

Annual School Portfolio

March 2017



Riverside Middle School

Katherine Malone
Principal

Greenville County Schools
School System

Dr. 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***SCHOOL INFORMATION AND REQUIRED SIGNATURES*****RIVERSIDE MIDDLE SCHOOL****GREENVILLE COUNTY SCHOOL DISTRICT****SCHOOL RENEWAL PLAN FOR YEARS 2013-2014 through 2017-2018 (*five years*)****SCHOOL RENEWAL ANNUAL UPDATE FOR 2017-2018 (*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

Dr. Crystal Ball O'Connor		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. W. Burke Royster		3/31/17
PRINTED NAME	SIGNATURE	DATE

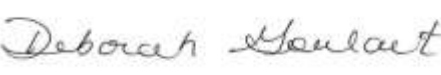
CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Becky Rogers		3/31/17
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Ms. Katherine Malone		3/31/17
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Debbie Goulart		3/31/17
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

(Mandated Component)

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

- | <u>POSITION</u> | <u>NAME</u> |
|---|----------------------------|
| 1. PRINCIPAL _____ | Ms. Katherine Malone _____ |
| 2. TEACHER _____ | Merle Faulk _____ |
| 3. PARENT/GUARDIAN _____ | Jennifer Phillips _____ |
| 4. COMMUNITY MEMBER _____ | Barry Horst _____ |
| 5. SCHOOL IMPROVEMENT COUNCIL _____ | Becky Rogers _____ |
| 6. Read to Succeed Reading Coach _____ | |
| 7. School Read to Succeed Literacy Leadership Team Lead _____ | Debbie Goulart _____ |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |
| ** Must include the School Read to Succeed Literacy Leadership Team. | |

<u>POSITION</u>	<u>NAME</u>
<u>Assistant Principal –Literacy Team</u>	<u>Cindy Bush</u>
<u>Assistant Principal – Literacy Team</u>	<u>Debbie Goulart</u>
<u>Media Specialist – Literacy Team</u>	<u>Gaeyln Jenkins</u>
<u>Guidance Counselor-</u>	<u>Stacy Hall</u>
<u>Instructional Coach – Literacy Team</u>	<u>Steven Huff</u>
<u>Teacher – Literacy Team</u>	<u>Theresa Teeple</u>
<u>Teacher - SIC</u>	<u>Erin Greiner</u>
<u>Teacher of the Year - Incoming</u>	<u>Raigenn Rivers</u>

***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

(Mandated Component)

Act 135 Assurances

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

Academic Assistance, PreK–3

The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

X Academic Assistance, Grades 4–12

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

X Parent Involvement

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

X Technology

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

N/A Innovation

The district 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.

X Collaboration

The district (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 district 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 district 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 district 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 district 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.

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

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

Table of Contents

Introduction.....	1
Executive Summary	4
School History.....	8
Student and Community Demographic Data	8
Our School.....	11
Decision-Making Process/Principal’s Advisory.....	14
School-Wide Information Dissemination.....	14
Grade Level Teams.....	15
Community Stakeholders.....	16
Faculty and Staff.....	16
Counseling and Other Student Support Services	19
Mission, Vision, and Beliefs	21
School Beliefs.....	22
Beliefs	22
School Purpose.....	23
School Mission	23
School Vision.....	23
Data Analysis and Needs Assessment	24
Standardized Testing Data Analysis	25
Standardized Test Over Time Comparison	27
SCREADY by Grade.....	34
SC PASS by Grade.....	37
SCREADY by Grade and Gender.....	38
SCREADY by Ethnicity.....	41
SCREADY by Grade and Lunch Status.....	44
SCPASS by Grade and Lunch Status	47
Instructional Strategies	50
Attendance.....	50
Teacher and Administrator Quality	52
Professional Development for 2016-2017	53
Future Professional Development	56
Conclusion.....	56
Tentative Professional Development for 2017-2018	57
School Climate Needs Assessment	59
Student Questionnaire Results	59
Parent Questionnaire Results	60
Teacher Questionnaire Results	63
School Action Plan	65
Performance Goals	65
Conclusion.....	86
Appendix A – Document Links.....	1
2015 School Report Card Link	1

<http://ed.sc.gov/data/report-cards/state-report-cards/2016/view/?y=2016&d=2301&t=M&s=111> 1

2015 - ESEA / Federal Accountability System Link 1

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. RMS used this model for continual improvement until state funding was eliminated for the program.

In the fall of 2015 the RMS community selected the National Forum to Accelerate Middle-Grades Reform *Schools to Watch* initiative as a basis for continued school improvement. Member schools believe that three things are true of high-performing middle-grades schools. *Schools to Watch* are academically excellent, developmentally responsive and socially equitable. At the writing of this report, RMS is in the Self Study and Rating Process of the system while it continues the self-improvement strategies outlined in the 2015-2016 School Portfolio Renewal Plan.

Regardless of the improvement process being implemented, 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. Striving for and attaining excellence is a persistent desire among faculty, staff, and the community and the only point of satisfaction for Riverside Middle School. In our drive for perfection we use all available data to identify the areas in need of improvement.

With student achievement at the forefront, significant resources are allocated to studying the needs of our students. 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 state assessments. For the 2015-2016 school year SCPASS tests were mandated for the subjects of Science and Social Studies. RMS's mean scores were 666.46 for Science, and 667.72 for Social Studies. For the same school year a new assessment, SCReady, was mandated for ELA and Math. The following were RMS average scores: ELA -1765.7 , and Math -1759.6. Even within customary subgroups RMS students perform, on average, better than district and state average. However, on each assessment, certain subgroups, did not perform at the same level as the general RMS population. Of particular note is the subgroup of "With Disabilities" which has achieved a lower mean score relative to non-disabled peers, but above the state and district average for students with disabilities. Also of concern are the subgroups of African-American, Limited English Proficient, and Students in Poverty. These subgroups are the focus for Schools to Watch Committees as well as departments as staff plan for individual classrooms and school-wide initiatives.

Having a qualified certified staff is paramount to attaining the student achievement goals set for our school. RMS currently has 65.6% of the teaching staff with advanced degrees. Seven teachers are "National Board" certified. 100% of academic, related arts, and special education classes are taught by teachers certified in that specific area. 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 and career development 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 non-certified support staff at RMS, 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 service professional, custodian, health provider, special education aide, and office clerks is a vital part of this process. Various staff development classes are provided as a part of their job support, as well.

The overall school climate of RMS continues to be positive. In state report card results provided by the state department teachers, students, and parents have an encouraging view of the school. When questioned if satisfied with the learning environment teachers gave 52.1% satisfactory rating while students gave 76.7% and parents, 90.4%. The percent satisfied with the social and physical environment reported at 70.9% for teachers, 75.9% for students, and 87.6% for parents. Asked if satisfied with school-home relations, teachers reported 87.5% satisfaction, students 84.2% and parents at 76.6%.

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 various state assessments. RMS has implemented processes and activities that we believe will assist in this effort. We have established an early morning help lab, lunch-time interventions, and an early morning virtual lab in order to both intervene and enrich the daily instruction our students receive. We have fully implemented the Stetson model of Inclusive practices, in which students with special needs are included in the general education setting to the greatest extent possible while also provided with a continuum of special education support services. This model has been effective in increasing the on-grade level instruction for students, although it is difficult to measure progress with the inconsistency in state assessments over the past three years.

Another challenge faced by the school has been the need for improved communication to the home and community. RMS continues to emphasize the importance of a strong partnership with our families and community. While the survey results in this area 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, a stronger social media presence, 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 challenge faced by the school over the past several 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 successful transition year and RMS continued to flourish under his leadership for the next two years.

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 Ms. Katherine Malone would assume the duties of principal. Ms. Malone brought her specific administrative style and energy to the RMS program and the school experienced another transition year that saw continued academic growth and as well as several changes in operations and academic initiatives. Ms. Malone focused her first year on getting to know the students and staff, while honoring the strong educational tradition of Riverside Middle School. Her second year as principal continued to focus on school improvement through the self-assessment process of Schools to Watch, as well as an expansion of existing programs and initiatives. In her third year, the school is working to implement Action Plans developed by the Schools to Watch committees, while continuing to improve instruction by focusing on data through student work analysis and common assessment results.

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 reported years and an "Excellent" absolute rating for the past four reported years. RMS has won the Palmetto Gold Award for the past six years in the area of General Performance and the Palmetto Silver or Gold in the area of Closing the Gap several times over the same time period. RMS 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 and the state and national level. The school was also awarded the National PTSA School of Excellence designation in 2015.

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

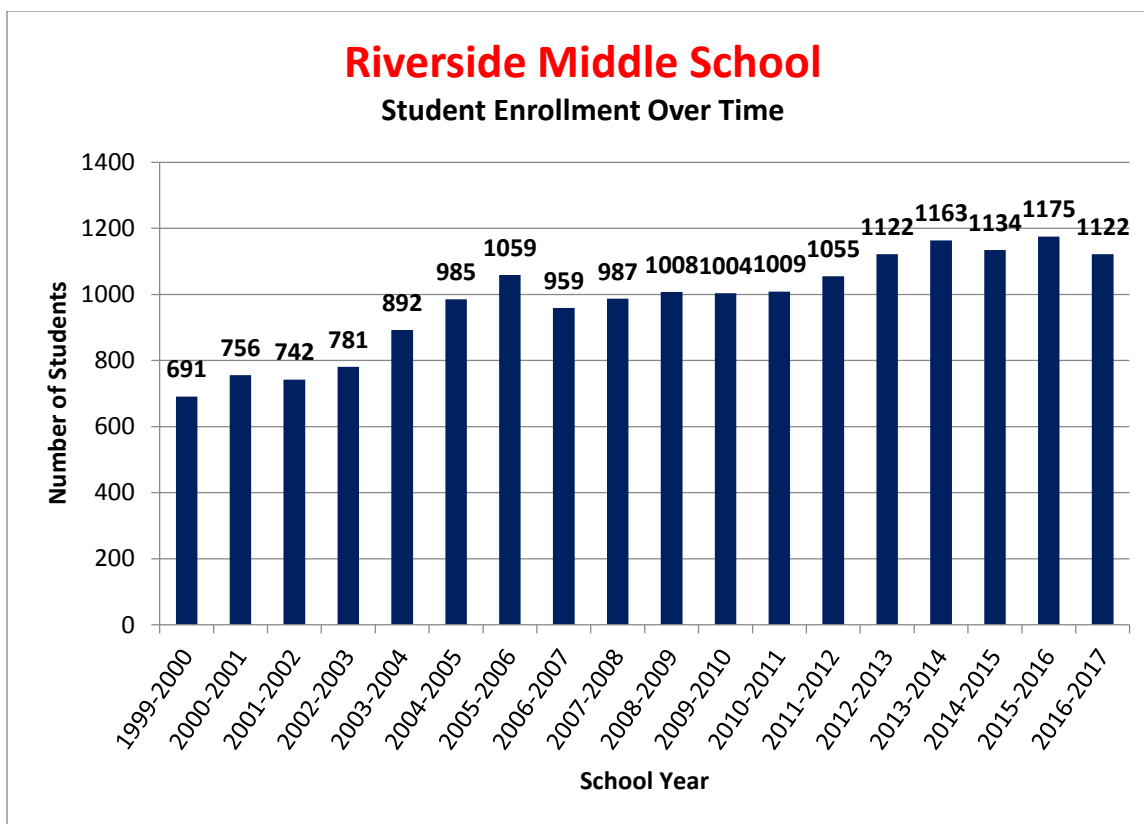
Riverside Middle School is a suburban middle school serving the northeastern area of the Greenville County. The story of this progress is reported in summary in this section.

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 mean 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.



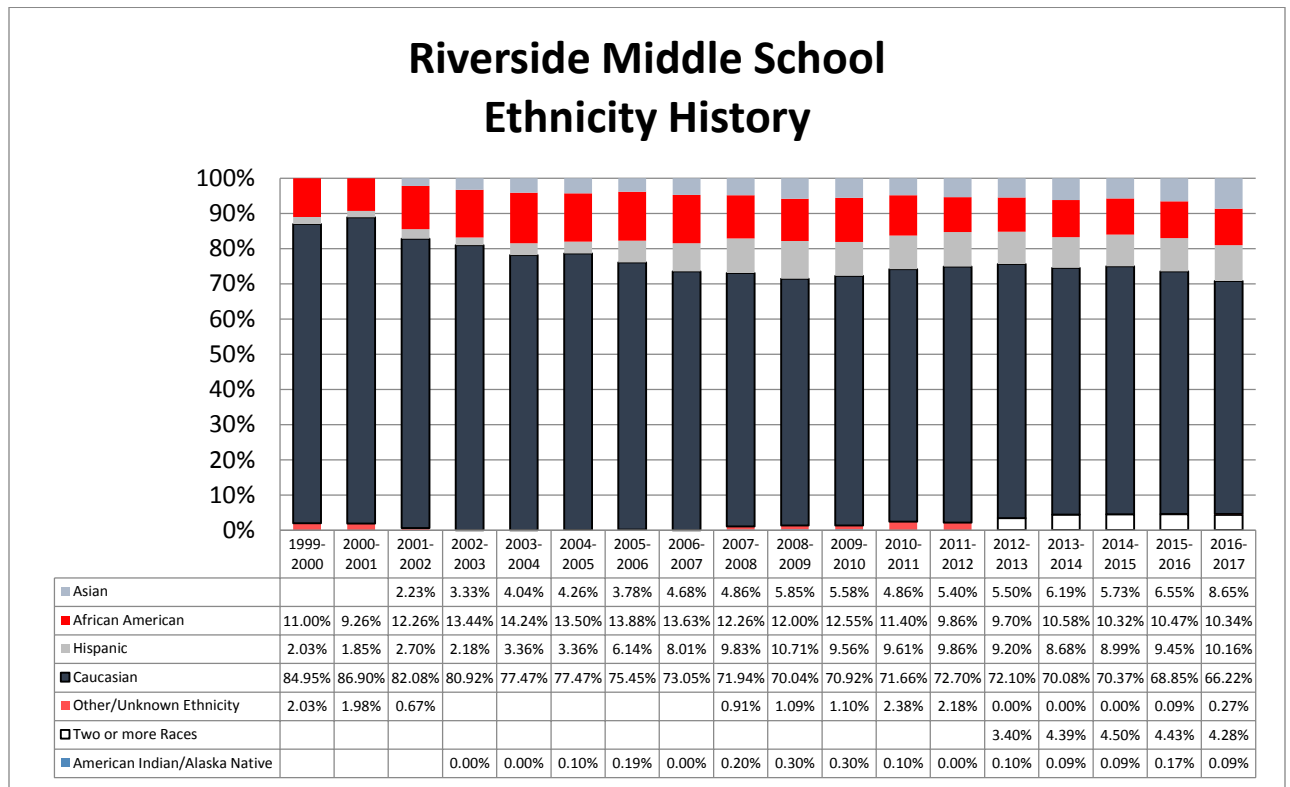
As can be seen in the above chart, the student enrollment has increased steadily since the opening of the school until 2006-2007. The decrease in enrollment in 2006-2007 is attributed to the re-assignment of several students to the new Beck Academy. Currently, 1122 students are being served by four administrators, sixty-five teachers, and thirty-three support staff. The student body is composed of 575 female students and 600 male students.

Riverside Middle School's current enrollment is:

Grade	Enrollment	Percent Enrollment
Grade 6	335	29.86%
Grade 7	424	37.79%
Grade 8	363	32.35%

The current ethnicity of the school is African American-116, Asian-97, Hispanic-114, Two or more ethnicities-48, American Indian or Alaska Native-1, Native Hawaiian or Other Pacific Islander-3, and Caucasin-743. Two hundred-seven free lunches and thirty-one reduced price lunches are provided. Seen in the chart

below, the ethnicity percentages have remained relatively consistent over the history of the school.



There are 112 students being served with Individual Educational Plans (IEPs) this year. Of these 5 are in a self-contained setting for students with moderate to severe intellectual disabilities, and 107 are in an inclusion setting. Inclusion is offered in English/Language Arts classes and mathematics classes for all three grade levels. Specialized support is offered for all three grades. Students can also receive support facilitation in all core academic class for 60 minutes 2 times a week or 60 minutes 3 times. Six students are served by speech. Thirteen students are being served by IEP's and ESOL. Twenty students are Other Health Impaired. Two student are served for multi-disabilities. Two students are emotionally disabled. 4 students has autism. Two students with mild intellectual disabilities are served in the inclusion model and mainstreamed for science and social studies. Sixty-two students are specific learning disabled. Twelve students are learning disabled and other health impaired. Two students are other health impaired and emotionally 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, hypoglycemia, sickle cell trait, ADD/ADHD, heart, kidney, concussions, ulcerative colitis, anxiety, OCD, eating disorders, cancers,

amputations, Turner Syndrome, liver transplant and various other diseases. Eighteen students come to the health room for daily medications. Forty-seven students have seventy-two emergency medications for asthma, hypoglycemia, seizures or anaphylactic shock. We also have eighty students with 80 as needed medications. Our average student visits per day is around 48, and our yearly visits are about seven thousand. The activity level and acuity in our health room is very high on a daily basis.

The 2015-2016 school year student body attendance rate was 96.9%. The out-of-school suspension/expulsion rate for violent and/or criminal offenses was 0.3% 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.

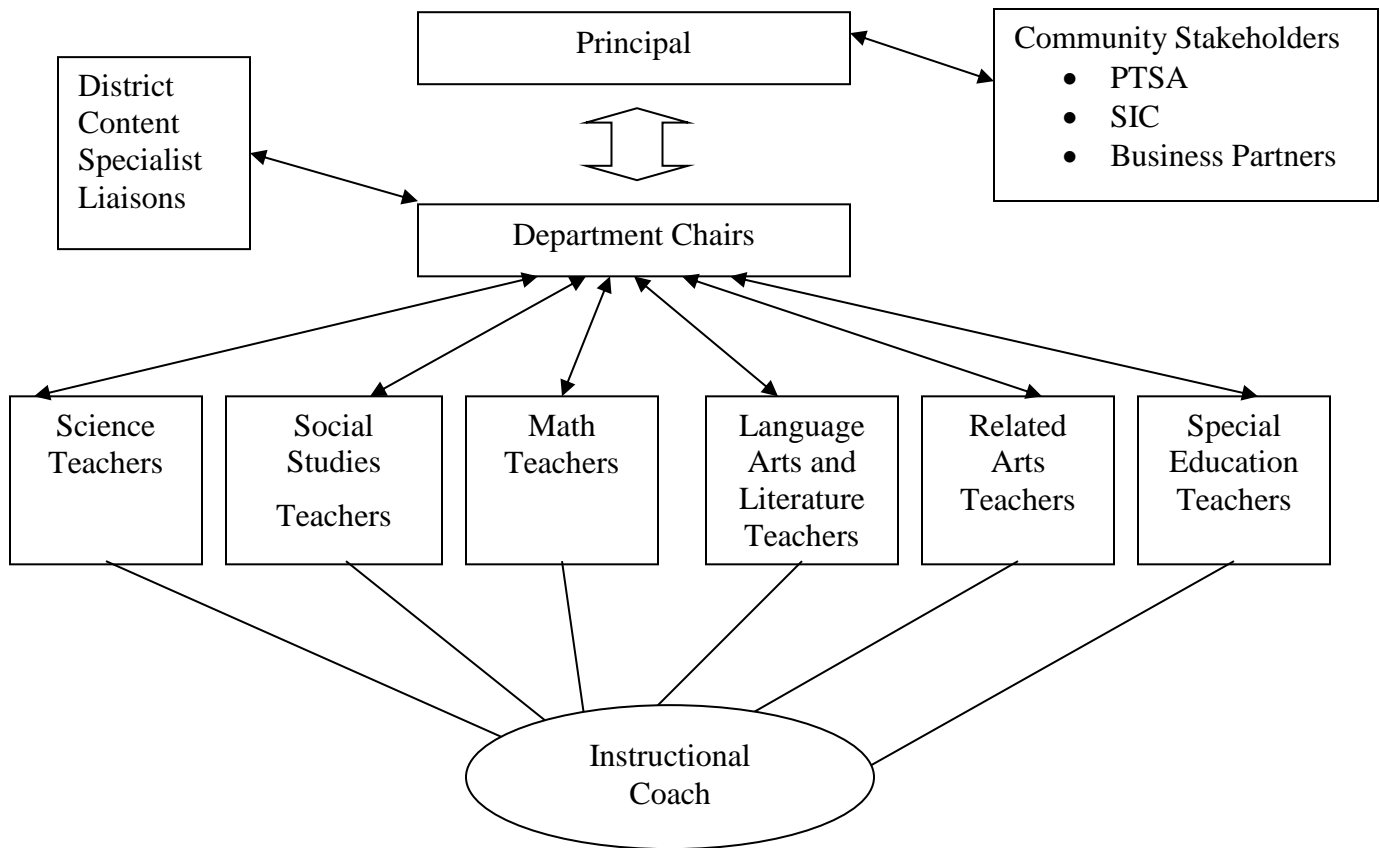
School Leaders

Ms. 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. Mrs. Cindy Bush, assistant principal, has been at Riverside Middle since the start of the 2013-2014 school year. Mrs. Debbie Goulart, assistant principal, was a Social Studies and Science teacher at another district middle school before accepting the assistant principal position in the fall of 2014. Mr. Christopher Guth became assistant principal at the beginning of the 2016-2017 school year after having taught social studies at another district middle school.

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.



Academic department meetings are scheduled each month and published in the staff handbook. 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

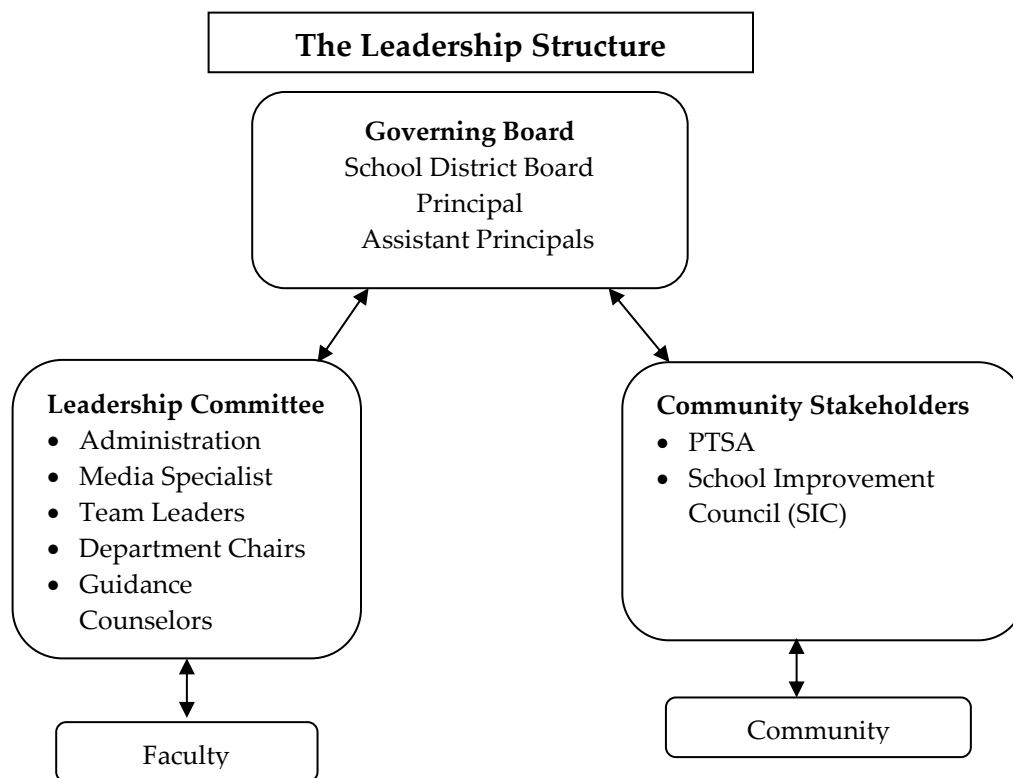
The Principal's Advisory committee consists of the principal, three assistant principals, a guidance counselor, the media specialist, the instructional coach, grade level team leaders, department chairs, and related art representatives who meet each month on a date and time conducive to the total group. 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, as needed, on Wednesday of each week 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. Curriculum or professional development meetings are scheduled for Wednesday mornings during first planning. 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 portions of 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".



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.

Faculty and Staff

With an outstanding faculty (65.6% 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 65-member teaching faculty is composed of 86.2% female and 13.8% male teachers with 6.2% total minority. Currently, there are eight 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 nurses, one resource police officer, a secretary/bookkeeper, one attendance clerk, one guidance clerk, one receptionist, two special education aides, one plant engineer, one food services manager, one library clerk, one in-school suspension aide, seven custodians, and eight 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	100%	3	75%	1	25%
Certified Staff/% of Group	4	6%	67	94%	61	86%	10	14%
Other Staff/% of Group	8	30%	19	70%	22	81%	5	19%
Totals	12	12%	90	88%	86	84%	16	16%

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, SCHAAARHER, 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 Northwest Evaluation Associations (NWEA) Measures of Academic Progress (MAP) test. Currently, this computerized system of testing is administered twice a year in reading and mathematics with an optional test available in Language Usage and optional mid-year testing window. 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 have increasingly been used to help assess students' academic achievement and in instructional planning.

Standardized Testing 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, South Carolina Palmetto Assessment of State Standards (SC PASS), started in the spring of 2009.

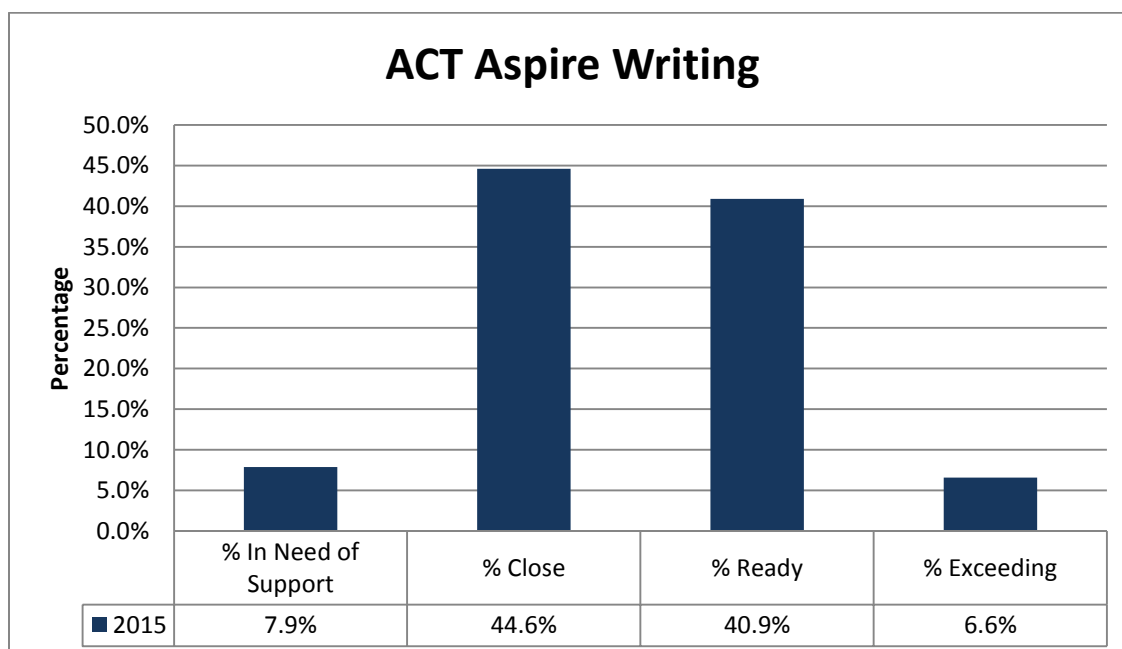
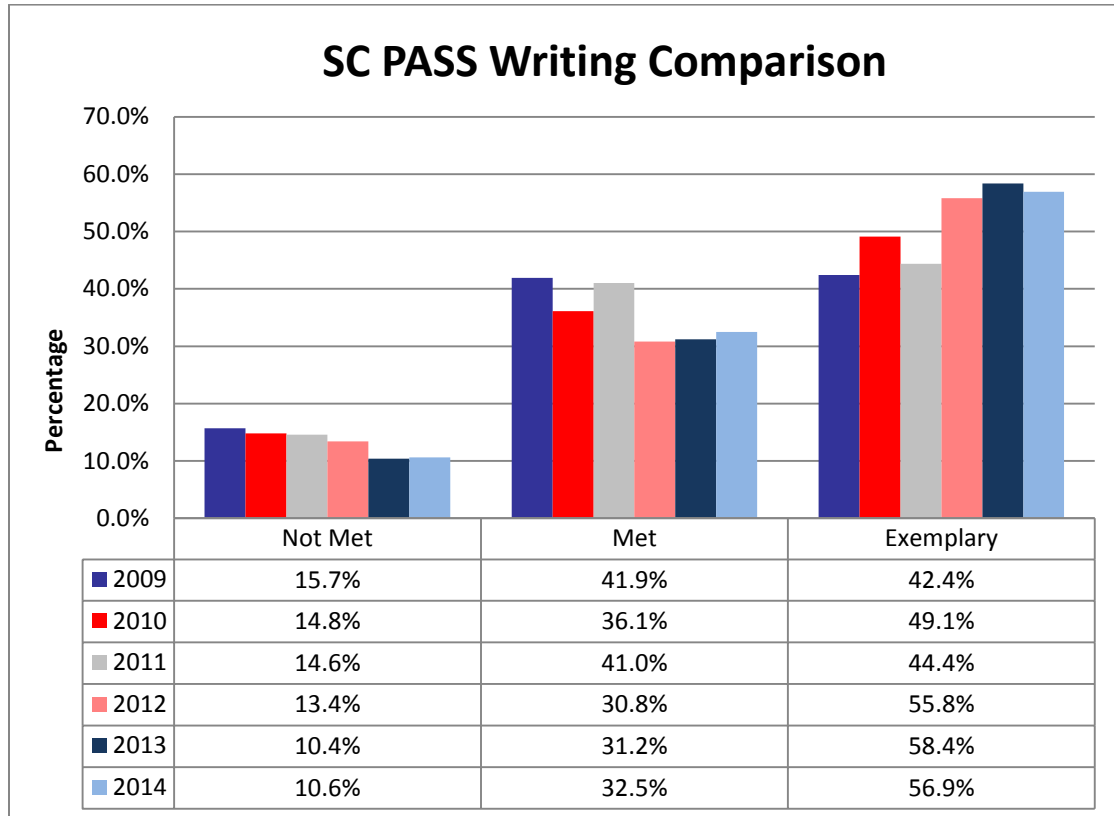
For the school year 2014-2015 the State of South Carolina elected to use the ACT Aspire assessment for English, Writing, Reading and Mathematics. This is a vertically articulated, standards-based system of summative assessments linked to ACT College Readiness Benchmarks. ACT Aspire results are reported on a 3-digit score scale and an "ACT Readiness Benchmark" for each subject. This test was used only for the 2014-2015 school year and the State has now adopted the SC Ready for these subject areas and maintained the SC PASS for Science and Social Studies.

Following is a fundamental progression of data analysis that takes place each year during program review and portfolio updating. An initial comparison of

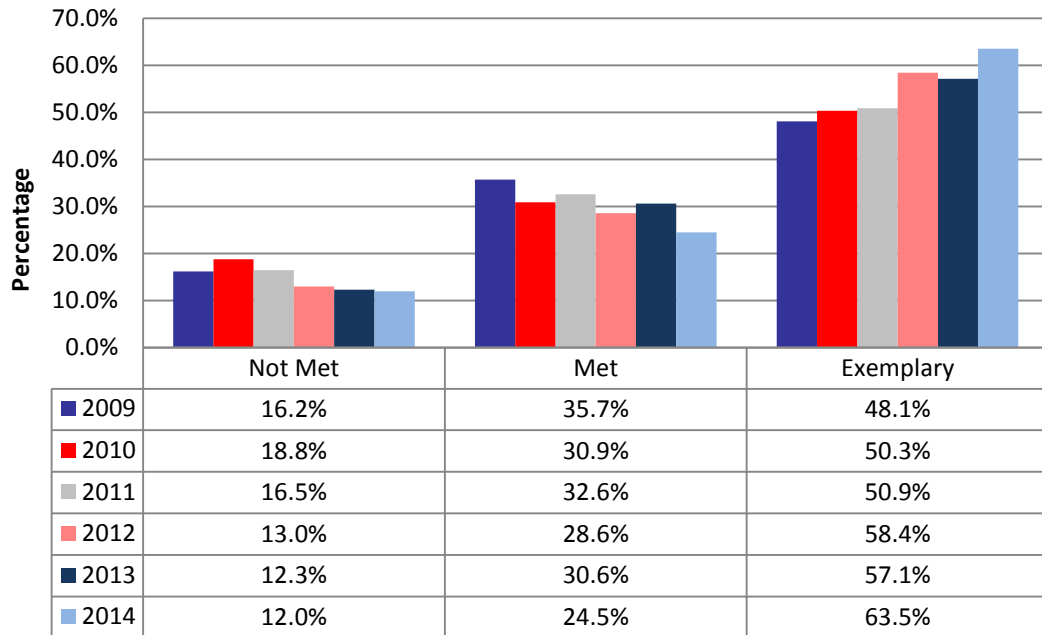
RMS scores to district and state scores for the current year was completed and shared in multiple venues with all stakeholders including staff, students, and community members. The following graphs show examples of results that include all three assessment tools used throughout this cycle. At the writing of this document, the 2016-2017 standardized testing window had begun, results are anticipated near the beginning of next school year.

Standardized Test Over Time Comparison

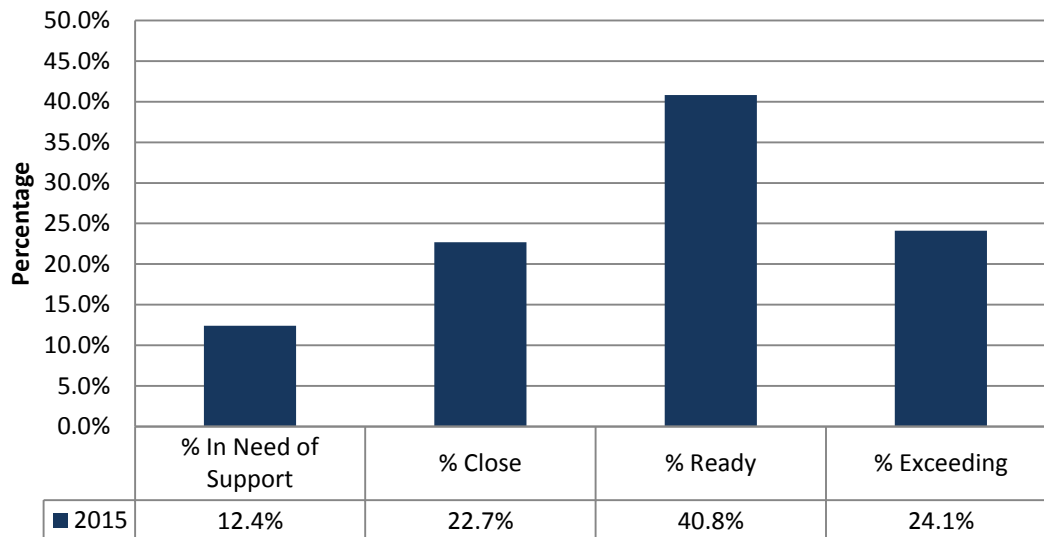
Note: Because of the one year implementation of ACT Aspire the SC PASS historical data for Writing, ELA, and Math is included for reference.

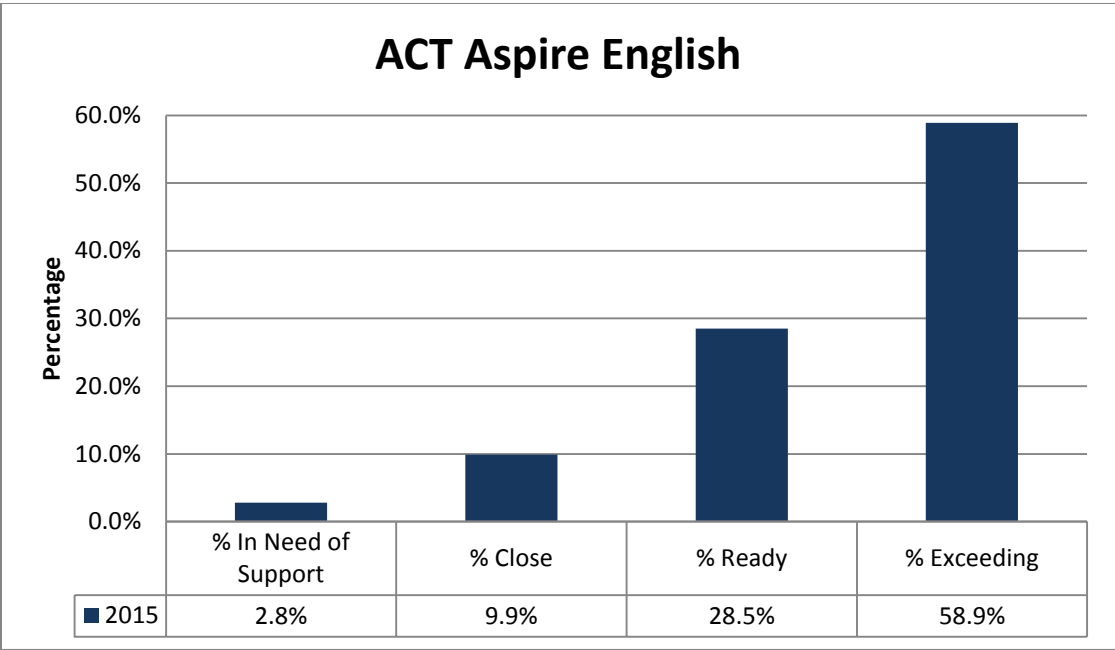
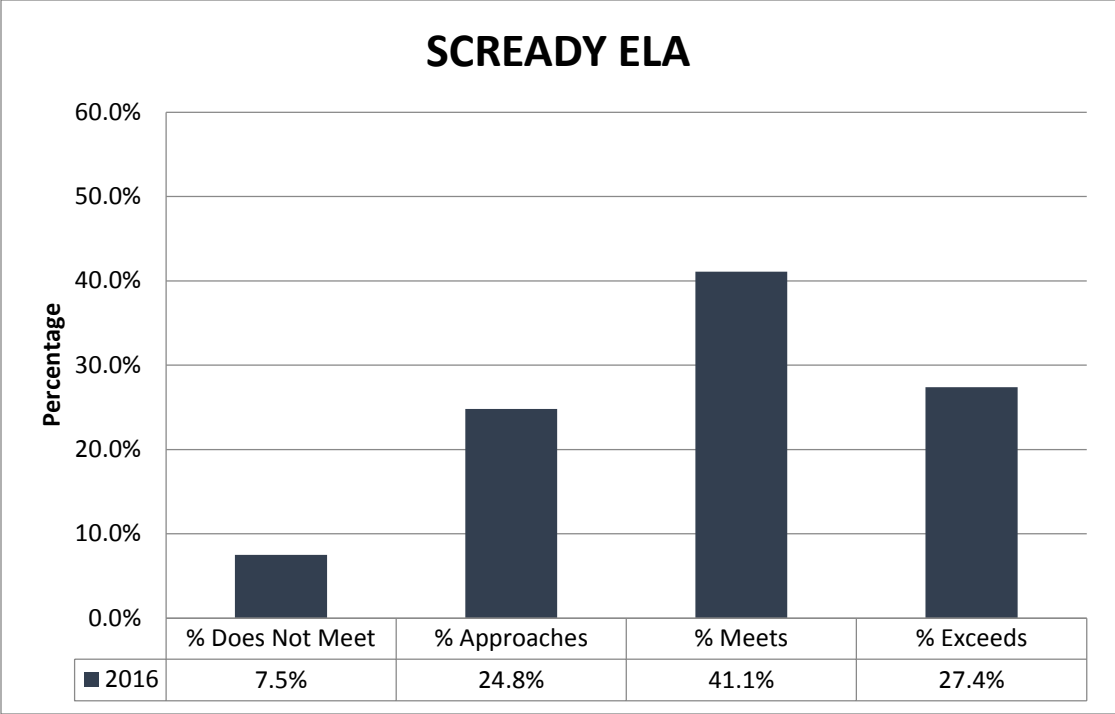


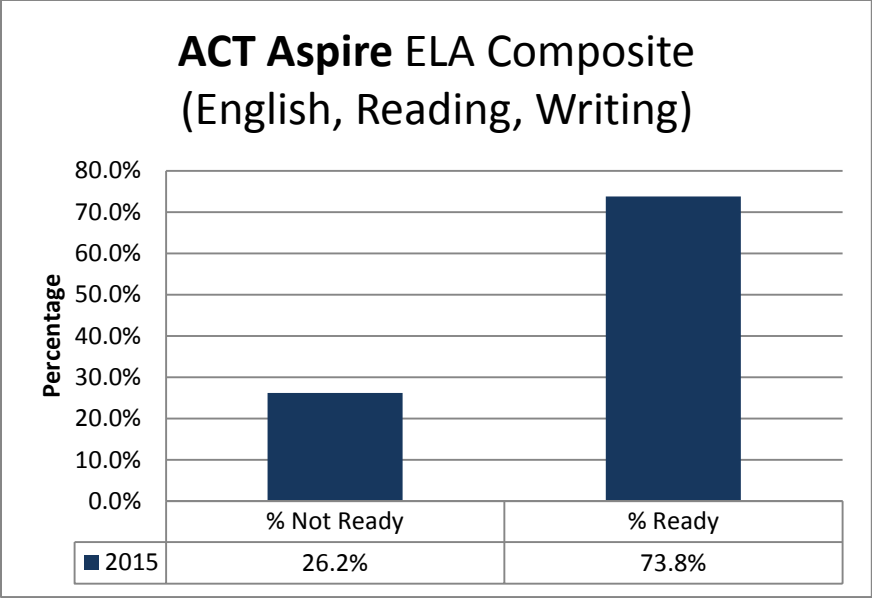
SC PASS ELA Comparison

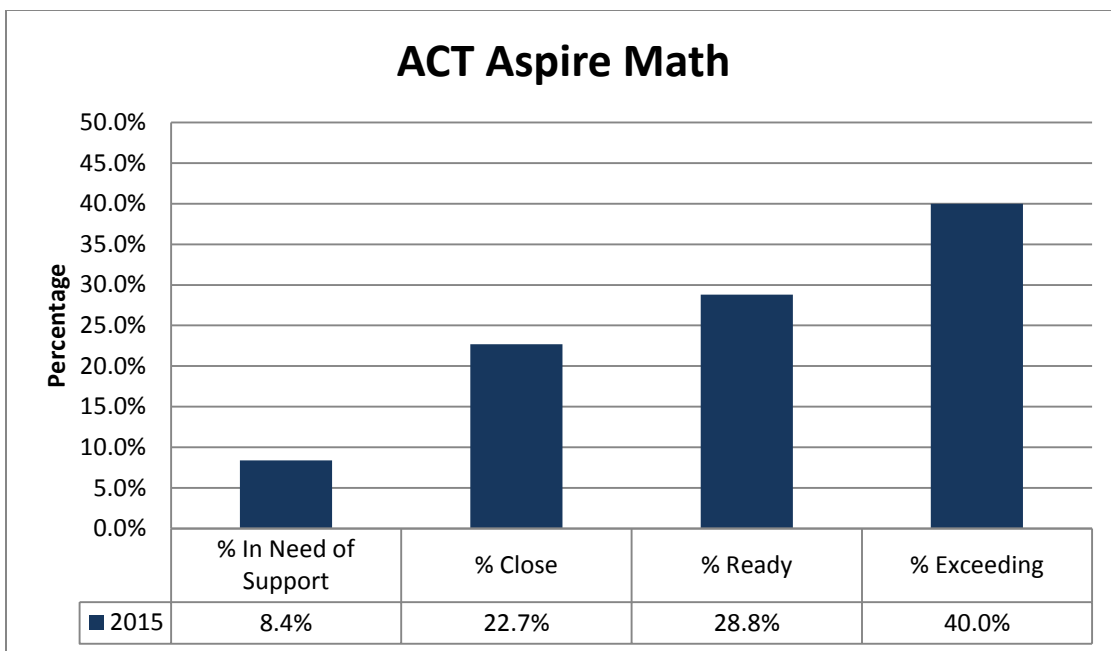
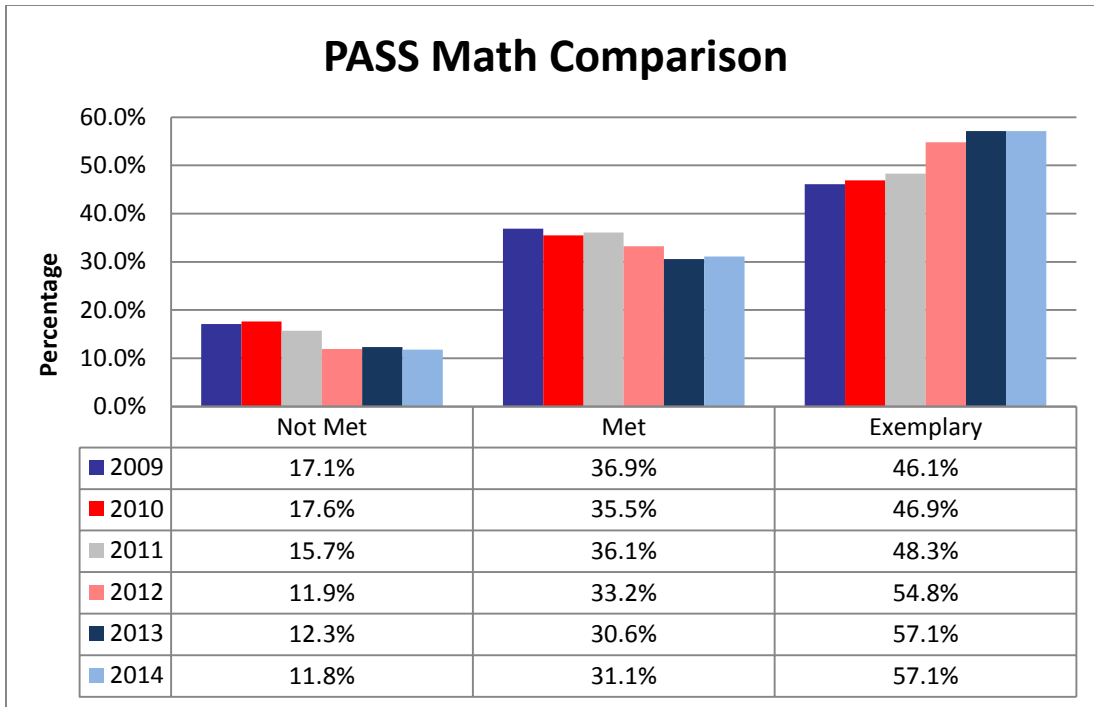


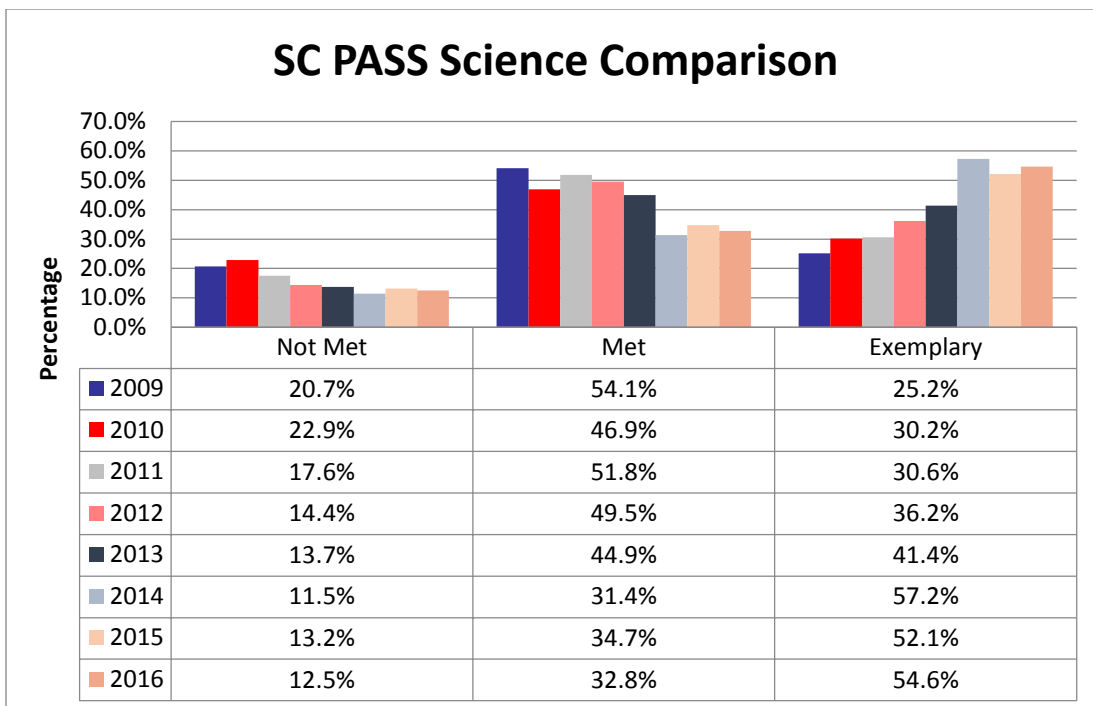
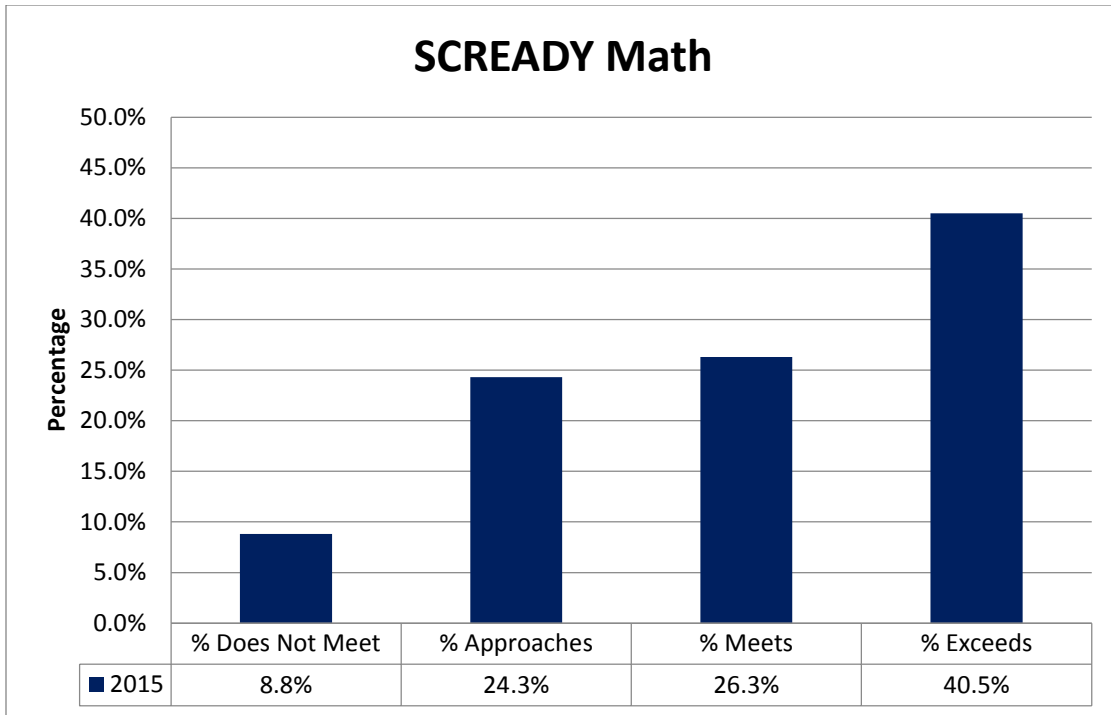
ACT Aspire Reading

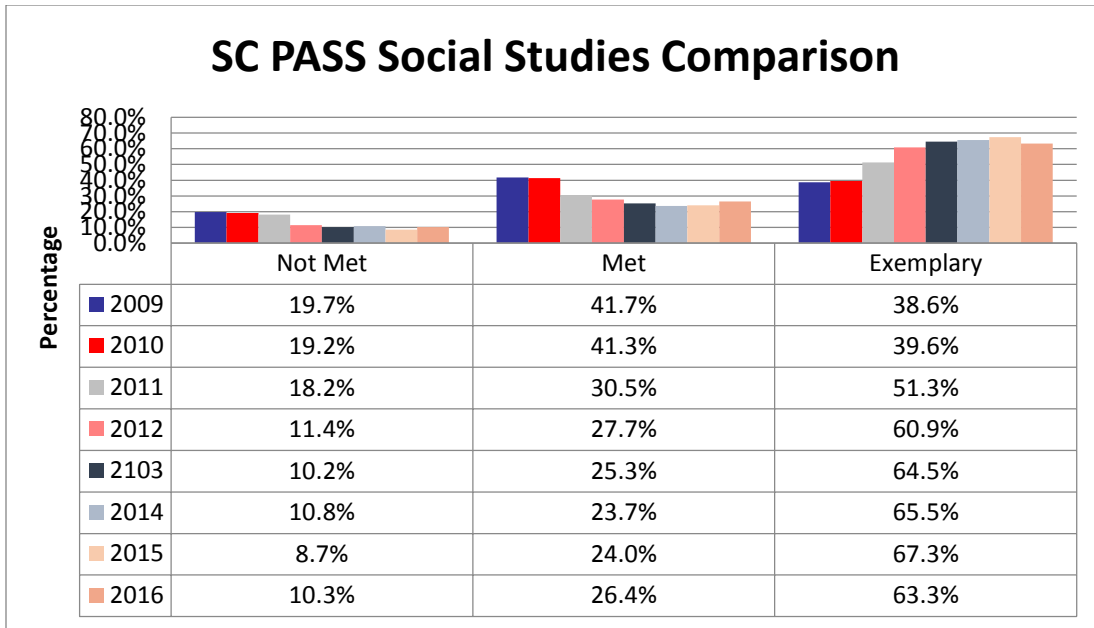




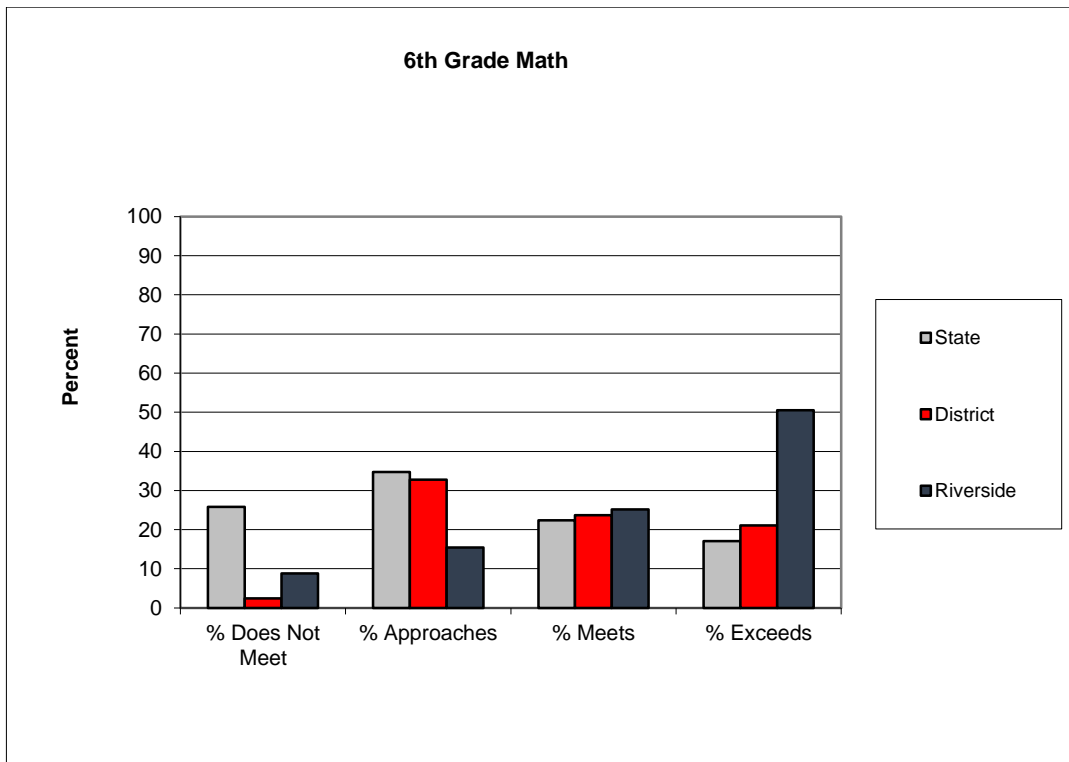
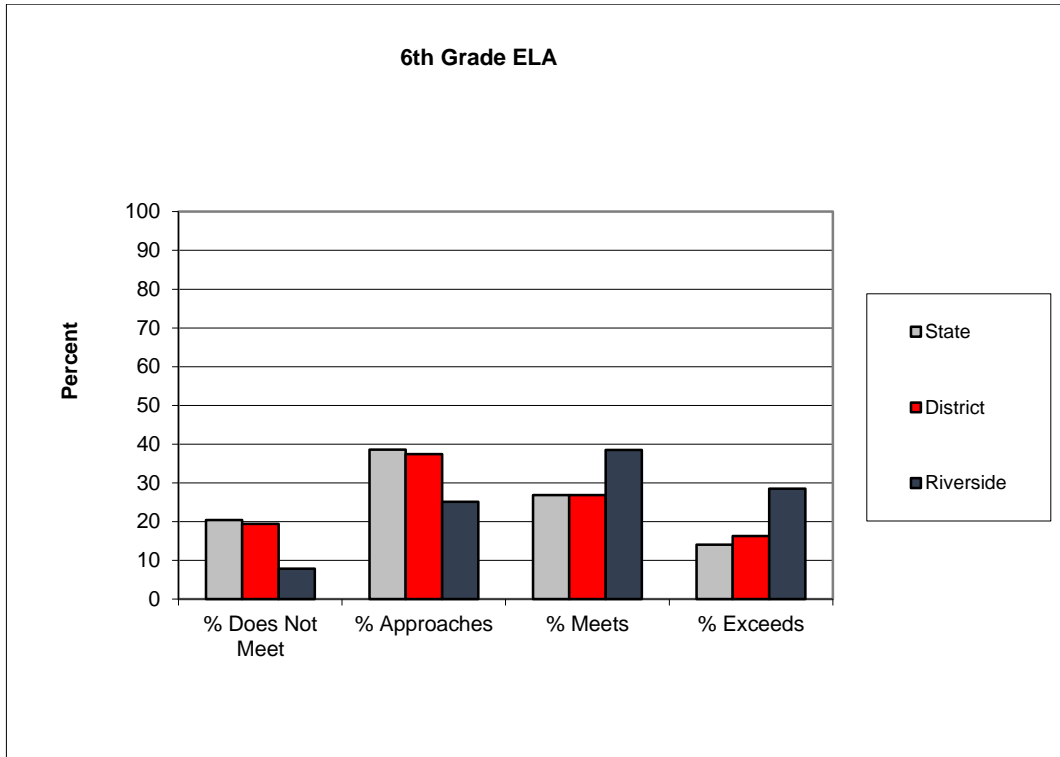




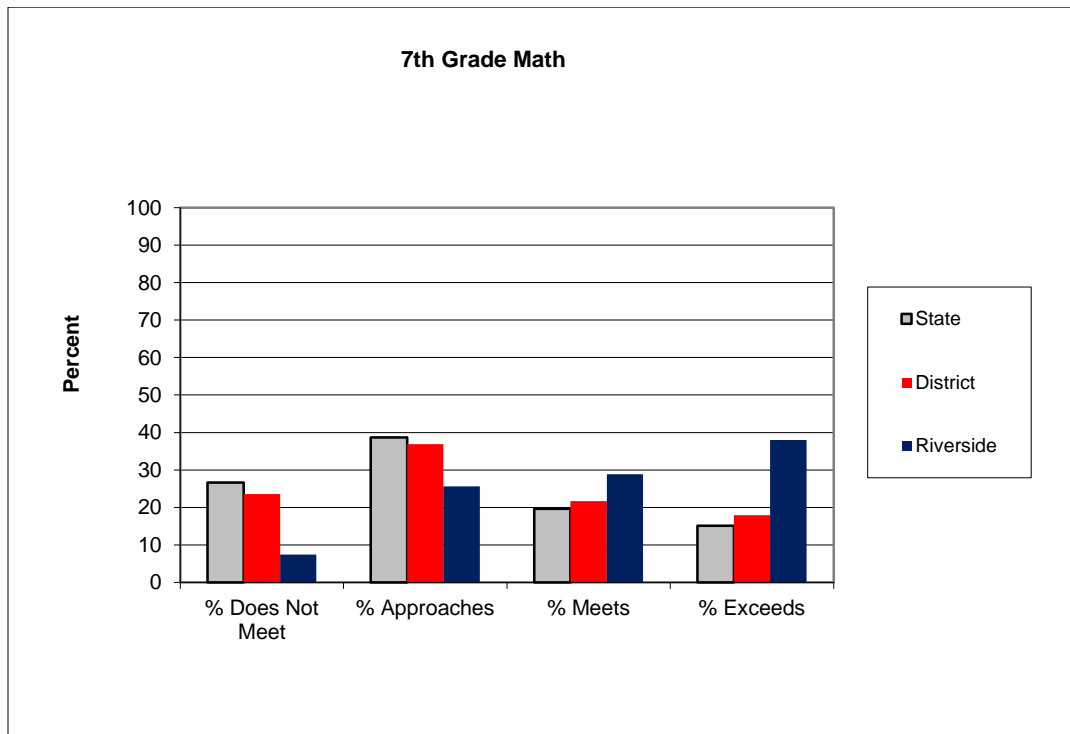
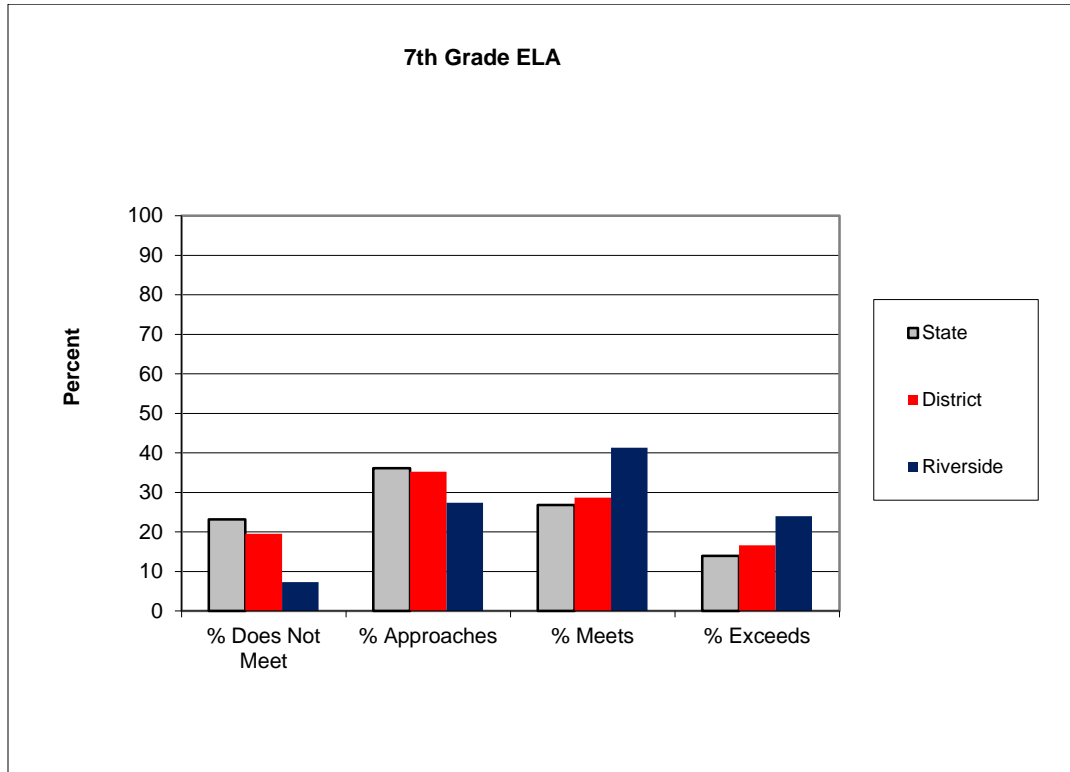




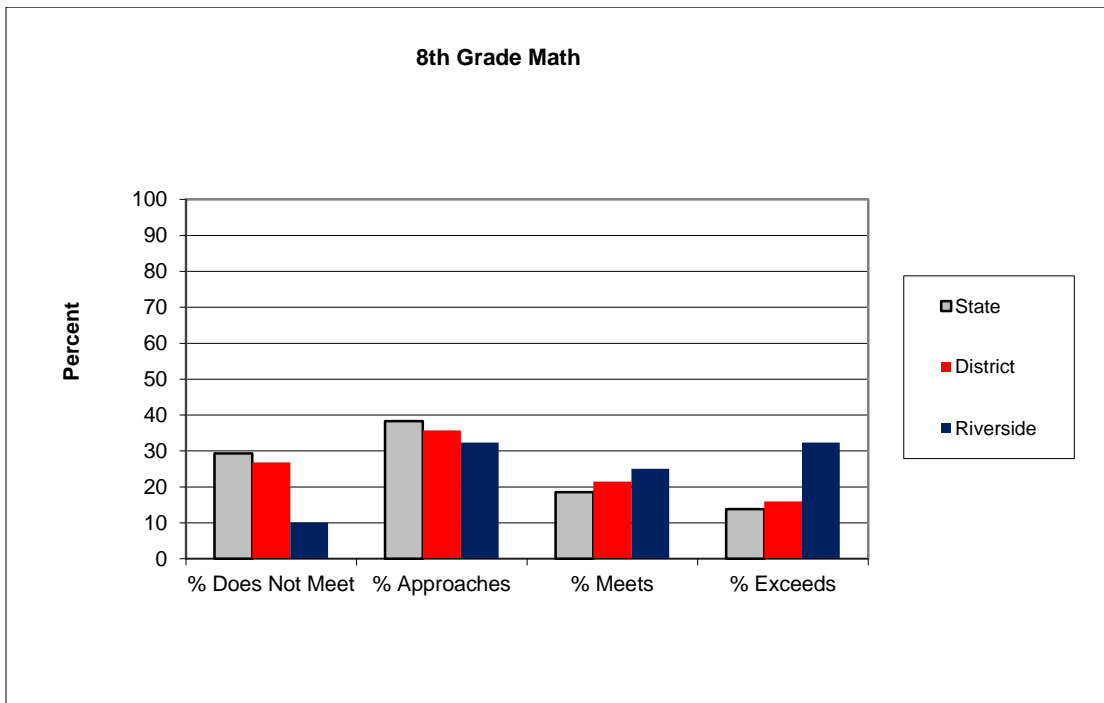
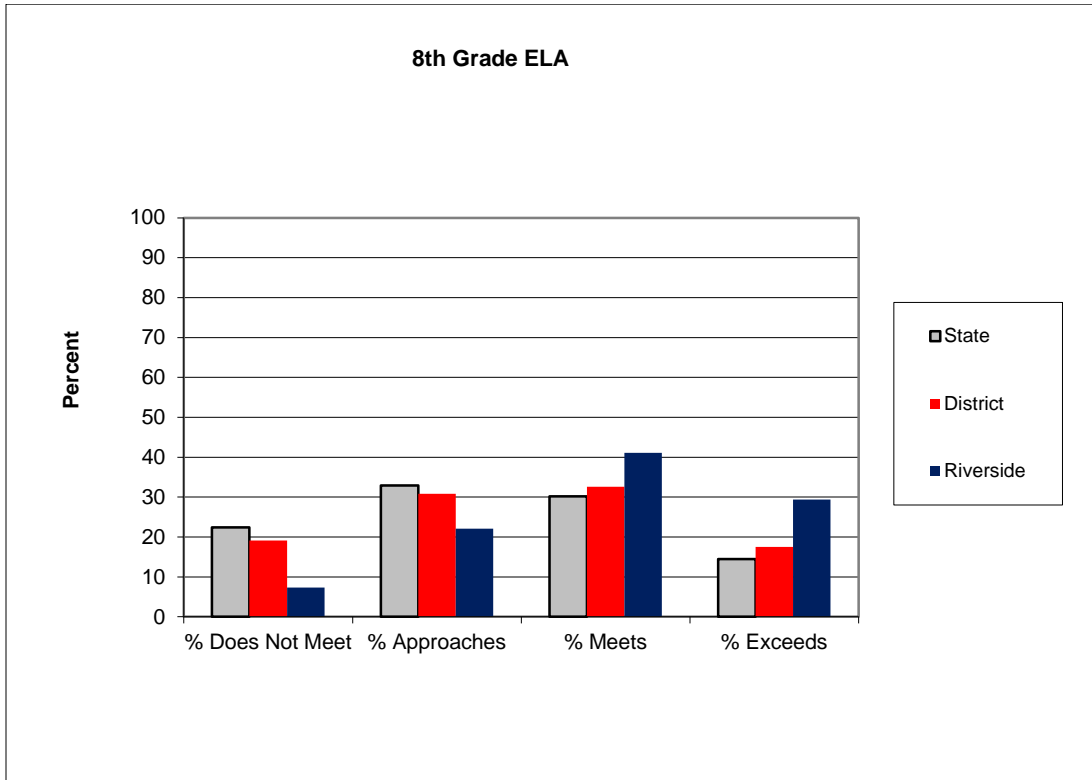
SCREADY by Grade



2016 SCREADY Sixth Grade Results

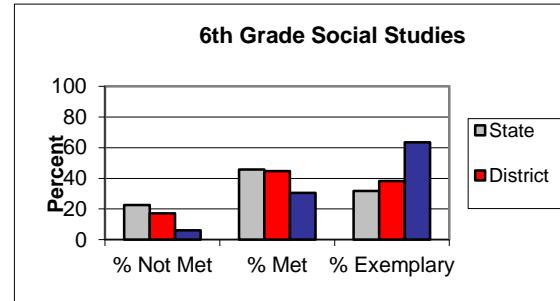
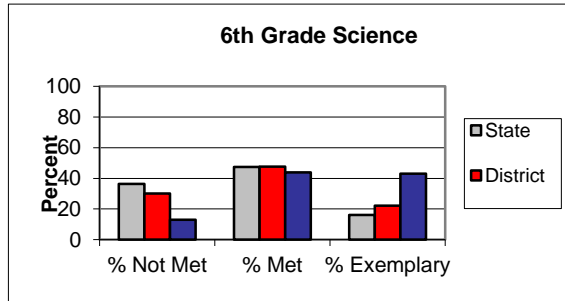


2016 SCREADY Seventh Grade Results

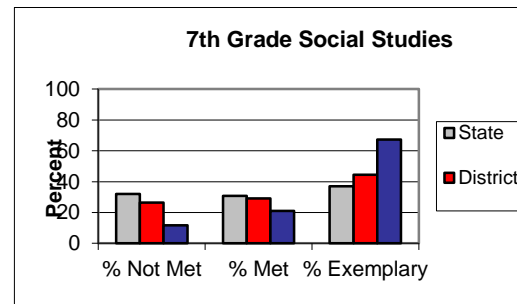
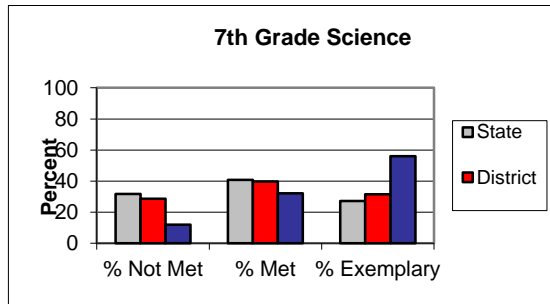


2016 SCREADY Eighth Grade Results

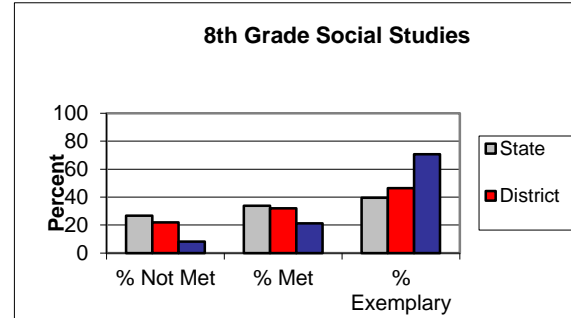
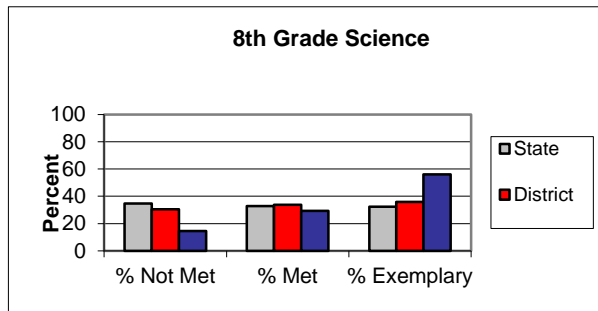
SC PASS by Grade



2016 SC PASS Sixth Grade Results



2016 SC PASS Seventh Grade Results

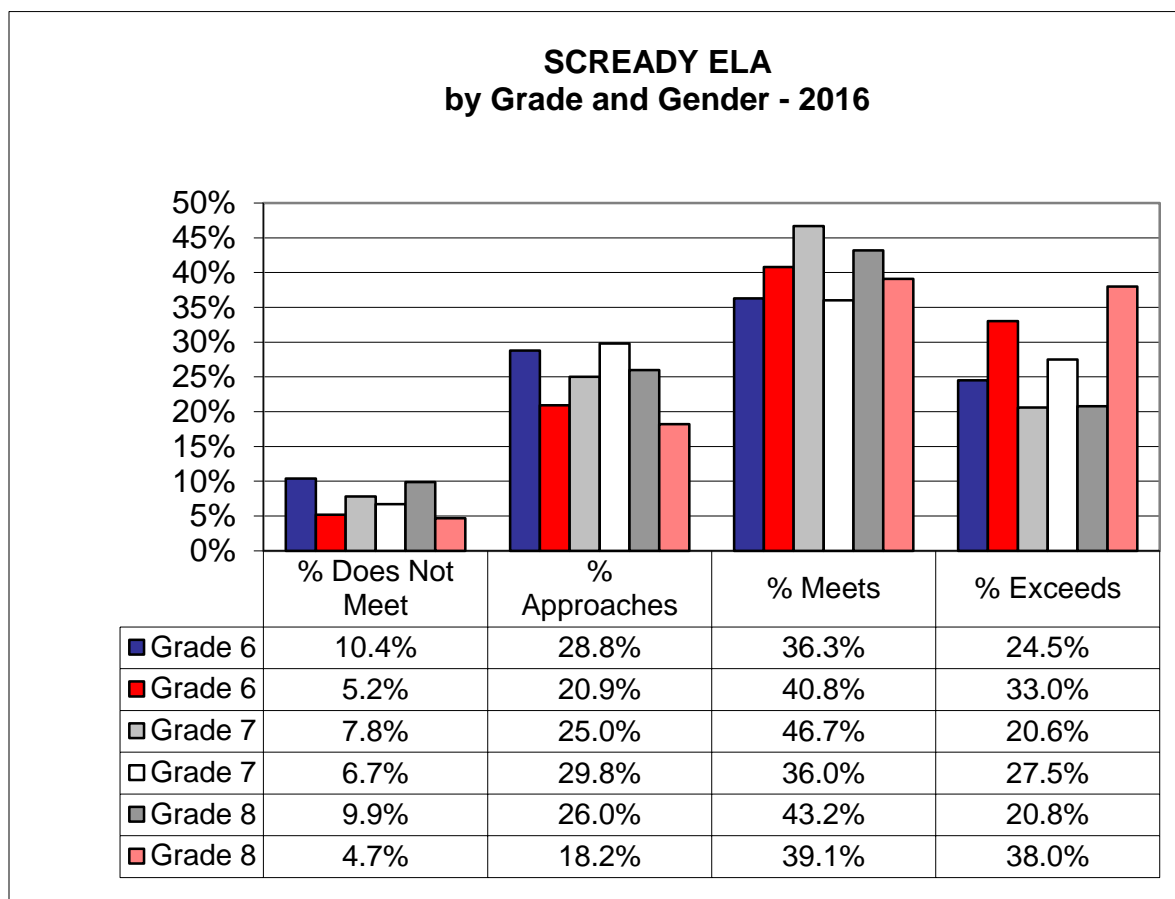


2016 SC PASS Eighth Grade Results

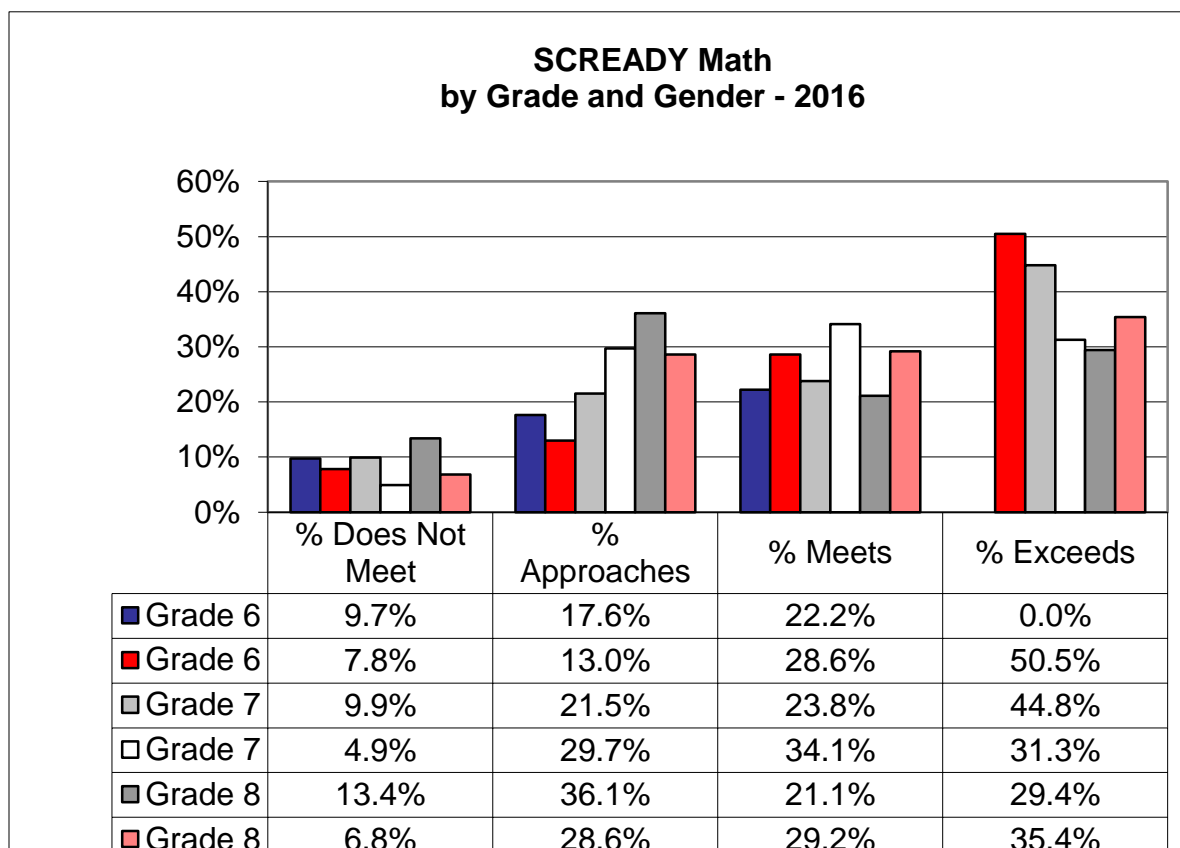
As can be seen from the graphs, RMS percentages for all tests show a shift to the right toward the Exemplary or Read categories in all subjects and at all grade levels. RMS shows a much lower Not Met or In Need of Support percentage and much higher Exemplary or Exceeding percentage than either district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

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. As can be seen below, current outcomes mirror the historical patterns and general conclusions that 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.

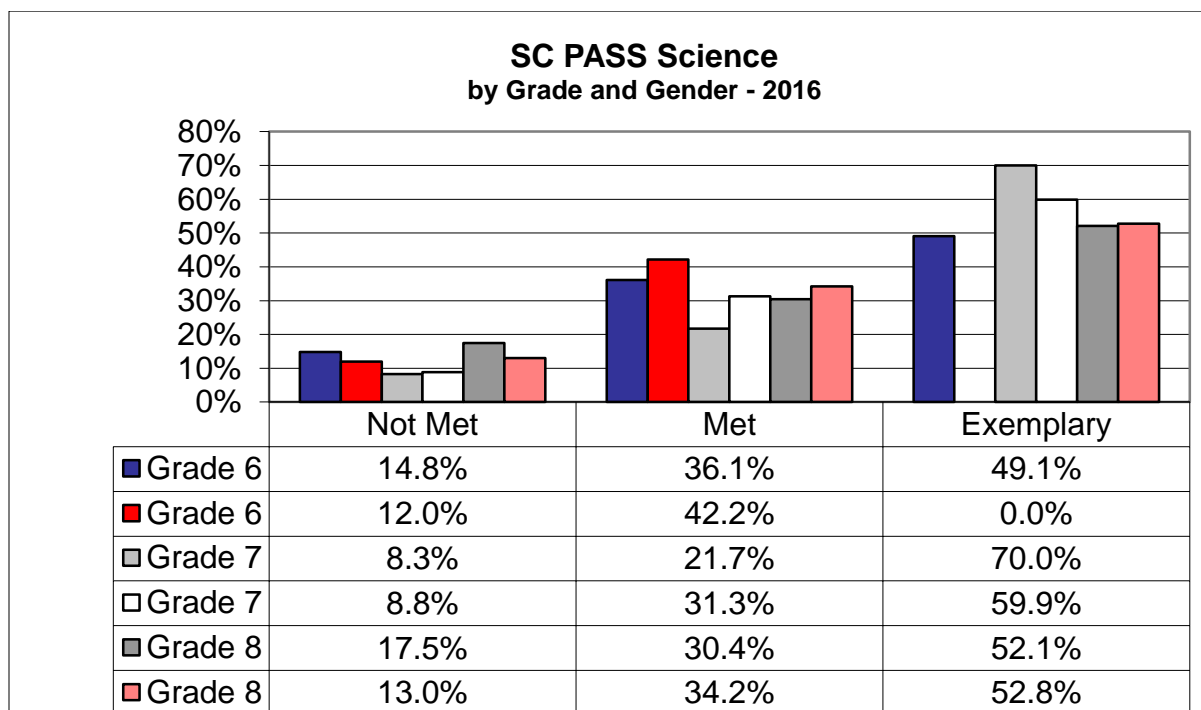
SCREADY by Grade and Gender



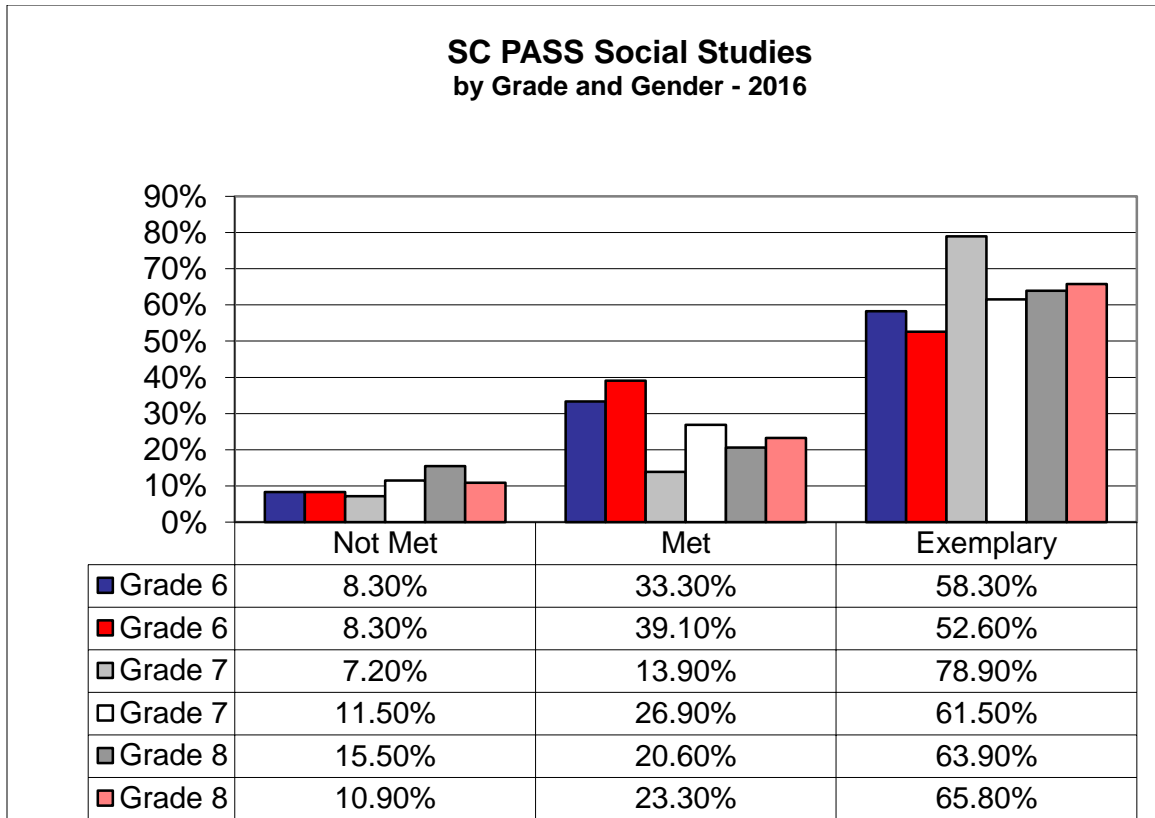
SCREADY ELA Scores by Grade and Gender



SCREADY Math Scores by Grade and Gender



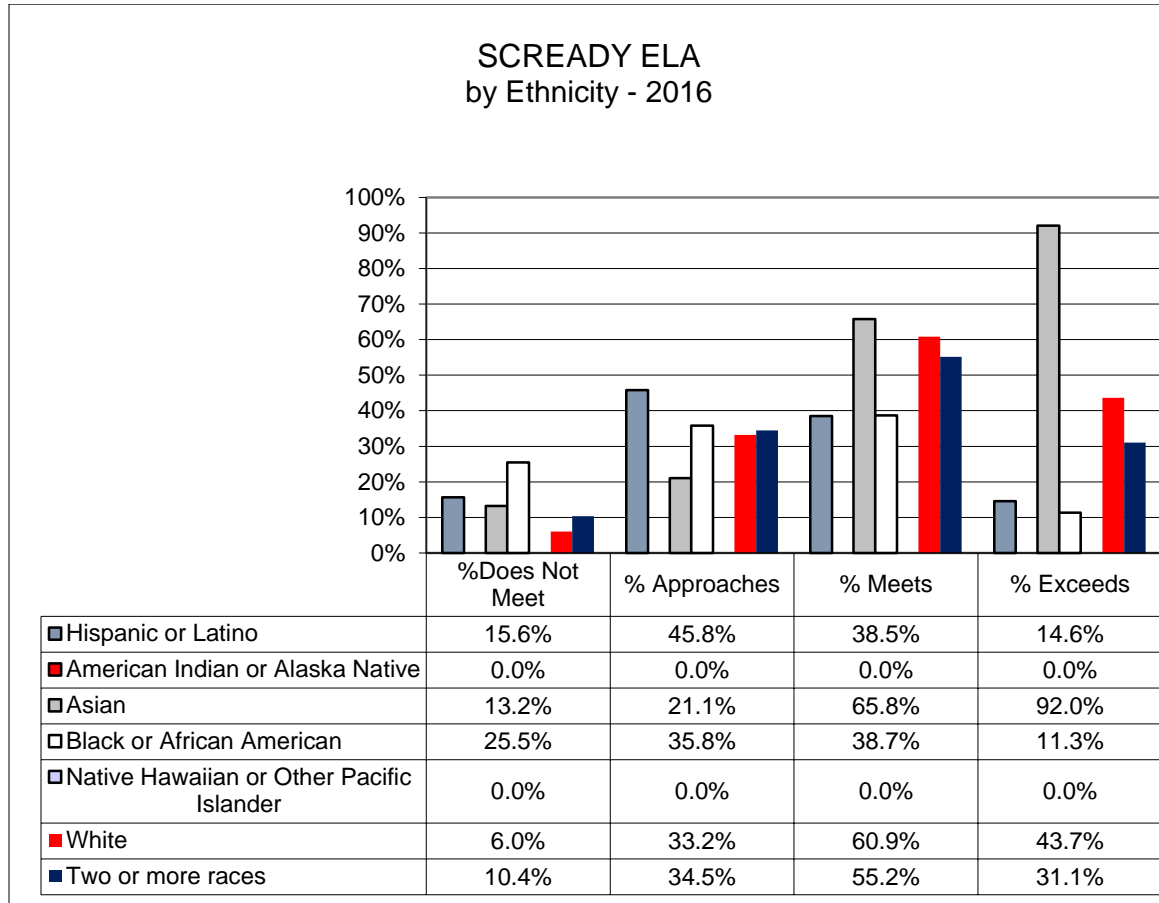
SC PASS Science Scores by Grade and Gender



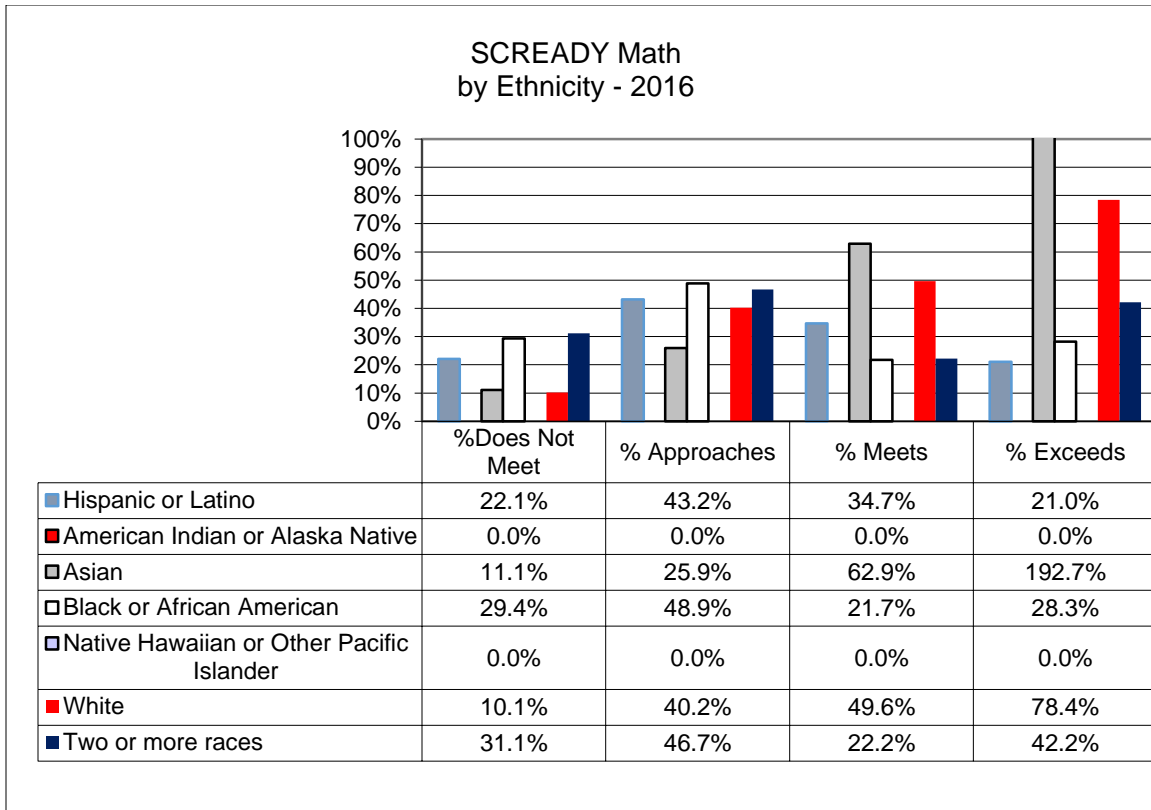
SC PASS Social Studies Scores by Grade and Gender

The following charts show the disaggregation of the current SCREADY and SC PASS data for all students enrolled during the 2015-2016 school year based on ethnicity. The ethnicity is based on the reported ethnicity of the student in PowerSchool.

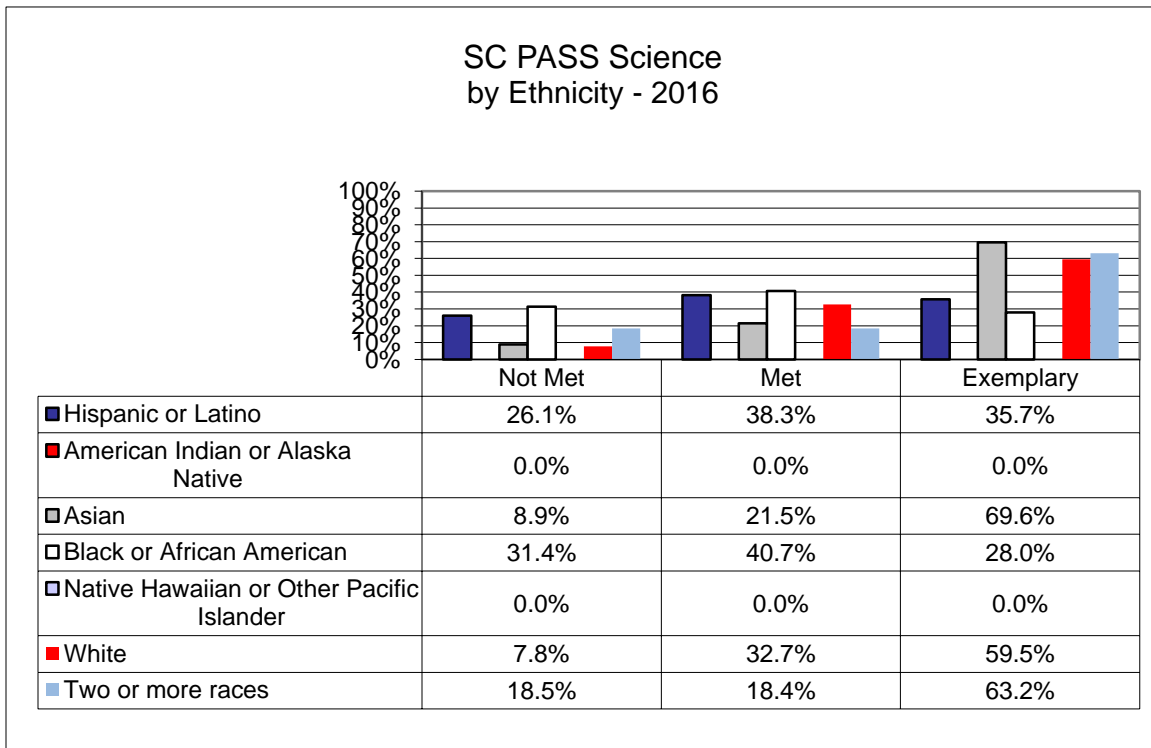
SCREADY by Ethnicity



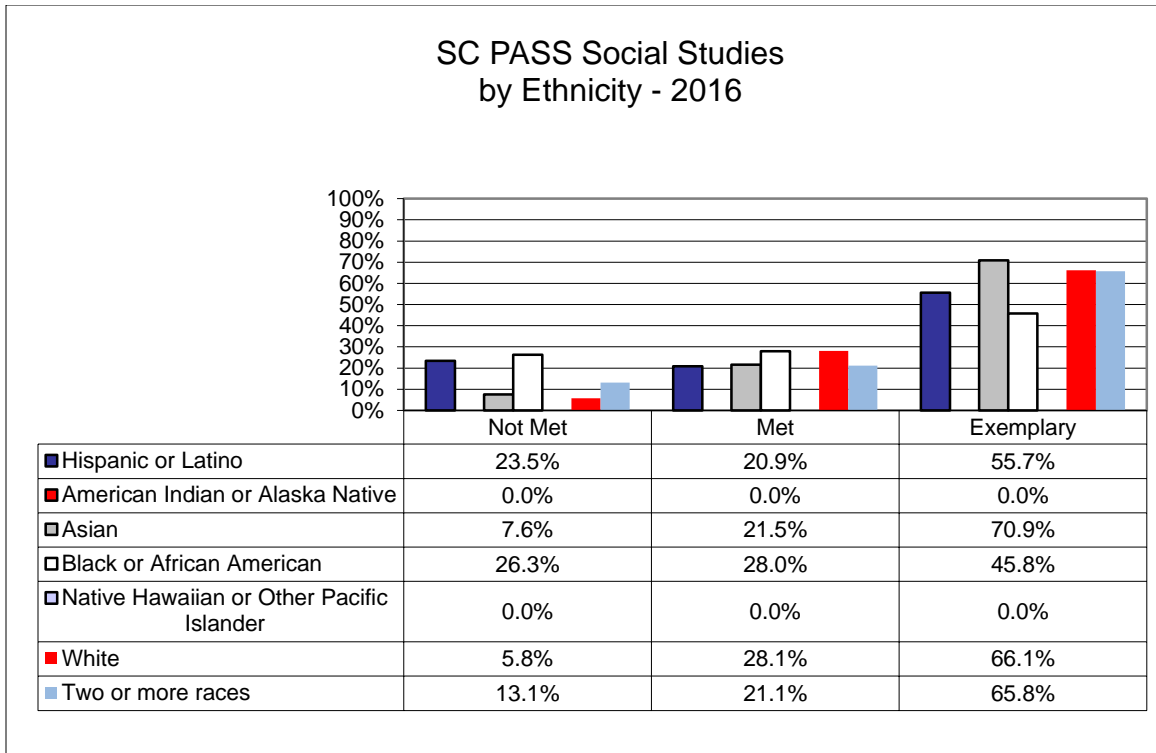
SCREADY ELA Scores by Ethnicity



SCREADY Math Scores by Ethnicity



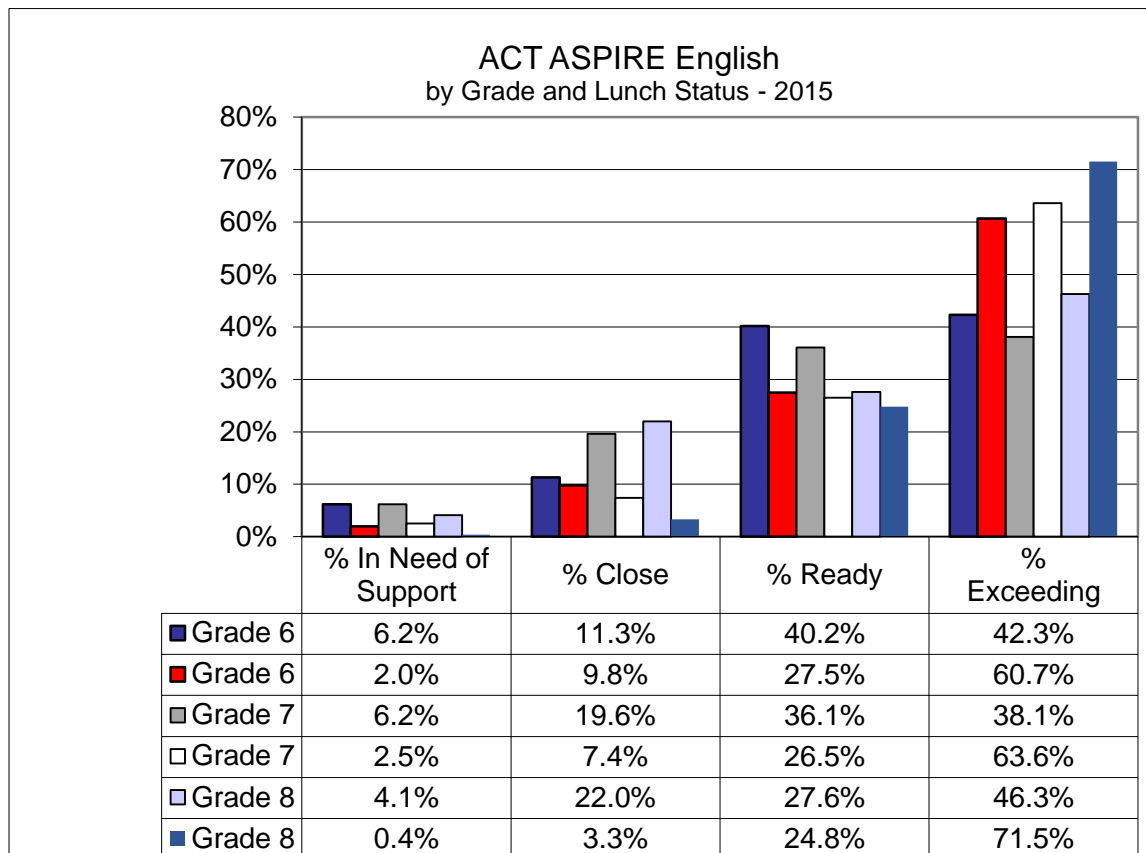
SC PASS Science Scores by Ethnicity



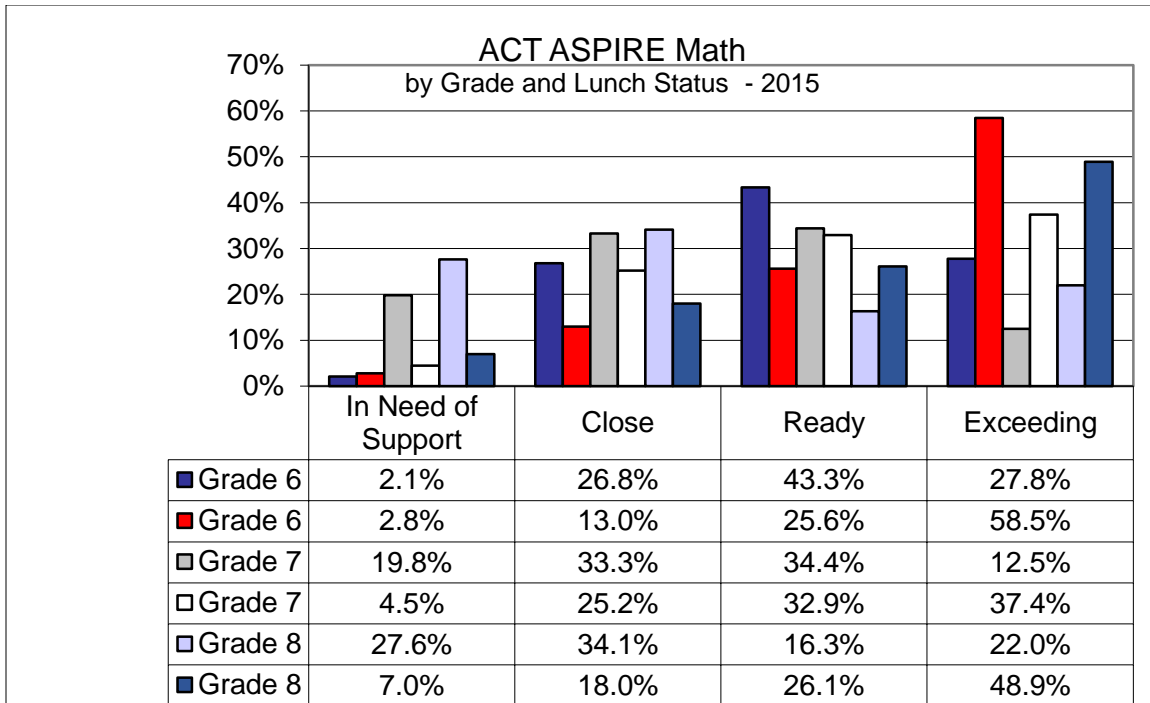
SC PASS Social Studies Scores by Ethnicity

SCREADY by Grade and Lunch Status

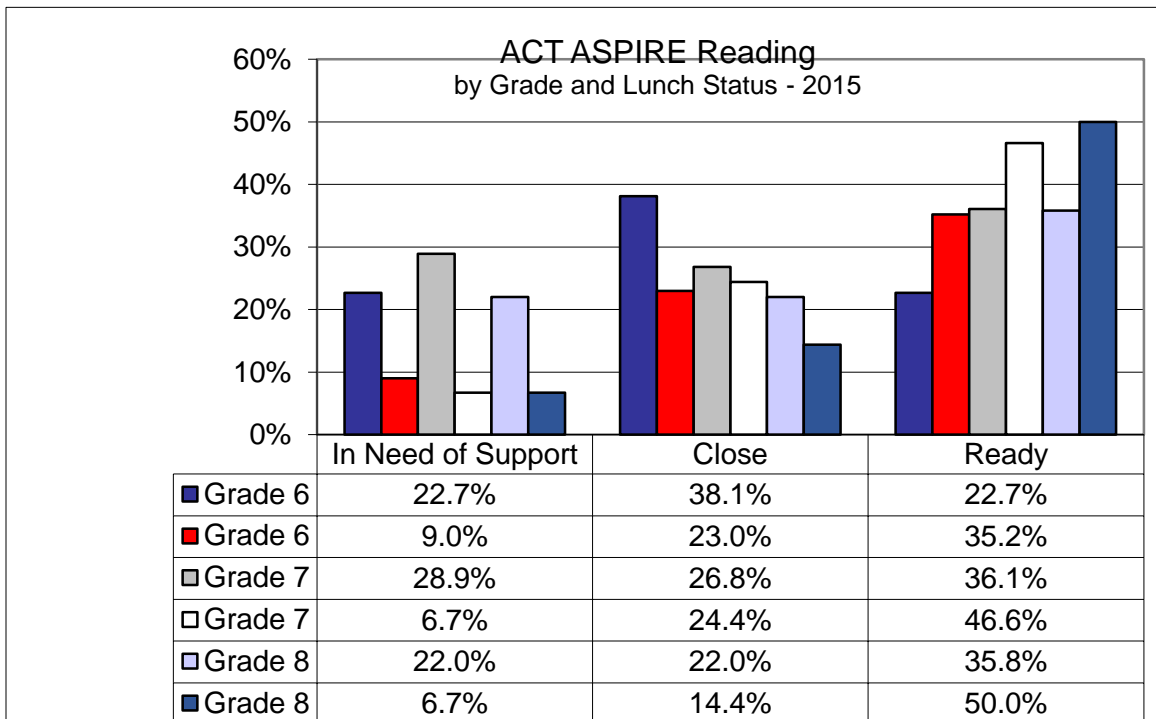
Note: At the writing of this report, lunch status demographics have not been released by state reports. The previous year data for ACT ASPIRE is included for reference.



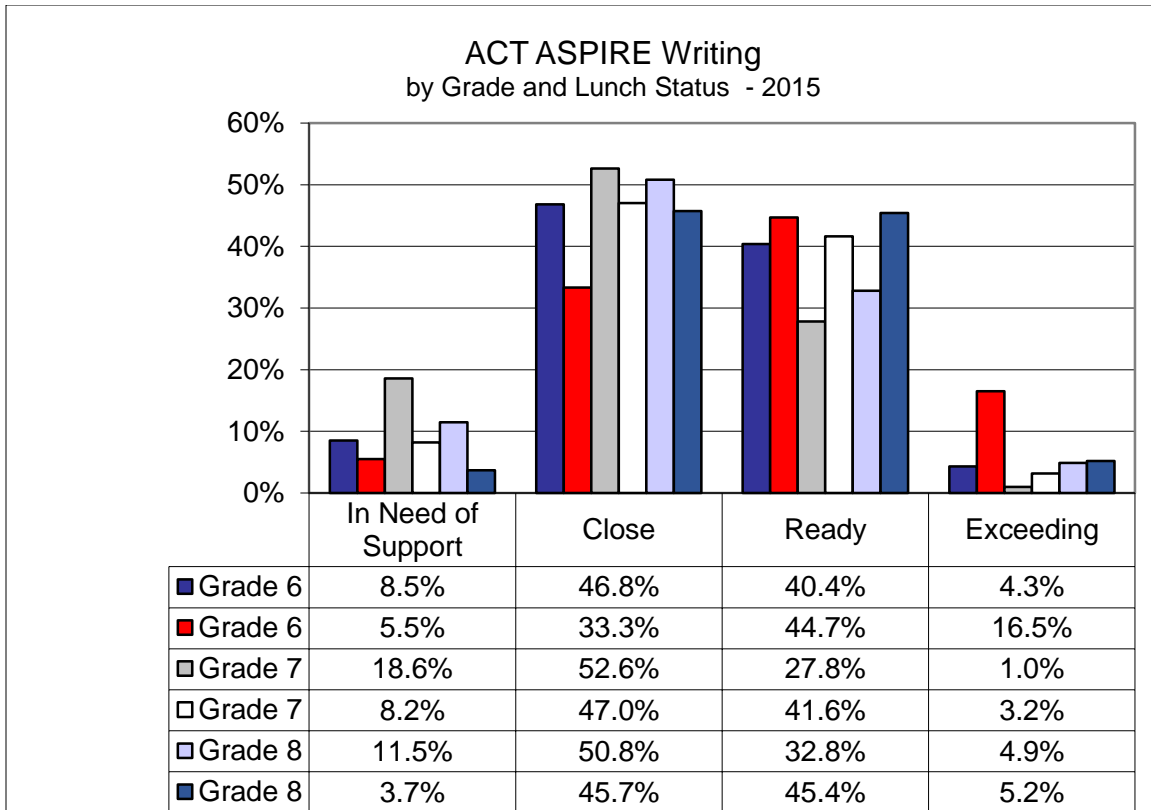
ACT ASPIRE English Scores by Grade and Lunch Status



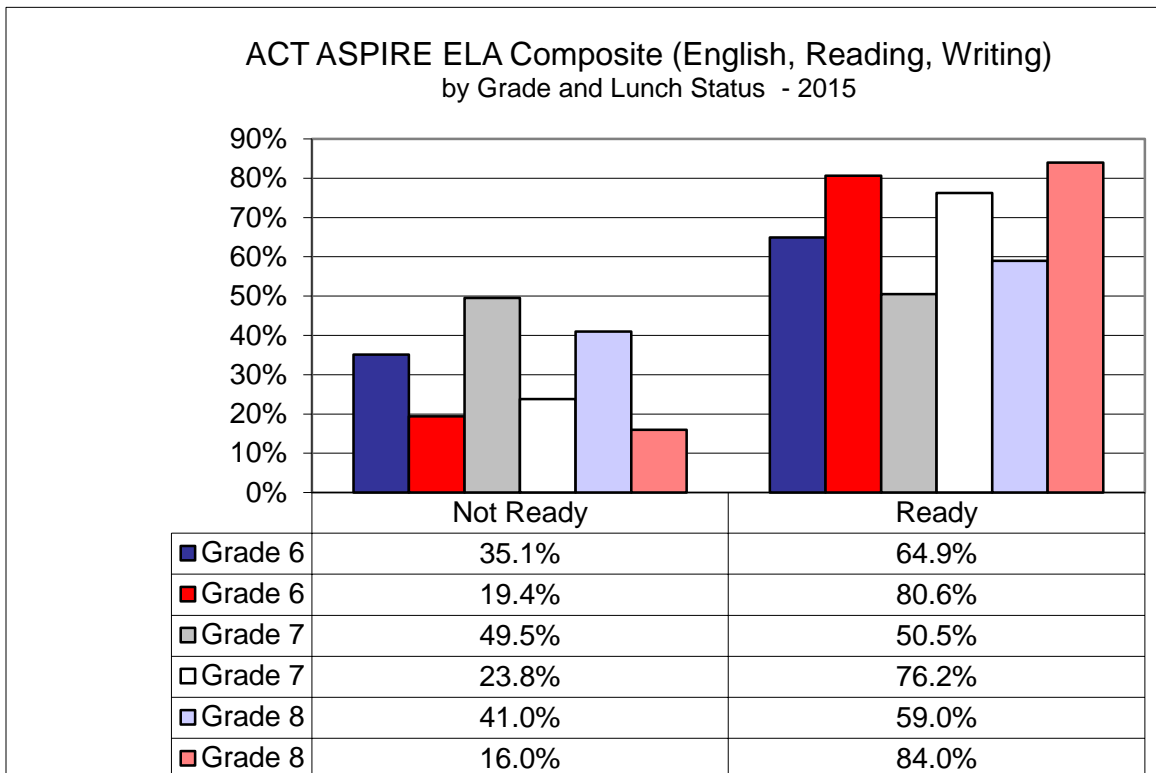
ACT ASPIRE Math Scores by Grade and Lunch Status



ACT ASPIRE Reading Scores by Grade and Lunch Status



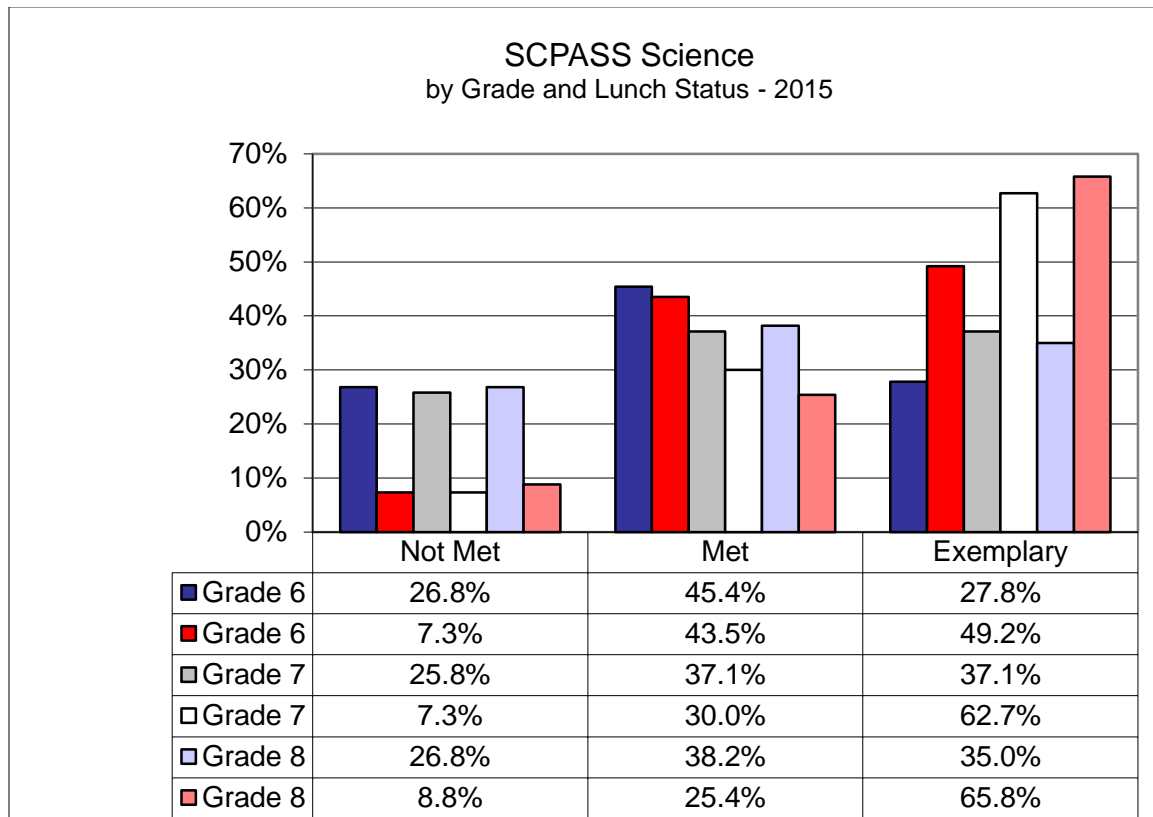
ACT ASPIRE Writing Scores by Grade and Lunch Status



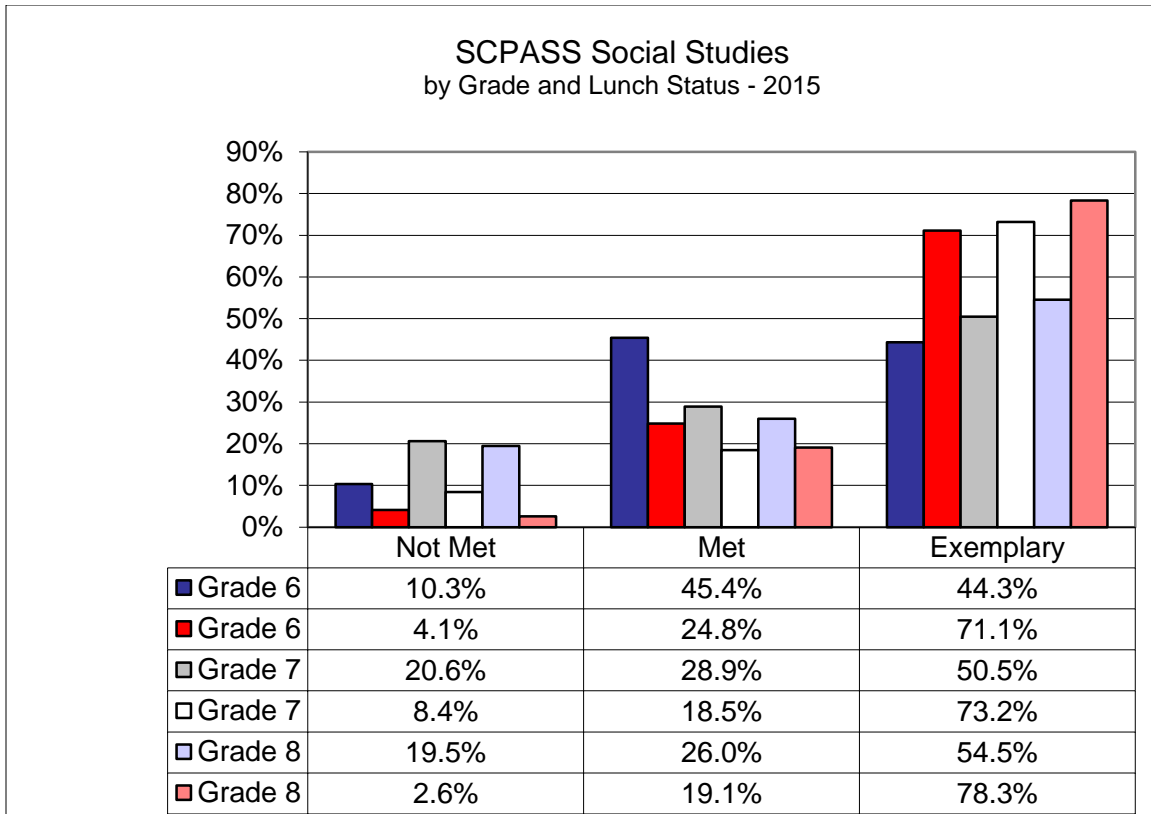
ACT ASPIRE Composite (English, Reading, Writing) by Grade and Lunch Status

SCPASS by Grade and Lunch Status

Note: At the writing of this report, lunch status demographics have not been released by state reports. The previous year data is included for reference.



SC PASS Science Scores by Grade and Lunch Status



SC PASS Social Studies Scores by Grade and Lunch Status

ESEA / Federal Accountability System

TITLE	ELA Proficiency Met/Improved	Math Proficiency Met/Improved	Science Proficiency Met/Improved	Social Studies Proficiency Met/Improved	ELA Percent Tested	Math Percent Tested
ALL STUDENTS	1	1	1	1	1	1
Male	1	1	1	1	1	1
Female	1	1	1	1	1	1
White	1	1	1	1	1	1
African-American	0.9	1	0.9	1	1	1
Asian / Pacific Islander	1	1	1	1	1	1
Hispanic	1	1	1	1	1	1
American Indian / Alaskan						
Disabled	0.5	0.6	0.6	0.7	1	1
LEP	1	1	1	1	1	1
Subsidized Meals	1	1	1	1	1	1
Total Number of Points	9.4	9.6	9.5	9.7	10	10
Total Number of Objectives	10	10	10	10	10	10
Percent of Objectives Met	94	96	95	97	100	100
Weight	0.4	0.4	0.05	0.05	0.05	0.05
Weighted Points Subtotal	37.6	38.4	4.75	4.85	5	5
Points Total	95.6					

As seen above, while the most recent ESEA/Federal Accountability (2014) 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 disaggregation of the various school data, the RMS staff continues to adjust and modify our plan of self-improvement to assist all students, and staff, in constant *Learning Today, Leading Tomorrow*.

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	Creative play/games
Reciprocal teaching	Guided peer editing
Collaborative pairs	Chalk Talk
Guided lecture	Ticket out the Door
Mnemonics	Error Analysis
Essential Questions	Tech labs
KWL	Guided discovery
Graphic organizers	Computer assisted instruction
Student coaches	Daily read aloud

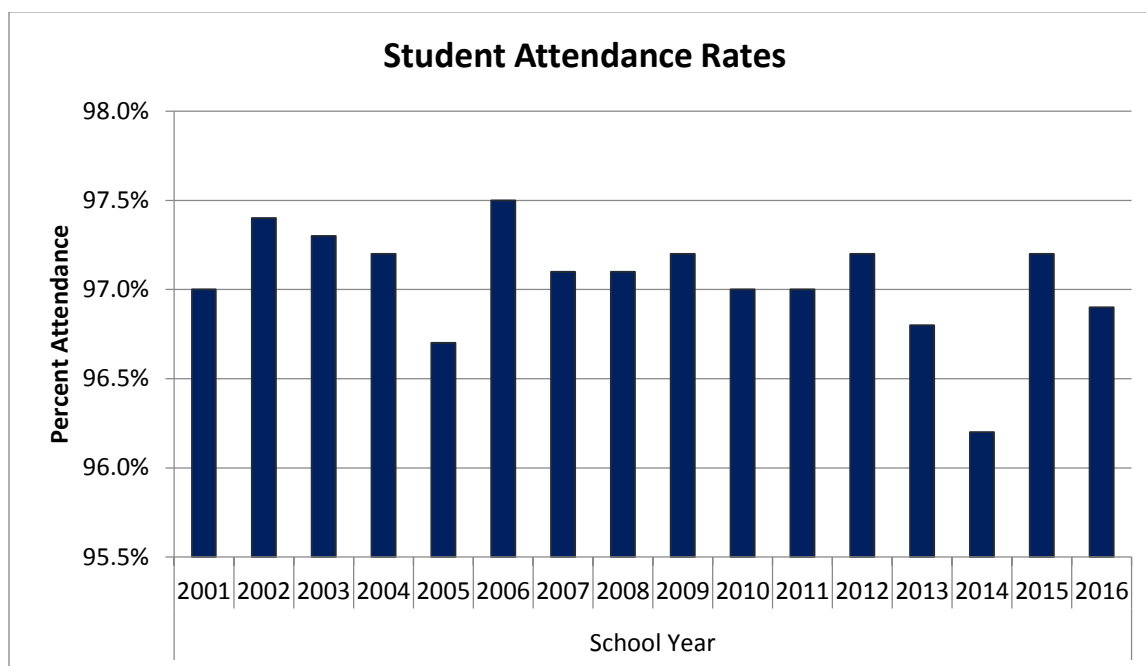
The relevant use of these instructional strategies, as well as many others, is based on current educational research. The framework for many of these practices used at Riverside Middle includes the work of Dr. Max Thompson and Dr. Julia Thompson in *Learning Focused Schools*, Carol Ann Tomlinson in *The 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 and 2014 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.



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/In Need of Support on all portions of standardized testing.

Special education students are tested on a level higher than their ability (as identified on their IEP).

Historically students in poverty have had lower achievement levels and lower reading levels than their peers.

African American students as a subgroup, especially African American males have continued to achieve at lower rates than white, Hispanic, and Asian peers.

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 2016-2017

Activity	Participants	Schedule	Purpose	Person(s) Responsible
Capturing Kids Hearts	All Staff	Summer 2016	Introduction to the CKH process and EXCEL communication model for engaging students in classroom communities.	Flippin Group Staff & Administration
CKH Leadership Blue Print	Admin.	Summer 2016	Cultivate characteristics in administrators that result in implementation of CKH school-wide	Flippin Group Staff
CKH Process Champs	Teacher Leaders	October & February	Develop a team of teacher-leaders to assist in the implementation of CKH school-wide	Flippin Group Staff & Administration
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
Student Learning Objectives (SLOs)	All Staff	Throughout Year	Development of new Student Learning Objectives as required by SDE	Admin Team, Instructional Coach
Google Faculty Website Training	All Staff	Fall	Hand-on training of new Google Sites	Local teacher trainers
Learning Studio Training	All Staff	Fall	Training on Digital Promise Learning Studio.	Media Specialist

Child Abuse Training	All Staff	Beginning of year	To recognize child abuse situations and how to properly handle those issues.	Guidance & Admin Team
Student Centered Learning	All Staff	Beginning of year	Planning steps for implementing a student-centered focus	Admin Team
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
SWAP: Student Work Analysis Protocol	All Certified Staff	Grade level & Content Area Meetings	Provide staff with a protocol through which they can analyze student work to increase student achievement	Merle Faulk, teacher leader, & Admin. Team
Twice Exceptional Students	All Certified Staff	3.29.17	Inform teachers of characteristics of twice exceptional children and possible strategies for intervention	District Behavior Specialist & Admin. Team
IC meet with teachers working on formal PAS-T evaluation year	Year 5 teachers	As Needed	Go over process and answer questions	Instructional Coach
Schools to Watch	All Staff	All Year	Focus teams will develop a social contract, assign roles, write goals, and develop a written action plan with specific steps and times for	Admin Team, Instructional Coach

each goal.				
Student Engagement	All teachers	During Planning – various sessions as needed	Teachers will discuss how to recognize student engagement in the classroom and visit a series of classrooms to see student engagement in action.	Instructional Coach Admin Team
PLCs	All teachers	Curriculum Meetings	General instructions working in a PLC	Admin Team, Instructional Coach
Windows 8	All Teachers	Winter	Training for newly refreshed computer systems	District Trainer
YouTube in the Classroom	All Teachers	Planning – various sessions	Guidance on using YouTube for the classroom	Admin Team, Instructional Coach
Google Apps for Education, Google Sites	Teachers	After School	To give teachers training in the core GAFE apps: Drive, Docs, Sites, Forms, Sheets, and Slides.	Instructional Coach

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 SCDE College and Career Ready 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 2017-2018

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
<i>ATLAS</i> Curriculum Management	All Certified Staff	Fall 2016	Introduction and implementation of the new district curriculum management system	Instructional Coach
<i>ENRICH Data</i> Management	All Certified Staff	Fall 2016	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	Year 3 teachers	Monthly Meetings/Third Tuesday of the	Go over process and answer questions	Instructional Coach

evaluation year		month during planning periods		
Student Centered Instruction	Ongoing	Monthly	Discuss the analysis of student needs and the ways in which students access the curriculum	Instructional Coach, Department Chairs, & Admin.
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
PLC	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
<i>Schools to Watch</i>	All certified Staff	Throughout Year	To continue the development of the <i>Schools to Watch</i> initiative and committees	Site Coordinator
Implementing the “New” Special Education Vision	All Staff	Throughout the year	Instructions on the “next-steps “ for personalizing the educational experience of a more diverse group of learners	Admin Team, Instructional Coach, District Special Ed. Staff
Google Apps	All Staff	Throughout year	General instructions on the implementation of Google Apps in the District	Instructional Coach

School Climate Needs Assessment

Student Questionnaire Results

During spring of the 2015-2016 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 forty-four questions, twenty-three were shown in this category.

Students at my school behave well in the hallways, in the lunchroom, and on the playground.	47.8
Students at my school behave well in class.	51.5
My classes are interesting and fun.	56.7
The bathrooms at my school are kept clean.	59.8
The textbooks and workbooks I use at my school really help me to learn.	63.9
Parents at my school know their children's homework assignments.	63.9
Students at my school believe they can do good work.	66.4
My teachers do a good job teaching me mathematics.	67.9
My teachers praise students when they do good work.	69.0
The rules about how students should behave in my school are fair.	70.0
Teachers and students get along well with each other at my school.	72.3
Students from different backgrounds get along well at my school.	72.6
My teachers give homework assignments that help me learn better.	74.0
My teachers spend enough time helping me learn.	75.1
I am satisfied with the social and physical environment at my school.	75.9
I am satisfied with the learning environment in my school.	76.7

Parent Questionnaire Results

During the winter of the 2014-2015 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

My child's teachers invite me to visit my child's classrooms during the school day.	25.4
My child's teachers contact me to say good things about my child.	38.7
My child's school considers changes based on what parents say.	48.9
My child's teachers tell me how I can help my child learn.	53.1
My child's school has an anti-bullying program to prevent or deal with bullying.	56.5
My child's school treats all students fairly.	61.7
My child's teachers and school staff prevent or stop bullying at school.	62.4
Students at my child's school are well-behaved.	65.2
My child's school includes me in decision-making.	70.5
My child's school gives me information about what my child should be learning in school.	74.1
I AM SATISFIED WITH HOME-SCHOOL RELATIONS AT MY CHILD'S SCHOOL.	76.6
My child's teachers care about my child as an individual.	78.1
The principal at my child's school is available and welcoming.	78.9
My child's school schedules activities at times that I can attend.	79.5

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			
Participate in School Improvement Council meetings.	11.4	28.4	55.1	5.1
Participate in school committees (textbook committee, spring carnival committee, etc.)	16.5	29.0	50.0	4.5
Attend parent workshops (how to help my child with school work, how to talk to my child about drugs,	27.7	33.3	17.5	21.5
Volunteer for the school (bake cookies, help in office, help with school fund raising, etc.)	32.6	31.4	34.3	1.7
Go on trips with my child's school (out of town band contest, field trip to the museum, etc.)	40.7	33.3	20.9	5.1
Participate in Parent-Teacher-Student Organizations (PTA, PTO, etc.)	42.9	22.6	33.3	1.1
Attend student programs or performances	80.2	11.9	5.6	2.3
Attend Open Houses or parent-teacher conferences	89.3	5.6	4.0	1.1

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.	8.0	60.6	31.4
Contact my child's teachers about my child's school work.	86.4	10.2	3.4
Limit the amount of time my child watches TV, plays video games, surfs the internet, etc.	90.5	5.6	3.9
Help my child with homework when he/she needs it.	94.9	4.0	1.1
Make sure my child does his/her homework.	96.6	2.8	0.6

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.	6.2	93.8
Family health problems reduce my involvement.	8.5	91.5
I don't feel like it is appreciated when I try to be involved.	8.6	91.4

Lack of available care for my children or other family members reduces my involvement.	14.1	85.9
The school does not encourage my involvement.	15.6	84.4
Information about how to be involved either comes too late or not at all.	24.6	75.4
My work schedule makes it hard for me to be involved.	59.9	40.1

Please rate your school on...	Very Good	Good	Okay	Bad	Very Bad
The school's overall friendliness.	42.5	39.1	17.9	0.6	0.0
The school's interest in parents' ideas and opinions.	13.6	42.9	35.6	7.3	0.6
The school's efforts to get important information from parents.	27.5	37.6	27.0	7.3	0.6
The school's efforts to give important information to parents.	37.1	38.8	19.7	3.4	1.1

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 40% 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 spring of the 2015-2016 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 90% of the staff rated the question “Mostly Agree” or above.

Question	Agree
The level of teacher and staff morale is high at my school.	16.7
The faculty and staff at my school have a shared vision.	39.6
The school leadership makes a sustained effort to address teacher concerns.	41.7
I feel comfortable raising issues and concerns that are important to me.	41.7
The school administration sets high standards for students.	45.8
Teachers at my school are recognized and appreciated for good work.	50.0
I feel supported by administrators at my school.	50.0
I am satisfied with the learning environment in my school.	52.1
My school or district provides me with training to assist in preventing and/or dealing with bullying.	52.1
My non-instructional duties do not interfere with my essential role of educating students.	52.1
I am satisfied with my current working conditions.	54.2
My decisions in areas such as instruction and student progress are supported.	56.2
The school administration provides effective instructional leadership.	56.3
Rules and consequences for behavior are clear to students.	58.3
Teachers at my school are encouraged to develop innovative solutions to problems.	60.4
The school administration communicates clear instructional goals for the school.	62.5
Parents at my school are aware of school policies.	62.5
Students at my school are motivated and interested in learning.	66.7
My class sizes allow me to meet the educational needs of my students.	66.7
Parents are involved in school decisions through advisory committees.	68.7
Parents at my school understand the school's instructional programs.	70.8
I am satisfied with the social and physical environment at my school.	70.9
The school administration arranges for collaborative planning and decision making.	73.0

Local, state, or national policies assist me in meeting the educational needs of my students.	73.0
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	75.0
The rules for behavior are enforced at my school.	75.1
My school offers effective programs for students with disabilities.	77.1
School administrators visit classrooms to observe instruction.	77.1
Teacher evaluation at my school focuses on instructional improvement.	79.2
There are relevant professional development opportunities offered to teachers at my school.	81.2
Student assessment information is used to set goals and plan programs for my school.	81.2
Parents at my school support instructional decisions regarding their children.	81.3
The rules about how students should behave in my school are fair.	81.3
Sufficient resources are available to allow teachers to take advantage of professional development activities.	81.3
Parents at my school cooperate regarding discipline problems.	83.3
I have sufficient space in my classroom to meet the educational needs of my students.	83.3
Students at my school behave well in class.	85.4
Effective instructional strategies are used to meet the needs of low achieving students.	87.5
I am satisfied with home and school relations.	87.5
Our school has sufficient computers for instructional use.	87.6
There is a sufficient amount of classroom time allocated to instruction in essential skills.	89.6
Teachers respect each other at my school.	89.6
There is sufficient space for instructional programs at my school.	89.6
Teachers at my school collaborate for instructional planning.	89.6
Parents at my school are interested in their children's schoolwork.	89.6
Effective instructional strategies are used to meet the needs of low achieving students.	87.5
I am satisfied with home and school relations.	87.5
Our school has sufficient computers for instructional use.	87.6
There is a sufficient amount of classroom time allocated to instruction in essential skills.	89.6
Teachers respect each other at my school.	89.6
There is sufficient space for instructional programs at my school.	89.6
Teachers at my school collaborate for instructional planning.	89.6
Parents at my school are interested in their children's schoolwork.	89.6

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. Changes in State and District directives, new standardized testing still in an unsettled state, and continued

increases in staff requirements on paperwork and staff development seem to be contributing factors in several areas having a lower satisfaction rating.

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	48	365	178
Percent satisfied with learning environment	52.1	76.7	90.4
Percent satisfied with social and physical environment	70.9.0	75.9	87.6
Percent satisfied with school-home relations	87.5	84.2	76.6

* 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

- Meet the state and federal accountability objectives for all students and subgroups in ELA each year.
- 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.
- Meet the state and federal accountability objectives for all students and subgroups in mathematics each year.
- 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% tested for all students and student subgroups tested.
- Meet the state and federal accountability objectives for all students and subgroups in science each year.
- Meet the state and federal accountability objectives for all students and subgroups in social studies each year.
- Retain new to the profession (those with 1-3 years of experience) at a rate of 100% each year.
- 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.

SC READY ELA**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 ELA each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in ELA as measured by SC READY.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in ELA as measured by SC READY.

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

	Baseline 2015-16	2016-17	2017-18
School Projected	X	71.5	74.5
School Actual	68.5		
District Projected	X	49	52
District Actual (MS only)	46		

Baseline data to be established in 2015-16.

SC READY ELA

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Utilize working lunch	<u>current</u>	<u>All ELA teachers</u>	<u>none</u>	<u>none</u>	<u>Teachers can keep a list of those that attend working lunch</u>
Utilize flex time to help students	2017-2018 school year	All ELA teachers	none	none	Teachers can keep a log of those that they help
SSR reading time to increase reading stamina	current	All ELA teachers	none	none	Teachers can indicate in their lesson plans the designated SSR time
Texts in the close readers to increase reading stamina and reading for a purpose	current	All ELA teachers	Close readers are provided by textbook company	none	Teachers indicate in their lesson plans

Website for daily news articles to help increase informational text complexity and understanding	Current for some and 2017-2018 school year	All ELA teachers	None	None	Teachers indicate in their lesson plans
Stems and SAT HOT WORDS	current	All ELA teachers	None	None	Teachers indicate in their lesson plans
Readtheory.org to help with reading comprehension, especially for lower performing students	Current for Moore and others can use in 2017-2018 school year	Those ELA teachers that choose to use it	None	None	Teachers can indicate in their lesson plans; they can print off progress charts
Common Planning for ELA teachers and special education co-teaches in each grade level	Weekly	All ELA & Special Ed. Teachers	None	None	Weekly Content minutes and lesson plans
Student Work Analysis	Quarterly (minimum)	All ELA & Special Ed. Teachers	None	None	SWAP Forms and Artifacts present in Teacher Portfolios

SC Ready Data Review Report by Grade Level	Yearly	All ELA teachers (via Principal and Academic Specialist)			Shared document in Google classroom
Analyze quarterly benchmark test to identify concepts & skills that need to be retaught through starters & spiral review (Grade Cam)	Quarterly	All teachers	\$2900	Local Funds	Quizzes, data analysis, review lessons, analyze student work during grade level PLC
Monthly Department Meetings to establish a vertical PLC that facilitates vertical articulation and best practice	Monthly	All ELA teachers			Meeting Minutes

EOCEP % ENGLISH I

☒ 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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100.00	100.00	100.00	100.0	100.0
School Actual	100.0	100.0	100.0	98.8	100.00		
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	79.7 (MS & HS)	82.8 (MS & HS)		

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

EOCEP % ENGLISH I

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
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	Ongoing	English I teacher	N/A	N/A	Weekly lesson plans

<p>vocabulary instruction as a regular part of reading assignments throughout the year.</p> <p>Vocabulary study will include words in context of literature, academic vocabulary, word stems, and SAT words.</p>					
<p>WRITING Include writing in all units of instruction.</p> <p>Incorporate review of grammar covered in previous grades and present</p>	Ongoing	English I teacher	N/A	N/A	Weekly lesson plans
<p>Literacy Plan Finalize and implement a school literacy plan to assist all students</p>	Ongoing	School Literacy Team, all teaching staff	N/A	N/A	Literacy strategies collected from teachers and incorporate lesson checks in teacher observations

SC READY MATH

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

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in mathematics as measured by SC READY.

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by SC READY.

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

	Baseline 2015-16	2016-17	2017-18
School Projected	X	71.5	74.5
School Actual	68.5		
District Projected	X	44	47
District Actual (MS only)	41		

Baseline data to be established in 2015-16.

SC READY MATH

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
ALEKS	Ongoing	Sixth grade math teachers	\$7400	Flex Funds and District General Fund	Class reports
USA Test Prep	Ongoing	7th and 8th grade math teachers	\$5100	District General Fund	Student reports
Focus on content area vocabulary	Ongoing	All Math teachers			Vocabulary on flipcharts
SC Ready style practice	Weekly	All math teachers			Online practice test & tools, Benchmarks, Flipcharts with review & warm-up questions
Spiral review on Minor Assessments	Ongoing	All math teachers			Minor Assessments
SC Ready Data Review Report by Grade Level	Yearly	All math teachers (via Principal and Academic Specialist)			Shared document in Google classroom
Analyze quarterly benchmark test to identify concepts & skills that need to be retaught through starters & spiral review (Grade Cam)	Quarterly	All math teachers	\$2900	Local Funds	Quizzes, data analysis, review lessons, analyze student work during grade level PLC

Monthly Department Meetings to establish a vertical PLC that facilitates vertical articulation and best practice	Monthly	All math teachers			Meeting Minutes
Common Planning for Math teachers and special education co-teaches in each grade level	Weekly	All Math & Special Ed. Teachers	None	None	Weekly Content minutes and lesson plans
Student Work Analysis	Quarterly (minimum)	All Math & Special Ed. Teachers	None	None	SWAP Forms and Artifacts present in Teacher Portfolios

EOCEP % ALGEBRA I

☒ 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

	<i>Baseline 2011-12</i>	<i>Planning Year 2012-13</i>	<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
<i>School Projected</i>	X	X	100.00	100.00	100.00	100.00	100.00
<i>School Actual</i>	100.00	100.00	100.00	99.4	100.00		
<i>District Projected (MS and HS)</i>	X	X	84.6	85.6	86.6	87.6	88.6
<i>District Actual (MS only)</i>	99.4	97.6	99.2	90.1 (MS & HS)	85.5 (MS & HS)		

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

EOCEP % ALGEBRA I

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
ALEKS	Ongoing	Sixth grade math teachers	\$7400	Flex Funds and District General Fund	Class reports
USA Test Prep	Ongoing	7th and 8th grade math teachers	\$5100	District General Fund	Student reports
Focus on content area vocabulary	Ongoing	All Math teachers			Vocabulary on flipcharts
SC Ready style practice	Weekly	All math teachers			Online practice test & tools, Benchmarks, Flipcharts with review & warm-up questions
Spiral review on Minor Assessments	Ongoing	All math teachers			Minor Assessments
SC Ready Data Review Report by Grade Level	Yearly	All math teachers			Shared document in Google classroom from Principal and district Academic Specialist.
Analyze quarterly benchmark test to identify concepts & skills that need to be retaught through starters & spiral review (Grade Cam)	Quarterly	All math teachers	\$2900	Local Funds	Quizzes, data analysis, review lessons, analyze student work during grade level PLC

SC READY % TESTED

☒ 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 SC READY.

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

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

% Tested ELA – School	Baseline 2015-16	2016-17	2017-18
Projected Performance	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	*		
Students in Poverty	*		

SC SDE did not provide data for 2015-16.

SC READY % TESTED

% Tested ELA – District Grades 6-8	Baseline 2015-16	2016-17	2017-18
Projected Performance	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	*		
Students in Poverty	*		

SC SDE did not provide data for 2015-16.

% Tested Math – School	Baseline 2015-16	2016-17	2017-18
Projected Performance	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	*		
Students in Poverty	*		

SC SDE did not provide data for 2015-16.

SC READY % TESTED

% Tested Math – District – Grades 6-8	Baseline 2015-16	2016-17	2017-18
Projected Performance	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	*		
Students in Poverty	*		

SC SDE did not provide data for 2015-16.

SCPASS SCIENCE

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

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

FIVE YEAR PERFORMANCE GOAL: 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): ESSA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	87.8	88.8	89.8
School Actual	86.8	88.4		
District Projected	X	73.9	74.9	75.9
District Actual	72.9	71.4		

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

SCPASS SCIENCE

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
DRCE Online PASS Practice	March 16	Science Teachers	None	None	Lesson plans
Hands-on Learning	Ongoing	Science Teacher	Varies (cost of supplies)	District and local funds	Lab activities in the classroom Lesson Plans
On-line Simulations/Gizmos/Other sources	Ongoing	Science Teachers	-	District Science budget	Lesson Plans – Student access to Gizmos
Integration of Technology	Ongoing	Science Teachers	\$30,000	Flex funds	Flex funding application for additional Chromebook Carts
Explore/Launch starters, bell ringers	Ongoing	Science Teachers	-	District Science budget	Lesson Plans Benchmark and classroom assessment results
Stem/Vocabulary Builders	Ongoing	Science Teachers			Benchmark and classroom assessment results
Rubicon Atlas use	Ongoing	Science Teachers	-	District	Lesson Plans, Assessments, and Observations
SC PASS Data Review Report by Grade Level	Yearly	All Science teachers (via Principal and Academic			Shared document in Google classroom

Analyze quarterly benchmark test to identify concepts & skills that need to be retaught through starters & spiral review (Grade Cam)	Quarterly	Specialist) All Science teachers	\$2900	Local Funds	Quizzes, data analysis, review lessons, analyze student work during grade level PLC
Department Meetings - establish a vertical PLC that facilitates best practice	Monthly	All Science teachers			Meeting Minutes
Common Planning for Science teachers and special education co-teaches in each grade level	Weekly	All Science & Special Ed. Teachers	None	None	Weekly Content minutes and lesson plans
Student Work Analysis	Quarterly (minimum)	All Science & Special Ed. Teachers	None	None	SWAP Forms and Artifacts present in Teacher Portfolios

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.

Schools to Watch 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

2015 School Report Card Link

<http://ed.sc.gov/data/report-cards/state-report-cards/2016/view/?y=2016&d=2301&t=M&s=111>

2015 - ESEA / Federal Accountability System Link

Data will be available pending methodology approval by the U.S. Education Department.