have principal certification among other supervisor and subject areas certifications. The administration has a combined 70 years of experience in education with much of that being at the supervisory level. The guidance counselors all have guidance certification in addition to one guidance counselor being national board certified. The media specialist holds media specialist certification and the instructional coach holds professional certification with highly qualified status. Among the academic support staff there is a total of 89 years of experience in education.

The support staff at RMS, while not having educational certifications, have been selected for their various talents and desires to be a part of a school that strives to support the students under our care. Each food services, custodial, health provider, and office worker is a vital part of this process. Various staff development classes are provided as a part of their job support.

The overall school climate of RMS continues to be positive. In state report cards surveys results provided state that teachers, students, and parents have an encouraging view of the school. When questioned if satisfied with the learning environment teachers gave 98.2% satisfactory rating while students gave 74.5% and parents at 79.6%. The percent satisfied with the social and physical environment reported at 98.3% for teachers, 81.9% for students, and 88.9% for parents. Asked if satisfied with school-home relations, teachers reported 100% satisfaction, students 84.6% and parents at 64.3%. When questioned if parents feel their students are safe at school, 99.1% responded favorably, students showed a 93.6% favorable rating and staff responded at 100% favorable.

While these statistics are considered acceptable by most, RMS is not content to accept anything less than 100%. Significant challenges over the past three years continue to be the various subgroups that perform lower than the total population of RMS on the various state and tests. RMS has implemented processes and activities that we believe will assist in this effort. Homework recovery and the special education inclusion model are just two of these steps. However, until current testing data has been returned to the school, a complete review of these steps cannot be accomplished, but that does not mean that further steps are not indicated. For the 2013-2014 year complete inclusion for self-contained (excluding TMD) has been designed and implemented.

Another challenge faced by the school has been the need for improved communication to the home and community. While the staff of RMS has always emphasized communication with home and community the important aspects of the school and its students, surveys addressing these areas have been somewhat disappointing. While they would not necessarily be considered low scores to most, RMS prides itself on nothing but the best. Much conversation and work has gone into improving these areas. More announcements home, a stronger public relations drive, a redesigned website, and continued development of teacher websites to include specific classroom information have been some of the focused efforts. Preliminary results indicate that these perceptions are improving but more work is need in this area.

One major challenge over the past three years is a change in the leadership of the school. As individuals retire or move to other positions change is inevitable. But

with it comes challenge. Thus was the case in the spring of 2012. After being at the school as assistant principal when the school opened and rising to the position of principal four years later, Mr. Ron Harrison announced that he would be leaving RMS. The district immediately created a search committee and Mr. Eric Williams was appointed the third principal of RMS. As with any change in leadership, a different style of management came into place. Mr. Williams, having not been at RMS before his appointment, needed time to know and understand the structure of RMS. He set about leading the students and staff through a transition year that saw little, if any, decrease in vital operations and no loss of educational commitment and accomplishment.

In the spring of 2014 Mr. Williams was appointed principal at a district high school. A search committee was formed and several candidates were interviewed to become principal of Riverside Middle. In late spring the District announced that Mrs. Katherine Malone would assume the duties of principal. Mrs. Malone brought her specific administrative style and energy to the RMS program and the school is currently working through a transition year herself, getting to know the students and staff while honoring the strong educational tradition of Riverside Middle School.

Challenges allow Riverside Middle School to accomplish much. RMS has had a growth rating of "Excellent" on the state report card for the last three years and an "Excellent" absolute rating for the past four years. RMS has won the Palmetto Gold Award for the past three years, is a Red Carpet Award winner and the Palmettos Finest Middle School for 2009-2010. Several students and faculty have won various competitions, events, honors, and awards.

 Though always proud to discuss successes, faculty, staff, parents and students realize that excellence is the vision and not a destination.   As a community, we will continue to assess our progress, adjust goals as necessary, and hold ourselves to meet these goals through rigorous and intense yearly review.

School Profile

Riverside Middle School is a suburban middle school serving the northeastern area of the Greenville County.   The story of this progress is reported in summary in this section.

School History

Due to the rapid growth on the eastside of our county in the mid-1990's, a new middle school was necessary to accommodate the community. The school building plan started with an initial budget of $14,953,000 situated on land valued at $805,800. The school quickly took shape as the new area middle school and opened its classrooms to the community in the fall of 1999, bringing together 692 students reassigned from three surrounding middle schools.

Student and Community Demographic Data

The school serves a community with an area of approximately 36.84 square miles. This area has seen a major increase in the number of households and a significant population growth. According to the most recent available U.S. Bureau of Census statistics, this area has increased 44.65% in households and in population by 39.64%. The adult age for the area is at the highest between the ages of 35 and 55. The ethnic composition of the area is 92.73% white with various minority populations represented. The education composition is 86.9% of the population completing a minimum of a high school education with 25.9% having a minimum of a bachelor's degree. Income levels vary from 8.62% earning less than $19,000 to 0.51% earning above $500,000 with the largest percentage (13.58%) in the $150,000 - $249,000 range. The area has a diversity of businesses affording a variety of partnerships, shadowing programs, and guest speakers.

Riverside Middle School
Student Enrollment Over Time
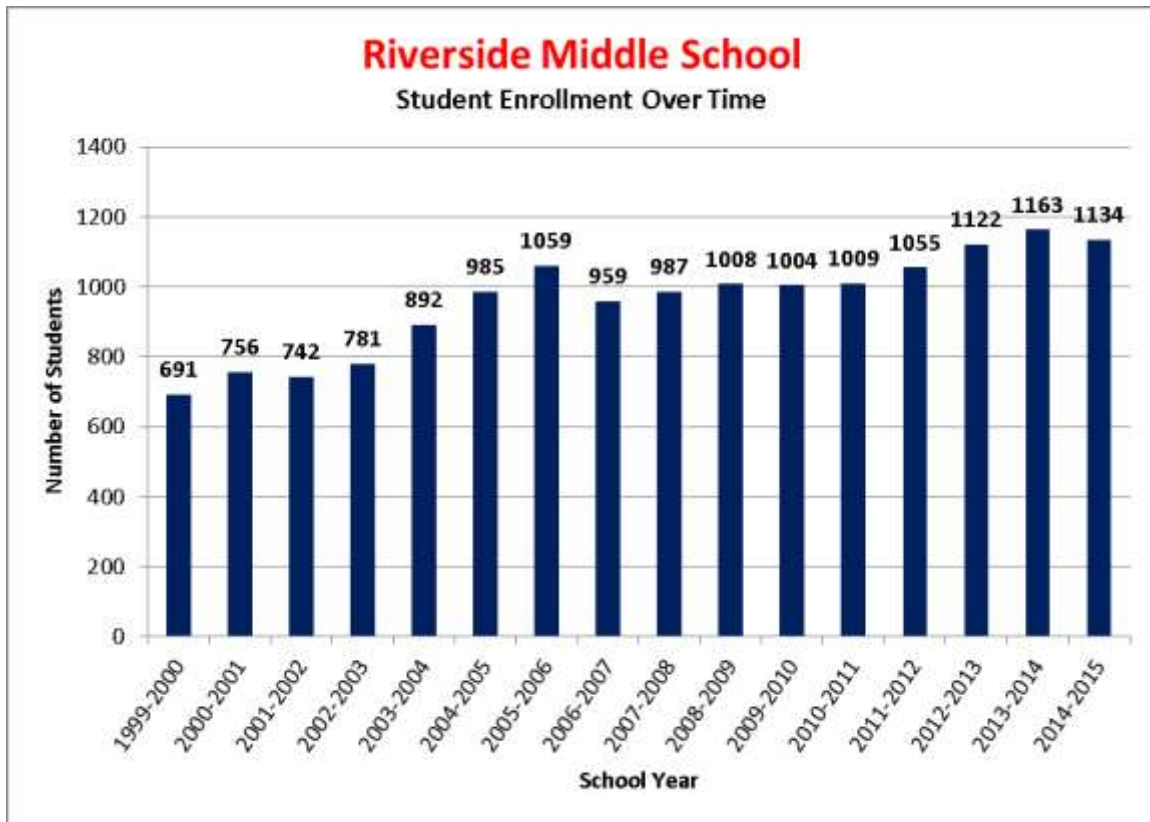
As can be seen in the above chart, the student enrollment has increased steadily since the opening of the school until 2006-2007. The decrease in enrollment in 2006-2007 is attributed to the re-assignment of several students to the new Beck Academy. The current school year of 2014-2015 has 1134 students being served by four administrators, sixty-four teachers, and thirty-three support staff. The student body is composed of 572 female students and 562 male students.
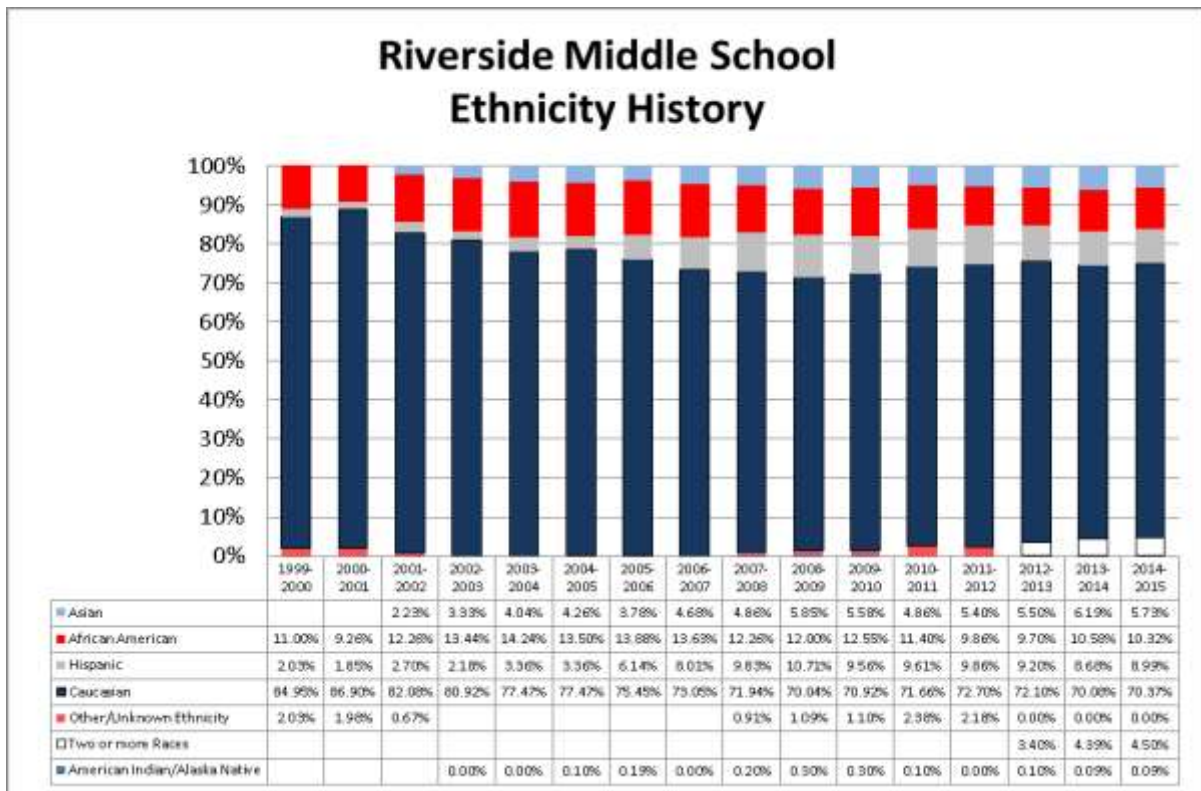
Riverside Middle School's current enrollment is:

Grade	Enrollment	Percent Enrollment
Grade 6	343	30.2%
Grade 7	391	34.5%
Grade 8	400	35.3%

The current ethnicity of the school is African Amercian-117, Asian-65, Hispanic-102, Two or more ethnicities-51, American Indian or Alaska Native-0, and Caucasin-798. One hundred-ninety-eight free lunches and forty-two reduced

price lunches are provided. Seen in the chart below, the ethnicity percentages have remained relatively consistent over the history of the school.

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
■ Asian			2.23%	3.33%	4.04%	4.26%	3.78%	4.68%	4.88%	5.85%	5.58%	4.86%	5.40%	5.50%	6.19%	5.73%
■ African American	11.00%	9.26%	12.26%	13.44%	14.24%	13.50%	13.88%	13.63%	12.26%	12.00%	12.55%	11.40%	9.86%	9.70%	10.58%	10.32%
■ Hispanic	2.03%	1.85%	2.70%	2.18%	3.36%	3.36%	6.14%	8.01%	9.83%	10.71%	9.56%	9.61%	9.86%	9.20%	8.68%	8.99%
■ Caucasian	84.95%	86.90%	82.08%	80.92%	77.47%	77.47%	75.45%	73.05%	71.94%	70.04%	70.92%	71.66%	72.70%	72.10%	70.00%	70.37%
■ Other/Unknown Ethnicity	2.03%	1.98%	0.67%						0.91%	1.09%	1.10%	2.38%	2.18%	0.00%	0.00%	0.00%
□ Two or more Races														3.40%	4.39%	4.50%
■ American Indian/Alaska Native				0.00%	0.00%	0.10%	0.19%	0.00%	0.20%	0.30%	0.30%	0.10%	0.00%	0.10%	0.09%	0.09%

There are 81 students being served with Individual Educational Plans (IEPs) this year. Of these, 6 are in a self-contained setting for students with moderate to severe intellectual disabilities, and seventy-five are in an inclusion setting. Inclusion is offered in English/Language Arts classes and mathematics classes for all three grade levels. One student is being served as a deaf and hard of hearing student. Ten students are served by speech and ESOL. Eight students are Other Health Impaired. One student is served for multi-disabilities. Two students have autism. Two students with mild intellectual disabilities are served in the inclusion model and mainstreamed for science and social studies. Sixty students are specific learning disabled.

There are one hundred plus students with chronic long-term health issues. Some of them include diabetes, epilepsy, asthma, Asperger's syndrome, severe allergies, migraines, sickle cell trait, ADD/ADHD, heart, kidney, concussions, ulcerative colitis, anxiety, OCD, eating disorders, liver transplant and various other diseases. Seventeen students come to the health room for daily meds. Forty-six have emergency meds for asthma, hypoglycemia, seizures or anaphylactic shock kept in our health room. We also have one hundred forty-five prn (as needed) meds. Our average student visits per day is thirty six, and

our yearly visits per year are about five thousand nine hundred ninety-five. The activity level in our health room is very high almost every day of the school year.

The 2013-2014 school year student body attendance rate was 96.2%. The out-of-school suspension/expulsion rate for violent and/or criminal offenses was 0.0% of the total school population.

Our School

The school facility was designed to accommodate 1,050 students and consists of the following:

- 137,000 square feet of space
- 50 classrooms
- 9 science labs
- Fine Arts rooms including Art, Band, Strings, and Chorus
- 1 Food and Nutrition Services lab
- 2 technology lab rooms
- 4 fully equipped computer labs
- 1 computer lab/industrial technology expansion room
- 1 gymnasium with seating capacity of 350
- 1 cafetorium seating 364 for dining and 444 for assemblies
- 3 softball/baseball fields
- 2 football/soccer fields
- 2 lighted softball fields
- 1 track
- 4 paved basketball courts
- 4 tennis courts

The administration area houses the principal, secretary, attendance clerk, workroom, and a volunteer/PTSA room. Guidance, the health room, Instructional Coach and the media center occupy other spaces in this area. The three assistant principals are housed on each grade level hall.

The school is very functional and flexible. Every effort has been made to design the school to be attractive and inspiring. This was accomplished with skillful use of windows, open areas, color and arrangement of drives, sidewalks, walkways, and athletic fields. The site provides a beautiful campus with landscaped areas at entrances and in the courtyard.
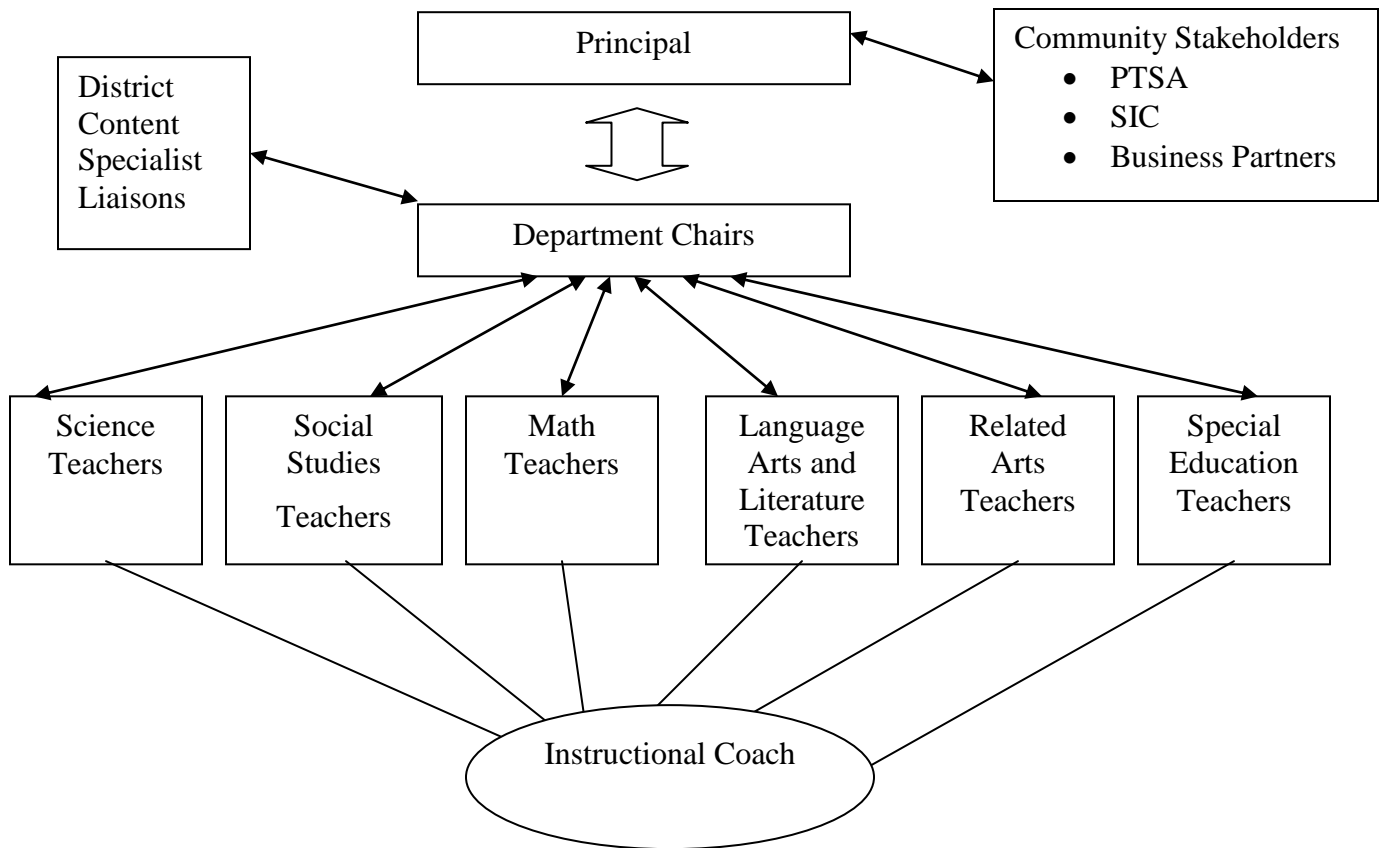
School Leaders

Mrs. Katherine Malone was selected in the spring of 2014 as the fourth principal of the school. She was an assistant principal and interim principal at another district middle school before accepting the principal position at the start of the 2014-2015 school year. The administrative team also includes three assistant principals. Mr. Andrew Batman and Mrs. Cindy Bush, assistant principals, have been at Riverside Middle since the start of the 2013-2014 school year. Mrs. Debbie Goulart, assistant principal, was a science teacher at another district middle school before accepting the assistant principal position in the fall of 2014.

The daily operations of the school were established in accordance with the School Board Policies and adapted to better meet the needs of our student body. The School Board and our administrative team work in a reciprocal relationship that allows the leadership of the school to make decisions that maximize student achievement.

As a direct result of increased demands for higher student achievement and accountability at the classroom level, the administrative team works collaboratively with the faculty to maintain quality teacher expectations by implementing a collaborative decision-making process, and a systematic approach for information dissemination.

To ensure the faculty continues to be active in upholding the school's vision, the leadership of the school clearly articulates the importance of the goal across grade levels in order to make sure that faculty members understand and apply identified standards to achieve the school's vision. As can be seen in the chart below, a school-wide structure for information dissemination and project completion was developed for both departmental goals and school wide program delivery.

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                        ┌──────────────┐          ┌─────────────────────────┐
                        │  Principal   │          │ Community Stakeholders  │
┌─────────────┐         └──────────────┘          │   • PTSA                │
│ District    │                ⇕                  │   • SIC                 │
│ Content     │         ┌──────────────┐          │   • Business Partners   │
│ Specialist  │         │ Dept Chairs  │          └─────────────────────────┘
│ Liaisons    │         └──────────────┘
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The fourth Wednesday of each month is scheduled for department meetings. During department meetings, teachers in all content areas discuss ways to implement teaching and learning strategies that reflect best practices, changes in curriculum, and events or programs that may lead to greater student achievement. Department chairs disseminate information or materials that are relevant to the department. Vertical teaming discussions help teachers gauge how to implement the state standards, build on the students' prior knowledge and provide differentiated instruction that is appropriately on grade level. Teachers in each department also work with elementary and secondary teachers to improve curriculum alignment to better prepare students that are entering the middle grades or moving on to high school. Departments also meet with elementary and secondary teachers to assist in aligning the middle school curriculum to better prepare students that are entering the middle grades or moving on to the high school. Department minutes are emailed to the administrative team.

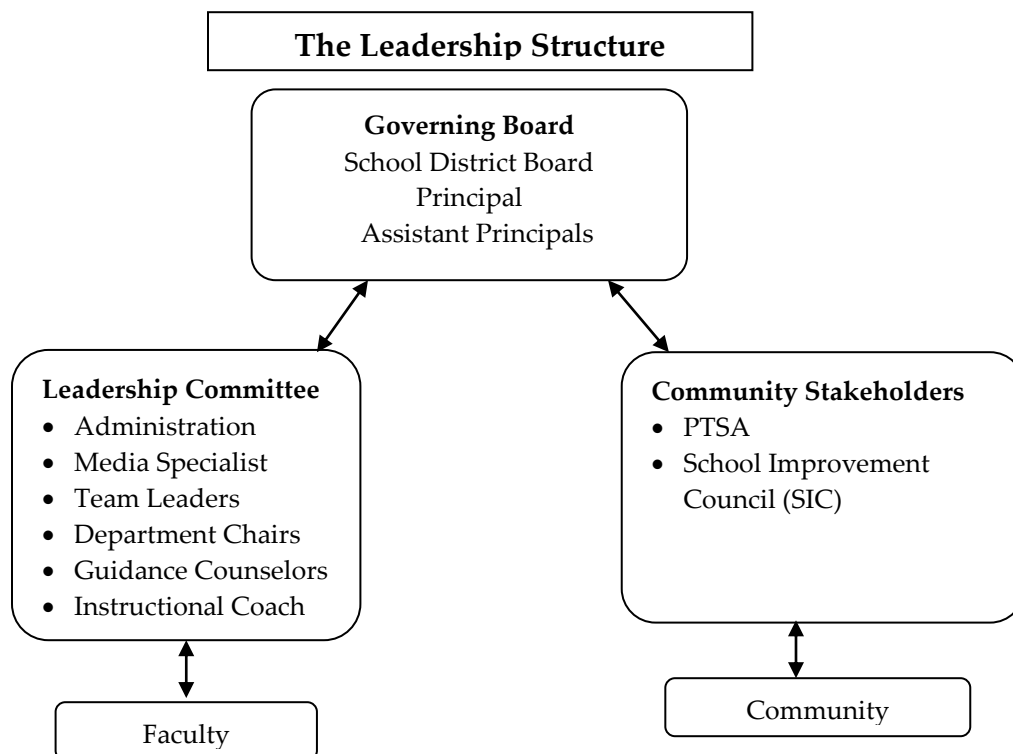Decision-Making Process/Principal's Advisory

The Principal's Advisory committee consists of the principal, three assistant principals, a guidance counselor, the media specialist, the instructional coach, grade level team leaders, department chairs, and related art representatives who meet on the second Wednesday of each month. Leadership meetings provide small group discussions that initiate the shared decision-making process. During the meetings, members express concerns about school-wide issues, present new ideas to better the school or maximize student achievement, and suggest solutions to problems that impact the entire school. The leadership team is then responsible for taking the discussions to each team or department and acquiring further input from the faculty. Further input from teams and departments is then provided to the administrative team to make sound decisions that maintain the mission and the school vision. This effective method ensures that all faculty and staff are informed and have input and thus held accountable and responsible for the shared information and decision-making process.

School-Wide Information Dissemination

Administrative meetings are held on the first Wednesday of each month during morning planning periods. Faculty meetings, if needed, are after school on the first Wednesday of the month. These meetings serve to unite the staff through professional development and collegiality and broaden the school-wide awareness of up-coming events and activities. These meetings also provide opportunities to strengthen one area of the school-wide focus: maximizing literacy instruction across the curriculum.

Each Monday is set aside for Grade Level meetings during planning periods. The fourth Wednesday, after school, is set aside for subject area Department Meetings. These various meetings are used for a variety of informational or professional development topics as they arise throughout the year.

The administrative team emails the staff on a regular basis. Emails are an efficient way of communicating important information in a fast, effective manner. As appropriate, the staff receives the district "Management Memo" to maintain a level of awareness on the district level. In addition, each week the principal prepares and sends an electronic newsletter she has titled the "RMS Weekly Update".

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│     The Leadership Structure     │
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Governing Board
School District Board
Principal
Assistant Principals

Leadership Committee
- Administration
- Media Specialist
- Team Leaders
- Department Chairs
- Guidance Counselors
- Instructional Coach

Community Stakeholders
- PTSA
- School Improvement Council (SIC)

Faculty

Community

Grade Level Teams

The implementation team works, in addition to disseminating information school-wide, collaboratively towards improved student achievement in all subject areas. Each grade level team meets periodically throughout the week during a common planning period to discuss cross-curricular planning, student work, effective teaching strategies that address varied learning modalities, student issues (social, academic, emotional, behavioral, etc.) that may impede student learning, grade level business, and school topics. Allowing time for teachers to discuss successful strategies as well as their experiences in the classroom helps each team focus on areas that are strong and areas that need improvement. During each team meeting, information that is discussed is recorded and sent in minute form via email to the leadership team. Members of the leadership team will respond with comments or concerns for the team leader to discuss at the next team meeting. Teams meet with the Instructional Coach to create a shared vision for the school and for professional development and training. Team minutes are e-mailed to other teams to keep each team informed of other team decisions.

Community Stakeholders

As an integral part of the decision-making process, our Parent Teacher Student Association Board and School Improvement Council meet monthly to provide input from the community's view point.   The PTSA Board consists of 40 members who work diligently to ensure that the needs within the classroom are being met. During the PTSA meetings, the President and other committee leaders ask for input from the teacher and student representatives on how PTSA can assist in the daily and financial functioning of the school. The PTSA coordinates tea sales, school store, volunteers, dances, fundraisers, spirit days, teacher luncheons, and many other areas that allow the school to operate efficiently each day.   Teachers, parents, business leaders, students, and a school administrator represent the School Improvement Council. During the SIC meetings, the committee works to improve student and teacher life and morale as well as discuss and brainstorm solutions to problems that arise in the school.

Making Middle Grades Work

Meetings are held on the third Wednesday of each month for the Making Middle Grades Work focus teams. These meetings serve as a set time the focus teams can meet and conduct business. Other meeting times are scheduled as the focus team members require.

Faculty and Staff

With an outstanding faculty (71.6% with advanced degrees), Riverside is able to offer a rigorous academic program for the academically gifted, the average learner, and students labeled "at risk."   The 74-member faculty is composed of 79.7% female and 20.3% male teachers with 2.7% total minority. Currently, there are eleven National Board Certified teachers. The administrative staff consists of one principal and three assistant principals. The support staff consists of four guidance counselors, an ESOL teacher, a media specialist, one instructional coach, one licensed speech therapist, two registered nurses, one resource police officer, a secretary/bookkeeper, one attendance clerk, one guidance clerk, one receptionist, one special education aide, one plant engineer, one food services manager, one library clerk, one in-school suspension aide, six custodians, and nine food services workers. The entire staff is dedicated to providing quality education for all students in grades six through eight.

The following is a demographic profile of the RMS Staff:

	Minority		White		Female		Male	
Administration/% of Group	0	0%	4	4%	2	2%	2	12%
Certified Staff/% of Group	2	25%	68	76%	60	74%	10	59%
Other Staff/% of Group	6	75%	18	20%	19	23%	5	29%
Totals	8	8%	90	92%	81	83%	17	17%

Each grade level has two common planning periods and meets as needed to plan interdisciplinary studies and activities and to assess student progress.

Teachers participate in professional development programs offered by the district as well as in-house professional development and offerings through colleges, universities, and technical schools in the area. The instructional coach provides support for faculty in the areas of curriculum, technology, and research. The school's technology plan provides direction for future efforts in technology integration. Goals address increasing accessibility, offering more frequent opportunities for education and training, upgrading and replacing existing systems, and expanding the types of technology made available to students and staff members.

In keeping with the school's motto of "*Learning Today, Leading Tomorrow,*" the Riverside Middle faculty and staff strive to work together to educate every student. Along with the three R's, the arts are viewed as equally important components of a well-balanced education. As a part of that commitment, each student participates in two related arts classes each day.

The Special Education Department at Riverside Middle has four models, from least restrictive to more restrictive: Regular Education with Support Services through a consult model; Regular Education with Special Education Services given in an Inclusion setting, Self-contained setting with students being mainstreamed into regular educational setting as appropriate, and Self-contained, with students going out for related arts classes only. Riverside currently has self-contained classes for students with moderate to severe learning disabilities or moderate mental disabilities.

The Riverside Middle faculty commitment to personal excellence is seen in their participation in national, state, and local conferences such as: National Middle School Association, National Science Teachers Association, National Conference of Teachers of English, SCASSA, Leadership Greer project, South Carolina

Science Council, International Reading Conference, Clemson Research Forum, Music Educators' National Conference, South Carolina Art Commission, SCHAARHER, GCCTM, SCCTM, South Carolina Council for Social Studies, National Council for Social Studies, and ITC.

Other staff members participate in a variety of professional development activities such as custodial college, food service certification programs, technology training courses, and Continuing Growth for Office Professionals. RMS teachers have been awarded Alliance, EIA, SCIRA and PTSA grants, selected for Space Camp scholarship, published research, and have presented at state and national conventions. Several teachers at RMS have won scholarships to participate in the Upstate Writing Project Summer Institute. Two teachers have won fellowships from SCDE, Carnegie, and Greenville County Schools to attend Bread Loaf School of English. Two teachers participated in a two day Master Teacher seminar with the Anne Frank Center in NYC and the Anne Frank House in Amsterdam, Netherlands. One teacher received a scholarship for a six week summer study abroad from the Consulat Francais (French Consulat). One teacher was chosen to participate in the Teaching Asia seminar and has been selected in a study tour of China and Japan. One was also selected by the Goethe Institute to participate in the Transatlantic Outreach program to study and travel in Germany for two weeks. Another was also selected by the Riley Institute at Furman to study government at Furman and then tour Washington DC. Three have been chosen Greenville County Top Ten Teachers of the Year. One RMS teacher was a Christa McAuliffe Fellowship state finalist. Another teacher has been recognized as the State and National Social Studies Teacher of the Year. Others have been recognized as Distinguished Teachers of Reading and Science Teachers of the Year. One Fine Arts teacher has won three SC DOE Arts Curriculum Innovation Grants of the Target 2000 grant series and a grant to attend the Music Technology institute at Petrie School of Music at Converse College and a Greenville Music Club grant.   These grants have been used to purchase technology and other equipment to provide in-service opportunities in the Fine Arts. The school nurse was a finalist in the Diabetic nurse of the year awarded by the juvenile diabetic association. Currently, nine RMS teachers are National Board certified. One teacher received a $5000 Best Buy Grant. The RMS faculty members attend numerous workshops on such topics as: gifted and talented, ADEPT, writing skills, vertical teaming, SAT improvement plan, implementing the Common Core Standards in Math, classroom management and assessment, and incorporating technology in the curriculum. Several teachers have presented at local, state, and national conferences like EdTech, SCIRA, the state middle school conference, South Carolina Social Studies Conference and the National Social Studies Conference, and NECC. RMS

teachers have been published in national journals and magazines. Continuous technology training is provided for teachers to help them incorporate computer literacy and research, while giving them access to the Internet via classroom computers. One teacher was selected to participate in writing the state social studies standards. Several teachers have been selected to write curriculum for the district. One teacher has won the Yale Distinguished Music Educator Award. The RMS Band and Strings performing groups received Disney Music Festival Superior ratings and the Chorus earned an "Excellent" rating. A record number of orchestra students qualified for SCMEA All State Orchestra and Upstate West Region Orchestra.

At the beginning of each school year, the library staff provides instruction to all students concerning the availability and use of resources in the library. Throughout the year, special events are scheduled by the library staff to promote and encourage reading for pleasure, as well as learning. Programs include South Carolina Junior Book Award activities, Scholastic Book Fairs, Summer Reading, the Greenville Drive All-Stars reading program and the end of the year book exchange. Collaborative planning and teaching with the faculty through subject areas allows students to receive integrated instruction in technology and information literacy skills. Students learn to access information from a variety of resources including books, DISCUS databases and Internet sources to support and enrich class assignments. Early in the school year, the librarian provides hands-on-training to all sixth graders on the use of student home directories, the school district's Acceptable Use Policy and student email accounts. Students are allowed to visit the library on an as needed basis throughout the day. The library is open thirty minutes before and after school and by appointment. Students may browse, check out books, read and complete research using the library resources during these times. They may also utilize library technology to produce assignments. The library also serves as the venue for special activities such as Model UN, SAT workshops for students, Book Fair, SIC and PTA board meetings, and faculty and other committee meetings. The library provides opportunities for students in Service Learning classes and Beta Club to work as student assistants to perform such tasks as shelving books, organizing shelves and preparing books for processing.

Counseling and Other Student Support Services

Riverside Middle School provides a variety of academic strategies for students not reaching their full academic potential. Teachers, administrators, guidance counselors, and parents determine the type of assistance to be given. Those academic strategies include:

- Parent Conferences
- 6th grade teacher/student contracts with students in academic trouble
- Computer-assisted instruction
- PTSA volunteer tutoring
- Peer tutoring
- Compass Learning
- Teacher directed small group instruction
- Riverside High School student tutoring
- Individual assistance offered by teachers during and after hours
- A variety of web-based school support sites

School-to-Work activities are infused throughout the curriculum at Riverside Middle School. Career awareness is enhanced through the following existing program:

- Shadowing program
- Guest speakers from various career fields
- Eighth grade day at the local technical college (Greenville Technical College)
- Kuder Interest Profile
- Career profiles
- Specialized field trips planned by teams and individual teachers
- Career opportunities discussed during Advisory
- HEAP program on CD distributed to each student
- 8th grade students and parents meet to work on the student Individualized Growth Program.

The Student Council, Beta Club, and other clubs provide opportunities and experiences for leadership skills. Writers' Block meets weekly to promote the student as a writer. Local businesses provide classroom speakers who share work related experiences and their relationships to the study of language arts, mathematics, science, social studies, and the arts.

Riverside Middle School has implemented the following parental involvement strategies in an effort to improve parental involvement:

- Riverside Middle School Agenda/Student Handbook delineate parent and student expectations
- Individual teacher syllabi and introductory letters provide individual class expectations for both parents and students

- All teachers provide classroom websites for parents and students including a Weekly Planner posted weekly
- PTSA Open House once a year and PTSA programs five times a year
- Sixth grade orientation which encourages parental involvement
- PTSA volunteer response forms invite parental involvement
- Eighth Grade Career Inventory Interpretation allows parents to be involved in their student's career path
- Quarterly PTSA newsletter encourages parent involvement
- Articles in the local newspapers, the Greenville News-City People East, Greer Citizen, and Greenville News communicate need for parental involvement
- PTSA e-newsletter
- All teachers have an email address so parents can communicate via the Internet
- All teachers have phones equipped with voice-mail in their rooms so parents may communicate
- Parent volunteers
- Parent conferences
- Specific strategies will be added, deleted, or altered as indicated by evaluation
- School Website
- Many teachers send regular progress reports via email.

Mission, Vision, and Beliefs

Now in the fourteenth year of school operations, the conceptualization of the school beliefs began long before Riverside Middle School opened in August of 1999. In the spring prior to the opening of our school, former Principal Ann Miller made visits to feeder schools within the Riverside Middle School community. She provided parents and students with the opportunity to share their goals and expectations for the new school. Results of surveys showed a consistent response from parents: they wanted Riverside Middle School to "challenge" their children, and to "continually praise" their children.

Following the school visits and surveys, Mrs. Miller arranged early meetings with parents, students, members of the business community, and the newly established Riverside Middle School faculty and staff. The PTSA and SIC formed shortly thereafter. The PTSA was fully chartered and had a 28-member board in place before the opening of the school.

Through these early meeting members from the various groups had input in creating the first draft of Riverside Middle School's Beliefs and Mission

Statement. This draft was presented to the PTSA, faculty and staff for revision once the school opened. The final School Beliefs and Mission Statements were approved by the school staff at a faculty meeting in the fall of 1999.

This is the mission that was approved:

> *Riverside Middle School, in cooperation with the home and community, will provide opportunities which prepare students intellectually, socially, emotionally, and physically to become productive and responsible members of society.*

This mission was revisited in the fall of 2000 by the school staff, PTSA and SIC during the process of preparing for the school's initial SACS report accreditation process. Starting in 2002, Greenville County Schools implemented a school portfolio self-study process this self-study re-visits the mission, vision, and beliefs annually as part of the process. At those times, it was and continues to be the consensus of the learning community that this mission statement still best represents the Riverside Middle School Community.

School Beliefs

As stated earlier, in the fall of 2002, the Riverside Middle School staff undertook the task of creating the School Portfolio. The School Portfolio procedures led us to examine the school mission in a series of procedures slightly different than the ones we had previously used. We organized a team of staff members to attend a week-long training workshop during the summer of 2002. This workshop was on school portfolios based on materials and guidance from Dr. Victoria L. Bernhardt. During the first workdays of the following school year, the team led the entire staff in the beginning process calls the Continuous Improvement Continuums. This activity encourages all of the school community to determine where we are on a continuum of various processes of the school. The results of these data are found in the Continuous Improvement and Evaluation section of this portfolio.

The next step in reviewing the mission was the development of a Shared Vision. The community first started by listing individual values and beliefs concerning the school community. The staff then came together as a complete faculty and formulated a set of core values and beliefs.

Beliefs

- The student is the center of the educational process.
- Students learn best in a safe environment.

- Educational experiences should reflect and address real life expectations.
- The middle school must provide opportunity for the developments of citizenship and interpersonal skills.
- Every student has the right of equal access to educational opportunities.
- Family, volunteer services and community involvement are critical to the learning process.
- Every student has the responsibility to be an active learner to achieve his or her academic potential.
- Respect for diversity is a strength that builds bridges between people.
- The middle school must respond to the character of the adolescent.
- Curriculum and instruction should meet students' needs and provide opportunities for all students to achieve.
- Technology is an integral part of the school's curriculum.
- The middle school is an integral part of the total educational experience for every student.
- The middle school must provide all students with opportunities to achieve their potential in the related arts.

School Purpose

After the beliefs were agreed upon, the portfolio leadership team used those values and beliefs to articulate a purpose. That purpose was brought to the staff for clarifications, modification, and finally, consensus. The resulting statement is:

> *The purpose of our school is to provide diverse opportunities for students to experience success academically, socially, emotionally, and physically, and to encourage them to take responsibility to become active learners. Ultimately our goal is for students to experience success in future educational endeavors and to be productive members of society.*

School Mission

Using this purpose, the mission statement was revisited and felt the mission still exemplifies Riverside Middle School and should remain as stated.

School Vision

The vision of Riverside Middle School is the essence of the purpose and mission. It is where the school wants to be at some time in the future. It strives to *prepare students to become productive members of society*. The RMS vision is simply "Excellence". Set at the highest level possible, this vision is one that may never

be reached. That is accepted at RMS. However, it is one that RMS will always seek to reach. A phrase that is used in many of the school publications best sums this up, *Excellence is a Vision, Not a Destination*. Excellence will never be a stagnant point at the top of the mountain that, once reached, has no place to go but down. Excellence is a lifestyle that always seeks to improve and become better. When that is instilled in a student it will be with that student forever thus making that student a productive member of society.

Data Analysis and Needs Assessment

The focus of school improvement is on creating a comprehensive learning organization that understands, cares about, and works for students. In a comprehensive learning organization focused on students, leadership works to *prevent* student failure as opposed to reactively implementing the latest innovations. A focus on students causes leadership to move teachers from roles as providers of information to researchers who understand and can predict the impact of their actions on students and student achievement; and students from recipients of knowledge delivery to goal-setting, self-assessors who produce independent, quality products. In schools where students and student learning are clearly the focus, expected student outcomes are known; teachers collaborate and are skilled in action research, in knowing, predicting, and acting on the impact of their actions to increase student achievement.

Until teachers are able to predict the impact of their actions on students, change their actions based on these predictions, corroborate the effect of their actions with students, and work with peers to build a comprehensive learning organization, any increases in student achievement and changes in the classroom will be temporary.

To institute changes that are long lasting and effective, historical and current data are disaggregated and analyzed to isolate and better understand areas of need. When those needs have been discovered, an improvement plan is formulated based on experience, current research, ability, and inspiration. The following data analysis is a condensed graphic depiction of the self-study process.

Measures of Academic Progress (MAP)

Since 2005-2006, an additional resource for assessment in Greenville County has been used, the Measures of Academic Progress (MAP) test. Currently, this computerized system of testing is administered twice a year in reading and mathematics. Generally, MAP correlates with national and state curriculum and

standards, and is nationally norm-referenced. The difficulty of each test adjusts to each individual student's performance, meaning if a student answers a question correctly, the next question will be more difficult and vice-versa. After a student completes a test, the program reports the student's equal-interval RIT score. Unlike the PASS and other standardized tests, MAP reports provide a snapshot of student achievement at intervals throughout the school year. MAP results are regularly being used at Riverside Middle as one of several data sources for curriculum decisions, student placement, and parent conferences, but not for school level accountability. As MAP testing continues, the results will increasingly be used to help assess students' academic achievement and in instructional planning.
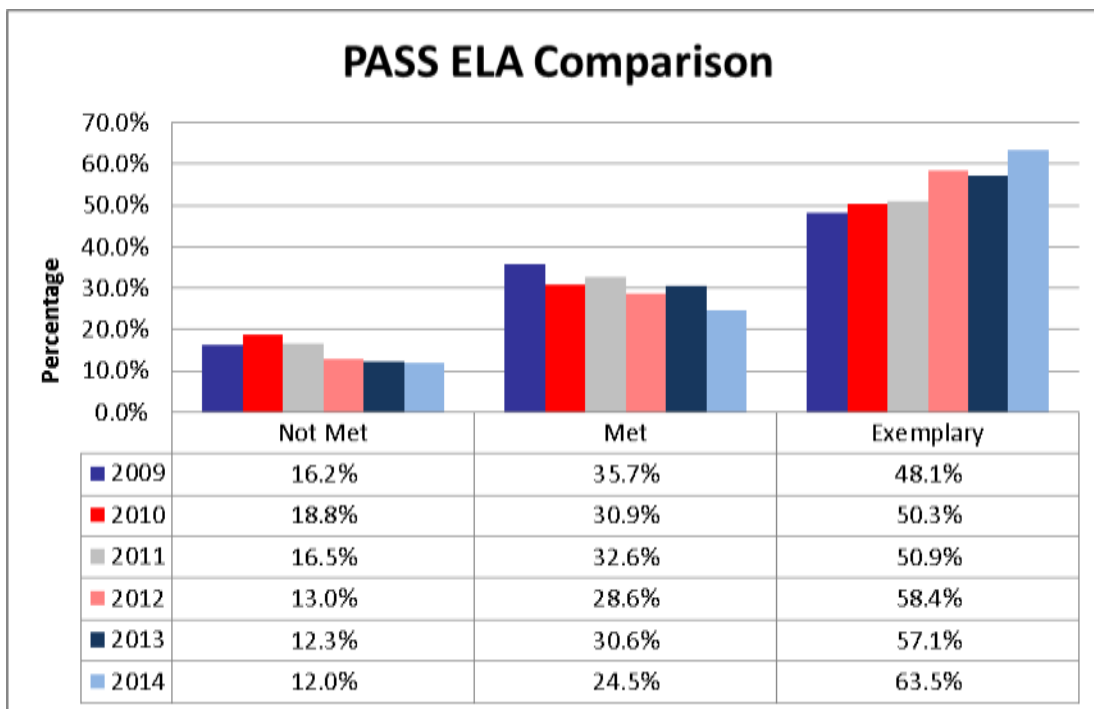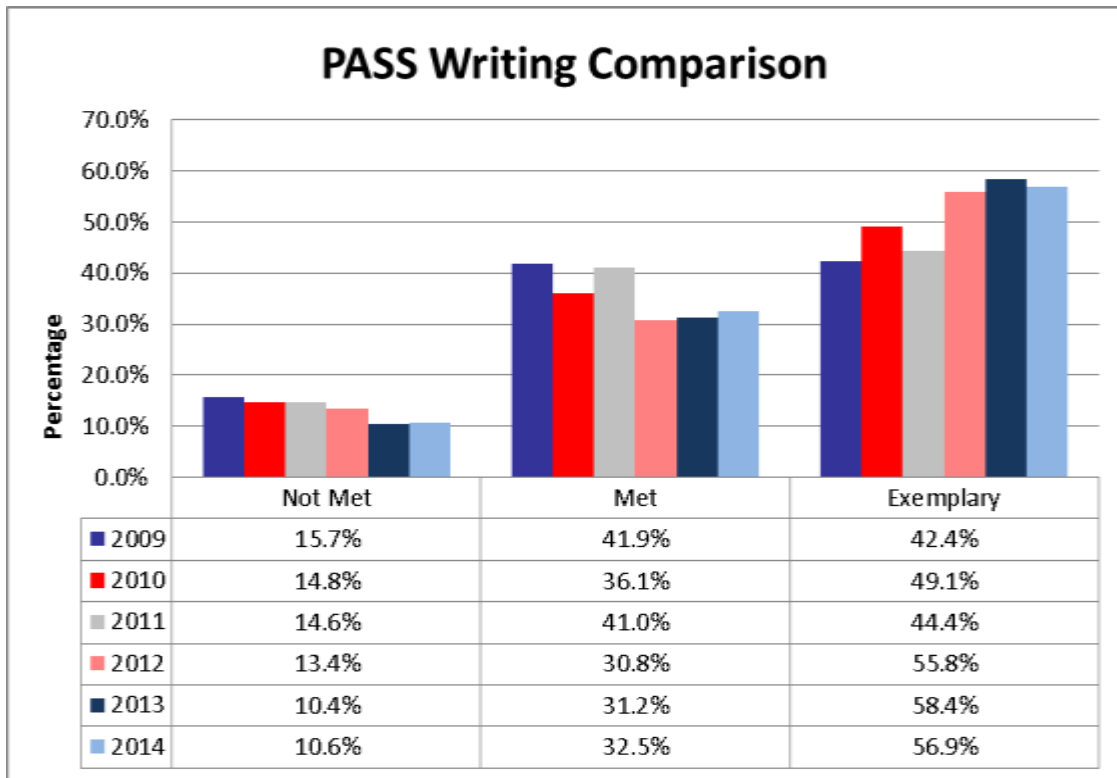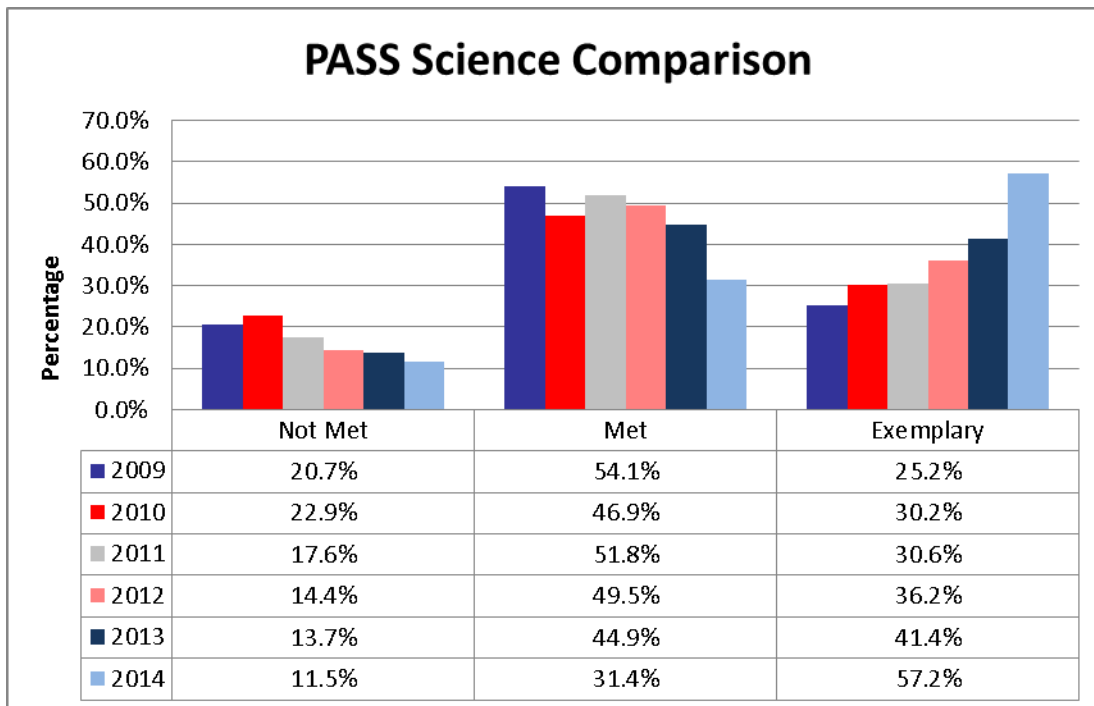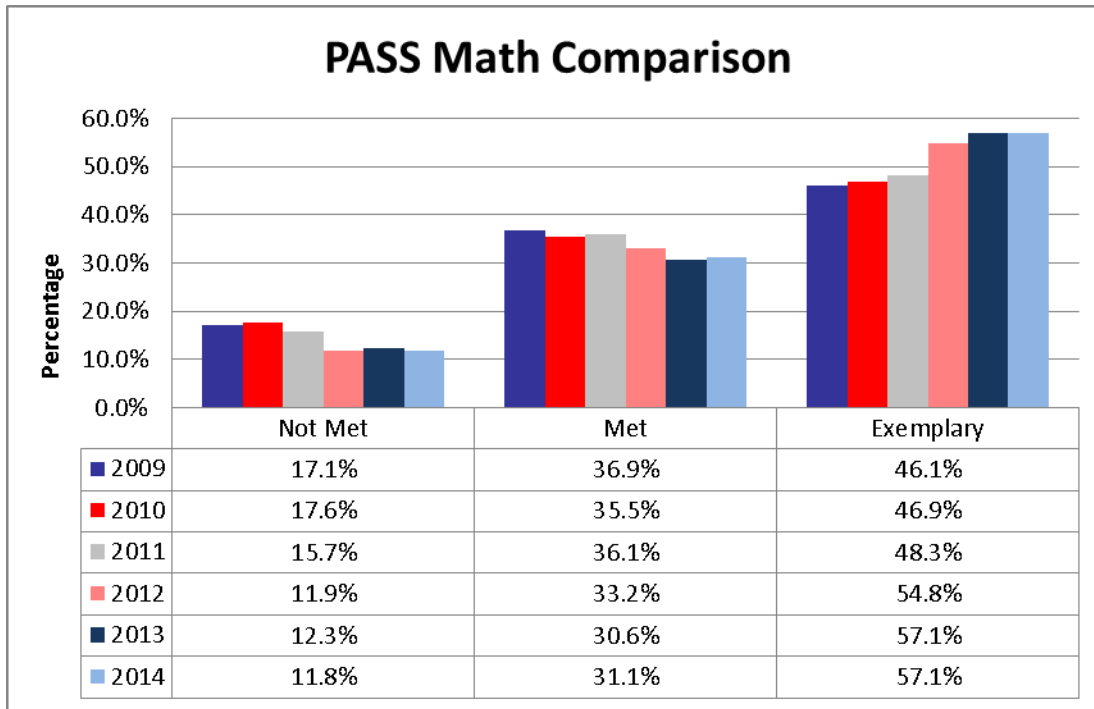
PASS Data Analysis

With the change of philosophy of the South Carolina State Department of Education concerning testing that occurred in 1998, certain standardized tests have been phased out for students in Greenville County. The South Carolina Palmetto Achievement Challenge Test (PACT) was implemented in 1998 as the standard student achievement test for all South Carolina students in grades 3 through 8. With the opening of Riverside Middle School in the fall of 1999, PACT results became the main data analysis tool pertaining to standardized tests. Historical records give a picture based partially on those PACT scores. PACT results are reported by a numerical point value that is translated into a scale consisting of Below Basic, Basic, Proficient, and Advanced.   However, in 2008 the State of South Carolina changed the testing policies and PACT was given for the last time in the spring of 2008. A new state test, Palmetto Assessment of State Standards (PASS), started in the spring of 2009.

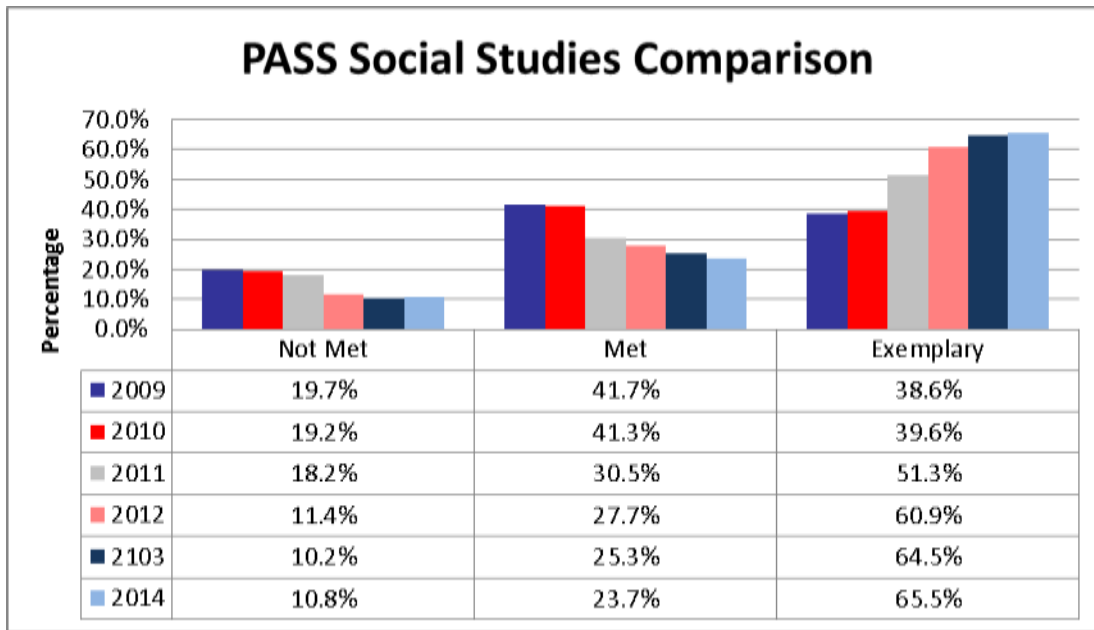Following is a fundamental progression of data analysis that takes place each year during program review and portfolio updating. An initial comparison of RMS scores to district and state scores for the current year was completed. The following graphs show examples of those results from the PASS scores from school year 2012-2013. At the printing of this document, 2013-2014 PASS testing has begun but no data is available.

PASS Over Time Comparison

PASS Writing Comparison

	Not Met	Met	Exemplary
2009	15.7%	41.9%	42.4%
2010	14.8%	36.1%	49.1%
2011	14.6%	41.0%	44.4%
2012	13.4%	30.8%	55.8%
2013	10.4%	31.2%	58.4%
2014	10.6%	32.5%	56.9%

PASS ELA Comparison

	Not Met	Met	Exemplary
2009	16.2%	35.7%	48.1%
2010	18.8%	30.9%	50.3%
2011	16.5%	32.6%	50.9%
2012	13.0%	28.6%	58.4%
2013	12.3%	30.6%	57.1%
2014	12.0%	24.5%	63.5%

PASS Math Comparison

	Not Met	Met	Exemplary
■ 2009	17.1%	36.9%	46.1%
■ 2010	17.6%	35.5%	46.9%
■ 2011	15.7%	36.1%	48.3%
■ 2012	11.9%	33.2%	54.8%
■ 2013	12.3%	30.6%	57.1%
■ 2014	11.8%	31.1%	57.1%

PASS Science Comparison

	Not Met	Met	Exemplary
■ 2009	20.7%	54.1%	25.2%
■ 2010	22.9%	46.9%	30.2%
■ 2011	17.6%	51.8%	30.6%
■ 2012	14.4%	49.5%	36.2%
■ 2013	13.7%	44.9%	41.4%
■ 2014	11.5%	31.4%	57.2%

PASS Social Studies Comparison

	Not Met	Met	Exemplary
2009	19.7%	41.7%	38.6%
2010	19.2%	41.3%	39.6%
2011	18.2%	30.5%	51.3%
2012	11.4%	27.7%	60.9%
2103	10.2%	25.3%	64.5%
2014	10.8%	23.7%	65.5%

As can be seen from the graphs, RMS percentages for all tests show a shift to the right toward the Exemplary category in all subjects and at all grade levels. RMS shows a much lower Not Met percentage and much higher Exemplary percentage than either district or state results.

After the general analysis a disaggregation of school data was performed based on gender.

PASS by Grade
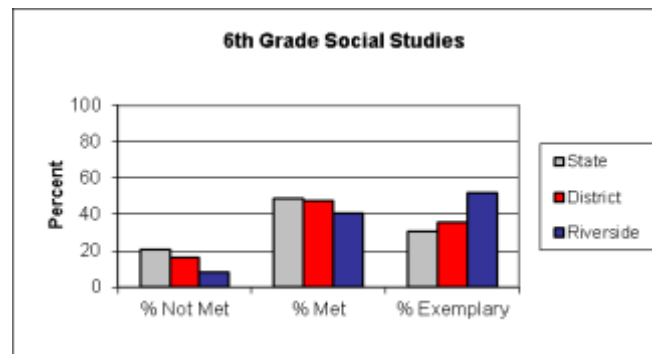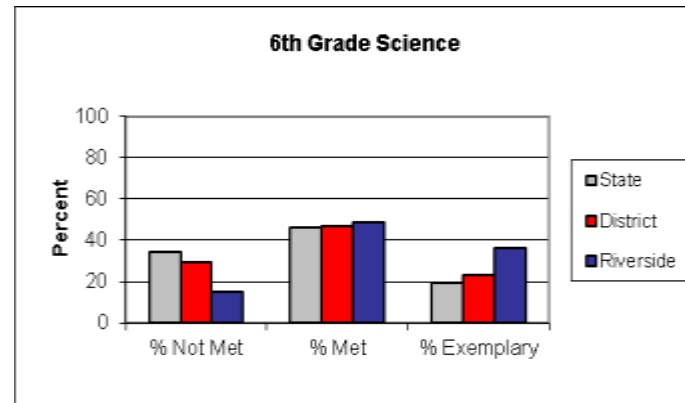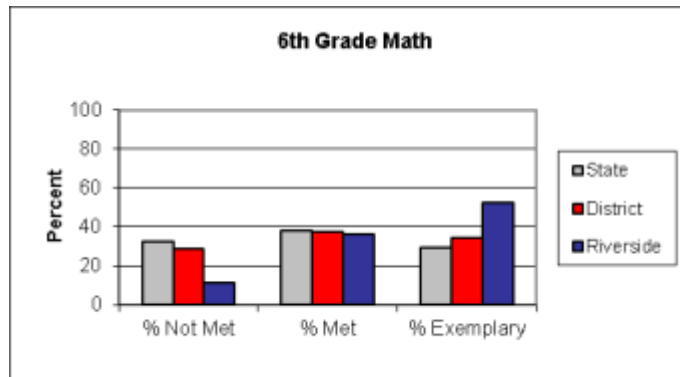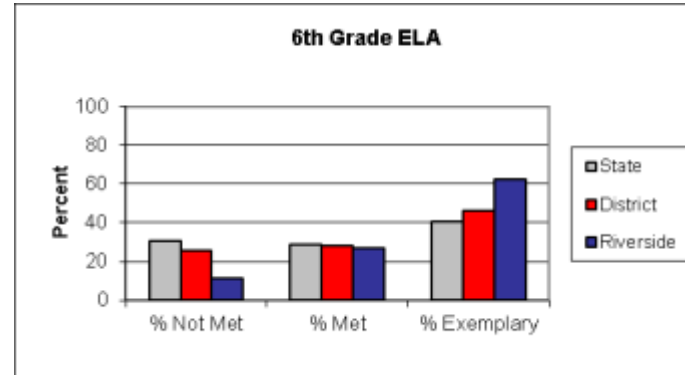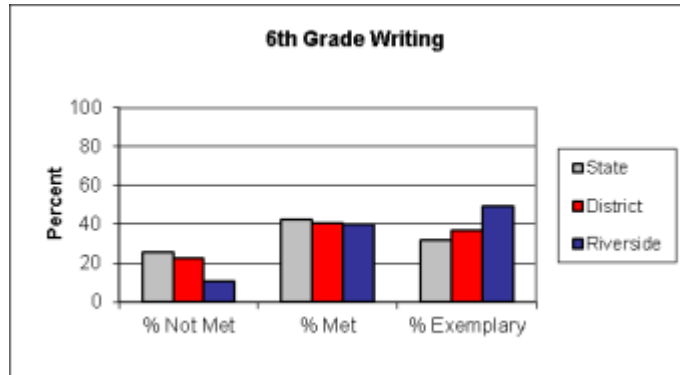
2014 PASS Sixth Grade Results

7th Grade Writing

7th Grade ELA

7th Grade Math

7th Grade Science

7th Grade Social Studies
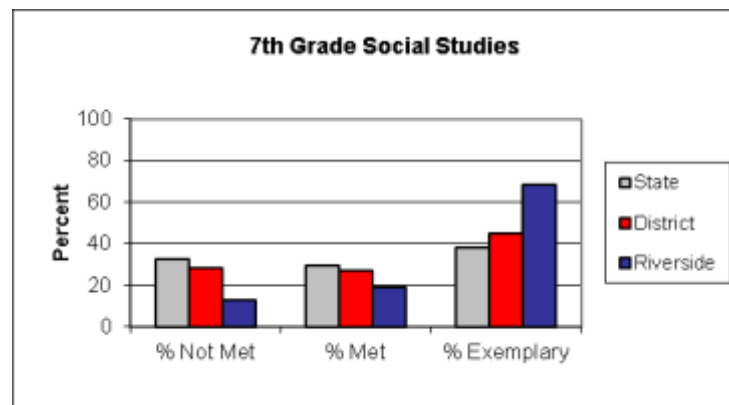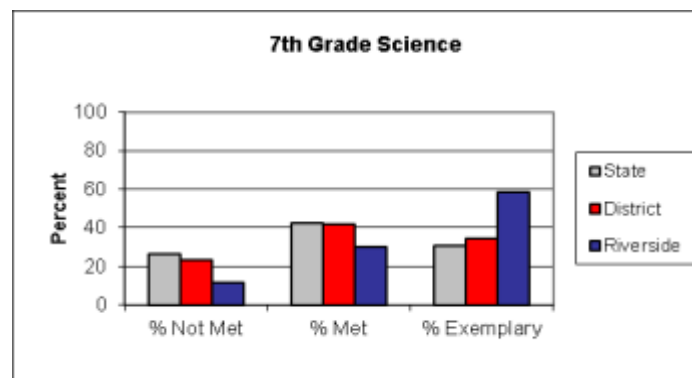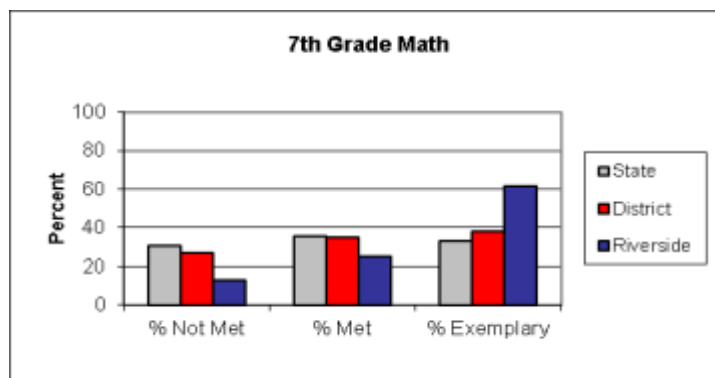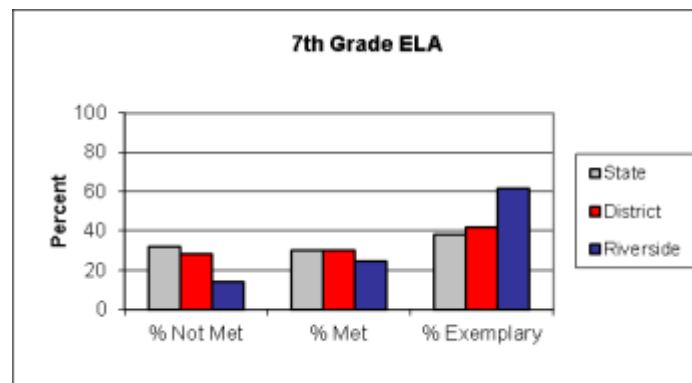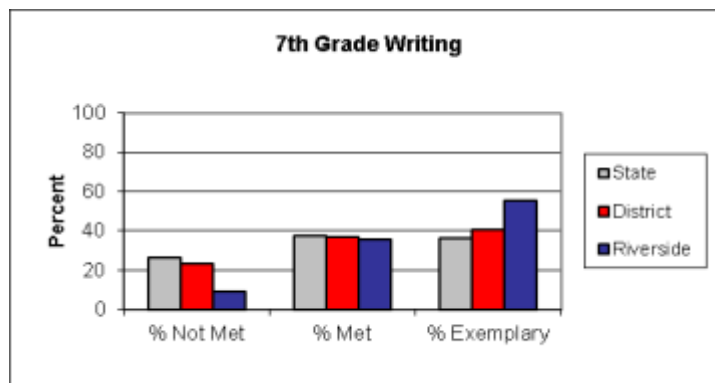
2014 PASS Seventh Grade Results
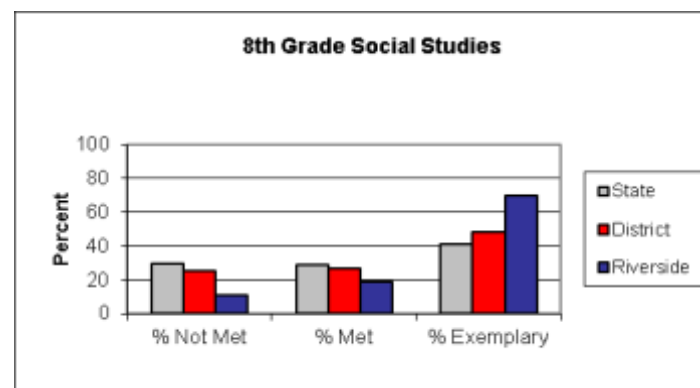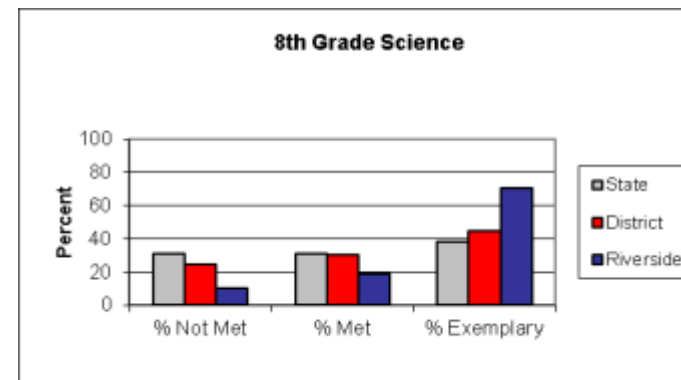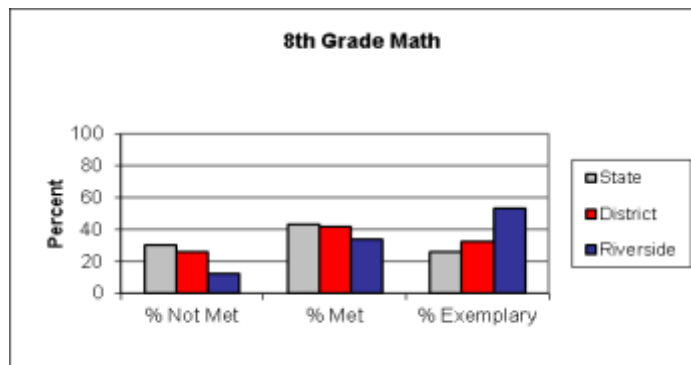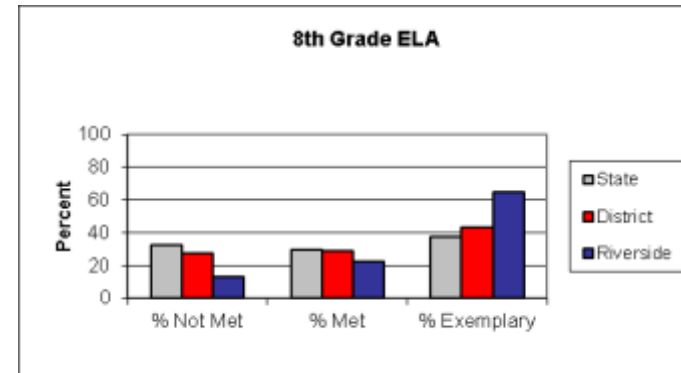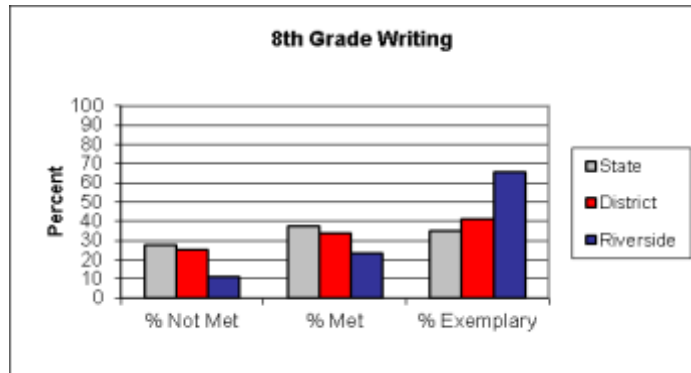
2014 PASS Eighth Grade Results

As can be seen, current outcomes mirror the historical patterns. General conclusions typically see females scoring at a higher level in English/Language Arts and males scoring higher in Math, and so far, Science and Social Studies, at least, looking at the Advanced level. Taking the scores from the current year and disaggregating them based on grade and gender shows slight anomalies but generally percentages follow district and state patterns with trends for RMS toward the Advanced level.

Pass by Grade and Gender

PASS Writing by Grade and Gender - 2014

	Not Met	Met	Exemplary
Grade 6 Female	5.9%	31.9%	62.2%
Grade 6 Male	15.5%	48.1%	36.4%
Grade 7 Female	5.1%	30.3%	64.6%
Grade 7 Male	13.8%	41.0%	45.2%
Grade 8 Female	8.6%	19.3%	72.1%
Grade 8 Male	13.7%	27.5%	58.8%
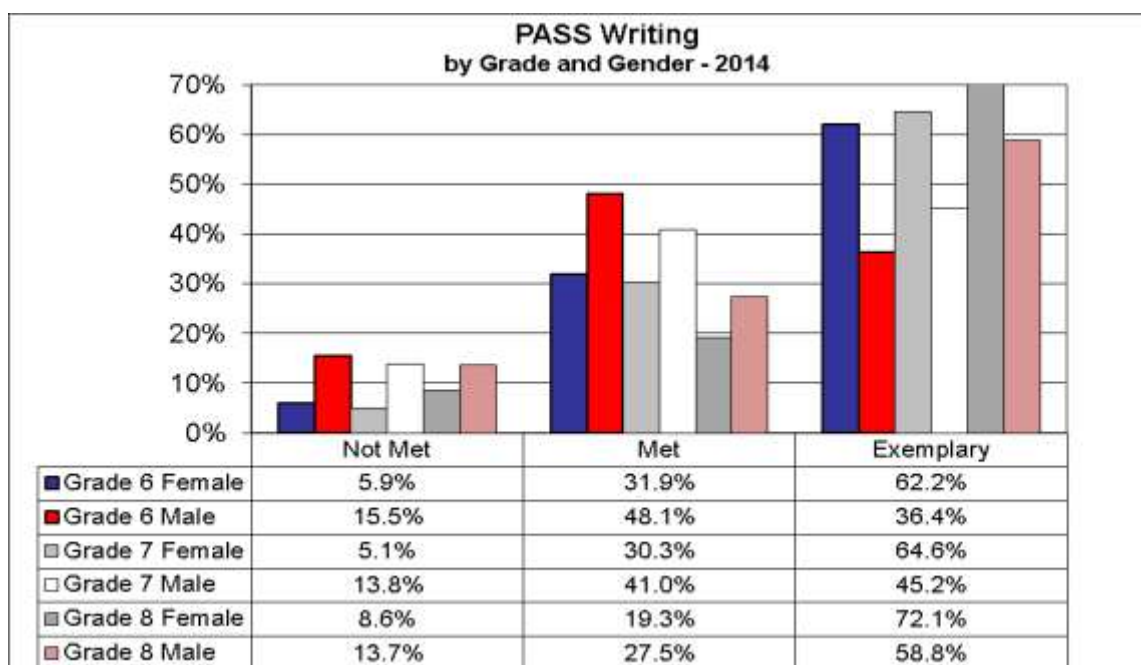
PASS Writing Scores by Grade and Gender

PASS E/LA
by Grade and Gender - 2014

	Not Met	Met	Exemplary
■ Grade 6 Female	7.9%	25.8%	66.3%
■ Grade 6 Male	14.5%	27.4%	58.1%
□ Grade 7 Female	10.1%	19.6%	70.4%
□ Grade 7 Male	17.9%	30.0%	52.1%
■ Grade 8 Female	12.4%	17.5%	70.1%
■ Grade 8 Male	13.3%	27.6%	59.1%
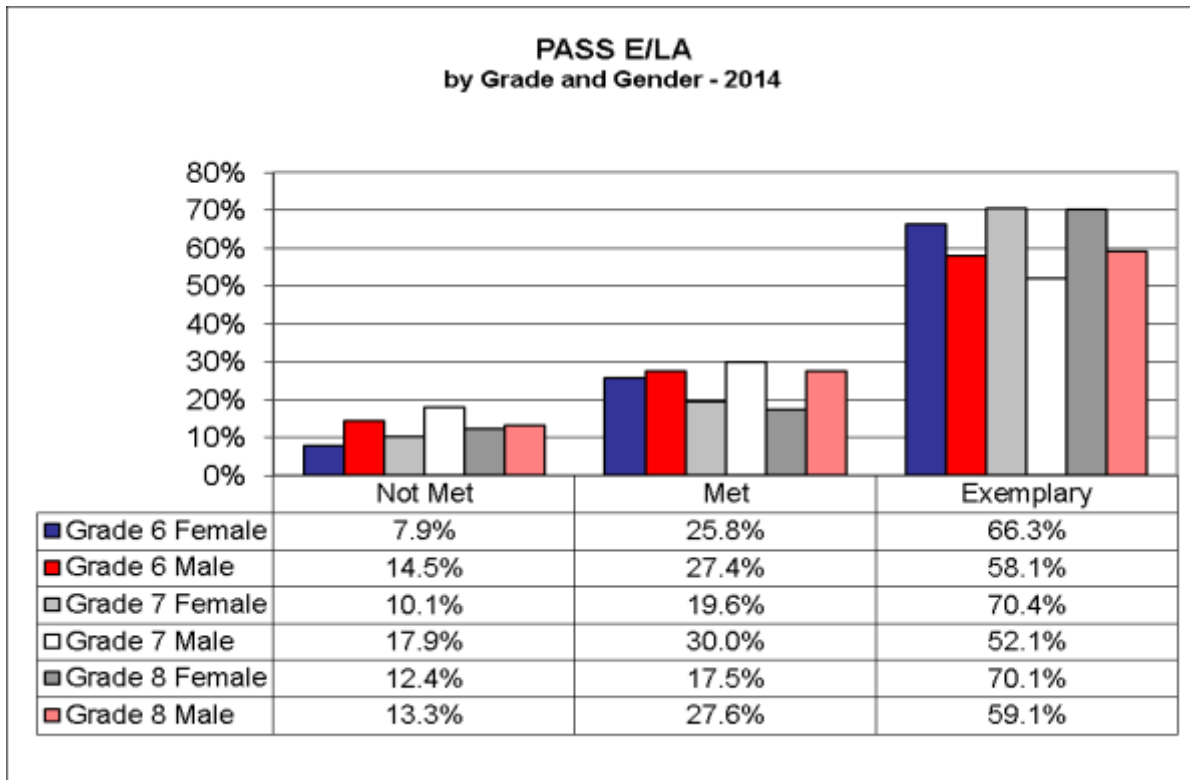
PASS E/LA Scores by Grade and Gender

PASS Math
by Grade and Gender - 2014

	Not Met	Met	Exemplary
■ Grade 6 Female	9.4%	32.8%	57.8%
■ Grade 6 Male	12.9%	40.3%	46.8%
□ Grade 7 Female	9.9%	26.7%	63.4%
□ Grade 7 Male	16.2%	23.6%	60.2%
■ Grade 8 Female	12.8%	34.7%	52.6%
■ Grade 8 Male	12.6%	32.2%	55.2%
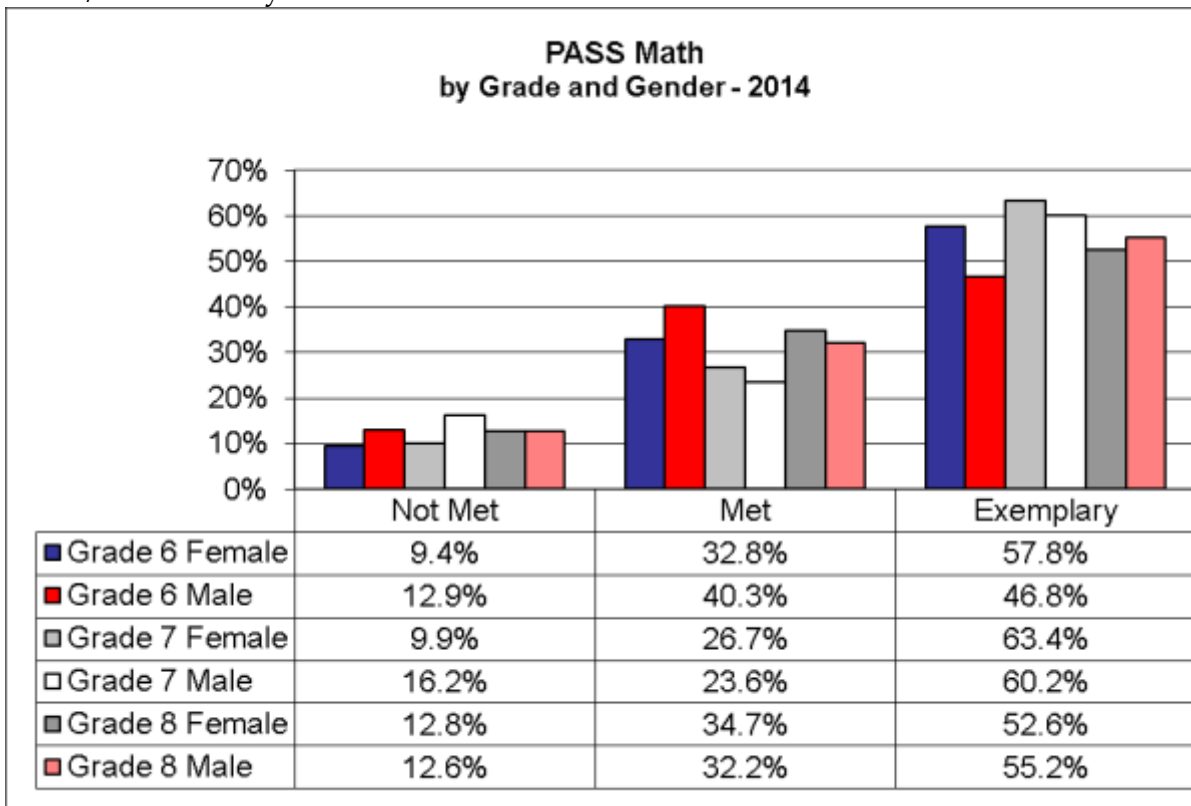
PASS Math Scores by Grade and Gender

PASS Science
by Grade and Gender - 2014

	Not Met	Met	Exemplary
■ Grade 6 Female	16.5%	46.4%	37.1%
■ Grade 6 Male	13.2%	51.6%	35.2%
□ Grade 7 Female	9.9%	31.7%	58.4%
□ Grade 7 Male	13.6%	28.3%	58.1%
■ Grade 8 Female	10.0%	24.0%	66.0%
■ Grade 8 Male	10.2%	13.6%	76.1%
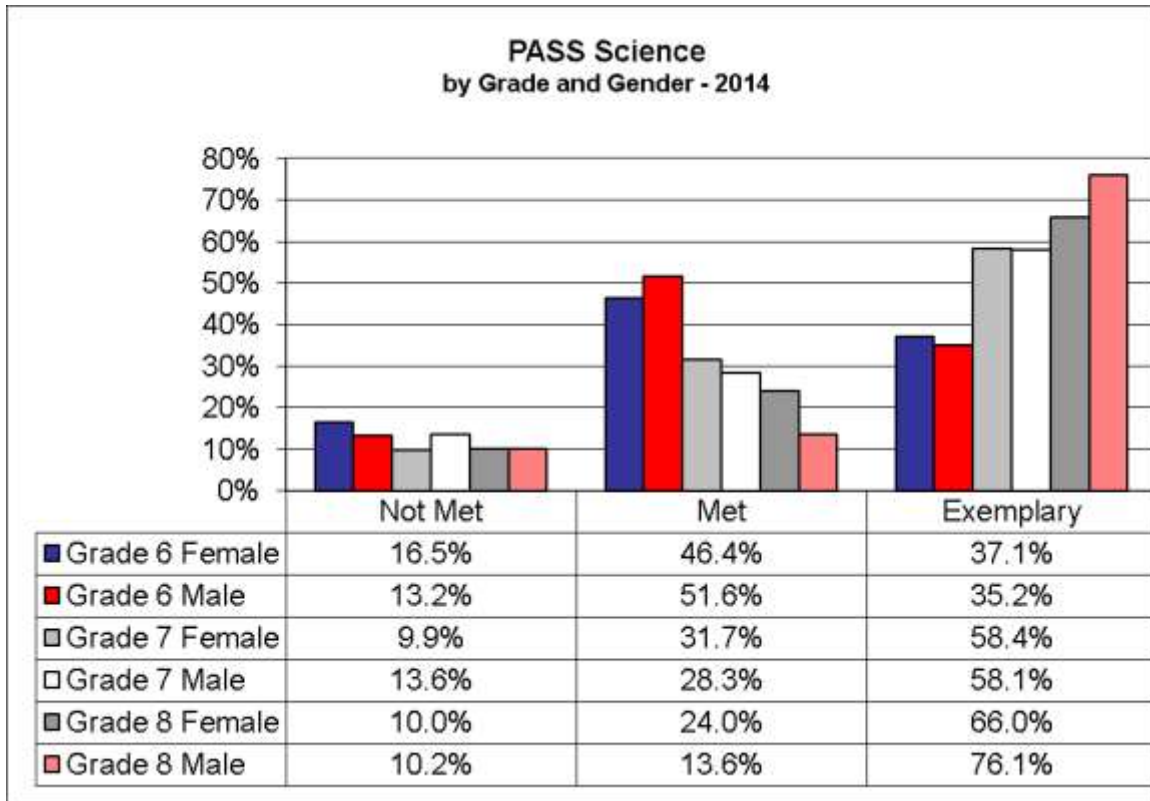
PASS Science Scores by Grade and Gender

PASS Social Studies
by Grade and Gender - 2014

	Not Met	Met	Exemplary
■ Grade 6 Female	7.4%	46.3%	46.3%
■ Grade 6 Male	8.4%	34.7%	56.8%
□ Grade 7 Female	12.9%	22.8%	64.4%
□ Grade 7 Male	13.1%	14.7%	72.3%
■ Grade 8 Female	12.5%	17.7%	69.8%
■ Grade 8 Male	9.6%	19.1%	71.3%
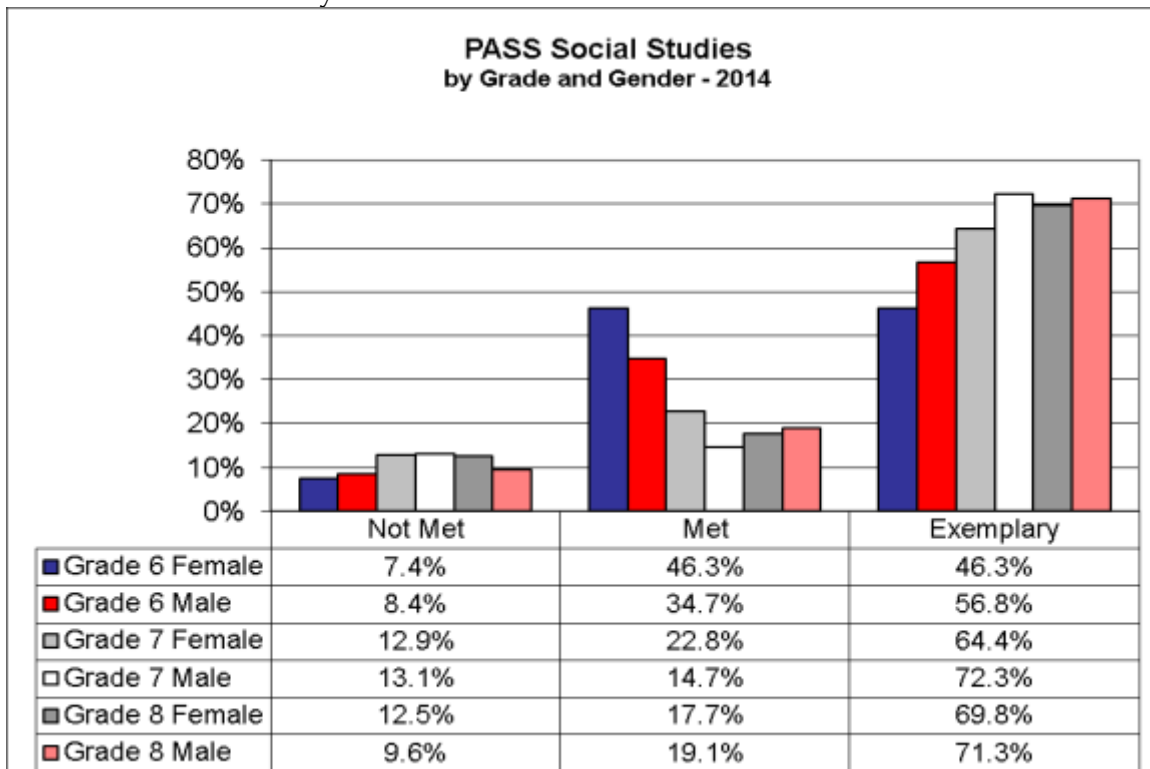
PASS Social Studies Scores by Grade and Gender

As seen from this general analysis, a portion of the RMS population is not performing at a level consistent with the vision of the school. In addition, while the ESEA/Federal Accountability for RMS shows and overall weighted points total of 95.6 and an overall grade conversion of "A", the ELA and Science Proficiency for African-Americans were both under 1 at 0.9 and ELA, Math, Science and Social Studies proficiencies for Disabled were all from 0.5 to 0.7. Armed with this report, and after the general historical comparison, RMS disaggregated ethnicity, ethnicity and gender, and lunch status. The results of those studies can be seen in the following graphs and charts.

The following charts show the disaggregation of the current PASS data for all students enrolled during the 2013-2014 school year.

PASS by Ethnicity

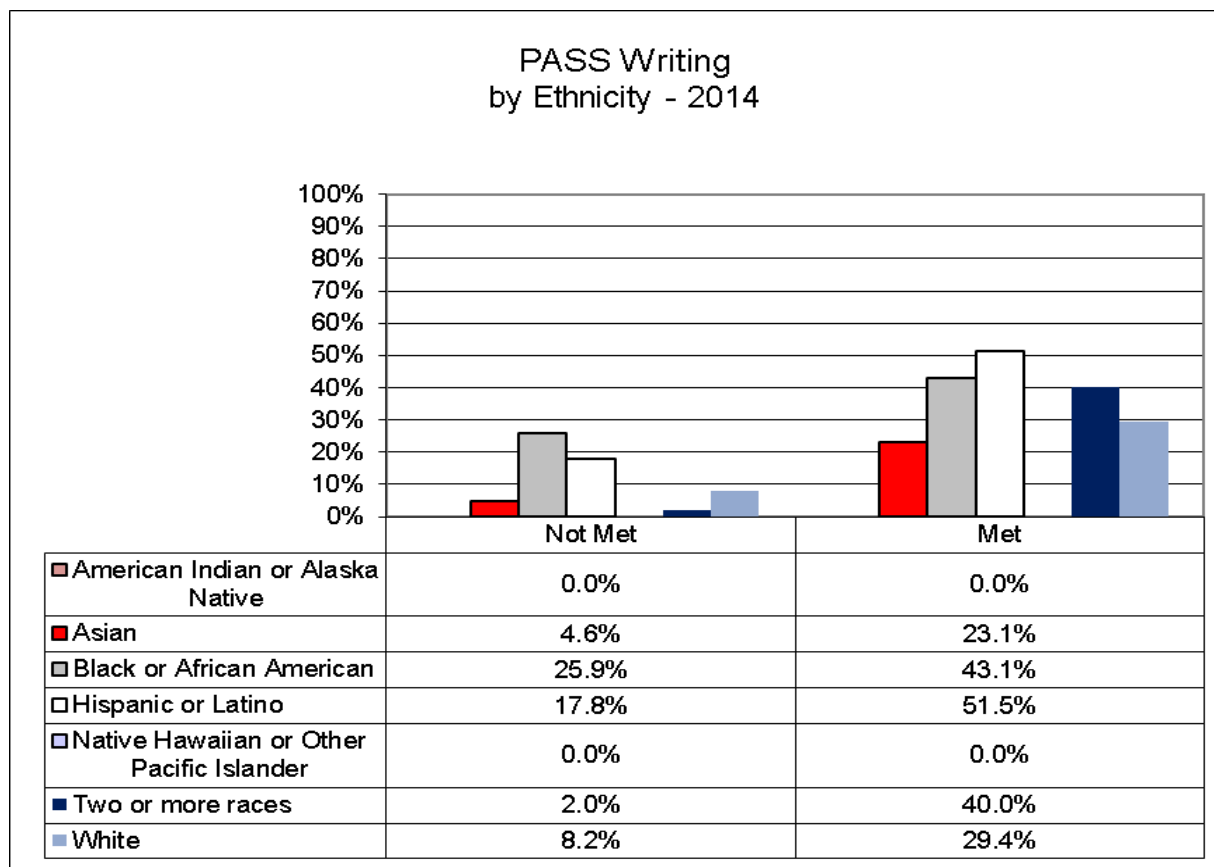PASS Writing by Ethnicity - 2014

	Not Met	Met
▣ American Indian or Alaska Native	0.0%	0.0%
■ Asian	4.6%	23.1%
▢ Black or African American	25.9%	43.1%
▢ Hispanic or Latino	17.8%	51.5%
▢ Native Hawaiian or Other Pacific Islander	0.0%	0.0%
■ Two or more races	2.0%	40.0%
▪ White	8.2%	29.4%

PASS Writing Scores by Ethnicity

PASS E/LA by Ethnicity - 2014

	Not Met	Met	Exemplary
American Indian or Alaska Native	0.0%	0.0%	0.0%
Asian	9.2%	12.3%	78.5%
Black or African American	35.9%	29.1%	35.0%
Hispanic or Latino	20.6%	33.3%	46.1%
Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%
Two or more races	11.8%	25.5%	62.7%
White	8.6%	23.7%	67.7%

PASS E/LA Scores by Ethnicity

PASS Math by Ethnicity – 2014

	Not Met	Met	Exemplary
American Indian or Alaska Native	0.0%	0.0%	0.0%
Asian	2.8%	19.7%	77.4%
Black or African American	28.2%	46.1%	25.6%
Hispanic or Latino	22.1%	45.2%	32.7%
Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%
Two or more races	9.8%	29.4%	60.8%
White	9.7%	29.0%	61.4%
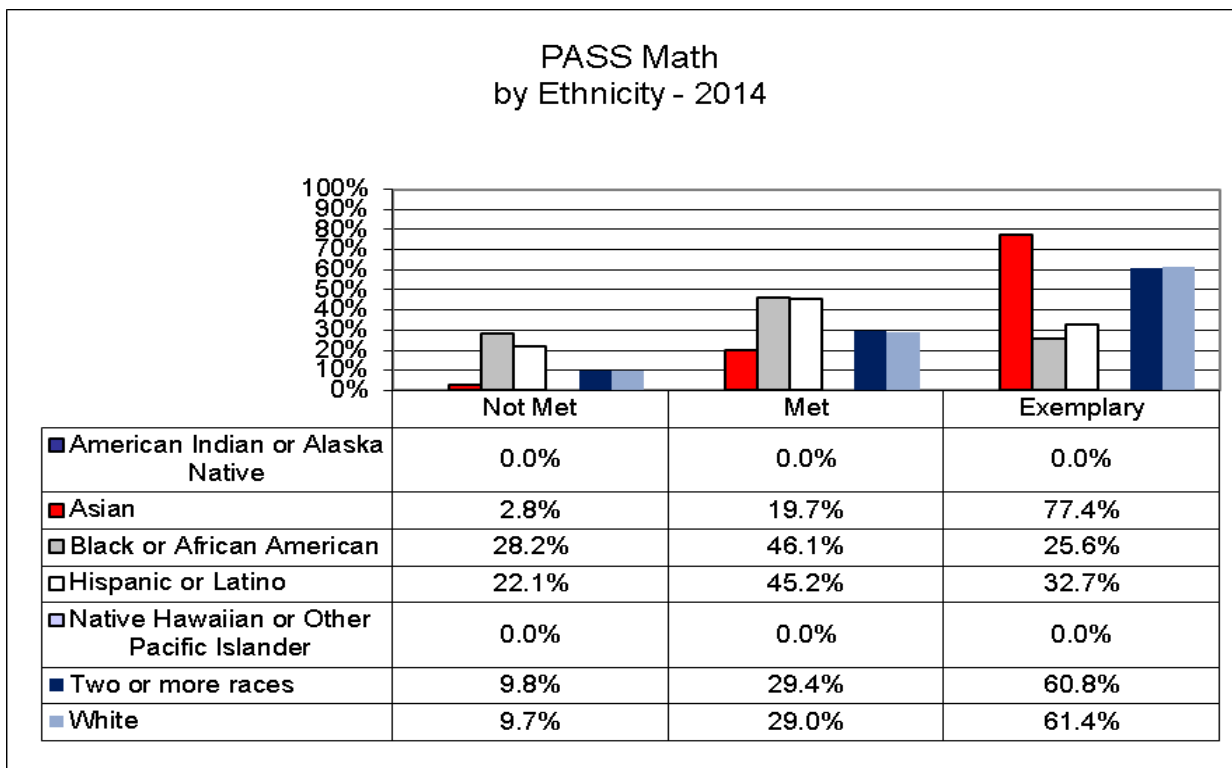
PASS Math Scores by Ethnicity

PASS Science by Ethnicity - 2014

	Not Met	Met	Exemplary
■American Indian or Alaska Native	0.0%	0.0%	0.0%
■Asian	6.2%	33.3%	60.5%
□Black or African American	35.0%	41.3%	23.7%
□Hispanic or Latino	20.8%	36.4%	42.9%
□Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%
■Two or more races	5.9%	29.4%	64.7%
■White	8.0%	29.9%	62.2%
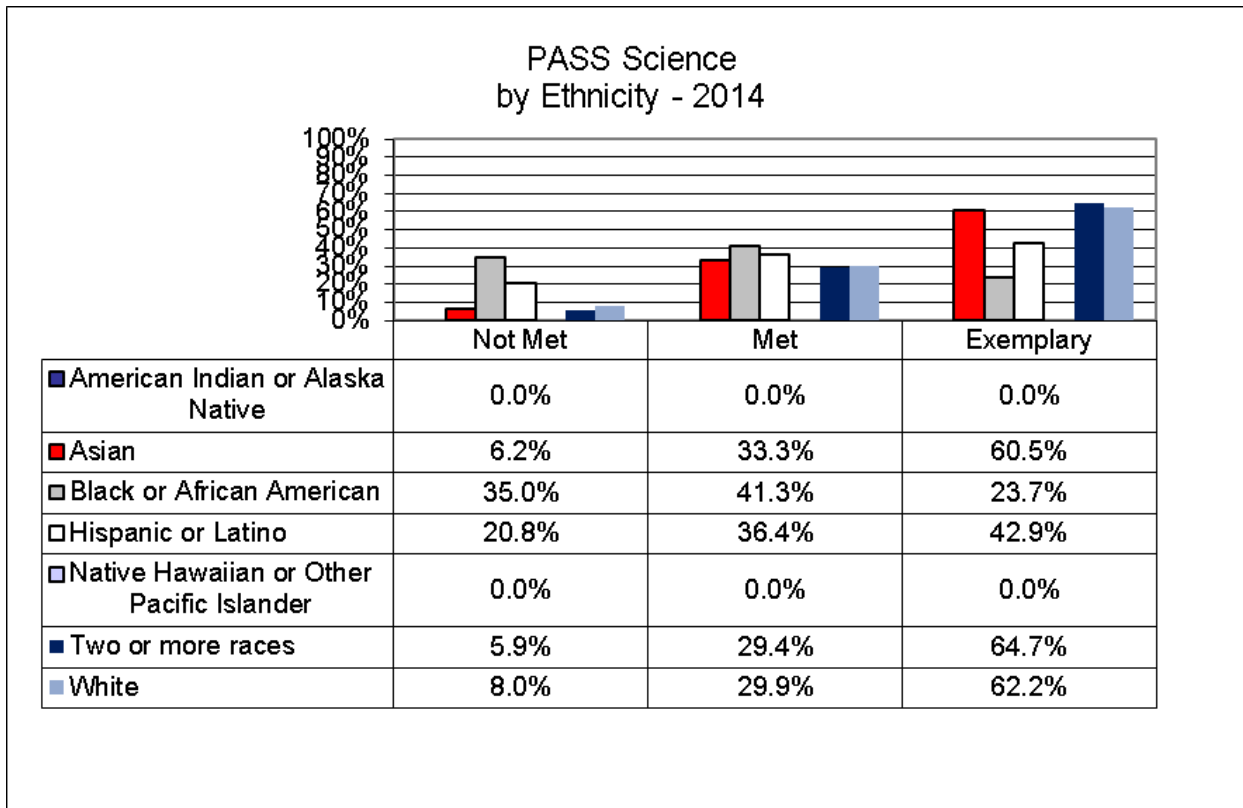
PASS Science Scores by Ethnicity

PASS Social Studies by Ethnicity - 2014

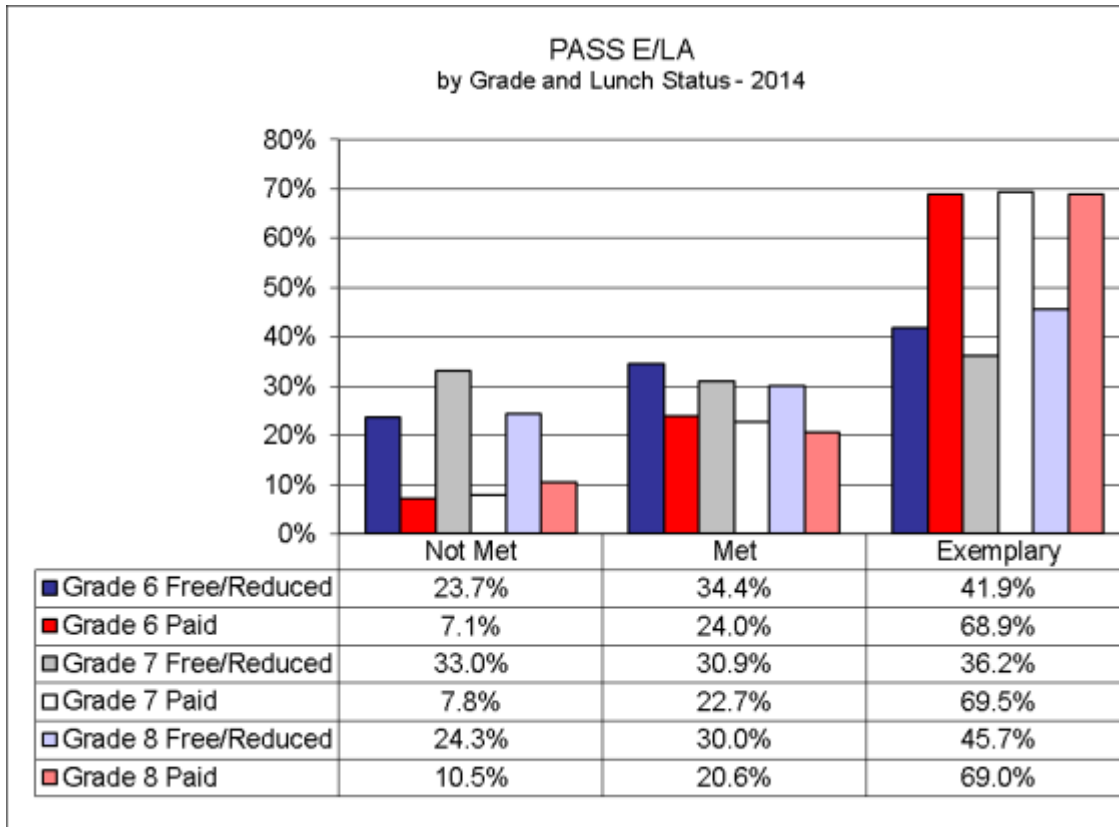|	Not Met	Met	Exemplary
■American Indian or Alaska Native	0.0%	0.0%	0.0%
■Asian	5.4%	13.5%	81.1%
□Black or African American	35.4%	19.5%	45.1%
□Hispanic or Latino	19.7%	30.3%	50.0%
□Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%
■Two or more races	5.9%	26.5%	67.7%
■White	7.5%	24.8%	67.7%
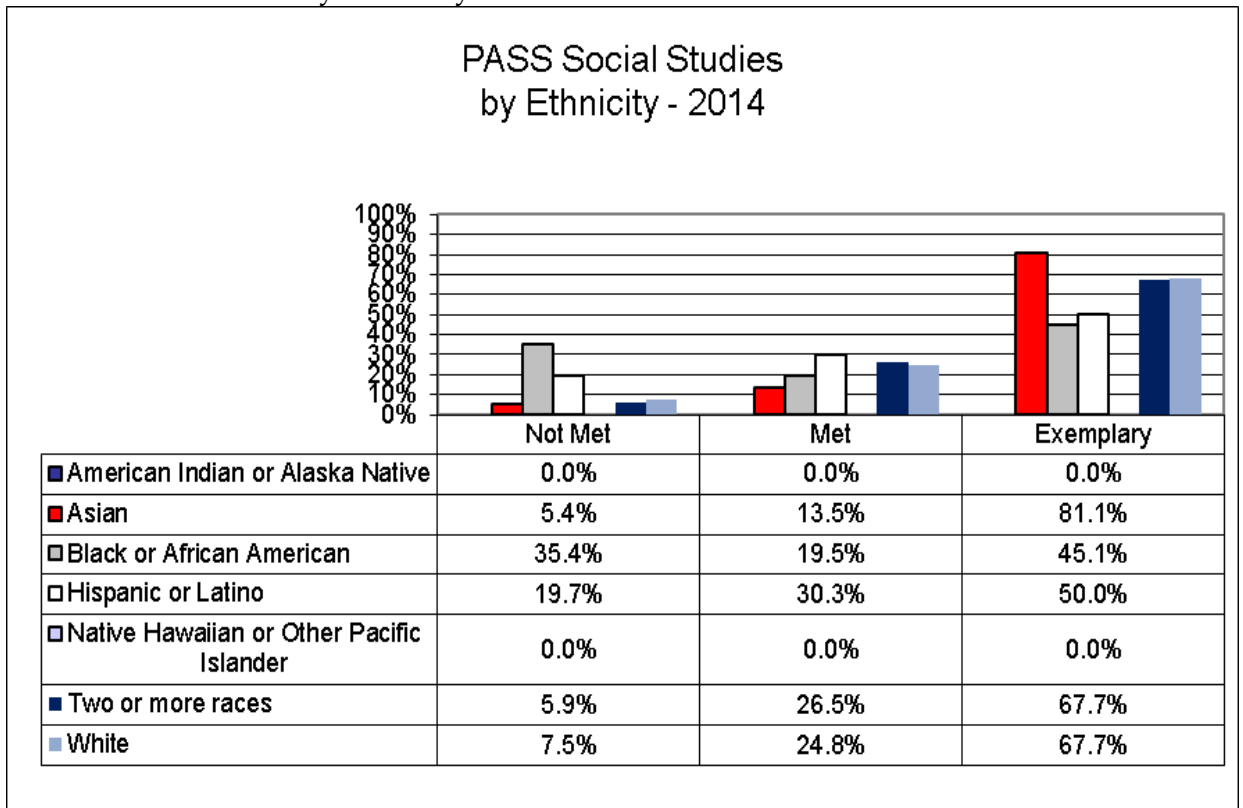
PASS Social Studies Scores by Ethnicity

PASS by Grade and Lunch Status

PASS Writing
by Grade and Lunch Status - 2014

	Not Met	Met	Exemplary
■Grade 6 Free/Reduced	24.7%	48.4%	26.9%
■Grade 6 Paid	6.0%	37.2%	56.7%
▩Grade 7 Free/Reduced	25.0%	51.1%	23.9%
□Grade 7 Paid	4.4%	30.6%	65.0%
▨Grade 8 Free/Reduced	16.9%	35.2%	47.9%
▨Grade 8 Paid	9.7%	20.5%	69.8%
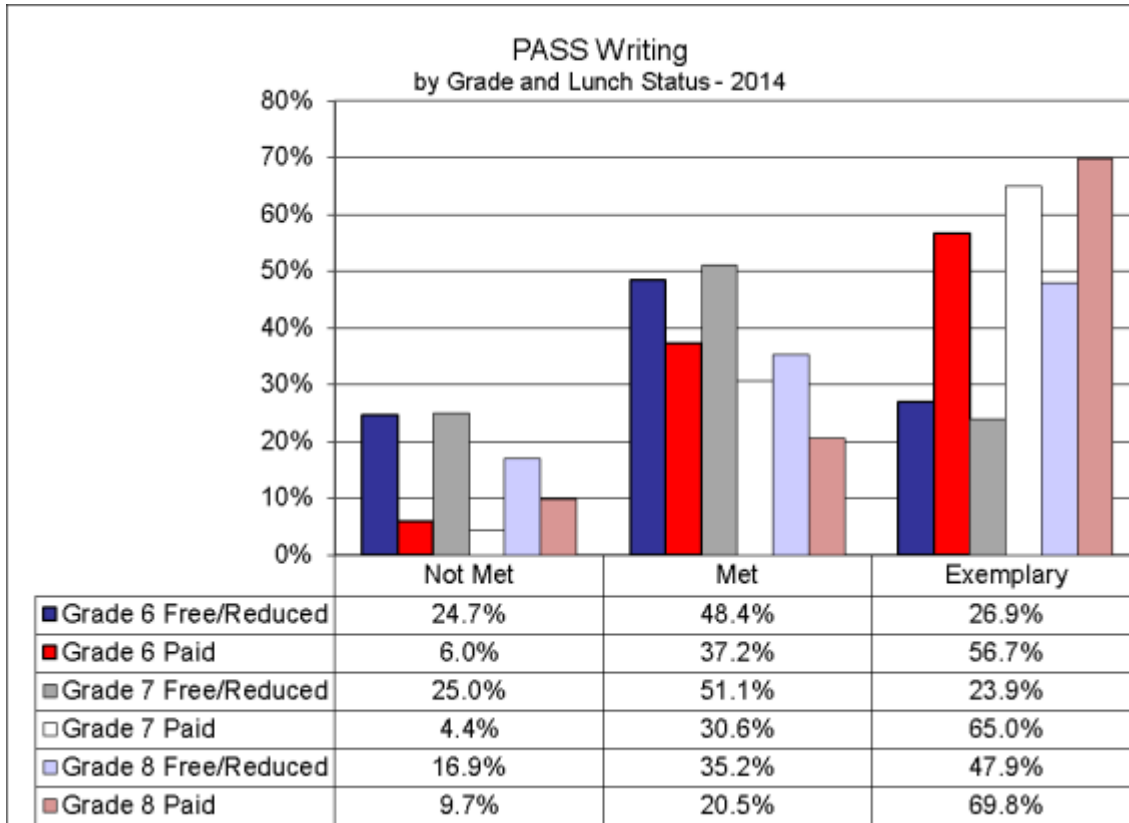
PASS Writing Scores by Gender and Lunch Status

PASS E/LA
by Grade and Lunch Status - 2014

	Not Met	Met	Exemplary
■ Grade 6 Free/Reduced	23.7%	34.4%	41.9%
■ Grade 6 Paid	7.1%	24.0%	68.9%
▣ Grade 7 Free/Reduced	33.0%	30.9%	36.2%
▢ Grade 7 Paid	7.8%	22.7%	69.5%
▨ Grade 8 Free/Reduced	24.3%	30.0%	45.7%
▣ Grade 8 Paid	10.5%	20.6%	69.0%

PASS E/LA Scores by Gender and Lunch Status

PASS Math
by Grade and Lunch Status - 2014

	Not Met	Met	Exemplary
■ Grade 6 Free/Reduced	25.8%	41.9%	32.3%
■ Grade 6 Paid	6.3%	34.7%	58.9%
▣ Grade 7 Free/Reduced	28.7%	36.2%	35.1%
▢ Grade 7 Paid	8.0%	21.7%	70.2%
▨ Grade 8 Free/Reduced	25.0%	40.3%	34.7%
▣ Grade 8 Paid	9.7%	32.1%	58.1%

PASS Math Scores by Gender and Lunch Status

PASS Science
by Grade and Lunch Status - 2014

	Not Met	Met	Exemplary
■ Grade 6 Free/Reduced	25.0%	50.0%	25.0%
■ Grade 6 Paid	11.2%	48.6%	40.0%
▣ Grade 7 Free/Reduced	27.7%	43.6%	28.7%
□ Grade 7 Paid	6.7%	25.8%	67.6%
▨ Grade 8 Free/Reduced	20.0%	25.7%	54.3%
▨ Grade 8 Paid	7.8%	17.6%	74.5%

PASS Science Scores by Gender and Lunch Status

PASS Social Studies
by Grade and Lunch Status - 2014

	Not Met	Met	Exemplary
■ Grade 6 Free/Reduced	26.7%	37.8%	35.6%
■ Grade 6 Paid	2.1%	41.4%	56.6%
▣ Grade 7 Free/Reduced	31.9%	22.3%	45.7%
□ Grade 7 Paid	7.0%	17.7%	75.3%
▨ Grade 8 Free/Reduced	24.3%	32.4%	43.2%
▨ Grade 8 Paid	7.8%	15.6%	76.6%

PASS Social Studies Scores by Gender and Lunch Status

Instructional Strategies

In accomplishing our vision, as described earlier in this section of the portfolio report, the following instructional strategies are used at Riverside Middle School:

- Pair share
- Reciprocal teaching
- Collaborative pairs
- Guided lecture
- Mnemonics
- Essential Questions
- KWL
- Graphic organizers
- Student coaches
-

- Creative play/games
- Guided peer editing
- Chalk Talk
- Ticket out the Door
- Error Analysis
- Tech labs
- Guided discovery
- Computer assisted instruction
- Daily read aloud

The relevant use of these instructional strategies, as well as many others, is based on current educational research. The framework for many of these practices used at Riverside Middle includes the work of Dr. Max Thompson and Dr. Julia Thompson in *Learning Focused Schools*, Carol Ann Tomlinson in *The Differentiated Classroom* and *How to Differentiate Instruction in Mixed Ability Classrooms*, Anthony W. Jackson and Gayle A. Davis in *Turning Points 2000*, Arthur L. Costa and Bena Kellick *Habits of the Mind*, and Harry and Rosemary Wong in *The First Days of School*. After becoming a *Making Middle Grades Work* school, the RMS Staff is focusing on adding various strategies that have proven effective with schools in the MMGW network. Most recently, RMS has concentrated on the concept of bringing more rigor into the classroom. This strategy is based on the work of Dr. Robyn R. Jackson and Dr. Barbara R. Blackburn. The Riverside Middle staff strives to use the strategies that will best meet the needs of our students. As previously mentioned in the Riverside Middle School purpose, the staff expects all students to experience success now and in their future endeavors.

Students are required to submit work that demonstrates the high level of quality that is expected at Riverside Middle. Students understand the expectations for student work, and they are given the task of meeting or exceeding those guidelines. Teachers and staff provide the support necessary for the students to be successful.

Attendance

Attendance is taken very seriously at RMS. If a student is not present then helping that student achieve excellence becomes much more difficult. The

following data shows the attendance rates at Riverside Middle School since the year 2001. A slight variation can be seen from year to year. Year 2005 did see a drop below 97% and can be attributable to a near epidemic outbreak of influenza where for a period of several days RMS had a 10-20% daily absence rate.

Student Attendance Rates
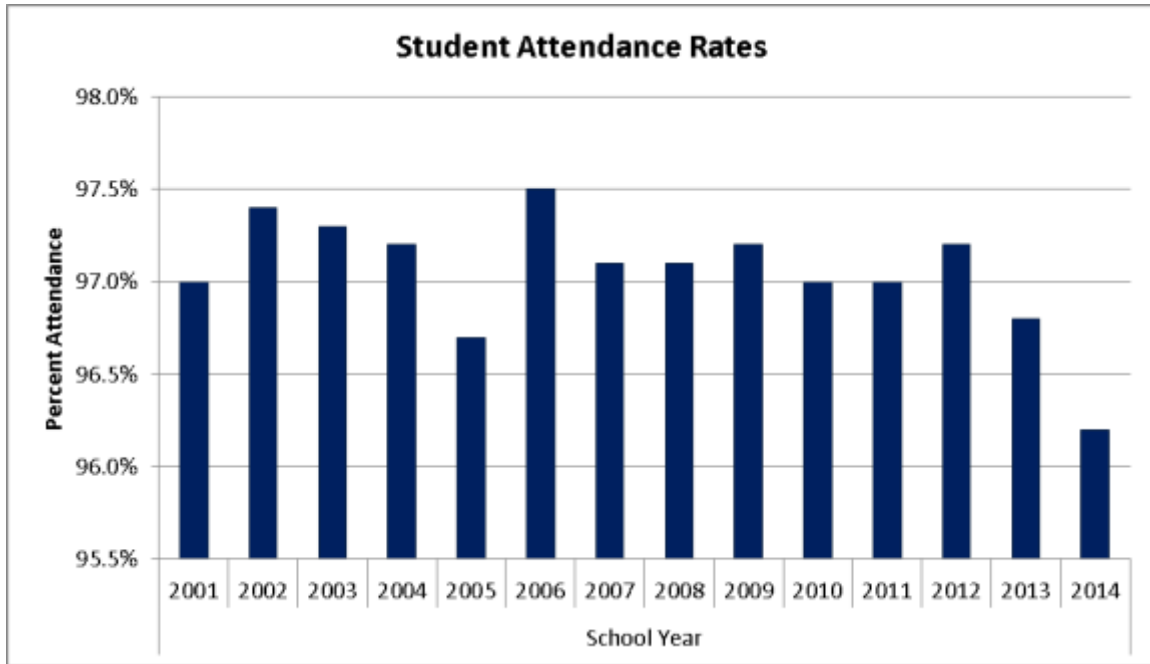
After analyzing and disaggregating the various school data, Riverside Middle School has identified the following areas for improvement and root causes of specific needs that will be included in the overall school goals established:

- Decrease the number of students scoring Not Met on all portions of PASS.
- Special education students are tested on a level higher than their ability (as identified on their IEP).
- Historically students on free lunch have had lower achievement levels and lower reading levels than their peers.
- African American males, throughout their school history, have had low achievement and low reading levels.
- African American females have historically had low achievement and low reading levels.

Teacher and Administrator Quality

The main goal of professional development is to support student achievement. To accomplish this RMS staff realizes a need to continually improve, professional development is extremely important to the learning community. Improvement necessitates the need for new techniques, new methods, and new training on those techniques and methods. In the current educational arena that improvement comes at a price, both in time and monetary funds, neither of which is in abundance for the typical teacher. To maximize limited time and resources, a professional development plan is a fundamental part of the RMS quality planning process.

The administration at Riverside Middle School has always been very generous in allowing staff to go to workshops and conferences based upon individual teachers' interests. With the recent financial constraints, each teacher must discuss with the principal any requests for release time to attend professional development workshops or conferences. Faculty members are normally asked to share what they had learned by giving an in-service during faculty meetings, grade level meetings, or departmental meetings. That process will continue for the current year for anyone who does attend a professional conference. General school professional development occurs in a wide range of settings including faculty meetings, monthly departmental meetings, weekly curriculum meetings with the Instructional Coach, specialty classes like Promethean Board training, and daily grade level meetings.

Professional development at Riverside Middle School is designed to keep the faculty abreast of current educational trends and their application for students. Focus is on interpreting student performance on standardized testing so adjustments in teaching practice can advance their scores. Through including various external presenters, learning new software, being informed of various trends in instruction, and conducting text-based discussions on current educational literature, the RMS staff attempts to remain current on educational trends and research, as evidenced by the following staff development plan that was implemented at the start of the school year.

Professional Development for 2014-2015

Activity	Participants	Schedule	Purpose	Person(s) Responsible
New Teacher Orientation	All Teachers new to RMS	Throughout Year	Acquaint new teachers to the RMS facility and procedures	New Teacher In-Service Committee
New Technology Overview	All Staff	Professional Development Days before School	Bring staff up-to-date on all changes concerning any general technology items	Instructional Coach & Media Specialist
Truly Inclusive Schools: An Introduction	All Staff	Professional Development Days before School	An overview of Inclusion in Schools.	Admin Team, Instructional Coach
Introduction to Google Apps and Chromebooks	All Staff	Professional Development Days before School	Basic strategies and set the ground work for using Chromebooks and Google Apps as a platform to enhance classroom instruction.	Admin Team, Instructional Coach
Bring Your Own Technology (BYOT) An Introduction	All Staff	Professional Development Days before School	This session will explore the practical side of asking students to bring their own technology into the classroom, as well as resources that you may use to integrate student use of technology into your classroom.	Admin Team, Instructional Coach
Introduction to Atlas Rubicon	All Staff	Professional Development Days before School	After a brief refresher about the components of Atlas Rubicon, content area groups will begin to create a working calendar for the first nine weeks and have time to begin common planning.	Admin Team, Instructional Coach

Curriculum Meetings	All Certified Staff	Wednesday Mornings as needed	Various staff development Activities	Instructional Coach
MAP	All Certified Staff	During Professional Development Day	Discussions on continuing the MAP evaluations	Instructional Coach
IC meet with teachers working on formal PAS-T evaluation year	Year 3 teachers	As Needed	Go over process and answer questions	Instructional Coach
Implementing Co-Teaching in Your Classroom	Teachers	Online	Implement co-teaching model(s) in your classroom. Share via Edmodo your co-teaching lesson plan and identify the model(s) used, then reflect on planning, implementation, and tweaks/ successes. Respond to other teachers' posts with ideas and questions. Implementation post required along with two additional posts.	Instructional Coach
Working with Data	All teachers	During Planning	In this session you will begin to reflect upon data from the 2013-2014 school year in the context of your own classroom and our school. We will begin the process of developing a data notebook for each teacher in order to encourage reflective practice and goal setting.	Admin Team
Using Technology to Accommodate	All teachers	After School	Learn how to accommodate for special needs assessment through various software programs, apps and devices.	Special Education Dept.

Assessment

MMGW	All certified Staff	Throughout Year	To continue the development of the Making Middle Grades Work process and committees	MMGW Site Coordinator
Goal Data Mining	All Teachers	Planning	Learning to gather PASS data using ENRICH and current class data information to identify sub-groups and mean scores.	Admin Team
Google Drive: An Introduction	All Teachers	Planning	Learning to gather PASS data using ENRICH and current class data information to identify sub-groups and mean scores.	Instructional Coach
Titlewave for Teachers	Teachers	After School	Participants will learn how to log in to Titlewave, Follett Library Resources' catalog, and how to search for materials that meet their needs and curriculum. They will explore curriculum tags and learn how to make lists of recommended purchases.	Media Specialist
Using GradeCam	Teachers	After School	Learn more efficient with scoring assessments and evaluating assessment results! GradeCam can make teacher life easier, especially when working together within your department to have student success. Come learn about what all it can do for you and your students!	Math Department
Connecting Rubicon Atlas to Collaborative Planning:	Teachers	Planning	Information about how to use collaborative maps and the resources available on Rubicon Atlas to enhance collaborative planning among teams of teachers.	Instructional Coach

Stetson	Teachers	Planning	Inclusion Teachers and Resources Teachers that did not attend the original Stetson Training will receive training on the Stetson and Associates system for our Special Needs students	Admin Team
Parent/Teacher Interactions and Special Ed Basics	Teachers	After School	Teachers will learn positive ways to communicate with parents, how to prepare for conferences, and practice communication skills and role-play conference scenarios. Special Education Basics highlights Special Education laws, categories of disabilities, accommodations vs. modifications, and teachers' responsibility in making certain students receive accommodations and modifications.	Admin Team
Benchmark Analysis and Reflection – Data Notebook	Teachers	Planning	Teachers will analyze the results of the Benchmark Tests and create a plan to respond to the evidence about student learning.	Admin Team
A Reflection on "Failure"	Teachers	Planning	Teachers explore the purpose of assessment and generate a list of tiered interventions to use with students who are not meeting learning objectives.	Admin Team

Future Professional Development

Staff development has at its core the needs of students. The RMS staff work very hard to meet those needs and the professional development plan is created solely that purpose. Several necessities have come to, or remained at, the forefront as this future plan has come together. They include:

To further assist preparations for future staff each teacher at Riverside Middle participated in the AdvancED survey series in preparation for the 2013-2014 AdvancED reaccreditation process for the District. (Results reported below) Based on this survey, coupled with the student achievement data and various administrator observations, current research and district plans, the goal for next year will be to focus professional development on several specific areas. These are:

- Provide more training for faculty in core subject areas
- Provide training to utilize the technology tools acquired this year to assess students and re-teach content.
- Provide staff development on methods to maintain open communication between parents and teachers.
- Provide support for new teachers to the profession and to the school
- Proper methods to become proficient in analyzing student standardized test scores.
- Continued support for methods of student, parent, and teacher communication including teacher or classroom websites, email progress reports, classroom newsletters and other communications technologies.
- Continued support for incorporating greater rigor into the daily classroom.
- Continued support of the implementation of the Common Core standards.

Conclusion

Professional Development is an important part of the school action strategies that will help meet the performance goals. While a professional development plan is a fluid document, adjusting to accommodate changing needs, updated philosophies, and new teachers, or even another district, state, or federal mandate, it is something that must be a part of any strategic plan. Following is the tentative professional development plan for the coming year.

Tentative Professional Development for 2015-2016

Activity	Participants	Schedule	Purpose	Person(s) Responsible
New Teacher Orientation	All Teachers new to RMS	August of each school year	Acquaint new teachers to the RMS facility and procedures	New Teacher In-Service Committee
New Technology Overview	All Staff	Professional Development Days before School	Bring staff up-to-date on all changes concerning any general technology items	Instructional Coach & Media Specialist
Staff Development Session Writing a Syllabus	All Teachers	During opening staff development week	Discussion of the use of rubrics in the classroom. Participants will focus on ways to use rubrics as a tool to help students organize their thoughts before writing.	Instructional Coach
Staff Development Seminar –*Special Education Update*	All Staff	During Professional Development Day	Update of new Special Education Procedures	Special Education Department Chair
ATLAS Curriculum Management	All Certified Staff	Fall 2014	Introduction and implementation of the new district curriculum management system	Instructional Coach
ENRICH Data Management	All Certified Staff	Fall 2014	Introduction and implementation of the new district data management system	Instructional Coach
MAP	All Certified Staff	During Professional Development Day	Discussions on continuing the MAP evaluations	Instructional Coach

IC meet with teachers working on formal PAS-T evaluation year	Year 3 teachers	Monthly Meetings/Third Tuesday of the month during planning periods	Go over process and answer questions	Instructional Coach
Common Core Implementation	Core Curricular Departments	Monthly	Discuss the current and future integration of Common Core standards	Instructional Coach and Department Chairs
IC Meet with Team Leaders	Team Leaders	Once a Month	Informational	Instructional Coach
IC Meet with Department Chairs	Department Chairs	Once a Month	Informational	Instructional Coach
CFG – Original Group	Former group of teachers replacing if necessary	Two periods every three weeks – PTSA to sub.	Develop better teaching techniques and learn more of current educational ideas	Instructional Coach
MMGW	All certified Staff	Throughout Year	To continue the development of the Making Middle Grades Work process and committees	MMGW Site Coordinator
Stetson Integration	All Staff	Throughout the year	Instructions on the "next-steps "of the implementation process for Stetson at Riverside Middle	Admin Team, Instructional Coach
Google Apps	All Staff	Throughout year	General instructions on the implementation of Google Apps in the District	Instructional Coach

School Climate Needs Assessment

(Current Year results not available) During the winter of the 2013-2014 school year, the eighth grade students attending Riverside Middle School responded to a pre-designed questionnaire from the South Carolina State Department of Education. The results of this survey were used to help compile the South Carolina School Report Card. The following chart lists the responses that were less than 80% of "Mostly Agree" or above. Of the thirty-nine questions, fourteen were shown in this category.

Students at my school behave well in class.	48.4
Students at my school behave well in the hallways, in the lunchroom, and on the playground.	48.9
My classes are interesting and fun.	53.5
Parents at my school know their children's homework assignments.	60.2
Students at my school believe they can do good work.	65.3
My teachers do a good job teaching me mathematics.	66.1
The textbooks and workbooks I use at my school really help me to learn.	67.7
My teachers praise students when they do good work.	68
My teachers spend enough time helping me learn.	70.9
The bathrooms at my school are kept clean.	71.3
Teachers and students get along well with each other at my school.	72.5
Students from different backgrounds get along well at my school.	73.7
I am satisfied with the learning environment in my school.	74.5
Teachers work together to help students at my school.	76.2
The rules about how students should behave in my school are fair.	76.5
My teachers give homework assignments that help me learn better.	76.9
My teachers help students when they do not understand something.	78.5

Parent Questionnaire Results

During the winter of the 2013-2014 school year, parents whose children were attending the eighth grade at Riverside Middle School were asked to respond to a pre-designed questionnaire from the South Carolina State Department of Education. The survey was designed to measure how they feel about their learning environment. The survey was administered by sending packets home by way of their students. Each packet contained a letter from the principal and the survey.   To maintain anonymity, surveys were turned in to the office or the advisory teacher in a genetic envelop. The results of this survey were used to

help compile the South Carolina School Report Card. The following chart shows an overview of the responses from that survey.

This section of the survey included various questions set to a four point Likert Scale of Strongly Disagree to Strongly Agree. The items listed showed less than 80% agreement from the respondents.

Question	Agree
My child's teachers invite me to visit my child's classrooms during the school day.	21.2
My child's teachers contact me to say good things about my child.	32.6
My child's teachers tell me how I can help my child learn.	44.3
My child's school considers changes based on what parents say.	47
My child's school includes me in decision-making.	60.8
I am satisfied with home-school relations at my child's school.	64.3
Students at my child's school are well-behaved.	69.7
My child's school treats all students fairly.	70.7
My child's teachers provide extra help when my child needs it.	71.5
The principal at my child's school is available and welcoming.	73.2
My child's school gives me information about what my child should be learning in school.	73.8
My child's teachers care about my child as an individual.	78.7
I am satisfied with the learning environment at my child's school.	79.6

This section of the survey asked parents for general responses on a variety of activities. The results are included in their entirety.

Please tell us if you do the following	I do this	I don't do but would like to	I don't do & I don't care to	Activity not offered
		Percentages		
Attend Open Houses or parent-teacher conferences	89.9	8.1	2.0	0.0
Attend student programs or performances	85.9	10.1	4.0	0.0
Volunteer for the school (bake cookies, help in office, help with school fund raising, etc.)	40.4	33.3	26.3	0.0
Go on trips with my child's school (out of town band contest, field trip to the museum, etc.)	42.9	34.7	21.4	1.0
participate in School Improvement Council meetings	12.1	39.4	38.4	10.1
Participate in Parent-Teacher-Student Organizations (PTA, PTO, etc.)	44.9	21.4	31.6	2.0
Participate in school committees (textbook committee, spring carnival committee, etc.)	21.2	29.3	42.4	7.1
Attend parent workshops (how to help my child with school work, how to talk to my child about drugs, child about drugs, effective discipline, etc.)	25.3	25.3	31.3	18.2

Please tell us if you do the following	I do this	I don't do but would like to	I don't do & don't care to
		percentages	
Visit my child's classrooms during the school day.	7.1	64.3	28.6
Contact my child's teachers about my child's school work.	76.8	16.2	7.1
Limit the amount of time my child watches TV	88.9	6.1	5.1
Make sure my child does his/her homework.	98.0	1.0	1.0
Help my child with homework when he/she needs it.	93.9	3.0	3.0

This section of the survey asked parents for general responses on a variety of activities. The results are included in their entirety.

Lack of transportation reduces my involvement.	6.1	93.9
Family health problems reduce my involvement.	7.1	92.9
Lack of available care for my children or other family members reduces my involvement.	7.1	92.9
My work schedule makes it hard for me to be involved.	59.6	40.4
The school does not encourage my involvement.	16.3	83.7
Information about how to be involved either comes too late or not at all.	19.4	80.6
I don't feel like it is appreciated when I try to be involved.	11.2	88.8

Please rate your school on...	Very Good	Good	Okay	Bad	Very Bad
The school's overall friendliness.	44.9	33.7	16.3	3.1	2.0
The school's interest in parents' ideas and opinions.	23.5	33.7	30.6	6.1	6.1
The school's efforts to get important information from parents.	30.9	32.0	23.7	8.2	5.2
The school's efforts to give important information to parents.	32.7	35.7	22.4	4.1	5.1
How the school is doing overall.	35.1	37.1	20.6	4.1	3.1

Most parents rate RMS in a favorable manner. Noted in the section concerning what parents do, RMS has a very high rate of participation in activities like Open House and student performances. Over 38% of the parents responded that they volunteer in some way and participate in the PTSA. A high percentage of parents report involvement in their students' lives, including assistance with homework.

Although these numbers are high, items in this survey show room for improvement. The vision of RMS will not be completely met until all children feel safe at school and feel their teachers care about them. It will not be complete until every parent who wants to be involved will be and that every parent and student feels welcome and that all RMS staff care for their welfare.

Teacher Questionnaire Results

During the winter of the 2013-2014 school year, all non-administrative staff with a current educational certificate were asked to respond to a pre-designed questionnaire from the South Carolina State Department of Education. The administration of the survey was online through the State Department of Education website. The survey was designed to measure how they feel about their learning environment. To maintain anonymity, no personal information was given on the survey. Staff members were asked to sign a completion list when the survey was taken. This list was only used to show the school compliance of the state mandate. The results of this survey were used to help compile the South Carolina School Report Card.

The following summary shows responses where less than 95% of the staff rated the question "Mostly Agree" or above.

Question	Agree
Our school has sufficient computers for instructional use.	71.9
Computers are used effectively for instruction at my school.	85.9
The school administration arranges for collaborative planning and decision making.	89.3
Teachers at my school collaborate for instructional planning.	89.5
Teachers at my school are recognized and appreciated for good work.	91.3
Effective instructional strategies are used to meet the needs of low achieving students.	92.9
There are relevant professional development opportunities offered to teachers at my school.	92.9
The level of teacher and staff morale is high at my school.	93
The school administration provides effective instructional leadership.	94.6
There are sufficient materials and supplies available for classroom and instructional use.	94.7
My school offers effective programs for students with disabilities.	94.7
There is a sufficient amount of classroom time allocated to instruction in essential skills.	94.8
Teachers respect each other at my school.	94.8

Most teachers rate RMS in a favorable manner. However, the questions listed above continue to be an issue with the teaching staff. Morale continues to suffer as more requirements are placed on the teaching staff and budgets continue to decrease. However, comparing the School Report card survey from 2010-2011

and the more recent GCSD 2013-2014 survey shows a stark contrast concerning staff opinions. If appears that staff morale has taken a significant turn positively. A major factor could be attributed to new administration and a refocusing of the school mission and vision.

While using the individual data points extracted above from the complete survey as a guide to specific points to consider in the improvement process, certain data points addressed in the above Satisfaction survey help to synthesize the total survey. Those questions and their responses are listed below:

	Teachers	Students*	Parents*
Number of surveys returned	55-57	348-353	98-99
Percent satisfied with learning environment	98.2%	74.5%	79.6%
Percent satisfied with social and physical environment	98.3%	81.9%	88.9%
Percent satisfied with school-home relations	100.00%	84.6%	64.3%

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

School Action Plan

To continually improve, the quality plan is reviewed and goals reviewed for appropriate progress, completion or modification. In addition, action plans are revised, as needed, to meet those goals.   The above data is the foundation of the various committee efforts to continually improve RMS. This data is used to give a foundation for growth, a comparison for growth, and a roadmap for improvement. To continue the journey toward the vision of the school, the following goals and action plans have been formulated based on the research and data analysis outlined in this report.

Performance Goals

- Increase the percentage of students meeting standard in writing based on new state guidelines expected in fall 2015.

- Increase the percentage of students meeting standard in English Language Arts based on new state guidelines expected in fall 2015.

- By grade band (middle), meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) based on new state guidelines expected in Fall 2015

- Maintain the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I at 100% in 2012 through 2018.

- Increase the percentage of students meeting standard in mathematics based on new state guidelines expected in fall 2015.

- By grade band (middle), meet the required annual measurable objectives (AMOs) in mathematics based on new state guidelines expected in fall 2015.

- Maintain the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I at 100% in 2012 through 2018.

- Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups based on new state guidelines expected in Fall 2015

- Increase the percentage of students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS) from 85.7% in 2012 to 90.7% in 2018.

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

- Increase the percentage of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS) from 88.6% in 2012 to 93.6% in 2018.

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

- Achieve an annual student attendance rate of 95%.

- Maintain a student expulsion rate below 0.5% of the total school population.

- Increase the percent of parents who are satisfied with the learning environment from 90.9% in 2012 to 93.9% by 2018.

- Increase the percent of students who are satisfied with the learning environment from 88.1% in 2012 to 91.1% by 2018.

- Maintain the percent of teachers who are satisfied with the learning environment at 100% in 2012 through 2018.

- Increase the percent of parents who indicate that their child feels safe at school from 96.4% in 2012 to 98.8% by 2018.

- Increase the percent of students who feel safe at school during the school day from 92.6% in 2012 to 95.6% by 2018.

- Maintain the percent of teachers who feel safe at school during the school day at 100% in 2012 through 2018.

- Increase and maintain 100% of core curriculum teachers highly qualified in middle level subject areas.

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 each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in writing as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in writing as measured by ACT Aspire.

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

	Baseline **2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

ACT ASPIRE Writing Goal Strategies

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
To Be Determined After Baseline Data is Available					

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in English as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in English as measured by ACT Aspire.

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

	Baseline 2014-15	**2015-16**	**2016-17**	**2017-18**
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

ACT ASPIRE ELA Goal Strategies

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
To Be Determined After Baseline Data is Available					

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in reading as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in reading as measured by ACT Aspire.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

ACT ASPIRE READING Goal Strategies

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
To Be Determined After Baseline Data is Available					

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I at 100% in 2012 through 2018.

ANNUAL OBJECTIVE: Maintain 100 percentage points 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 and SDE EOCEP data file used for accountability calculations

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100.0	100.0	100.0	100.0	100.0
School Actual	100.0	100%	100.0%				
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	98.5				

End of Course data for MS only includes EOCEP scores for 7th and 8th graders at GCS traditional middle schools and charter middle schools.

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
READING COMPREHENSION: Develop performance tasks that foster critical thinking skills, increase reading comprehension. and require Explanation/elaboration of ideas in writing.	Ongoing	English I teacher	N/A	N/A	Copies collected at the end of each semester and filed in ELA folder on staff drive.
Add more informational text to complement/supplement units throughout the year.	Ongoing.	English 1 teacher	Cost of extra 300 copies per month.	School; PTSA	Teacher will file copies in ELA Department folder on the school staff drive.
Direct students to select one book per quarter for independent reading that is at or above Lexile level indicated by MAP.	Ongoing	English 1 teacher	N/A	N/A	Syllabus and Weekly Lesson plans
LITERARY TERMS: Present review of literary terms throughout the year.	Ongoing	English I teacher	N/A	N/A	Weekly Lesson Plans
RESEARCH SKILLS: Include at least one research activity per quarter in lesson plans. Integrate plans with those developed by RMS to meet SC Internet Safety Standards.	Ongoing	English I teacher	N/A	N/A	Sample lessons, one each quarter, collected and filed in ELA folder on staff drive.
VOCABULARY SKILLS: Teacher will include vocabulary instruction as a regular part of reading assignments throughout the year.	Ongoing	English I teacher	N/A	N/A	Weekly lesson plans

Vocabulary study will include words in context of literature, academic vocabulary, word stems, and SAT words.					
WRITING Include writing in all units of instruction. Incorporate review of grammar covered in previous grades and present	Ongoing	English I teacher	N/A	N/A	Weekly lesson plans

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☒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: Meet or exceed the standard in mathematics as measured by ACT Aspire.

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by ACT Aspire.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

ACT ASPIRE Math Goal Strategies

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
To Be Determined After Baseline Data is Available					

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I at 100% in 2012 through 2018.

ANNUAL OBJECTIVE: Maintain 100 percentage point(s) annually 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	100.0	100.0	100.0	100.0	100.0
School Actual	100.0	100.0	100.0%				
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					

End of Course data for MS only includes EOCEP scores for 7th and 8th graders at GCS traditional middle schools and charter middle schools.

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Compass Learning	Yearly	All math teachers		District office	Student reports printed
Focus on content area vocabulary	Yearly	All Math teachers			Vocabulary on flipcharts
ASPIRE style practice	Yearly	All math teachers			Flipcharts
Spiral review on Quizzes	Yearly	All math teachers			Quizzes
Review Chronic Pains PowerPoint	Yearly	All math teachers			PowerPoint
Analyze quarterly benchmark test to identify concepts and skills that need to be retaught through starters and spiral review	Yearly	All math teachers			Quizzes, data analysis, review lessons
*EOC cumulative review, practice tests, collection of information & examples	Yearly	Algebra 1 teachers			Scantron summary data, email/printouts of online test practice, exam prep documents created by students

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

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

% Tested ELA – School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested ELA – District Grades 6-8	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested Math – School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested Math – District – Grades 6-8	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

ASPIRE Percent Tested Goal Strategies

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
To Be Determined After Baseline Data is Available					

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☒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: Meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.*

SCPASS Science Goal Strategies

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
To Be Determined After Baseline Data is Available					

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☒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: Meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Beginning in 2014-15, grades 4-8 will take Science and Social Studies.

PASS Social Studies Goal Strategies

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
To Be Determined After Baseline Data is Available					

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Increase and maintain 100% of core curriculum teachers highly qualified in middle level subject areas.

ANNUAL OBJECTIVE: Increase the percentage of core curriculum teachers highly qualified in middle level subject areas to 100%.

DATA SOURCE(S): SDE School Report Card and State Employee Certification Status

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x	100%	100%	100%	100%	100%
Actual	97.3%	97.3%					

Professional Development Goal Strategies

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Employee new teachers with "highly qualified" status	August 2015	Principal	No cost to School Budget	District teacher allocation	Teacher certification records
Adjust current teaching staff where "highly qualified" status is not required.	August 2015	Principal	No cost to School Budget	District teacher allocation	Teacher certification records
Provide support for teachers seeking "highly qualified" status	Ongoing	Principal & Instructional Coach	Substitute salaries	School allotment of substitutes	Teacher reporting to principal

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☐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 – School Profile page – Students section

	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	97.2	96.8	96.2				
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0				

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☐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 - School Profile page – Students section

	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	0.5%	0.0%	0.0%				
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%	0.6%				

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☐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 90.9% in 2012 to 93.9% by 2018.

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	91.9	92.4	92.9	93.4	93.9
School Actual	90.9	92.6	79.6%				
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1				

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

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☐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 88.1% in 2012 to 91.1% by 2018.

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	89.1	89.6	90.1	90.6	91.1
School Actual	88.1	85.7	74.5%				
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	81.6				

Teacher Satisfaction – Learning Environment

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who are satisfied with the learning environment at 100% in 2012 through 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 100 percent annually teachers who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100.0	100.0	100.0	100.0	100.0
School Actual	100.0	96.9	98.2				
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5				

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☐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 96.4% in 2012 to 98.8% by 2018.

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	97.2	97.6	98.0	98.4	98.8
School Actual	96.4	99.1	89.9				
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8	93.1				

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

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☐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 92.6% in 2012 to 95.6% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by one-half 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	93.6	94.1	94.6	95.1	95.6
School Actual	92.6	93.6	92.5				
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2				

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who feel safe at school during the school day at 100% in 2012 through 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 100 percentage points 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	100.0	100.0	100.0	100.0	100.0
School Actual	100.0	100.0	100.0				
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2				

Satisfaction Goals Strategies

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Implementation of School Community Plan	Ongoing	Williams/Culture Committee	N/A		Completion of plan components
Promote Collaboration of faculty and staff to improve learning experiences for students	Ongoing	Administration			• Common Assessments • Uniformity of instructional content • Schedule designed with collaboration in mind
Improve student engagement and connection to educational environment	Ongoing	• Student Council Representative • Club Sponsors • Athletic team captains			• Increase in the percentage of students connected to an extracurricular activity • Increase in the percentage of club activities available for students
Promote physical fitness and healthy lifestyle choices across the school community	Ongoing	• Cindy Heos • Brad Johnson • Jordan Finlay • Pam Varner	$1,000	Local Funds	• Weekly Health related e-mails • Professional Development related to health education for students • Improved Teacher and Student Attendance rates

Conclusion

Riverside Middle School established and implemented a system of continuous improvement as the doors to the school were opened. The updating and monitoring is a continuous process of improvement that focuses on student performance. Today, continuous improvement is guided and monitored by a double system of using the school portfolio and the AdvancED Continuous Improvement Framework. The school portfolio is annually updated based on new data as it is made available. .

The school employs an active improvement team. The RMS School Improvement Council (SIC) is an advisory committee to the school's principal. The responsibilities involve assistance in preparation of a five year plan, monitoring school improvement and innovation, development of an annual school report to parents and providing input on current issues at the school. The stakeholders include representation from: students, parents, teachers/faculty, administration, and community. This committee meets once a month in the Media Center. Minutes of the meetings are posted on the school website.

The school provides opportunities for stakeholders to contribute to the development and implementation of the school improvement plan. Stakeholders have numerous opportunities to contribute to the development and implementation of the school improvement plan. These include:

- *School Improvement Committee* – Parents, teachers, administrators, students, and community serve as members of this committee that meets monthly as evidenced by the SIC minutes.
- *Parent Teacher Association* – This organization and its various subcommittees meets regularly. Minutes are recorded at each meeting.
- *Leadership* – Teachers representing each discipline and department is appointed by the principal to participate to make recommendations to assist administration in making policy decisions.
- *Survey* – Students, teachers, and parents are surveyed each year to provide input in progress.
- *School Report Card* – Available to every stakeholder to assist in decision-making concerning policy and progress.
- *Newsletters and Website* – Convey information to all stakeholders and ask for input in decision-making processes.
- *Parent/Teacher Conferences* – These are scheduled and held at the first signs of struggle or problems.
- *MMGW Committees* – Every teacher participates in developing the school improvement plan.

RMS communicates the results of improvement efforts to stakeholders through a wide variety of methods to reach all families. Some of these include: Annual School Report Card, Monthly Newsletters, School Website (updated frequently), Teacher Websites (updated frequently), Written Communication from Guidance and the Principal sent home via students, frequent parent phone calls for positive recognition of students.

Riverside Middle School, in cooperation with the home and community, provides opportunities which will prepare students intellectually, socially, emotionally, and physically to become productive and responsible members of society. We believe that all children can learn and have the responsibility to be active learners; students are valued individuals with unique intellectual, social, emotional, and physical needs; students learn best in a safe and secure setting nurtured by competent teachers, administrators, and community members; curricula and instruction should vary to meet the needs of each student, and education as the shared responsibility of home, school, and community to promote competent lifelong learners.

Appendix A – Document Links

2014 School Report Card Link

http://ed.sc.gov/data/report-cards/2014/middle/c/m2301111.pdf

2014 - ESEA / Federal Accountability System Link

https://ed.sc.gov/data/esea/2014/school.cfm?SID=2301111