

School Portfolio 2018-2019

Scope of Action Plan 2018-2019 through 2022-2023



Riverside Middle School

Katherine Malone
Principal

Greenville County Schools
School System

Dr. W. Burke Royster
Superintendent

Riverside Middle School

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Stakeholder Involvement for School Renewal

Position	Name	
1. Principal	Katherine Malone	
2. Teacher	Merle Faulk	
3. Parent/Guardian	Becky Rogers	
4. Community Member	Barry Horst	
5. Paraprofessional	Kim Mauro	
6. School Improvement Council Member	Heather Judd	
7. Read to Succeed Reading Coach	N/A	
8. School Read To Succeed Literacy Leadership Team Lead	Merle Faulk	
9. School Read To Succeed Literacy Leadership Team Member	Gaelyn Jenkins	

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

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

Instructional Leadership Team: Kate Malone, Chris Guth, Debbie Goulart, Cindy Bush, Merle Faulk

Principal Advisory Committee: Gaelyn Jenkins, Kate Malone, Natalie Rohaley, Kathy Thrasher, Pam Varner, Kerry Highsmith, Angela Rex, Sarah Goodnough, Debbie Goulart, Chris Guth, Cindy Bush, Gretchen Moore, Tara Grudzielanek, April Haynes, Susan Mathewson, Merle Faulk

School Leadership Team for Read to Succeed: Kate Malone, Cindy, Bush, Debbie Goulart, Merle Faulk, Gaelyn Jenkins, Tatiana Jenkins, Theresa Teeple

SIC: Shelley Christie, Andrea Creech, Gaelyn Jenkins, Heather Judd, Summer Ragsdale, Pam Wall, Barry Horst, Lauren Morley, Becky Rogers, Merle Faulk, Kate Malone, Jennifer Phillips,

PTSA Board: President: Jennifer Phillips, VP Volunteers: Yesenia Castro-Vazquez, VP Ways and Means: Mandi Morin, Secretary: AnnaMaria Cowart, Treasurer: Pam Ebbets

<h2 style="margin: 0;"><u>SC SDE Assurances</u></h2> <h3 style="margin: 0;">Early Childhood Development and Academic Assistance Act (Act 135) Assurances</h3> <p style="margin: 0;">(S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))</p>	
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p>Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Developmental Screening The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>

<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p>Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p>Developmentally Appropriate Curriculum for PreK-3 The school ensures that the scope and sequence of the curriculum for PreK-3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p>Parenting and Family Literacy The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p>Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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.</p>

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Introduction

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. Throughout the school's history Riverside Middle School has developed the school improvement plan with the investment of all stakeholders via a common process. The 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 initial development and continual update of the portfolio originally involved the RMS community organized into committees based on the portfolio sections and working under the *Baldrige* model. 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. During the 2015-2016 school year RMS began the *Schools to Watch* process with a detailed self-assessment. The following school year, ten focus teams of stakeholders were formed based on the results of this self-assessment process to address areas of need in the school. These focus teams developed action plans with specific goals and action steps which were executed during the 2016-2017 and 2017-2018 school years. The focus teams were asked to complete the cycle by collecting data and assessing effectiveness of the strategies implemented in order to develop a continuing action plan for coming school years. The focus teams are listed below. Each team was comprised of 10-15 faculty and staff members.

- Capturing Kids Hearts: The School Environment
- Coaching and Mentoring
- Discipline and Data
- Interdisciplinary Studies

- Professional Learning Communities
- Project Based Learning
- Student Incentives
- Scheduling and Intervention
- School and Community Connections

During the 2017-2018 school year, RMS was honored to be nominated as both a South Carolina School to Watch and a Capturing Kids Hearts National Showcase School. Although neither distinction was awarded to the school, both processes, which involved intensive observations from outside committees and extensive self-study and reflection, yielded invaluable feedback which has helped to inform this renewal plan, as well, during the School Portfolio Revision outlined in the chart at the conclusion of this section.

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 our focus for our school action plan. 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

School Portfolio Revision Plan 2017-18

Dates	Schedule for Ongoing Evaluation	Persons Responsible
August 2017 March 2018 PASS data SC Ready MAP data winter Grade 8 EOC scores Report Card Survey Data Quarterly benchmarks	School teams, focus groups, and small group collaborative planning cohorts met to identify and analyze current achievement data, quarterly benchmarks, and identify students in need of intervention: <ul style="list-style-type: none"> • SC READY and SC PASS • School demographics • Quarterly Benchmarks The state report card data, surveys, and demographics were reviewed. Faculty and instructional leadership team met weekly to identify gaps, plan instruction, and create strategies to close identified gaps in learning among subgroups.	Principal Assistant Principals Instructional Coach All Staff SIC members
Quarterly Meetings 2017-2018	MasteryConnect Formative/ Summative Assessment Content teams met with the instructional leadership team to analyze both formative and assessment data among grade level content cohort groups. Teachers reflected and shared strategies that worked to improve mastery. Teachers conducted benchmark analysis studies that asked them to identify areas of improvement including "bubble" students, students who needed intensive intervention for specific standards in small group or one-to-one settings, and standards for which the entire class required remediation.	All Staff Administrative team Instructional Coach
January- April 2018	School Focus groups, SIC, and community, parent, and student advisory groups met to revise our belief, vision, and mission statements, to reflect on current practice, to plan new goals for learning and achievement, and to make recommendations.	All Staff SIC Leadership Team

**Feedback was solicited from staff and stakeholders to update this plan over the course of the 2018-2019 school year.

Executive Summary

Riverside Middle School is a collaborative school community where stakeholders work together for the success of all students. 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 pursuit of excellence, faculty and staff use all available data to identify areas of growth and the strategies most likely to lead to student achievement.

Student Achievement: 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 2016-17 school year SCPASS tests were mandated for the subjects of Science and Social Studies. RMS's mean scores were 1765.51 for Science, and 665.12 for Social Studies. For the same school year, SCReady, was mandated for ELA and Math. The following were RMS average scores: ELA – 627 , and Math -629. Even within 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 target for many of the strategies developed with the Schools to Watch focus teams including a schedule that allows for an intervention (Flex) period, teacher-staffed extra help labs, increased student-incentives beyond traditional academic achievement, building relationships through the Capturing Kids Hearts model, and increased awareness of best practices for diverse student populations. Quarterly benchmark data analysis, Student Work Analysis Protocols (SWAP), as well as the teachers' annual Student Learning Objectives reflect a focus on these identified student needs.

Teacher and Administrator Quality: 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 75 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 90 years of experience in education.

Non-certified Staff: 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, including full participation in the Capturing Kids Hearts initiative, as well as focused professional development related to customer service.

School Climate: 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 75.0% satisfactory rating while students gave 64.1% and parents, 85.9%. The percent satisfied with the social and physical environment reported at 79.5% for teachers, 67.1% for students, and 84% for parents. Asked if satisfied with school-home relations, teachers reported 93.2% satisfaction, students 78.0% and parents at 66.3%.

Challenges: 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, an intervention and remediation period called Flex time, and an early morning virtual lab in order to both intervene and enrich the daily instruction our students receive. We offer a full spectrum of Special Education services that focuses on inclusive practices and targeted interventions, 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 based on their individual needs. This model has been effective in increasing the on-grade level instruction for students, and students with special needs have demonstrated growth toward grade level standards on school-wide benchmarks and embedded assessments in intervention programs, however, we have not seen that growth translate into higher achievement school-wide on state standardized tests.

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. Additional opportunities for community involvement, including a Community Spirit Fest and Family Literacy Night have served to strengthen home-school connections, as well. Preliminary results indicate that these perceptions are improving but more work is need in this area.

Accomplishments: 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 seven 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, and for two of the past three years, an RMS teacher has been named the SC PTSA State Teacher of the Year. In the Spring of 2018, RMS Principal, Ms. Kate Malone, was named the SC PTSA State Middle Level Administrator of the Year, and RMS PTSA President, Mrs. Jennifer Phillips was named the SC PTSA State Volunteer of the Year. During the 2017-2018 school year, RMS was nominated as both a South Carolina School to Watch and a Capturing Kids Hearts National Showcase School, distinctions the faculty and staff are excited to continue to pursue in the coming years.

Exceptional student accomplishments include the highest number of all-state, region and county orchestra participants from a middle school in the district in both Orchestra and Band, multiple Superior Ratings in both band and orchestra at state level competitions, the Outstanding Performance Award from the SC Association of Band Directors, SC Junior Scholars/Duke TIP Scholars, PTSA district and state Reflections Winners, Math Counts Regional Competition, Special Olympics Unified School, and Model United Nations Distinguished Delegation, among others.

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 accountable to meet these goals through rigorous and intense yearly review.

School Profile

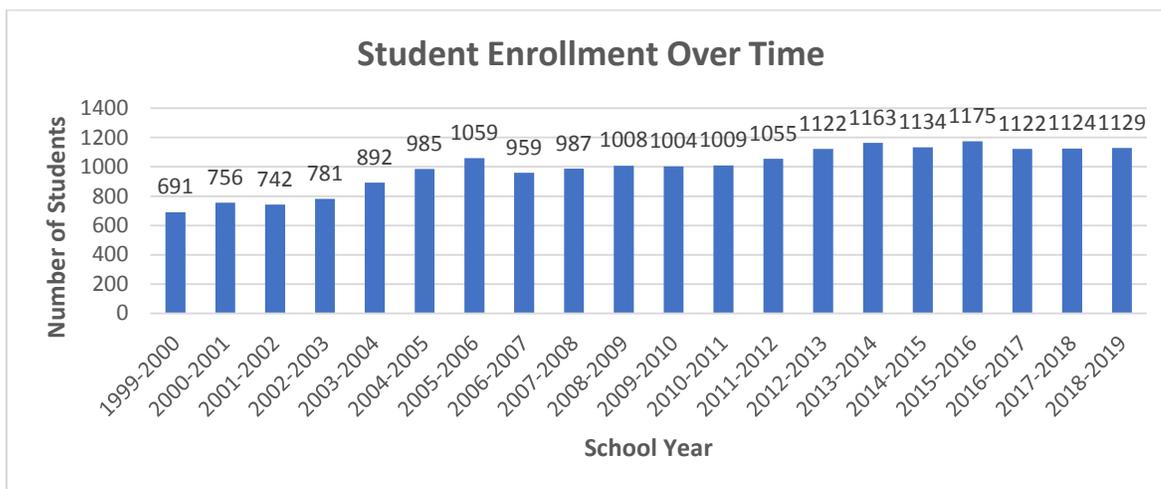
Riverside Middle School is a suburban middle school serving approximately 1124 students in the northeastern part of Greenville County.

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, the population in this area has grown approximately 20%. The mean adult age for the area is approximately 37 years old. The ethnic composition of the area is 89% White, approximately 7% Black, 3% Hispanic, and 1% Asian, which is less diverse than the ethnic composition of RMS. The education composition of this area is 90.1% of the population completing a minimum of a high school education with 38.5% having a minimum of a bachelor's degree. Income levels vary with approximately 10.6% of the population living in poverty and a median household income of \$67,083. The area has a diversity of businesses affording a variety of community partnerships, shadowing programs, and guest speakers, including partnerships with Michelin, Miliken, BWM Manufacturing, WiredMinds, local churches, and more.



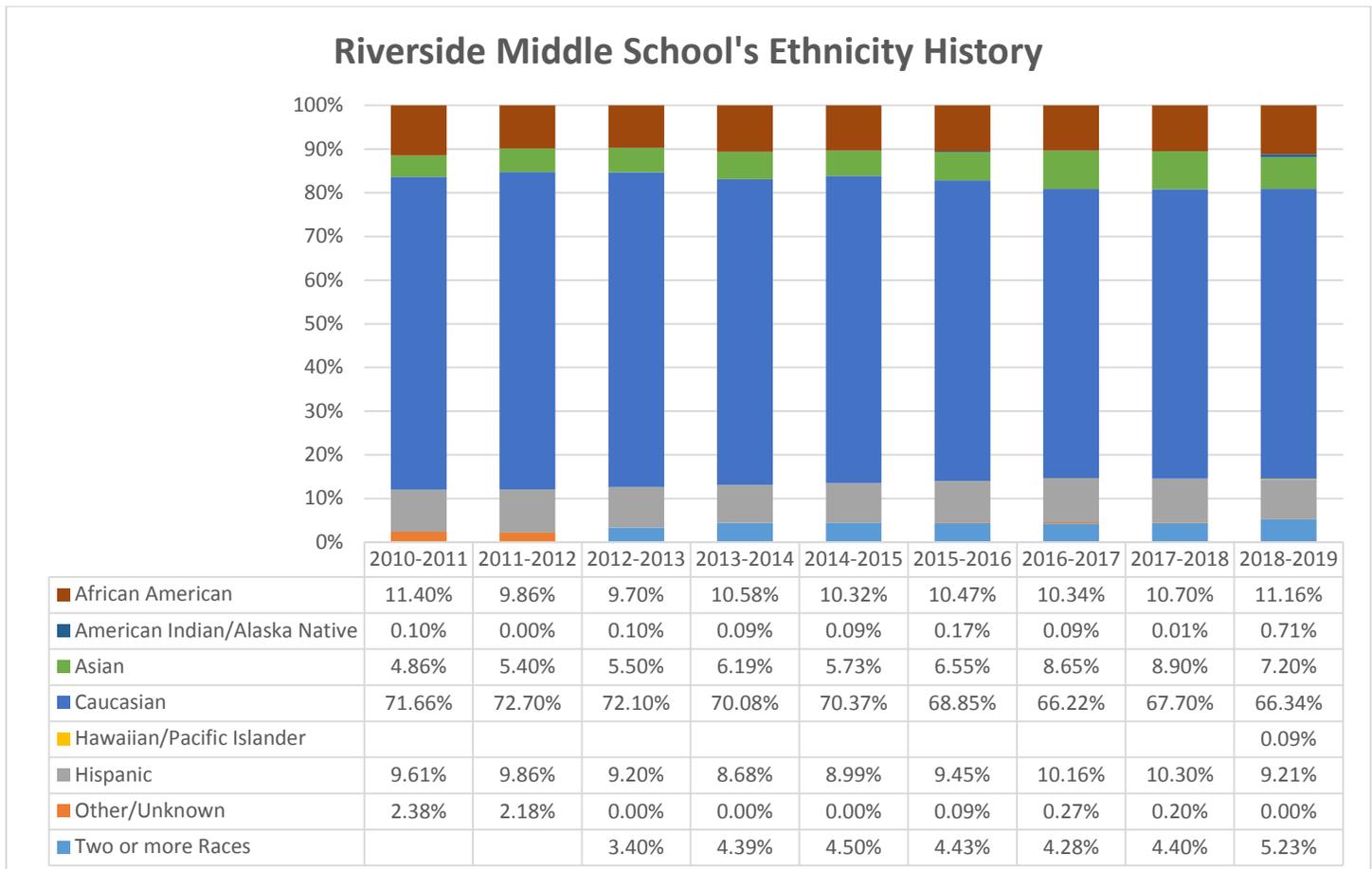
As can be seen in the above chart, the student enrollment has increased steadily since the opening of the school until 2006-2007. The decrease in enrollment in 2006-2007 is attributed to the re-assignment

of several students to the new Beck Academy that year. Currently, 1124 students are being served by four administrators, sixty-five teachers, and thirty-three support staff. The student body is composed of 579 female students and 551 male students.

Riverside Middle School’s current enrollment is:

Grade	2017-2018 Enrollment	2018-2019 Enrollment
Grade 6	334	362
Grade 7	427	396
Grade 8	369	371

The current ethnicity of the school is African American-10.7%, Asian-8.9%, Hispanic-10.3%, Two or more ethnicities-4.4%, American Indian or Alaska Native-<.01%, Native Hawaiian or Other Pacific Islander-.2%, and Caucasin-67.7%. 22.5% of students receive free lunch or reduced price lunches. Seen in the chart below, the ethnicity percentages have become gradually more diverse, 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 some form of inclusion setting. Co-taught classes are offered in English/Language Arts classes and mathematics classes for all three grade levels. Additional adult assistance is offered for all three grades in all subjects, as well, and is implemented through the use of paraprofessionals on a variety of time structures, based on student need. Six students receive speech services. 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 have autism. Two students with mild intellectual disabilities are served in the inclusion model and mainstreamed for science and social studies. Sixty-two students have specific learning disabilities. Twelve students are learning disabled and other health impaired. Two students are other health impaired and emotionally disabled.

Approximately 38.7% of the total school population has been identified as Gifted and Talented. These students are served, for funding purposes, through the ELA classroom in GT ELA and English I Honors. However, there are multiple opportunities for students to excel in all areas of their academic life, including three levels of math at each grade level and over a dozen high school credit classes in core and related arts subjects,.

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 who are administered medications on an as needed basis. 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 2016-2017 school year student body attendance rate was 96.3%. The out-of-school suspension/expulsion rate for violent and/or criminal offenses was 0.4% 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 cafeteria seating 364 for dining and 444 for assemblies
- 3 softball/baseball fields
- 2 football/soccer/lacrosse 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.

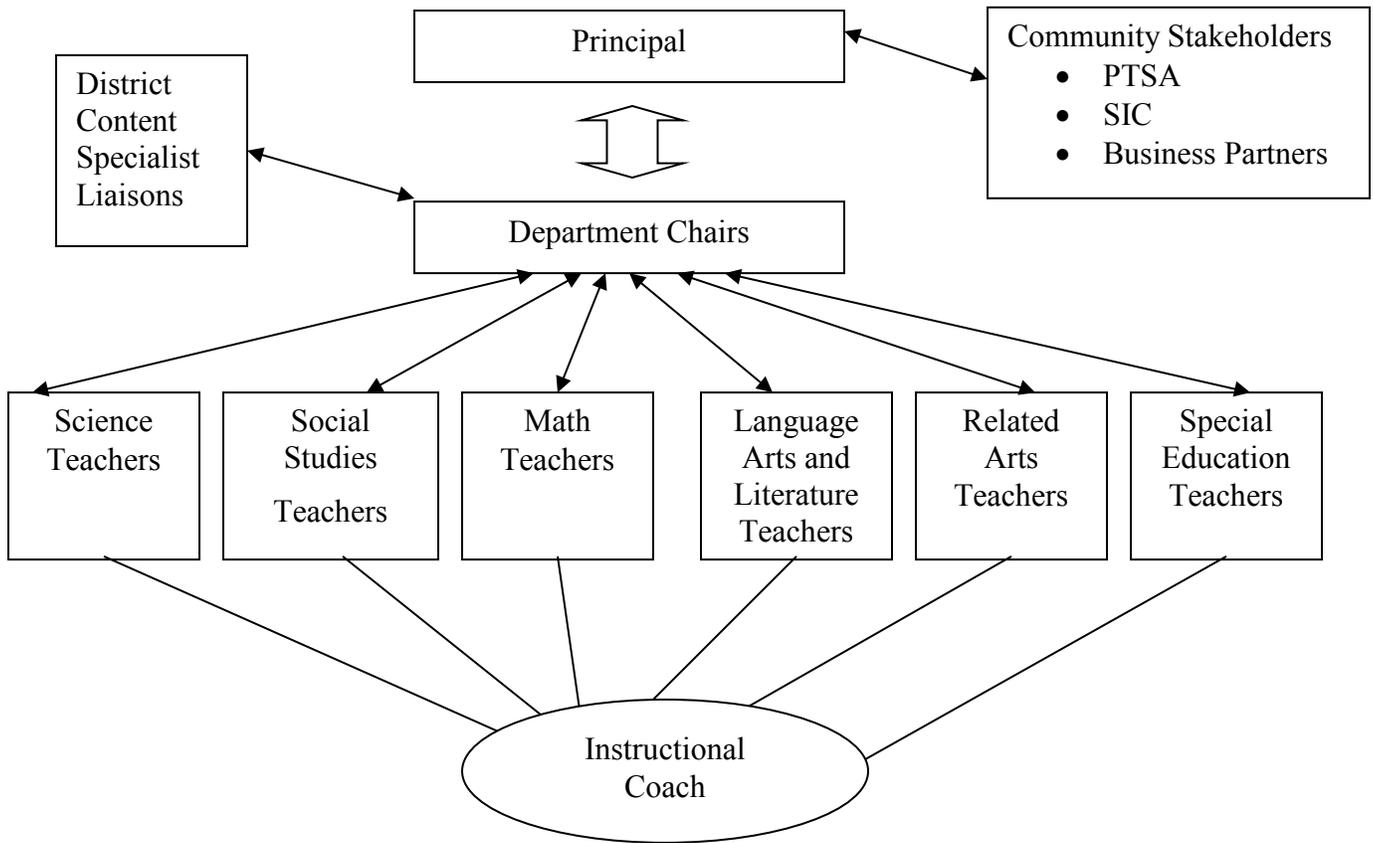
School Leaders

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, and was previously an instructional coach and teacher in middle schools within the district and out of state. 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 local 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, including vertical articulation and data analysis. 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

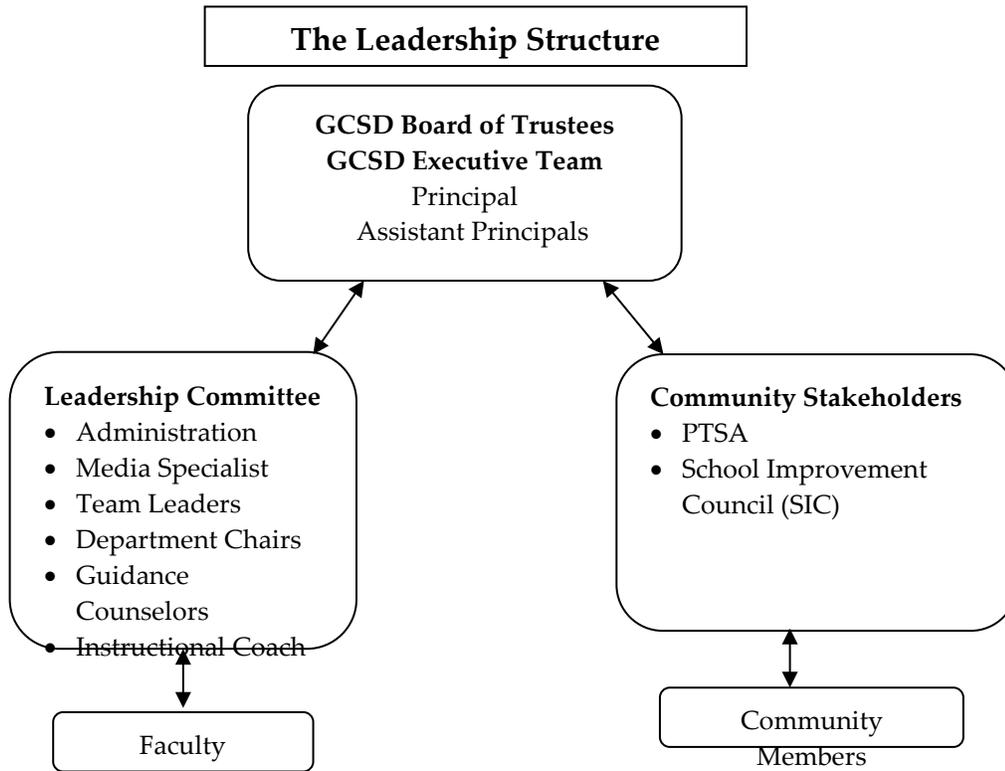
The Principal's Advisory committee consists of the principal, three assistant principals, a guidance counselor, the media specialist, the instructional coach, grade level team leaders, department chairs, and related art representatives who meet each month on a date and time conducive to the whole group. 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.

Emails are an efficient way of communicating important information in a fast, effective manner. However, to minimize the time spent checking emails and coordinating efforts, each week the principal prepares and sends an electronic newsletter she has titled the "RMS Weekly Update" that consolidates school-wide information and allows teachers to refer back to the content, as needed. As appropriate, the staff receives the portions of the district "Management Memo" to maintain a level of awareness on the district level, as well. The principal also sends a weekly messenger via phone, email, and social media to all students, parents, and staff.



Grade Level Teams

In addition to disseminating information, the grade level team works, , 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. Beginning in the 2017-2018 school year, grade level teams also participated in On-Track meetings aimed at creating interventions for students who demonstrate a need in either academics, behavior, or attendance. 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 comprise 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 challenges facing the school. In recent years, our SIC has been responsible for conducting a community study of transportation routes to school that resulted in the community expanding the walking paths adjacent to the school, resulting in a Silver Level Partnership with the Safe Routes to Schools Initiative of the SCDOT. SIC and PTSA have also partnered to increase the social justice in our school through efforts to incorporate meaningful multi-cultural activities, and to raise awareness of important issues facing our students including digital citizenship and the effect of technology on students' lives.

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." Currently, there are eight National Board Certified teachers among our 65 total 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:

2017-2018	Minority		White		Female		Male	
Administration/% of Group	0	0%	4	100%	3	75%	1	25%
Certified Staff/% of Group	6	6%	65	94%	61	86%	10	14%
Other Staff/% of Group	9	32%	19	68%	23	82%	5	18%
Totals	15	15%	88	85%	87	84%	16	16%

2018-2019	Minority		White		Female		Male	
Administration/% of Group	0	0%	4	100%	3	75%	1	25%
Certified Staff/% of Group	7	10%	64	90%	62	87%	9	13%
Other Staff/% of Group	11	35%	20	65%	26	84%	5	16%
Totals	18	17%	88	83%	91	86%	15	14%

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, including RMS’s participation in the Discover Education Digital Leadership Corps which is helping to build capacity among teachers in preparation for the implementation of the GCSD Personalized Learning Initiative in the Fall of 2019. Technology 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 tagline, *“Learning Today, Leading Tomorrow,”* the Riverside Middle faculty and staff strive to work together to educate every student. Along with core subject areas, 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 Riverside Middle faculty commitment to personal excellence is seen in their participation in national, state, and local conferences such as: National Association of Middle Level Educators, National Science Teachers Association, National Conference of Teachers of English, SCASSA, Leadership Greer project, South Carolina Science Council, International Reading Conference, Clemson Research Forum, Music Educators’ National Conference, South Carolina Art Commission, SCHAARHER, GCCTM, SCCTM, South Carolina Council for Social Studies, National Council for Social Studies, SC Association of School Administrators, 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 Consulate). 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. Two others were also selected by the Riley Institute at Furman to study government at Furman University and in 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 MakerSpace received a grant through Global Promise Initiative and was featured in that organization's documentary about the impact of MakerSpaces in schools.

The RMS faculty members attend numerous workshops on such topics as: gifted and talented, ADEPT, writing skills, vertical teaming, SAT improvement plan, implementing the state standards, 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 level conference, South Carolina Social Studies Conference and the National Social Studies Conference, NECC, and the SCASA iMagine Conference. 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, Chromebook carts, and labs. 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, and another was recognized as the 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, guest author visits, Library Club, 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, and for this reason is currently undergoing a multi-year update including the purchase of flexible furnishings and a reorganization of the catalog to be more student-friendly. The library also 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 supports for students in order to help "Build a Better Graduate." Teachers, administrators, guidance counselors, and parents work together to identify the supports needed. Academic supports include:

Parent Conferences

6th grade teacher/student contracts with students in academic trouble

Computer-assisted instruction

PTSA volunteer tutoring

Peer tutoring

Computer-based 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 and Bonds Career Center

Seventh Grade District-wide Career Fair
Kuder Interest Profile
Naviance Career and College Profiles
Specialized field trips planned by teams and individual teachers
Career opportunities discussed during Flex
Individualized Graduation Plans
Junior Achievement (JA) in a Day Program

The guidance department also led several professional development opportunities for teachers related to student mental health, assisted in the roll-out of a new protocol to identify students in crisis, and support students with social and emotional needs through direct counseling services. The RMS guidance department were pioneers in the district when they brought the documentary Screenagers to our school in 2016, and in 2017, they expanded this effort to educate our community about the impact of technology on children by partnering with Riverside High School to expand the potential audience.

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 IGP Conferences
Weekly PTSA/Administrative 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
Increased social media presence by individual teachers and the school as a whole
Parent volunteers
Parent conferences
School Website
Parent Portal
Google Classrooms
Parent email groups

In an effort to improve the overall school culture and the quality of relationships among and between adults and students, all RMS staff has undergone Capturing Kids Hearts training as part of a two-year grant program funded through the SC state department of education and the Department of Justice. Through implementation of the Capturing Kids Hearts model and the EXCEL communication style, the school culture has improved, and student discipline has decreased. Teachers and students hold each other accountable to social contracts established through collaborative protocols, and follow a variety of specific strategies for communication and relationship building. In the 2017-2018 school year, RMS also eliminated In School Suspension and replaced it with Saturday School. This change allowed the personnel formally allocated for In School Suspension to served students through the On-Track and STAR programs as a positive and pro-active mentor, and decreased the number of hours students were out of class due to disciplinary issue dramatically.

Mission, Vision, and Beliefs

As a learning community that believes in the promise of public education, the faculty, staff, administration, parents, and students of Riverside middle school are committed to our unified vision, values, beliefs, and purpose. Through surveys, focus teams, faculty-wide discussion, and revisions, we have developed the following mission, vision, and set of beliefs.

Our Vision: “Learning Today, Leading Tomorrow”

Our Mission: Riverside Middle School is a community of learners, developing the world class skills to be productive, engaged members of a global citizenry.

Our Beliefs:

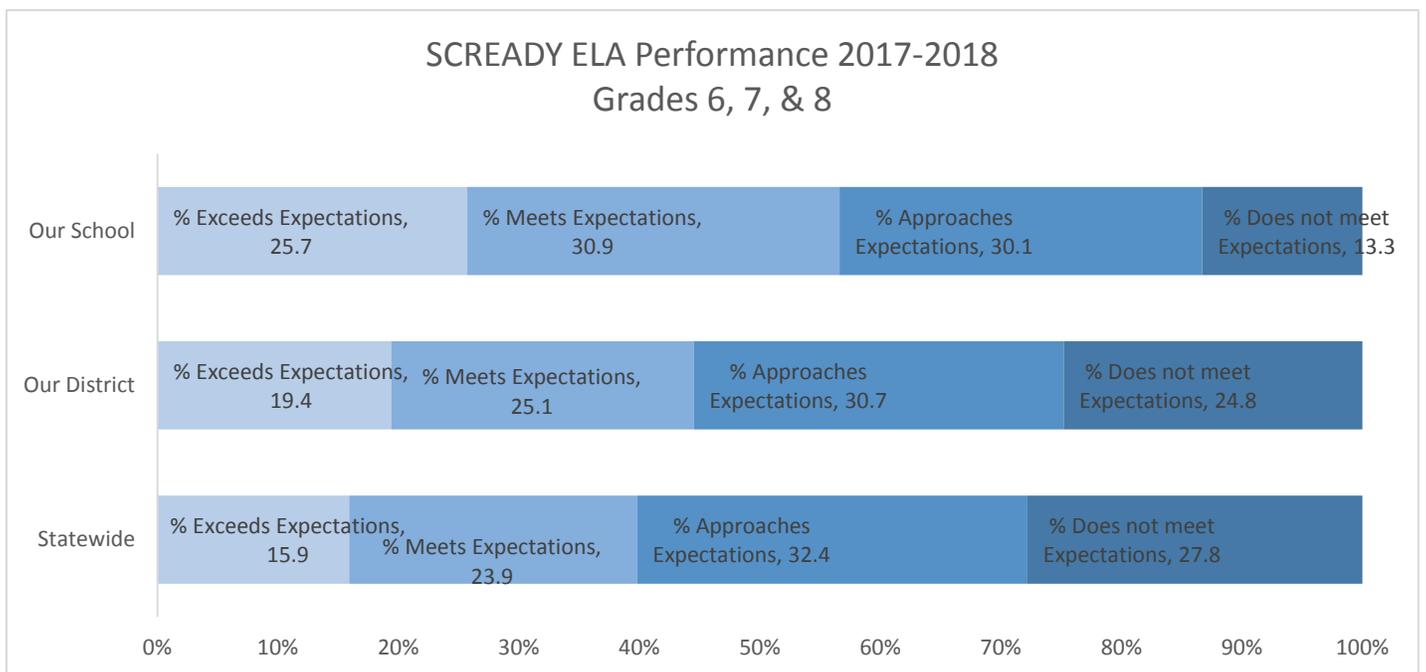
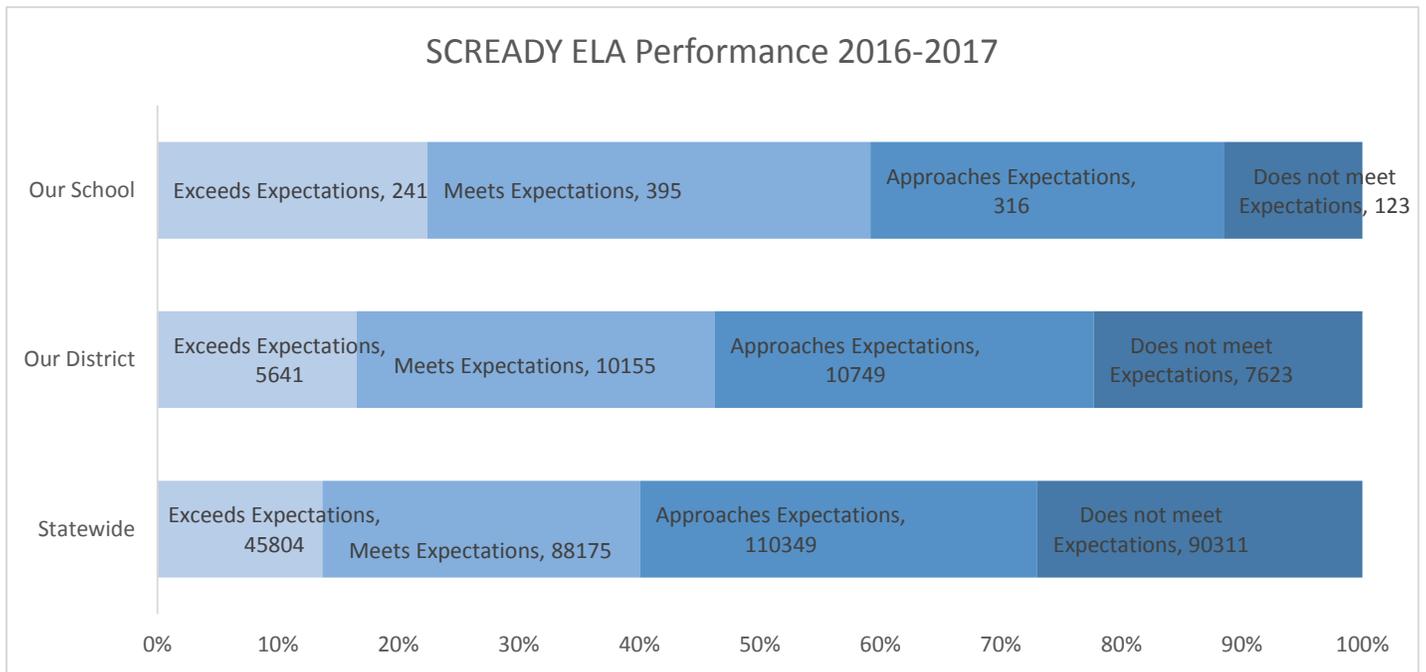
- The student is the heart of the school.
- Educational experiences should occur in an inclusive and safe environment; Respect for diversity is a strength that builds bridges between people.
- Family, volunteer and community partnerships are critical to the learning process.
- Every student can capitalize on his or her unique gifts to be an active and engaged learner.
- Middle School should provide a variety of developmentally appropriate experiences to allow students to participate in a global and digital citizenry.
- Curriculum and instruction should meet students’ needs and provide opportunities for all students to achieve their greatest potential.

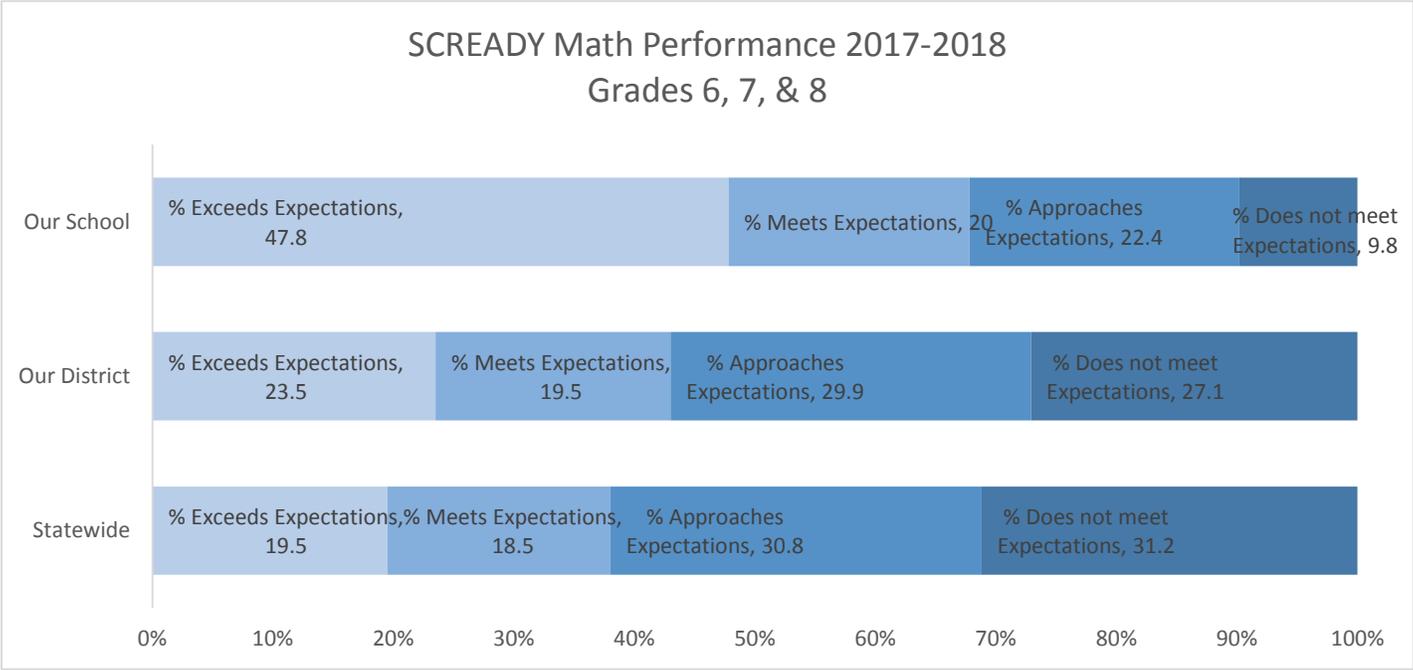
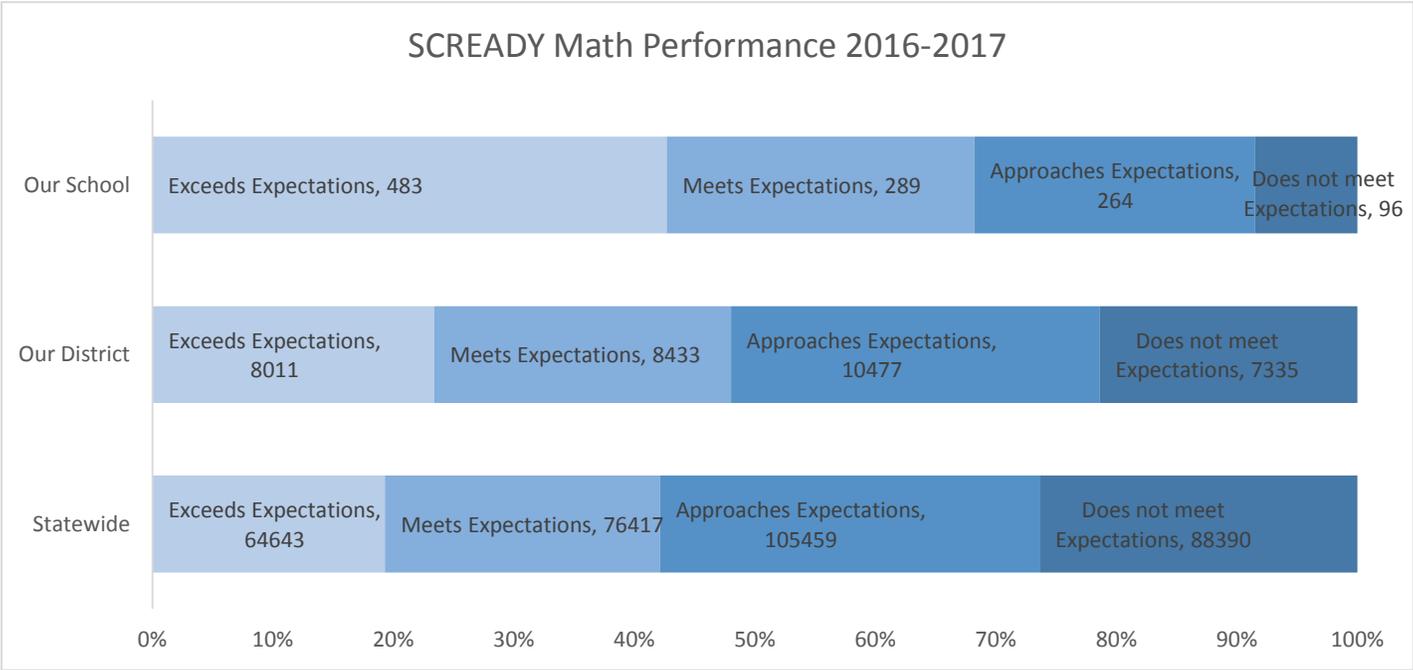
Data Analysis and Needs Assessment

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 a shift in teachers’ roles from providers of information to researchers who understand and can predict the impact of their instruction on students and student achievement; and students from recipients of knowledge delivery to goal-setting, self-monitors 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 implications of a variety of data about student learning to increase student achievement.

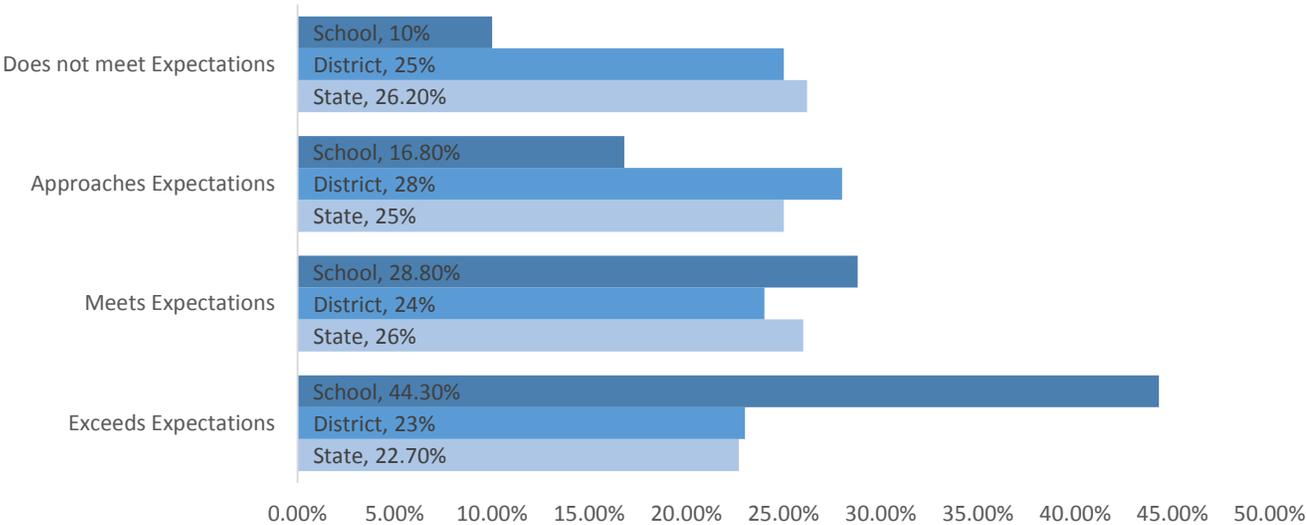
To institute changes that are long lasting and effective, historical and current data are disaggregated and analyzed to isolate and better understand areas of need. When those needs have been discovered, an action plan is formulated based on experience, current research, ability, and inspiration. The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

Student Achievement Needs Assessment: The 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. This information is available on the School Report Card available at <https://ed.sc.gov/data/report-cards/historic-school-report-cards/2017/knowledge/SC-Ready/?d=2301&s=111&t=M&y=2017>

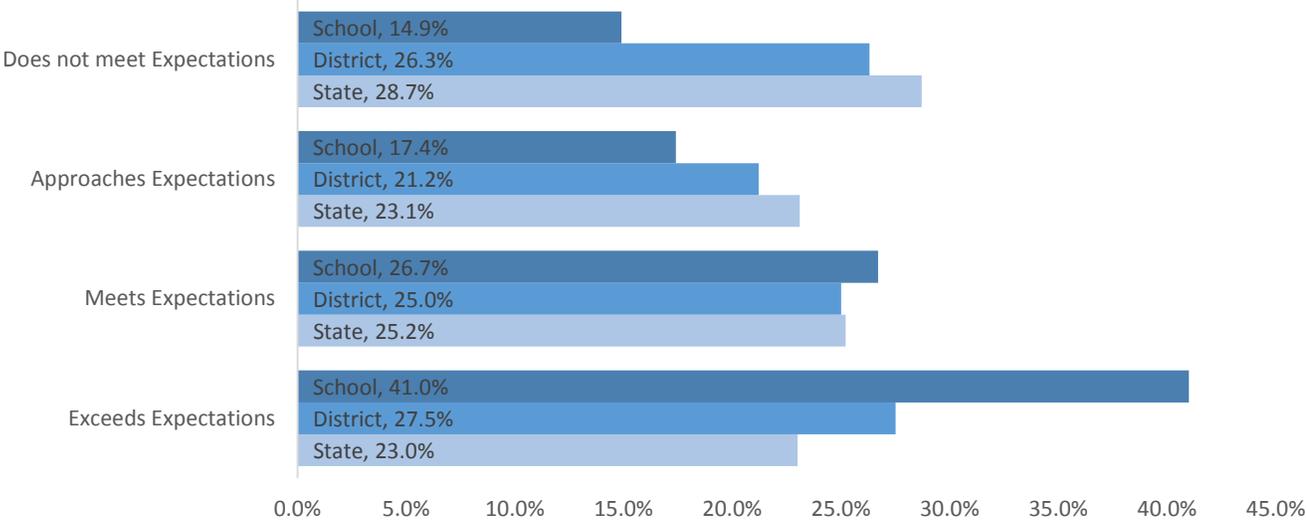


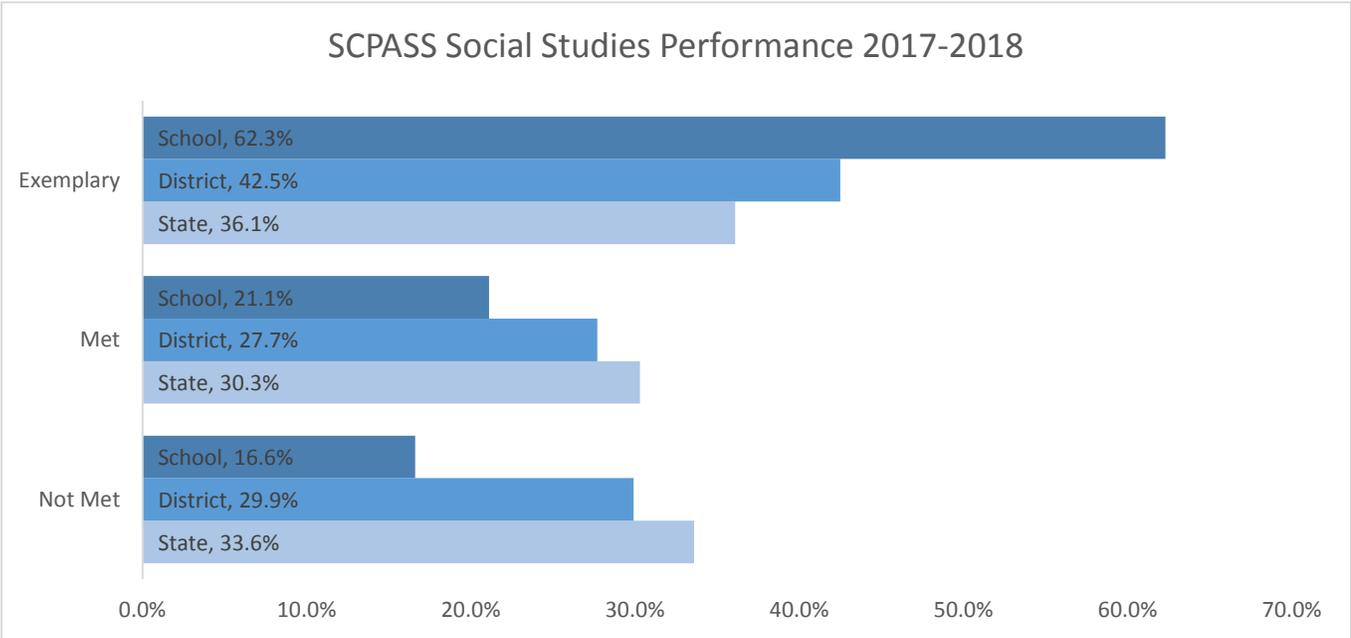
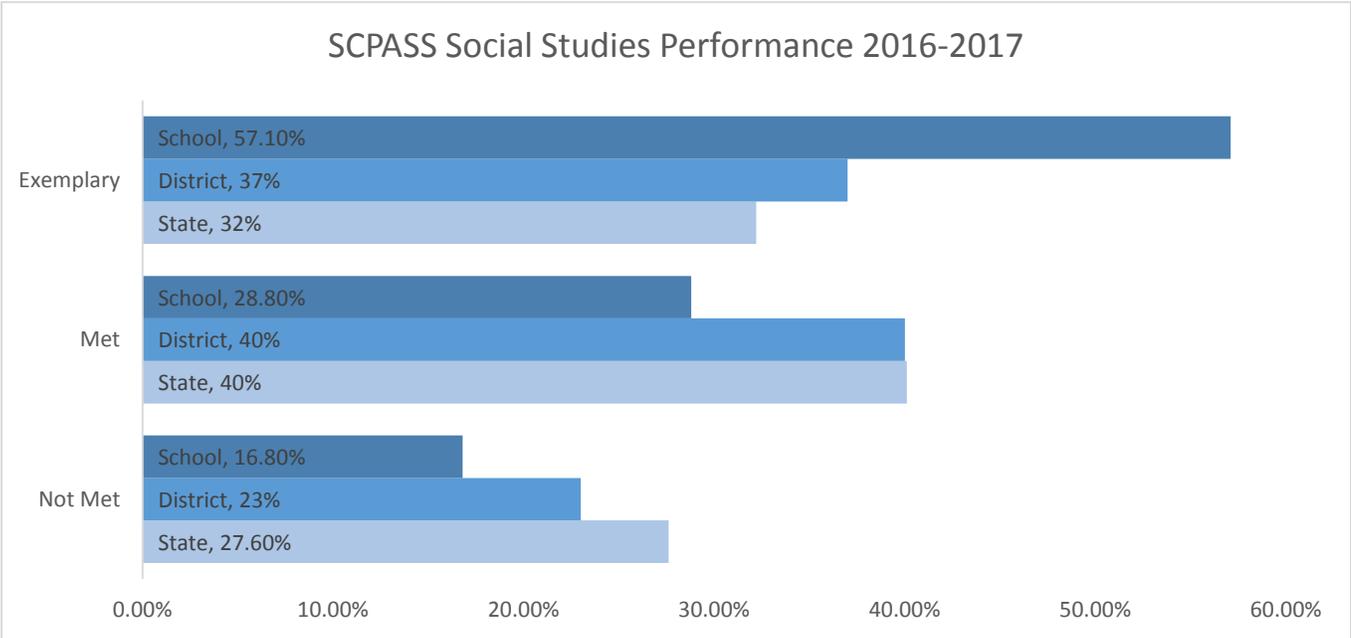


SCPASS Science Performance 2016-2017



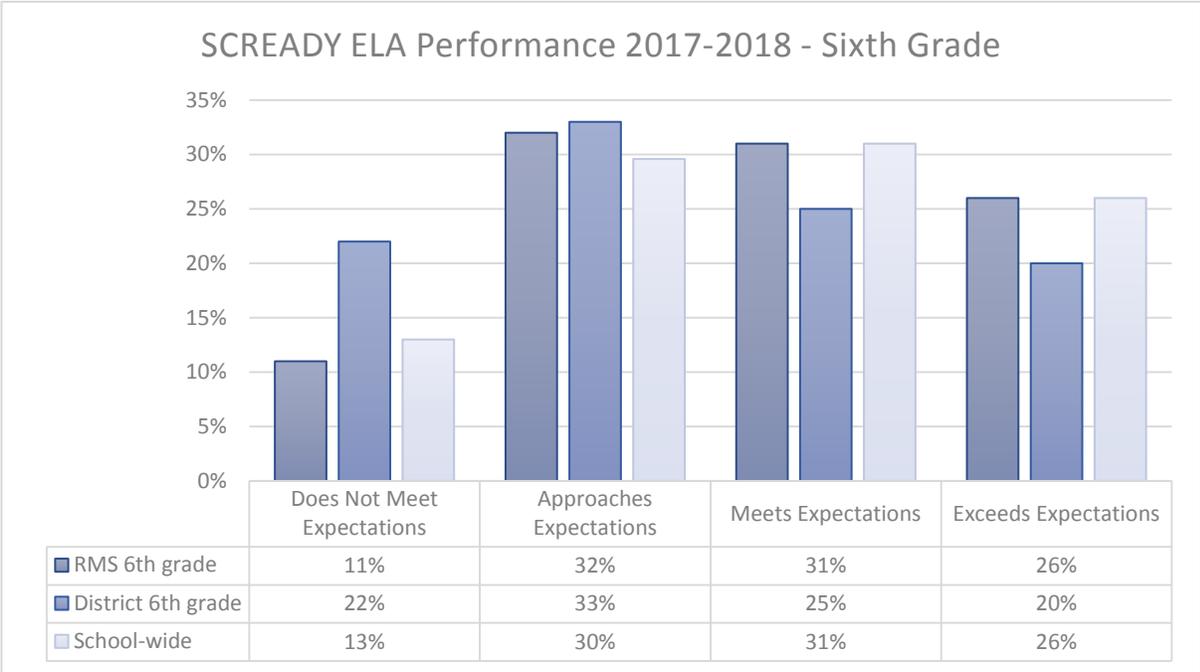
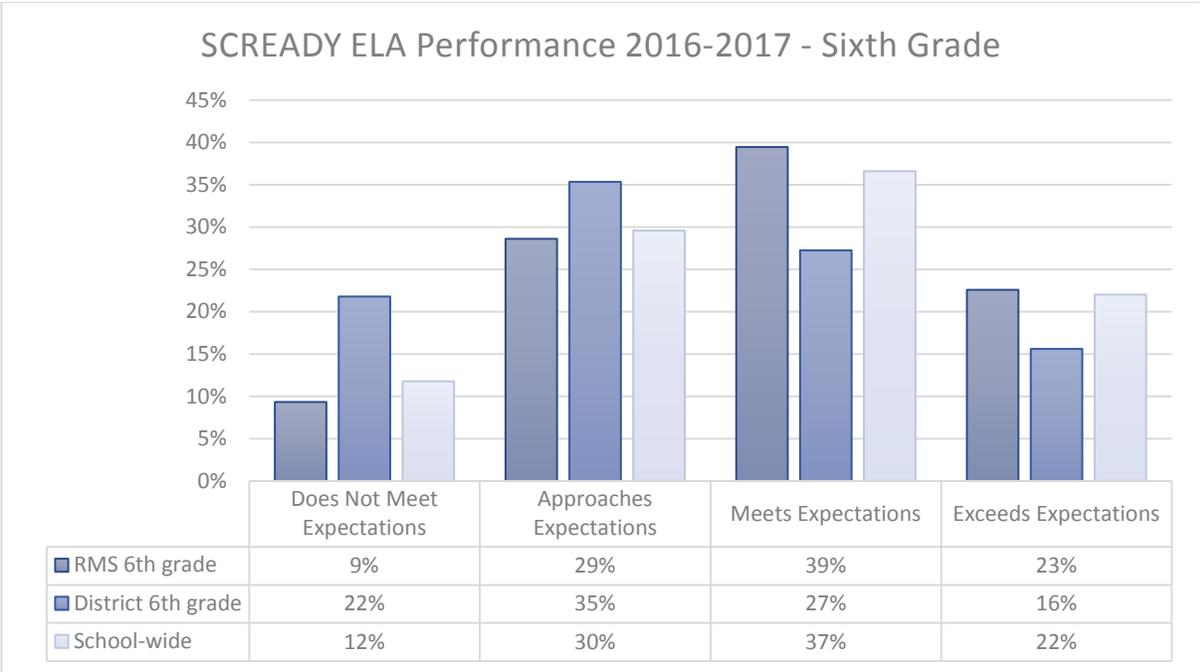
SCPASS Science Performance 2017-2018



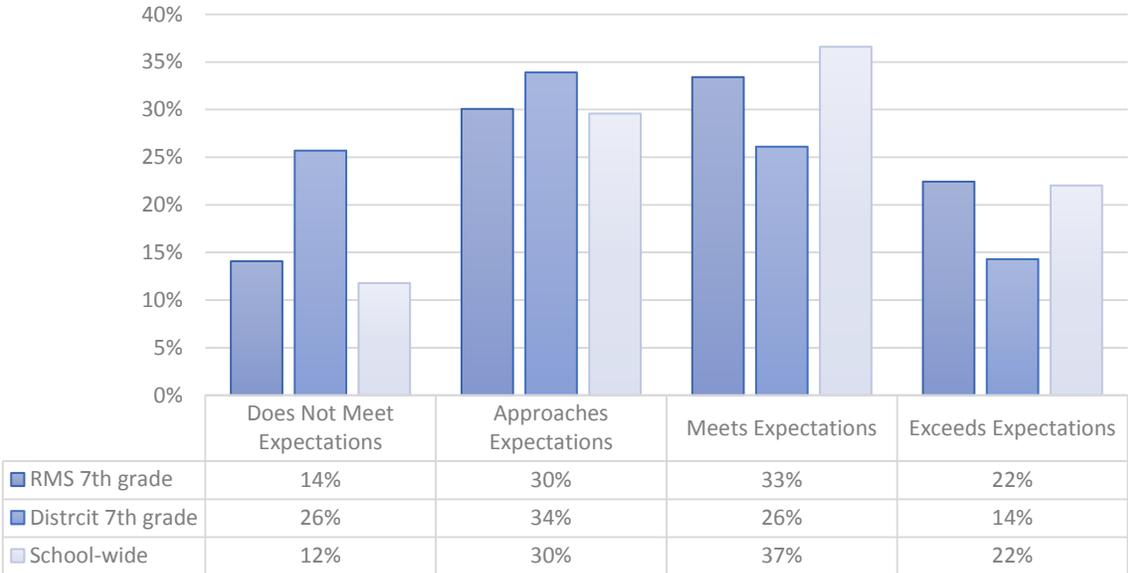


Percent of tests with scores of 60 or above on EOC Exams in:	RMS	RMS
	2016-2017	2017-2018
Algebra 1/Math for the Technologies 2	100%	99%
English 1	100%	100%

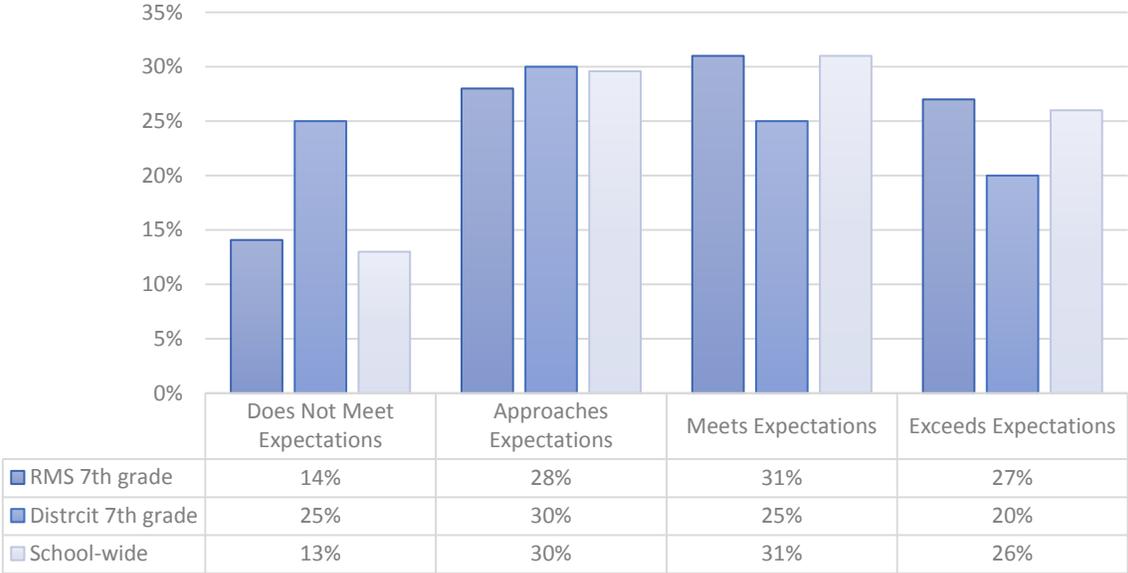
Achievement by Grade



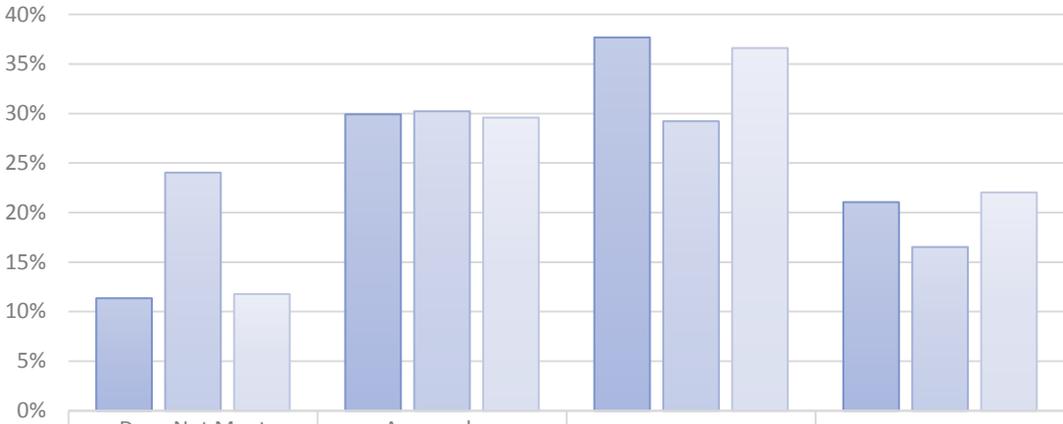
SCREADY ELA Performance 2016-2017 - Seventh Grade



SCREADY ELA Performance 2017-2018 - Seventh Grade

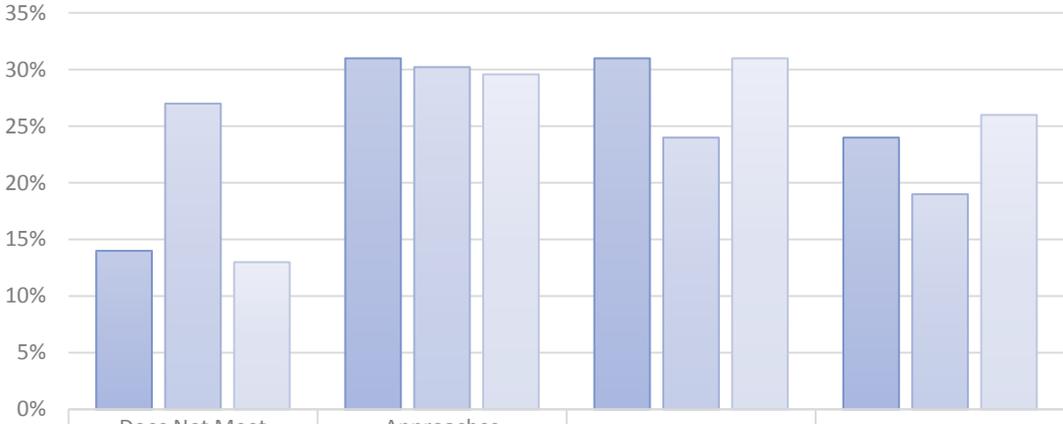


SCREADY ELA Performance 2016-2017 - Eighth Grade



	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
RMS 8th grade	11%	30%	38%	21%
District 8th grade	24%	30%	29%	17%
School-wide	12%	30%	37%	22%

SCREADY ELA Performance 2017-2018 - Eighth Grade



	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
RMS 8th grade	14%	31%	31%	24%
District 8th grade	27%	30%	24%	19%
School-wide	13%	30%	31%	26%

% of Subgroups Scoring Meets and Exceeds on SC READY ELA 2016-2017 & 2017-2018

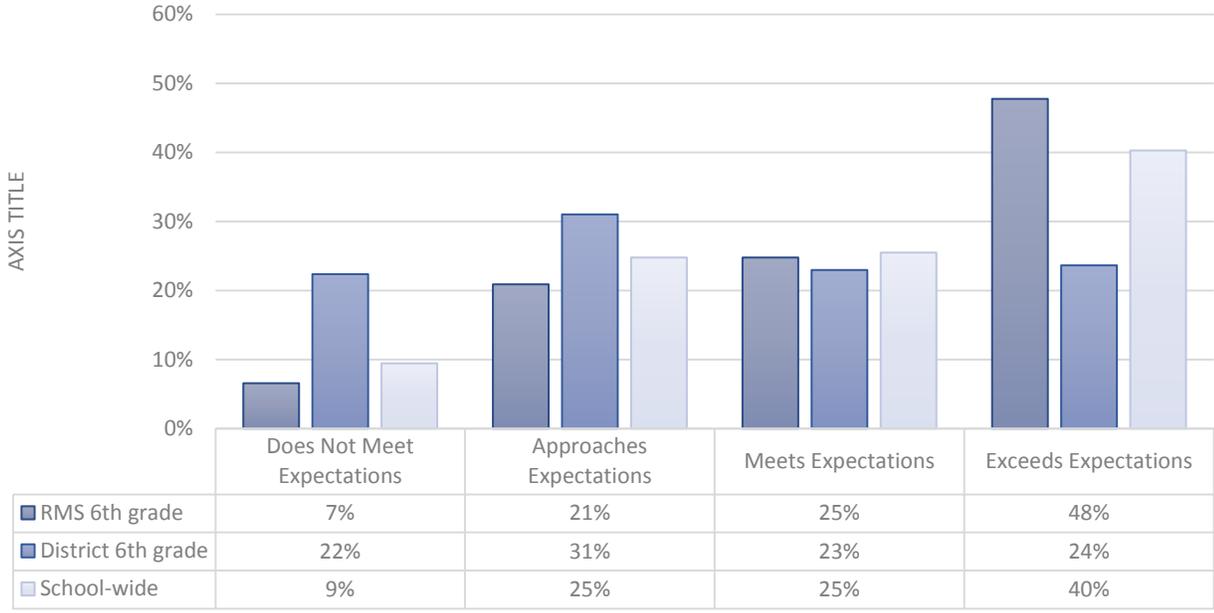
SC READY ELA % Meets and Exceeds	All Students	Asian	African American	Hispanic	Multiracial	White
Riverside Middle 2017	59	77	37	42	64	68
Riverside Middle 2018	56	69	30	42	49	62

SC READY ELA % Meets and Exceeds	All Students	Female	Male	2017 Gap
Riverside Middle 2017	59	66	59	7
Riverside Middle 2018	56	61	51	10

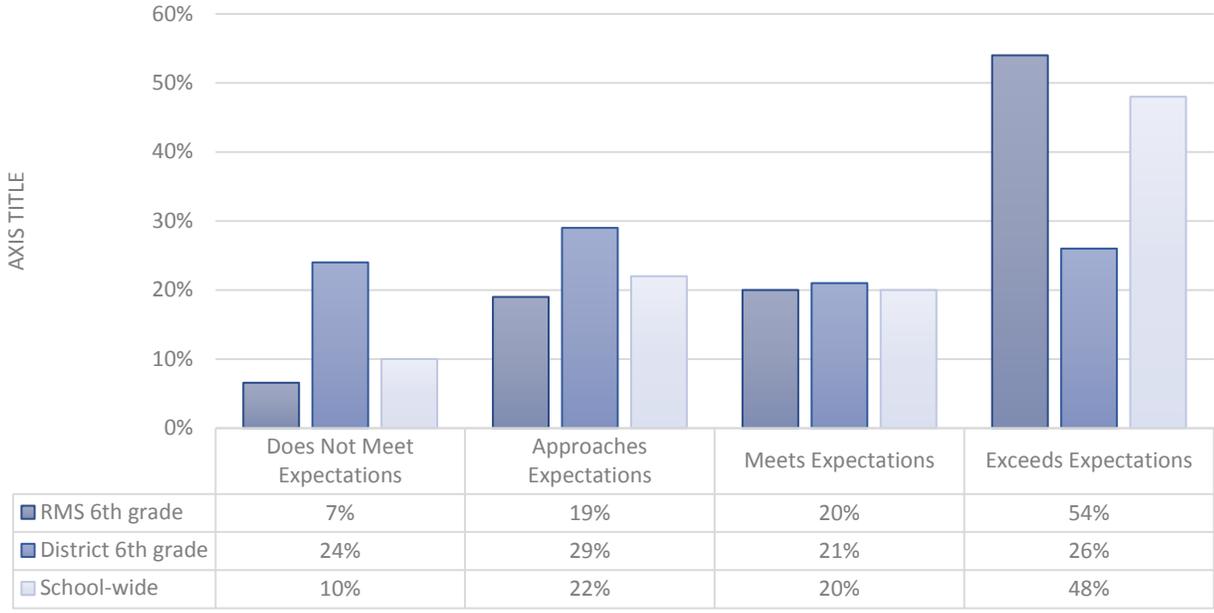
SC READY ELA % Meets and Exceeds	All Students	Non-SWD	SWD	2017 Gap
Riverside Middle 2017	59	67	10	-57
Riverside Middle 2018	56	61	8	-53

SC READY ELA % Meets and Exceeds	All Students	Non-LEP	LEP	2017 Gap
Riverside Middle 2017	59	66	23	-43
Riverside Middle 2018	56	58	51	-7

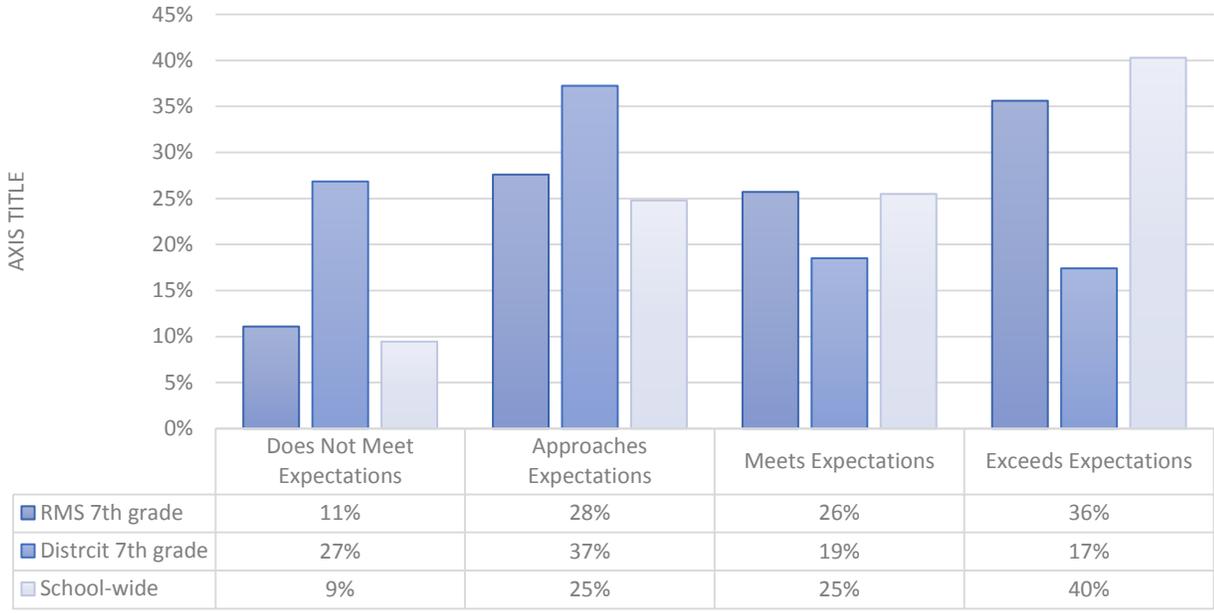
SCREADY Math Performance 2016-2017 - Sixth Grade



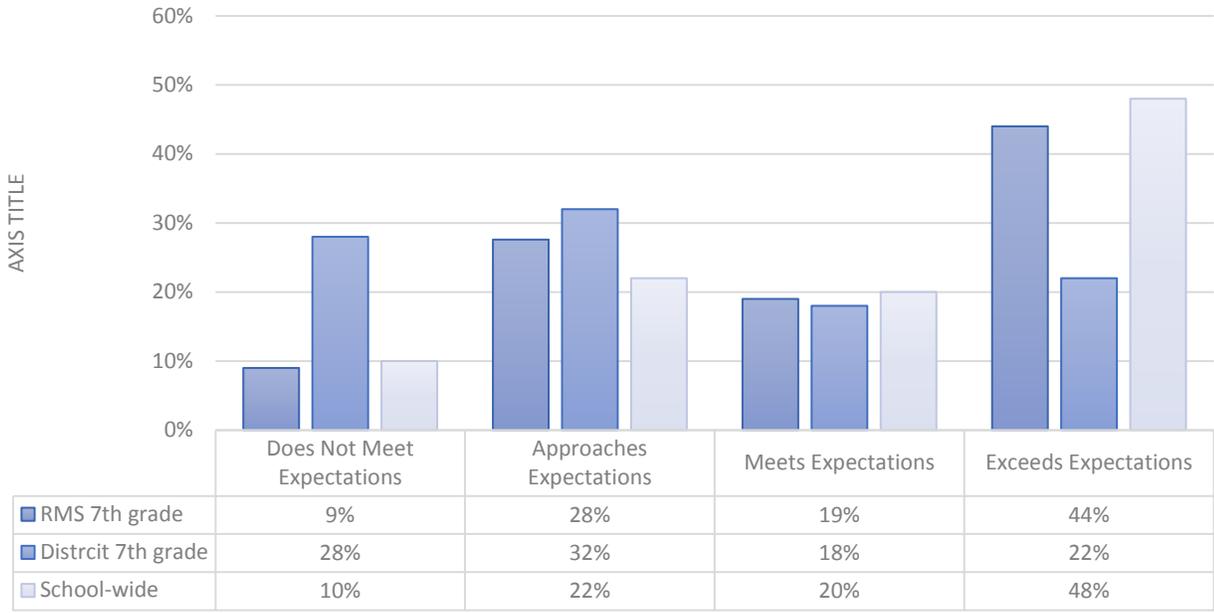
SCREADY Math Performance 2017-2018 - Sixth Grade



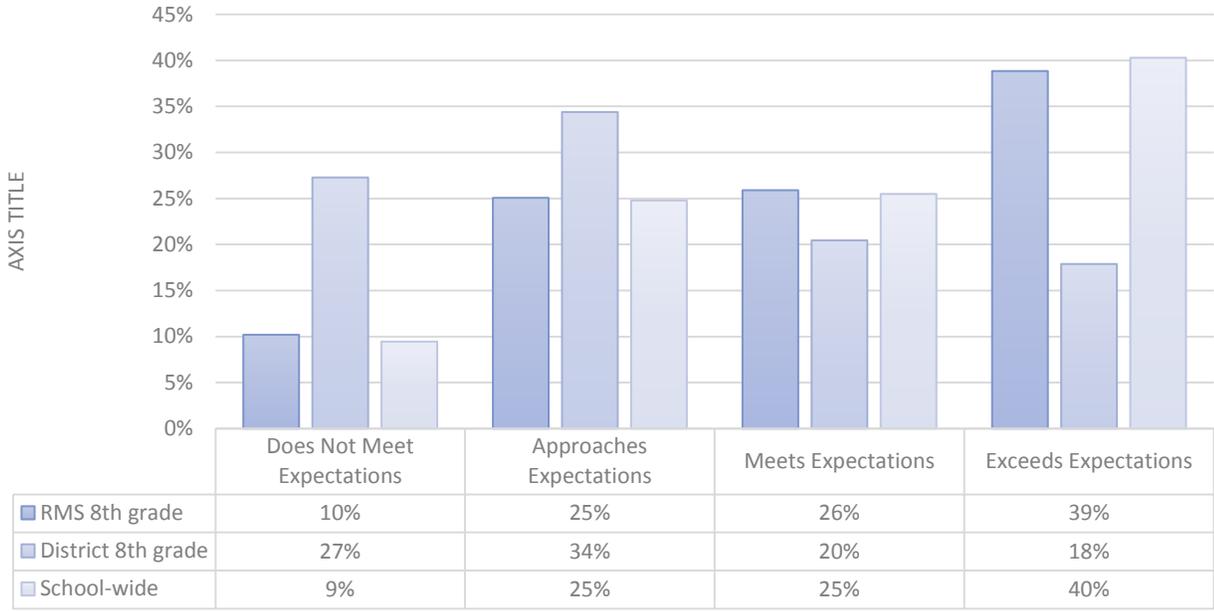
SCREADY Math Performance 2016-2017 - Seventh Grade



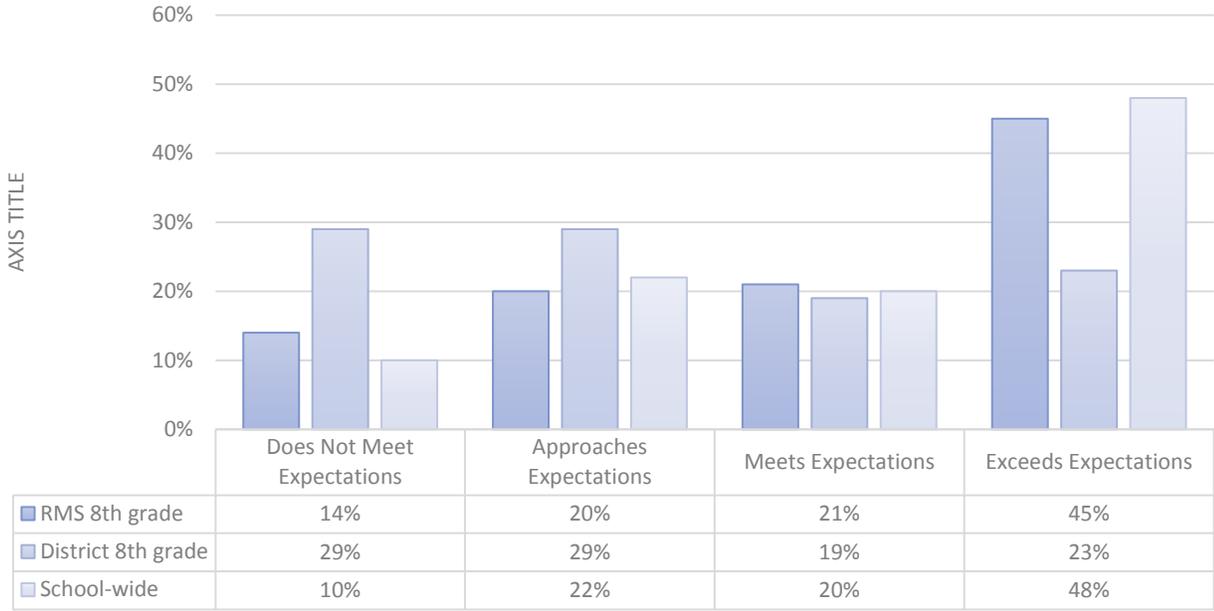
SCREADY Math Performance 2017-2018 - Seventh Grade



SCREADY Math Performance 2016-2017 - Eighth Grade



SCREADY Math Performance 2017-2018 - Eighth Grade



% of Subgroups Scoring Meets and Exceeds on SC READY Math 2016-2017 and 2017-2018

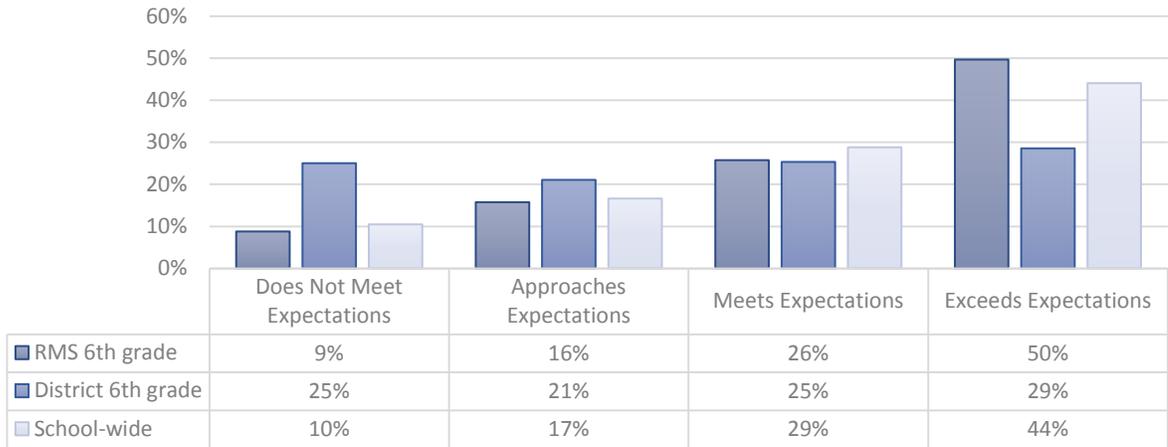
SC READY Math % Meets and Exceeds	All Students	Asian	African American	Hispanic	Multiracial	White
Riverside Middle 2017	64	85	35	42	69	69
Riverside Middle 2018	68	88	37	54	64	73

SC READY Math % Meets and Exceeds	All Students	Female	Male	2017 Gap
Riverside Middle 2017	64	65	64	1
Riverside Middle 2018	68	69	67	2

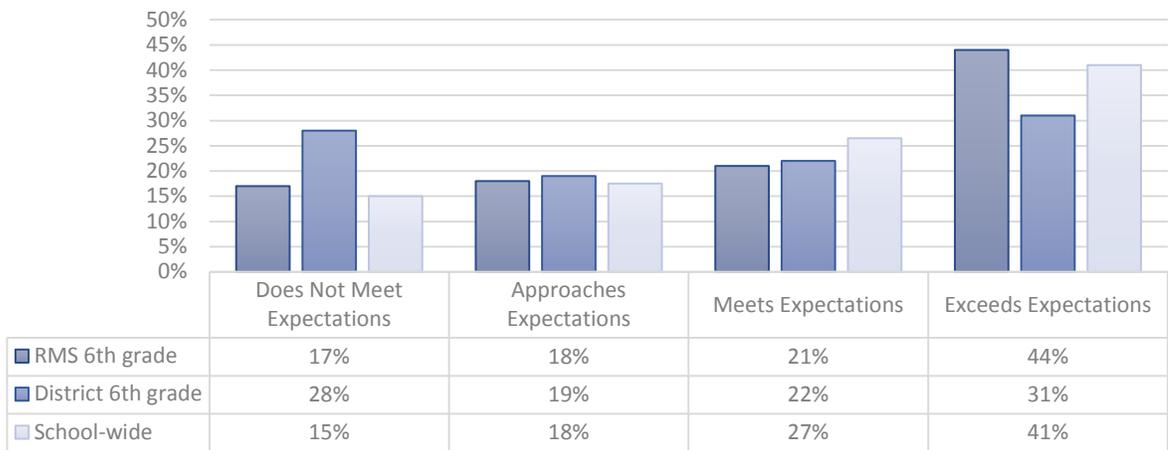
SC READY Math % Meets and Exceeds	All Students	Non-SWD	SWD	2017 Gap
Riverside Middle 2017	64	69	11	-58
Riverside Middle 2018	68	74	10	-64

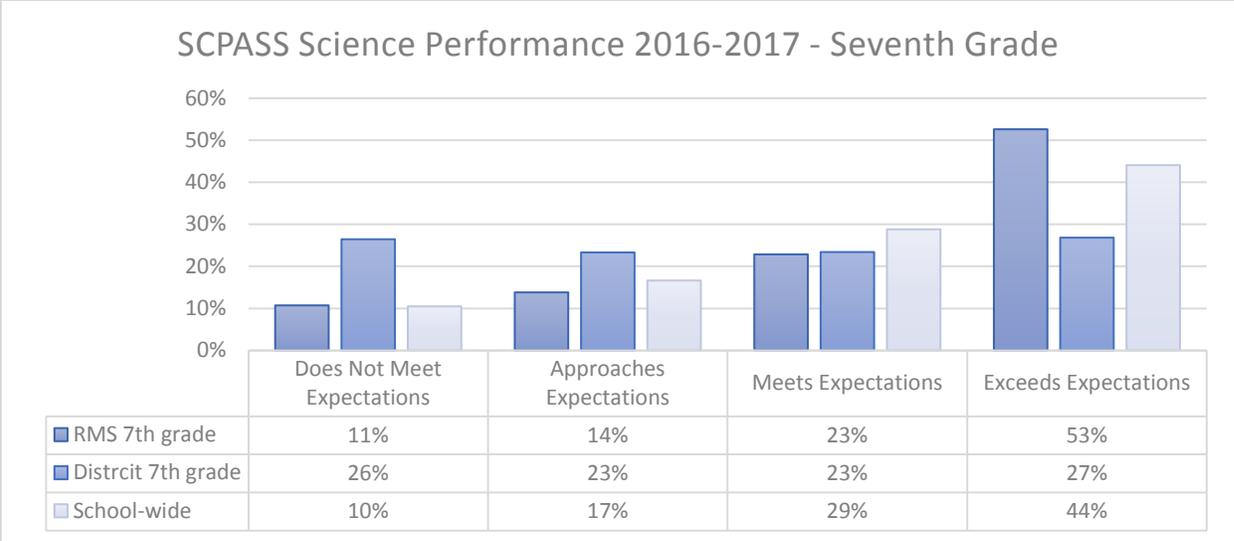
SC READY Math % Meets and Exceeds	All Students	Non-LEP	LEP	Gap
Riverside Middle 2017	64	67	36	-31
Riverside Middle 2018	68	68	68	0

SCPASS Science Performance 2016-2017 - Sixth Grade



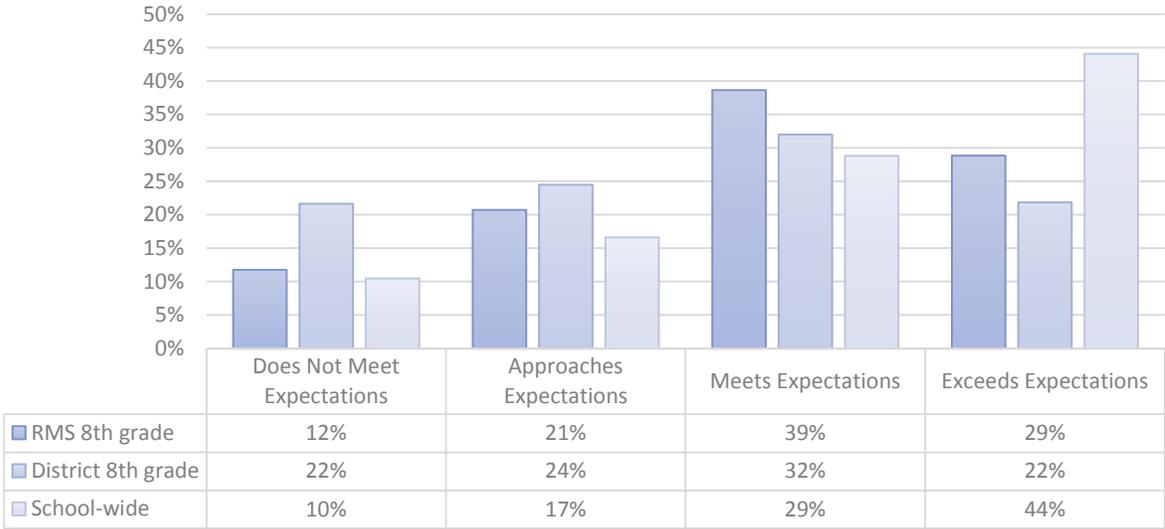
SCPASS Science Performance 2017-2018- Sixth Grade



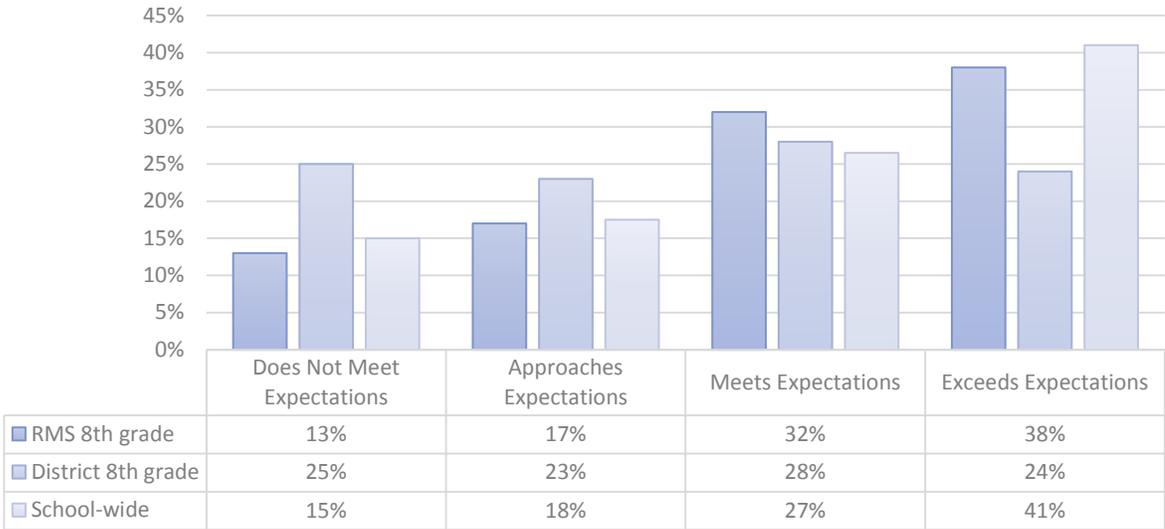


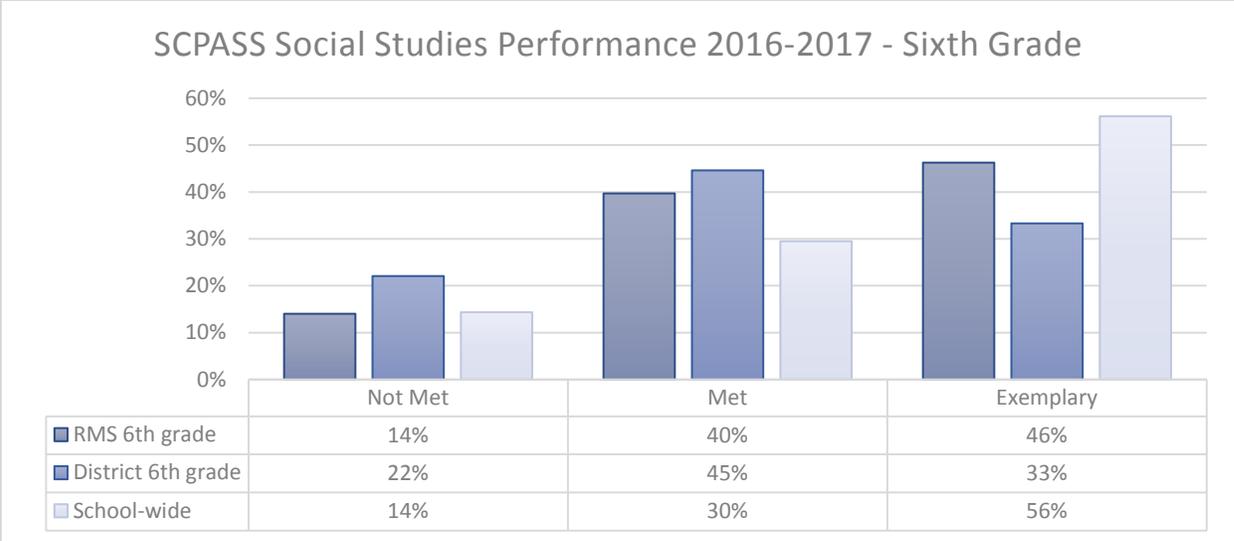
No 2017-2018 data available as SCPASS Science wasn't administered to Seventh Grade during the 2017-2018 school year.

SCPASS Science Performance 2016-2017 - Eighth Grade



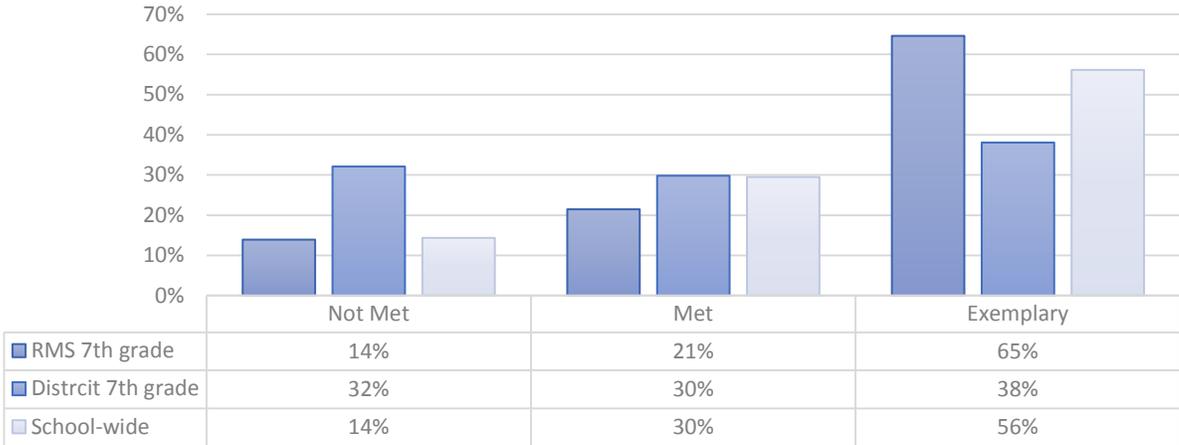
SCPASS Science Performance 2017-2018 - Eighth Grade



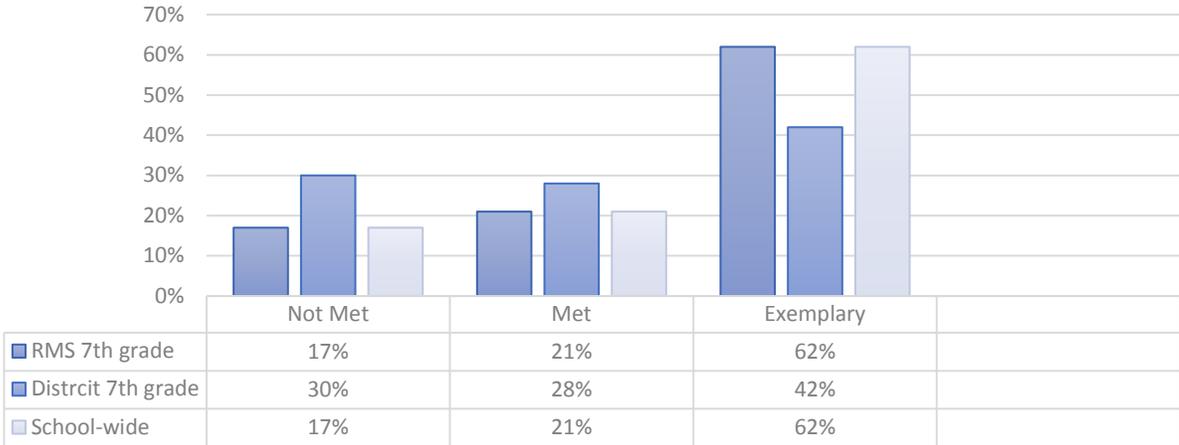


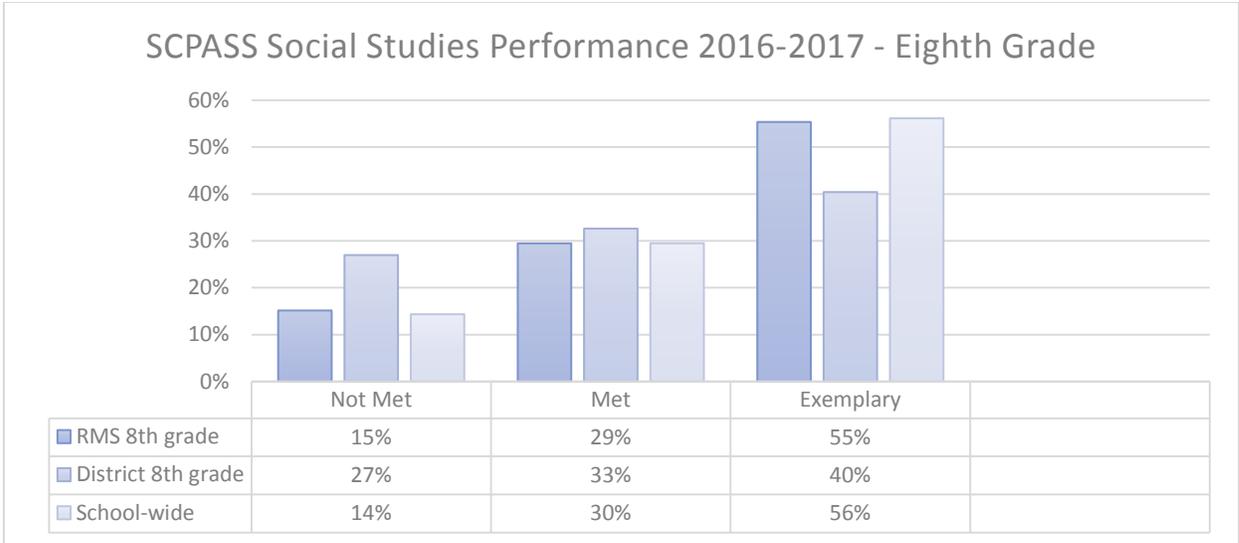
No 2017-2018 data available as SCPASS Social Studies wasn't administered to Sixth Grade during the 2017-2018 school year.

SCPASS Social Studies Performance 2016-2017 - Seventh Grade



SCPASS Social Studies Performance 2017-2018 - Seventh Grade





No 2017-2018 data available as SCPASS Social Studies wasn't administered to Eighth Grade during the 2017-2018 school year.

As can be seen from the graphs, RMS percentages for all tests show a higher percentage in the Met and Exceeds/Exemplary categories in all subjects and at all grade levels. RMS shows a much lower Not Met or Approaches percentage and much higher Exemplary or Exceeding percentage than either district or state results. However, students with disabilities and students with Limited English Proficiency are performing far below their non-disabled peers and those who speak fluent English. African American Students and Hispanic students, who are also disproportionately represented in the LEP and Disabled subgroups in our school, also show significant performance gaps compared to the school as a whole.

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. To maximize limited resources, a professional development plan is a fundamental part of the RMS school improvement model.

Riverside Middle School staff attend workshops and conferences based upon individual teachers' professional needs with prior approval from the principal for any requests that require professional leave time. Faculty members who have attended off-site professional development are asked to share what they had learned within our school's Professional Learning Communities (PLC). Our PLC Structure consists of departments, grade level content teams and grade level teams (cross-curricular), as well as work in professional development across the disciplines with the whole-school PLC. The department and school-wide PLC's meet at least monthly, and the grade level content teams meet weekly during content planning. A great deal of professional development is conducted through these PLC's.

In addition to asking each PLC to develop a social contract (ala CKH) and use the EXCEL communication model for weekly meetings, each Content Team to conducts a SWAP: Student Work Analysis Protocol at least once per nine weeks, and analyzes district-wide benchmark data each nine weeks, both of which ask teachers to analyze student data for the purpose of improving instruction, in real time. Finally, each administrator attends the weekly PLC meetings for the same content area to which they are assigned to observe for the nine weeks, that way we can be part of the entire cycle of professional development and instruction and see the commonalities across grade levels.

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 address the annual school-wide student achievement goals, and some activities support multiple goals. There is a focus on analysis of student data to inform instructional decisions. By including various types of professional development opportunities, RMS staff remains current on educational trends and research, as evidenced by the following staff development plan that was implemented in the 2017-2018 school year.

Professional Development for 2018-2019

Date	PD Activity	Audience	Cost	Funding Source	Leader(s)
Goal: Improved, Student-centered Instruction in all subject areas, especially in the target areas of Math and ELA.					
Monthly	New Teacher Meetings to address school norms, professionalism, teacher self-care, instruction, and more	All Teachers new to RMS	0	N/A	IC Others
Monthly	Schools to Watch Action Team PLC Meetings	All staff	0	N/A	Individual Committee Chairs
Monthly	Digital Leader Corps in-house PD Series: · Preparing for PLI	All certified staff	0	N/A	IC, DLC, IL Team
Monthly	Department Meeting including district content specialists, as needed. 11/1 & 11/14 - SS meeting w/ Karen Ambrose	All Teachers	0	N/A	Individual Department Chairs
On-going - # of days throughout the year	DiscoveryED Digital Leader Corps · Quarterly PD provided by DiscoveryED Trainer · Three on-site observation and planning days by DiscoveryED Trainer	DLC Participating Teachers	Unknown	District Funded	Discovery ED Coach
**On-going (see attached schedule)	Upstate Writing Project PD sessions and coaching days	All ELA teachers	\$6000	District PD	Upstate Writing Project Staff
8/9/2018	New Teacher Training	All Teachers and Staff new to RMS	0	N/A	Instructional Leadership (IL) Team
8/13/2018	This We Believe: A Focus for Middle Level Educators; School Renewal	All Staff	0	N/A	Principal
8/14/2018	Exploring Learning Targets and the GCSD Instructional Protocol	All Certified Staff	0	N/A	IC & IL Team
8/14/2018	Book Study: Session 1 - Teach Like a Champion 2.0 Planning & Creating a Culture	All certified staff	0	N/A	IC & IL Team

8/14/2018	Nuts & Bolts: Mandatory Trainings: Policy, Procedures, and More	All certified staff	0	N/A	IC & IL Team
8/22/2018	PowerTeacher Gradebook Set Up	All teachers – Grade Level PLC's	0	N/A	IC
8/29/2108	This We Believe: Menu of Options for student help	All certified staff- Grade Level PLC's	0	N/A	Principal
9/5/2018	PAS-T Party & Coaching Cycles for Formal Evaluation	All-Certified Staff - School-wide PLC	0	N/A	IC & Principal
9/12/2018	Student Learning Objectives: Using Data to Inform Instruction	All Teachers - Grade Level PLC's	0	N/A	IL Team & IC
9/19/2018	Follow-up on Gradebook to include benchmark	All teachers – Grade Level PLC's	0	N/A	IC
9/26/2018	Morning Moseys with Merle #1: Instructional Rounds Focused on Environment section of GCSD Instructional Protocol	All Teachers - Grade Level PLC's	0	N/A	IC
9/28/2018-9/30/2018	South Carolina Council for the Social Studies Conference	Teacher reps from each grade level to return and coach content teams (This year: Morton, Mathis)	\$996.96	District PD	Principal
10/22/2018	This We Believe: Creating strong connections for every student - Staff members will tour the RMS attendance area on buses and return to school to complete the making connections activity with student rosters.	All certified Staff - School-wide PLC	\$300	District Transportation Budget & Local PD Budget	Principal

10/24/2018	Creating Learning Targets Part 1: Content/Skill (I can statements)	All Teachers - Grade Level PLC's	0	N/A	IC & AP's
10/24-26/2018	SC EdTech Conference	2 DLC Teacher Leaders to train staff upon return	1455.31	District PD	Principal
10/31/2018	Morning Moseys with Merle #2: Instructional Rounds Focused on Knowledge Base section of GCSD Instructional Protocol	All Teachers - Grade Level PLC's	0	N/A	IC
11/14/2018	Meeting with Academic Specialists, Karen Ambrose Effective Tools for SS Instruction-- After School	SS Dept Chair and IC	0	N/A	IC
1/9/2019	Follow- up Webb's Depth of Knowledge & Learning Targets (Criteria) in PART II	All certified Staff – School-wide PLC	0	N/A	IC
2/20/2019	Morning Moseys with Merle #3: Instructional Rounds Focused on Assessment & Feedback section of GCSD Instructional Protocol	All Teachers - Grade Level PLC's	0	N/A	IC
2/20/2019	Meeting with Academic Specialists, Karen Ambrose Effective Tools for SS Instruction -- After School	All SS teachers	0	N/A	IC
3/1-3/2019	SCAMLE Conference	Teacher & admin. reps from each grade level to return and coach content teams.(This year: Guth, Dickerson, Davis)	\$1443.64	District PD, Local PD, and PTSA	Principal
4/3/2019	Creating Learning Targets Part 3: Condition and Student Engagement in the Classroom	All Teachers - Grade Level PLC's	0	N/A	IC & AP's

4/4/2019	Online Training Tools - State Testing	Content PLC	0	N/A	STC
4/10/2019	SCPASS & SCREADY Training	School-wide PLC	0	N/A	STC
4/24/2019	Morning Moseys with Merle #2: Instructional Rounds Focused on Instructional Delivery section of GCSD Instructional Protocol	All Teachers - Grade Level PLC's	0	N/A	IC
Goal: Targeting Subgroups including students with Special Needs and African American and Hispanic Students.					
Summer 2018	CKH 2-Day Introductory Training	New Employees or those not previously trained	Unknown	SCDOE & DOJ funded grant	CKH Trainers
Summer 2018	On-Track & Student Interventions, PT1	Instructional Leadership PLC + Guidance PLC	Unknown	District Funded	
On-going	Read 180/System 44 Training and on-site visits and coaching from company representative	Special Ed. teachers	Unknown	District Funded	
Ongoing	Special Education: Specialized Instruction in the General Ed. Setting Data Collection PWN's (Monthly Sped PPT's and admin. checklists)	Special Ed. Department PLC	0	N/A	SES IC ILT
8/13/2018	CKH Refresh/Refocus	All Staff	0	N/A	CKH Process Champions

8/13-8/17/2018	Developing strategies for specialized instruction and data collection in the General Ed. Classroom for students with special needs, led by RMS Special Education teachers	Grade Level PLC Special ED PLC	0	N/A	
10/25/2018	On-Track & Student Interventions, Pt 2	Instructional Leadership PLC + Guidance PLC	Unknown	District Funded	
11/1/2018	Furman Upstate Schools Consortium: Reaching the Wounded Student	Reps from Guidance PLC & IL PLC	0	0	Joe Hendershott
11/14/2018	Co-Teacher Training: <ul style="list-style-type: none"> · Planning together - Using Instructional Protocol Unit/ Lesson Design · Co-teaching strategies · Specialized Instruction in the Gen. Ed. Setting · Preparing for the year to come 	Content PLC	0	N/A	IC & ILT
Goal: Collaborative Leadership					
Monthly	Principal Advisory PLC: Responding to STW & CKH Feedback	PAC PLC	0	N/A	Malone
8/16/2018	Mandatory Safety, Management, and Legal training	All staff	0	N/A	Goulart
3/1/2019-3/3/2019	SCAMLE Conference	Teacher & admin. reps from each grade level to return and coach content teams.(This year: Guth, Dickerson, Davis)	\$1443.64	District PD, Local PD, and PTSA	Malone
6/2019	SCASA Innovative Ideas Institute- Attend and present on student-centered school culture	Principal & Assistant Principal(s)	\$3400	District PD	Malone

**Upstate	Writing	Project-RMS: Schedule of Events 2018-2019
Date	Time	Topic
10/22/2018	8:30a-3:30p	Full Day Kick-off PD (teacher workday)
10/29/2018	8:30a-3:15p	Coaching Day (1 coach rotating classes)
11/12/2018	8:00a-3:30p	Full Day PD (subs needed for ELA dept)
11/13/2018	8:30a-3:15p	Coaching Day (1 coach rotating classes)
12/5/2018	3:15p-5:30p	After School PD
12/6/2018	8:30a-3:15p	Coaching Day (1 coach rotating classes)
1/9/2019	3:15p-5:30p	After School PD
1/10/2019	8:30a-3:15p	Coaching Day (1 coach rotating classes)
2/20/2019	3:15p-5:30p	After School PD
2/21/2019	8:30a-3:15p	Coaching Day (1 coach rotating classes)
3/27/2019	3:15p-5:30p	After School PD
3/28/2019	8:30a-3:15p	Coaching Day (1 coach rotating classes)
4/24/2019	3:15p-5:30p	After School PD
4/25/2019	8:30a-3:15p	Coaching Day (1 coach rotating classes)
5/14/2019	3:15p-5:30p	After School PD—Planning for Next Year & Closing Celebration

**Ralph Fletcher (American writer & educational consultant on the art of writing) will be a speaker for the Upstate Writing Project this spring. Date 3/30/2019.

School Climate Needs Assessment

Student Questionnaire Results

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-eight were shown in this category.

Student questions from 2016-1017	% of Students Agreeing
Parents volunteer and participate in activities at my school.	78.4
I AM SATISFIED WITH HOME-SCHOOL RELATIONS.	78.0
Students at my school know the rules and what happens when students break the rules.	77.8
Broken things at my school get fixed.	77.2
My parent helps me with my homework when I need it.	76.0
My teachers give homework assignments that help me learn better.	71.5
I can always go to adults at my school if I am being bullied.	71.5
My teachers do a good job teaching me mathematics.	70.9
Teachers work together to help students at my school.	70.0
My teachers spend enough time helping me learn.	69.8
Students from different backgrounds get along well at my school.	67.9
I have seen or know of another student being bullied.	67.7
Teachers and students get along well with each other at my school.	67.4
I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	67.1
My teachers praise students when they do good work.	65.6
I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	64.1
The textbooks and workbooks I use at my school really help me to learn.	63.5
The rules about how students should behave in my school are fair.	63.2
The bathrooms at my school are kept clean.	61.7
An adult at my school has talked to me about bullying.	61.4
Students at my school believe they can do good work.	59.0
Parents at my school know their children's homework assignments.	56.3

Adults at my school prevent bullying from happening.	56.1
My classes are interesting and fun.	49.7
Students at my school behave well in class.	37.7
I have been bullied at the school during the school day.	34.2
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	32.4

Student Questions from 2017-2018	Percent of students Agreeing
My classes are challenging (not too easy; they make me think).	85.4
My teachers want me to understand what I am learning, not just remember facts.	78.8
My teachers expect students to learn.	96.8
My teachers expect students to behave.	96.3
My teachers spend enough time helping me learn.	73.8
My teachers help students when they do not understand something.	81.4
My teachers do a good job teaching me mathematics.	65.0
My teachers do a good job teaching me English language arts.	86.8
My teachers give tests on what I learn in class.	90.2
My teachers give homework assignments that help me learn better.	69.2
My classes are interesting and fun.	54.3
Students at my school believe they can do good work.	65.3
My teachers praise students when they do good work.	61.6
Work done by students can be seen on the walls of my school.	92.2
The textbooks and workbooks I use at my school really help me to learn.	58.9
The media center at my school has a good selection of books.	92.6
I use computers and other technology at my school to help me learn.	90.2
I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	71.4
The grounds around my school are kept clean.	86.0
The hallways at my school are kept clean.	90.4
The bathrooms at my school are kept clean.	73.8
Broken things at my school get fixed.	83.8
There is enough room for students to learn at my school.	87.5
Students at my school behave well in class.	48.9
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	46.4
Students at my school know the rules and what happens when students break the rules.	83.4
The rules about how students should behave in my school are fair.	69.5
The rules for behavior are enforced at my school.	89.3
I feel safe at my school before and after school hours.	84.6
I feel safe at my school during the school day.	84.6
I feel safe going to or coming from my school.	90.8

Students from different backgrounds get along well at my school.	75.3
Teachers and students get along well with each other at my school.	75.0
Teachers work together to help students at my school.	73.0
I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	71.6
My parent knows what I am expected to learn in school.	81.9
My parent knows how well I am doing in school.	95.1
My school informs parents about school programs and activities.	86.5
Parents at my school know their children's homework assignments.	62.7
My parent helps me with my homework when I need it.	78.1
Parents are welcomed at my school.	83.1
Parents volunteer and participate in activities at my school.	80.8
I AM SATISFIED WITH HOME-SCHOOL RELATIONS.	80.5
I have seen or know of another student being bullied.	61.0
I have been bullied at the school during the school day.	33.5
I have been bullied while going to or from school.	16.9
I have been bullied by someone from my school using a computer, a cell phone or other electronic devices.	14.7
Adults at my school prevent bullying from happening.	57.7
I can always go to adults at my school if I am being bullied.	71.7
An adult at my school has talked to me about bullying.	69.6
I have bullied another student at my school.	10.5

Parent Questionnaire Results

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 results of this survey were used to help compile the South Carolina School Report Card. 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.

Parent Questions from 2016-2017	% of Parents Agreeing
My child's school schedules activities at times that I can attend.	79.0
My child's teachers give homework that helps my child learn.	77.6
My child's school returns my phone calls or e-mails promptly.	76.8
The principal at my child's school is available and welcoming.	76.3
My child's school gives me information about what my child should be learning in school.	73.4

I AM SATISFIED WITH HOME-SCHOOL RELATIONS AT MY CHILD'S SCHOOL.	66.3
Students at my child's school are well-behaved.	64.5
My child's school treats all students fairly.	61.3
My child's school has an anti-bullying program to prevent or deal with bullying.	55.3
My child's teachers and school staff prevent or stop bullying at school.	54.9
My child's school includes me in decision-making.	54.3
My child's school considers changes based on what parents say.	35.8
My child's teachers contact me to say good things about my child.	35.5
My child's teachers tell me how I can help my child learn.	32.3
My child's teachers invite me to visit my child's classrooms during the school day.	13.9

Parent Questions from 2017-2018	% of Parents Agreeing
My child's teachers give homework that helps my child learn.	84.1
My child's school has high expectations for student learning.	93.7
My child's teachers encourage my child to learn.	89.6
My child's teachers provide extra help when my child needs it.	82.4
I AM SATISFIED WITH THE LEARNING ENVIRONMENT AT MY CHILD'S SCHOOL.	87.9
My child's teachers contact me to say good things about my child.	43.7
My child's teachers tell me how I can help my child learn.	38.1
My child's teachers invite me to visit my child's classrooms during the school day.	18.9
My child's school returns my phone calls or e-mails promptly.	83.5
My child's school includes me in decision-making.	65.8
My child's school gives me information about what my child should be learning in school.	75.6
My child's school considers changes based on what parents say.	46.8
My child's school schedules activities at times that I can attend.	85.7
My child's school treats all students fairly.	58.4
The principal at my child's school is available and welcoming.	80.0
I AM SATISFIED WITH HOME-SCHOOL RELATIONS AT MY CHILD'S SCHOOL.	76.2
My child's school is kept neat and clean.	96.0
My child's teachers care about my child as an individual.	73.8
Students at my child's school are well-behaved.	56.3
My child feels safe at school.	89.6
My child's teachers and school staff prevent or stop bullying at school.	56.3

My child's school has an anti-bullying program to prevent or deal with bullying.	59.2
I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY CHILD' S SCHOOL.	88.1
The IGP conference was beneficial to my child as he/she prepares to be promoted to the next grade level.	86.4
During the IGP conference, the counselors discussed my child's academic progress and his/her career goals.	89.6
I recommend that all parents/guardians attend IGP conferences with their children.	87.2

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

2016-2017 Please tell us if you do the following	I do this	I don't do but would like to	I don't do & I don't care to	Activity not offered
	Percentages			
Attend Open Houses or parent-teacher conferences	88.5	7.3	2.1	2.1
Attend student programs or performances	86.3	10.5	3.2	0.0
Volunteer for the school (bake cookies, help in office, help with school fund raising, etc.)	35.9	31.5	32.6	0.0
Go on trips with my child's school (out of town band contest, field trip to the museum, etc.)	47.9	27.7	23.4	1.1
Participate in School Improvement Council meetings.	8.4	35.8	47.4	8.4
Participate in Parent-Teacher-Student Organizations (PTA, PTO, etc.)	41.3	21.7	35.9	1.1
Participate in school committees (textbook committee, spring carnival committee, etc.)	16.1	21.8	57.5	4.6
Attend parent workshops (how to help my child with school work, how to talk to my child about drugs, effective	27.8	26.7	31.1	14.4

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	%	%	%	%
	%	I DON'T DO BUT WOULD LIKE TO	I DON'T DO & I DON'T CARE TO	ACTIVITY NOT OFFERED
2017-2018 PLEASE TELL US IF YOU DO THE FOLLOWING	I DO THIS			
Attend Open Houses or parent-teacher conferences	85.4	9.8	4.9	0.0
Attend student programs or performances	85.7	8.7	3.2	2.4
Volunteer for the school (bake cookies, help in office, help with school fund raising, etc.)	35.5	29.8	34.7	0.0
Go on trips with my child's school (out of town band contest, field trip to the museum, etc.)	37.9	39.5	20.2	2.4
Participate in School Improvement Council meetings.	7.4	34.4	54.9	3.3
Participate in Parent-Teacher-Student Organizations (PTA, PTO, etc.)	40.7	23.6	35.0	0.8
Participate in school committees (textbook committee, spring carnival committee, etc.)	10.7	33.9	53.7	1.7
Attend parent workshops (how to help my child with school work, how to talk to my child about drugs, effective discipline, etc)	21.5	42.1	27.3	9.1

2016-2017 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.	8.5	61.7	29.8
Contact my child's teachers about my child's school work.	80.4	13.0	6.5
Limit the amount of time my child watches TV, plays video games, surfs the internet, etc.	89.4	5.3	5.3
Make sure my child does his/her homework.	98.9	0.0	1.1
Help my child with homework when he/she needs it.	98.9	1.1	0.0

Riverside Middle School

		%	%
	%	I DONT DO	I DONT DO
	I DO	BUT WOULD	& DONT
2017-2018 PLEASE TELL US IF YOU DO THE FOLLOWING	THIS	LIKE TO	CARE TO
Visit my child's classrooms during the school day.	2.4	64.3	33.3
Contact my child's teachers about my child's school work.	72.8	20.0	7.2
Limit the amount of time my child watches TV, plays video games, surfs the internet, etc.	82.7	11.0	6.3
Make sure my child does his/her homework.	95.2	2.4	2.4
Help my child with homework when he/she needs it.	95.2	4.0	0.8

This section of the survey asked parents for True/False Responses on a variety of activities. The results are included in their entirety.

2016-2017 Statements	% True	% False
Lack of transportation reduces my involvement.	2.1	97.9
Family health problems reduce my involvement.	7.4	92.6
Lack of available care for my children or other family members reduces my involvement.	8.4	91.6
My work schedule makes it hard for me to be involved.	57.9	42.1
The school does not encourage my involvement.	18.1	81.9
Information about how to be involved either comes too late or not at all.	18.9	81.1
I don't feel like it is appreciated when I try to be involved.	10.1	89.9

2017-2018 Statements	%	%
	TRUE	FALSE
Lack of transportation reduces my involvement.	6.3	93.7
Family health problems reduce my involvement.	12.0	88.0
Lack of available care for my children or other family members reduces my involvement.	13.5	86.5
My work schedule makes it hard for me to be involved.	62.7	37.3
The school does not encourage my involvement.	16.7	83.3
Information about how to be involved either comes too late or not at all.	16.7	83.3
I don't feel like it is appreciated when I try to be involved.	8.9	91.1

Riverside Middle School

	%				%
	Very	%	%	%	Very
2016-2017 Please rate your school on...	Good	Good	Okay	Bad	Bad
The school's overall friendliness.	42.1	32.6	18.9	4.2	2.1
The school's interest in parents' ideas and opinions.	15.2	47.8	25.0	10.9	1.1
The school's efforts to get important information from parents.	26.6	37.2	27.7	6.4	2.1
The school's efforts to give important information to parents.	40.9	28.0	25.8	3.2	2.2

	%				%
	VERY	%	%	%	VERY
2017-2018 PLEASE RATE YOUR SCHOOL ON...	GOOD	GOOD	OKAY	BAD	BAD
The school's overall friendliness.	36.5	44.4	15.1	3.2	0.8
The school's interest in parents' ideas and opinions.	12.8	40.8	38.4	6.4	1.6
The school's efforts to get important information from parents.	30.7	38.6	23.6	6.3	0.8
The school's efforts to give important information to parents.	41.6	36.8	18.4	2.4	0.8

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 80% of the parents responded that they attend events at school. A high percentage of parents also 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

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 following summary shows responses where less than 80% of the staff rated the question “Mostly Agree” or above.

2016-2017 Statements	% of Teachers Agreeing
I feel supported by administrators at my school.	77.3
My school offers effective programs for students with disabilities.	75.0
I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	75.0
The faculty and staff at my school have a shared vision.	75.0
Students at my school are motivated and interested in learning.	72.8
The rules for behavior are enforced at my school.	70.5
The school administration provides effective instructional leadership.	65.9
The school administration sets high standards for students.	63.6
The school leadership makes a sustained effort to address teacher concerns.	63.6
I feel comfortable raising issues and concerns that are important to me.	63.6
My non-instructional duties do not interfere with my essential role of educating students.	61.4
Teachers at my school are recognized and appreciated for good work.	61.3
Rules and consequences for behavior are clear to students.	59.1
My school or district provides me with training to assist in preventing and/or dealing with bullying.	59.1
My class sizes allow me to meet the educational needs of my students.	56.8
The level of teacher and staff morale is high at my school.	47.7
I have been bullied by an adult at this school.	29.6
I have been bullied by a student at this school.	29.6
	% of Teachers Agreeing
2017-2018 TEACHER QUESTIONS	
My school provides challenging instructional programs for students.	100.0
Teachers at my school effectively implement the State Curriculum Standards.	97.4
Teachers at my school focus instruction on understanding, not just memorizing facts.	100.0
Teachers at my school have high expectations for students' learning.	94.9
There is a sufficient amount of classroom time allocated to instruction in essential skills.	79.5
Student assessment information is effectively used by teachers to plan instruction.	100.0
Effective instructional strategies are used to meet the needs of low achieving students.	92.4
My school offers effective programs for students with disabilities.	84.6
Instructional strategies are used to meet the needs of academically gifted students.	89.7
The level of teacher and staff morale is high at my school.	51.3
Teachers respect each other at my school.	92.3

Riverside Middle School

Teachers at my school are recognized and appreciated for good work.	71.8
Students at my school are motivated and interested in learning.	82.0
There are sufficient materials and supplies available for classroom and instructional use.	89.8
Our school has a good selection of library and media material.	97.5
Our school has sufficient computers for instructional use.	56.4
Computers are used effectively for instruction at my school.	84.6
There are relevant professional development opportunities offered to teachers at my school.	82.0
The school administration communicates clear instructional goals for the school.	87.2
The school administration sets high standards for students.	74.4
The school administration has high expectations for teacher performance.	89.8
The school administration provides effective instructional leadership.	69.3
Student assessment information is used to set goals and plan programs for my school.	89.7
Teacher evaluation at my school focuses on instructional improvement.	92.3
School administrators visit classrooms to observe instruction.	94.8
The school administration arranges for collaborative planning and decision making.	82.1
I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	74.4
The grounds around my school are kept clean.	100.0
The hallways at my school are kept clean.	100.0
The bathrooms at my school are kept clean.	92.3
The school building is maintained well and repaired when needed.	92.3
There is sufficient space for instructional programs at my school.	87.2
Students at my school behave well in class.	82.0
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	77.0
Rules and consequences for behavior are clear to students.	61.6
The rules for behavior are enforced at my school.	79.5
The rules about how students should behave in my school are fair.	74.4
I have been bullied by an adult at this school.	30.8
I have been bullied by a student at this school.	33.4
My school or district provides me with training to assist in preventing and/or dealing with bullying.	58.9
I feel safe at my school before and after school hours.	92.3
I feel safe at my school during the school day.	89.8
I feel safe going to or coming from my school.	94.8
Students from different backgrounds get along well at my school.	89.7
Teachers and students get along well with each other at my school.	89.8
Teachers at my school collaborate for instructional planning.	97.4
I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	82.1
Parents at my school are aware of school policies.	84.6
Parents at my school know about school activities.	94.9
Parents at my school understand the school's instructional programs.	84.6
Parents at my school are interested in their children's schoolwork.	89.7
Parents at my school support instructional decisions regarding their children.	87.2
Parents attend conferences requested by teachers at my school.	89.7
Parents at my school cooperate regarding discipline problems.	79.5

Parents attend school meetings and other school events.	89.8
Parents participate as volunteer helpers in the school or classroom.	92.3
Parents are involved in school decisions through advisory committees.	92.3
I AM SATISFIED WITH HOME AND SCHOOL RELATIONS.	84.7
I have sufficient space in my classroom to meet the educational needs of my students.	76.9
My non-instructional duties do not interfere with my essential role of educating students.	53.8
I have access to reliable communication technology, including phone, fax, and e-mail.	100.0
I feel supported by administrators at my school.	64.1
The faculty and staff at my school have a shared vision.	66.7
I am familiar with local, state, and national policies and how they affect teaching and learning.	97.5
Local, state, or national policies assist me in meeting the educational needs of my students.	59.0
The school leadership makes a sustained effort to address teacher concerns.	61.5
My decisions in areas such as instruction and student progress are supported.	74.4
Teachers at my school are encouraged to develop innovative solutions to problems.	79.5
I feel comfortable raising issues and concerns that are important to me.	53.8
Sufficient resources are available to allow teachers to take advantage of professional development activities.	82.1
My class sizes allow me to meet the educational needs of my students.	50.0
I AM SATISFIED WITH MY CURRENT WORKING CONDITIONS.	74.4

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, 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.

2016-2017 Evaluations by Teachers, Students, and Parents—REPORT CARD			
	Teachers	Students*	Parents*

Number of surveys returned	44	334	92
Percent satisfied with learning environment	75.0%	64.1%	85.9%
Percent satisfied with social and physical environment	79.5%	67.1%	84.0%
Percent satisfied with school-home relations	93.2%	78.0%	66.3%

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

2017-2018 Evaluations by Teachers, Students, and Parents—REPORT CARD			
	Teachers	Students*	Parents*
Number of surveys returned	39	409	124
Percent satisfied with learning environment	74.40%	71.40%	87.90%
Percent satisfied with social and physical environment	82.10%	71.60%	88.10%
Percent satisfied with school-home relations	84.70%	80.50%	76.20%

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

Action Plan

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

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* Gifted and Talented: Other

PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 59% in 2016-17 to 64% in 2022-23.

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 1 % annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC READY test data file	59 % Meets Expectations and Exceeds Expectations (2016-17)	School Projected Middle	60	61	62	63	64
		School Actual Middle 56					
SC READY ELA SC READY test data file	43% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Middle	46	49	52	55	58
		District Actual Middle 44					

ACTION PLAN FOR STRATEGY #1: Provide targeted reading and writing instruction for all students					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>2.. Professional development for ELA teachers will focus on</p> <ul style="list-style-type: none"> engaging readers in independent reading (SSR) building reading stamina teaching writing strategies and TDA practice closing the literacy gap through: student centered differentiated instruction and reading intervention programs- System 44, Read 180, LanguageLive! project based and blended learning initiatives <p>Teacher PD and administrative teams use instructional observational rounds and reflective conversations to inform needed instructional changes and support.</p>	2018-2023	Principal Instructional Coach ELA Teachers SPED Staff ELA District Coordinator Summer Academy	None	None	<p>Greater percentage of students that meet or exceed the standard on SC Ready ELA assessment and closing the gap for African-American, LEP, and special education students</p> <p>Observations</p> <p>Unit Leeson Plans</p> <p>Agenda notes from content meetings</p> <p>Agendas from PD trainings and Weekly PLC meetings</p> <p>Assessment charts and data reports from intervention reading programs</p> <p>Reflection Logs from instructional round observations.</p>
<p>3. ELA teachers will continue to use formative assessments to inform instruction and develop plans to reteach content, provide second chances for students to relearn missed concepts and retest for mastery.</p>	2018-2023	Principal Instructional Coach ELA Teachers Administrators	None	None	<p>FLEX observations and Content PLC Minutes/Plans</p> <p>MasteryConnect Assessment Data Analysis</p>

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

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal Gifted and Talented: Other

PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 66% in 2016-17 to 71% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 1% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SC READY test data file	66% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Middle	67	68	69	70	71
		School Actual Middle					
		68					
SC READY Math SC READY test data file	40 % Meets Expectations and Exceeds Expectations (2016-17)	District Projected Middle	43	46	49	52	55
		District Actual Middle					
		43					

ACTION PLAN FOR STRATEGY #1: Provide targeted math core instruction for all students					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>1. Math teachers will meet for collaborative as Content PLC's each week to plan SCCCS standards-based best practices instruction following the GCSD instructional protocol that</p> <ul style="list-style-type: none"> identifies learning targets develops comprehensive units of instruction developing instruction at higher DOK levels modeling and think alouds to scaffold student thinking and support independence as mathematicians who are conceptual and critical thinkers use tasks and activities that promote reasoning and problem solving use real world problems as a part of daily class instruction interactive notebooking Intentional and authentic use of content vocabulary <p>Teachers will examine, monitor, and analyze student performance using both formative and summative assessments in MasteryConnect with the instructional coach, special education staff, and administrators to</p> <ul style="list-style-type: none"> revise strategies for closing the gaps in math for African American, LEP, and special education students inform instructional decisions based on evidence of student learning 	2018-2023	Principal Math Teachers SPED Staff Instructional Coach Administrators	None	None	<p>Greater percentage of students that meet or exceed the standard on SC Ready math assessment and closing the gap for African-American, LEP and special education students</p> <p>Observations</p> <p>Unit Leeson Plans</p> <p>Agenda notes from Content PLC meetings</p> <p>Agendas from PD trainings and Weekly PLC meetings</p> <p>MasteryConnect and Benchmark Data Analysis</p> <p>Reflection Logs from instructional round observations.</p>

<p>2. Professional development for Math teachers will focus on</p> <ul style="list-style-type: none"> engaging students in mathematical reasoning and real world problem solving teaching critical thinking skills closing the gap through: student centered differentiated instruction and intervention project based and blended learning initiatives <p>Teacher PD and administrative teams use instructional observational rounds and reflective conversations to inform needed instructional changes and support.</p>	<p>2018-2023</p>	<p>Principal Instructional Coach Math Teachers SPED Staff Math District Coordinator Summer Academy</p>	<p>None</p>	<p>None</p>	<p>Greater percentage of students that meet or exceed the standard on SC Ready meth assessment and closing the gap for African-American, male, and special education students</p> <p>Observations</p> <p>Unit Leeson Plans</p> <p>Agenda notes from content meetings</p> <p>Agendas from PD trainings and Weekly PLC meetings</p> <p>Assessment charts and data reports from MasteryConnect</p> <p>Reflection Logs from instructional round observations.</p>
<p>3. Math teachers will continue to use formative assessments to inform weekly FLEX sessions and to reteach content and provide second chances for students to relearn missed concepts and retest for mastery.</p>	<p>2018-2023</p>	<p>Principal Instructional Coach Math Teachers Administrators</p>	<p>None</p>	<p>None</p>	<p>FLEX Observations</p> <p>MasteryConnect and Benchmark Data Analyses</p>

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

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* Gifted and Talented: Other

PERFORMANCE GOAL: 3 The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will meet or exceed the state and federal accountability standard annually from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by 1% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 only	School Projected Middle	66	67	68	69	70
		School Actual Middle 65					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 only	District Projected Middle	56	59	62	65	68
		District Actual Middle 53					

SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 8 only	School Projected Middle	71	72	73	74	75
		School Actual Middle 70					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 8 only	District Projected Middle	56	59	62	65	68
		District Actual Middle 53					

*Beginning in 2017-18, grades 4, 6, and 8 will take SCPASS Science.

ACTION PLAN FOR STRATEGY #1: Provide targeted science core instruction for all students					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Science teachers will meet for collaborative planning as Content PLC's each week to plan SCCCS standards-based best practices instruction following the GCSD instructional protocol that <ul style="list-style-type: none"> • identifies learning targets • develops comprehensive units of instruction with DE Techbook 	2018-2023	Principal Science Teachers Instructional Coach Administrators	None	None	Greater percentage of students that meet or exceed the standard on SC PASS science assessment Observations Unit Leeson Plans Agenda content PLC meetings

<ul style="list-style-type: none"> • develops instruction at higher DOK levels and using Technology based simulations • incorporates the use of modeling and “think alouds” to support independence • uses tasks and activities that promote reasoning and problem solving • use real world problems as a part of daily class instruction • integrates intentional teaching of content vocabulary • models and instills thinking like a scientist • integrates project based and blended learning (Gizmos) • utilizes interactive notebooking <p>They will examine, monitor, and analyze student performance using both formative and summative assessments in MasteryConnect with the instructional coach, and administrators to</p> <ul style="list-style-type: none"> • revise strategies for closing the gaps in science • inform instructional changes needed for all level of learners • use SSC SDE state support documents to prioritize science indicators 					<p>Agendas from PD trainings and Weekly PLC meetings</p> <p>Assessment charts and data reports from MasteryConnect</p> <p>Reflection Logs from instructional round observations.</p>
<p>2. Professional development for Science teachers will focus on</p> <ul style="list-style-type: none"> • engaging students in reasoning and real world problem solving • teaching critical thinking skills • closing the gap through student-centered differentiated instruction and intervention • project based and blended learning initiatives • increasing the use of digital learning 	<p>2018-2023</p>	<p>Principal Instructional Coach Science Teachers Science District Coordinator Summer Academy</p>	<p>None</p>	<p>None</p>	<p>Greater percentage of students that meet or exceed the standard on SCPASS Science</p> <p>Observations & Unit Plans</p> <p>Agenda notes from content meetings, PD trainings, and Weekly PLC meetings</p> <p>Assessment charts and data reports from MasteryConnect</p>

<p>Teacher PD and administrative teams use instructional observational rounds and reflective conversations to inform needed instructional changes and support.</p>					<p>Reflection Logs from instructional round observations.</p>
<p>3. Science teachers will continue to use formative assessments to inform weekly FLEX sessions to reteach content and provide second chances for students to relearn missed concepts and retest for mastery.</p>	<p>2018-2023</p>	<p>Principal Instructional Coach Science Teachers Administrators</p>	<p>None</p>	<p>None</p>	<p>FLEX Observations MasteryConnect and Benchmark Analyses</p>

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

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal Gifted and Talented: Other

PERFORMANCE GOAL: 4 The percentage of students scoring Met and Exemplary on SCPASS Social Studies will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Met and Exemplary on SCPASS Social Studies will increase by 1 % annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	School Projected Middle	84	85	86	87	88
		School Actual Middle 83					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	District Projected Middle	74	77	80	83	85
		District Actual Middle 71					

Beginning in 2017-18, grades 5 and 7 will take SCPASS Social Studies

ACTION PLAN FOR STRATEGY #1: Provide targeted social studies core instruction for all students					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>1. Social Studies teachers will meet for collaborative planning as PLC’s each week to plan SCCCS standards-based best practices instruction following the GCSD instructional protocol that</p> <ul style="list-style-type: none"> • identifies learning targets • develops comprehensive units of instruction • developing instruction at higher DOK levels • modeling and think alouds to support independence as use tasks and activities that promote reasoning and problem solving • use real world problems as a part of daily class instruction • intentional teaching of content vocabulary • project based and blended learning • interactive notebooking <p>They will examine, monitor, and analyze student performance using both formative and summative assessments in MasteryConnect with the instructional coach, and administrators to</p> <ul style="list-style-type: none"> • revise strategies for closing the gaps in science • inform instructional changes needed for all level of learners 	2018-2023	Principal Social Studies Teachers Instructional Coach Administrators	None	None	<p>Greater percentage of students that meet or exceed the standard on SC PASS social studies assessment</p> <p>Observations</p> <p>Unit Leeson Plans</p> <p>Agenda notes from content meetings</p> <p>Agendas from PD trainings and Weekly PLC meetings</p> <p>Assessment charts and data reports from MasteryConnect</p> <p>Reflection Logs from instructional round observations.</p>

<ul style="list-style-type: none"> • use SSC SDE state support documents to prioritize social studies indicators 					
<p>2. Professional development for social studies teachers will focus on</p> <ul style="list-style-type: none"> • engaging students in reasoning and real world problem solving • teaching critical thinking skills • student centered differentiated instruction and intervention • project based and blended learning initiatives • increasing the use of digital learning • using primary documents and resources <p>Teacher PD and administrative teams use instructional observational rounds and reflective conversations to inform needed instructional changes and support.</p>	<p>2018-2023</p>	<p>Principal Instructional Coach Social Studies Teachers Social Studies District Coordinator Summer Academy</p>	<p>None</p>	<p>None</p>	<p>Greater percentage of students that meet or exceed the standard on SC PASS social studies assessment</p> <p>Observations</p> <p>Unit Leeson Plans</p> <p>Agenda notes from content meetings</p> <p>Agendas from PD trainings and Weekly PLC meetings</p> <p>Assessment charts and data reports from MasteryConnect</p> <p>Reflection Logs from instructional round observations.</p>
<p>3. Social Studies teachers will continue to use formative assessments to inform weekly FLEX sessions to reteach content and provide second chances for students to relearn missed concepts and retest for mastery.</p>	<p>2018-2023</p>	<p>Principal Instructional Coach Social Studies Teachers Administrators</p>	<p>None</p>	<p>None</p>	<p>FLEX Observations</p> <p>MasteryConnect and Benchmark Analyses</p>

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

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal Gifted and Talented: Other

PERFORMANCE GOAL: 5 Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for standardized tests in English Language Arts and Math (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC SDE Website	42 % Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = 1.5%	School Projected Hispanic	43.5	45	46.5	48	49.5
SC READY ELA SC SDE Website		School Actual Hispanic 42					
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected Hispanic 36	36	39	42	45	48
SC READY ELA SC SDE Website		District Actual Hispanic 34					

SC READY ELA SC SDE Website	37 % Meets Expectations and Exceeds Expectations (2 016-17) Annual Increase =1.9%	School Projected AA	38.9	40.8	42.7	44.6	46.5
SC READY ELA SC SDE Website		School Actual AA 30					
SC READY ELA SC SDE Website	22 % Meets Expectations and Exceeds Expectations	District Projected AA 25	25	28	31	34	37
SC READY ELA SC SDE Website		District Actual AA 25					
SC READY ELA SC SDE Website	10 % Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =3.3%	School Projected SWD	13.3	16.6	19.9	23.2	26.5
SC READY ELA SC SDE Website		School Actual SWD 8					
SC READY ELA SC SDE Website	11% Meets Expectation and Exceeds Expectations	District Projected SWD 14	14	17	20	23	26

SC READY ELA SC SDE Website		District Actual SWD 12					
SC READY ELA SC SDE Website	23% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =+2.6%	School Projected LEP	25.6	28.2	30.8	33.4	36
SC READY ELA SC SDE Website		School Actual LEP 51					
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	District Projected LEP 35	35	38	41	44	47
SC READY ELA SC SDE Website		District Actual LEP 33					
SC READY ELA SC SDE Website	% Meets Expectations and Exceeds Expectations (2017-18) Annual Increase =+2.6	School Projected SIP	39.6	42.2	44.8	47.6	50

SC READY ELA SC SDE Website		School Actual SIP 37					
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	District Projected SIP 38	38	41	44	47	50
SC READY ELA SC SDE Website		District Actual SIP 33					
SC READY Math SC READY test data file	42% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =1.5%	School Projected Hispanic	43.5	45	46.5	48	49.5
SC READY Math SC READY test data file		School Actual Hispanic 54					
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	District Projected Hispanic 39	39	42	45	48	51

SC READY Math SC SDE Website		District Actual Hispanic 42					
SC READY Math SC READY test data file	35% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =1.9%	School Projected AA	36.9	38.8	40.7	42.6	44.5
SC READY Math SC READY test data file		School Actual AA 37					
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	District Projected AA 27	27	30	33	36	39
SC READY Math SC SDE Website		District Actual AA 28					
SC READY Math SC READY test data file	11% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =3.3%	School Projected SWD	14.3	17.6	20.9	24.2	27.5
SC READY Math SC READY test data file		School Actual SWD 10					

SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	District Projected SWD 18	18	21	24	27	30
SC READY Math SC SDE Website		District Actual SWD 16					
SC READY Math SC READY test data file	36% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =1.9%	School Projected LEP	37.9	39.8	41.7	43.6	45.5
SC READY Math SC READY test data file		School Actual LEP 68					
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	District Projected LEP 40	40	43	46	49	52
SC READY Math SC SDE Website		District Actual LEP 42					
SC READY Math SC READY test data file	46% Meets Expectations and Exceeds Expectations (2017-18) Annual Increase =1	School Projected SIP	47	48	49	50	51

SC READY Math SC READY test data file		School Actual SIP 46					
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected SIP 36	36	39	42	45	48
SC READY Math SC SDE Website		District Actual SIP 38					

ACTION PLAN FOR STRATEGY #1: Increase the effectiveness of data-based core instruction					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teachers will meet for collaborative planning as Content PLC's each week to plan SCCCS standards-based best practices instruction following the GCSD instructional protocol that <ul style="list-style-type: none"> identifies learning targets develops comprehensive units of instruction developing instruction at higher DOK levels 	2018-2023	Teachers Instructional coach Principal Administrators	None	None	Agendas from PLC meetings Observations Lesson plans Instructional rounds for observation and reflection
2. They will use data driven conversations to examine, monitor, and analyze student performance using: <ul style="list-style-type: none"> formative and summative assessments in MasteryConnect 	2018-2023	Teachers Instructional coach Principal	None	None	Agendas from PLC meetings Observations Lesson plans

ACTION PLAN FOR STRATEGY #1: Increase the effectiveness of data-based core instruction					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>with the instructional coach, special education staff, and administrators to meet the needs of all learners.</p> <p>Reteach and offer students second chances to master content through Flex, early morning and afterschool help, and in class.</p> <p>Use the On-Track System to identify at-risk students, log interventions, and monitor student progress in the areas of Attendance, Behavior, and Academic Performance.</p>		Administrators			<p>Instructional rounds for observation and reflection</p> <p>MasteryConnects and benchmark data reports and charts</p> <p>FLEX observations</p> <p>On-Track and Intervention Connection Documentation</p>
3. Participate in professional development trainings on best practices on diverse learners	2018-2023	Principal Instructional Coach GCS Academic Specialists	None	None	<p>PD calendar</p> <p>District PD offerings</p> <p>Agendas from PD</p>

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

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal Gifted and Talented: Other

PERFORMANCE GOAL: 6 100% of middle schools will have targeted literacy intervention classes by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
PowerSchool		School Projected					
PowerSchool		School Actual YES					
PowerSchool	50	District Projected	75	100	100	100	100
PowerSchool		District Actual 89	100				

ACTION PLAN FOR STRATEGY #1: To provide targeted reading interventions aligned to student needs					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Determine and utilize appropriate evidence-based assessments to identify targeted intervention needs <ul style="list-style-type: none"> • 5th & 8th Grade MAP Scores • ELA SC READY scores • MasteryConnect 	2018-2023	Principal Instructional Coach Administrators Teachers Guidance	None	None	Data charts and spreadsheets to review and identify students in need of intervention Benchmark results from targeted reading intervention programs
2. Implement the MTSS framework intervention guidelines with fidelity <ul style="list-style-type: none"> • Language Live! (We started in 2017-2018) • Read 180/System 44 • On Track Initiative to Intervene with At-Risk Students Coach teachers in best practice	2018-2023	Principal Instructional Coach Administrators Teachers	None	None	Assessment reports from intervention programs to monitor growth On-Track and Intervention Connection Logs and Documentation Coaching cycles logs and PLC agendas
3. Monitor and track student growth through intervention assessment reports, benchmarks, and MasteryConnect assessments	2018-2023	Principal Instructional Coach Administrators Teachers	None	None	Implement OnTrack/GCSOURCE to monitor progress Quarterly review of MasteryConnects data and benchmarks to monitor student progress

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

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal Gifted and Talented: Other

PERFORMANCE GOAL: 1 The school will have qualified, diverse teachers (gender and ethnicity) by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report	Baseline will be established at the end of the 2018-2019 school year.	School Projected		TBD	TBD	TBD	TBD
		School Actual					
Employment report	Baseline will be established at the end of the 2018-2019 school year.	District Projected		TBD	TBD	TBD	TBD
		District Actual					

ACTION PLAN FOR STRATEGY #1: to provide ongoing support for teachers to work with diverse student populations					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide professional development to help staff work with diverse student populations	2018-2023	Principal Instructional Coach Administrators GCS District Staff	None	None	Professional development activities to help teachers work with diverse student populations Continue Capturing Kids Heart training for all staff Observations Instructional rounds for observation and reflection
2. Provide mentoring and support for new teachers to collaborate and develop positive relationships with a mentor, a buddy teacher, and the instructional coach	2018-2023	Principal Instructional Coach Administrators Mentors	None	None	Observations New Teacher PD Agendas Coaching cycle logs from administrators and instructional coach Mentor Teacher Logs
3. Provide time and support for all teachers to develop personalized growth plans	2018-2023	Principal Instructional Coach Administrators	None	None	Coaching cycle logs from administrators and instructional coach SLO Professional Development Plan documentation

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

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional **1**
Academic Goal and 1 Additional Goal Gifted and Talented: Other

PERFORMANCE GOAL: 1 Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree they feel safe during the school day on the South Carolina Department of Education Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE School Report Card Survey	83.7%	School Projected Students	≥ 90				
		School Actual Students 84.6					
SC SDE School Report Card Survey	93.2%	School Projected Teachers	≥ 90				
		School Actual Teachers 89.8					

SC SDE School Report Card Survey	89.5%	School Projected Parents	≥ 90				
		School Actual Parents 89.6					
SC SDE School Report Card Survey	92	District Projected Students	≥ 90				
		District Actual Students 86					
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90				
		District Actual Teachers 97					
SC SDE School Report Card Survey	91	District Projected Parents	≥ 90				

		District Actual Parents 88					
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ACTION PLAN FOR STRATEGY #1: To increase the percentage of parents, teachers, and students that feel safe during school hours and to communicate safety measures with all stakeholders					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<ol style="list-style-type: none"> 1. Communicate clearly and effectively with all stakeholders that district/school-wide emergency response plans are in place and include explanations of the training and drills that take place at school. 2. Continue to promote safety protocols at school through the development of a School-wide Safety Day during each semester. 	2018-2023	Principal Administration Office Staff SRO	None	NA	Newsletters, Social Media Posts, SIC and PTA Agendas. and Phone Blasts logs and emails Safety Day Plan
<ol style="list-style-type: none"> 2. Be proactive by periodically pushing out information about the safety measures that we take at school including: <ul style="list-style-type: none"> • Background checks for Volunteers • Training front office staff to recognize and de-escalate situations 	2018-2023	Principal Administration	None	NA	Newsletters, Social Media Posts, SIC and PTA Agendas. and Phone Blasts logs and emails

ACTION PLAN FOR STRATEGY #1: To increase the percentage of parents, teachers, and students that feel safe during school hours and to communicate safety measures with all stakeholders					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<ul style="list-style-type: none"> SRO officer on campus-provides al law enforcement presence and information on issues School Safety Days 					
3. Continue to utilize social media, tip lines, phone blasts and media outlets to encourage parents, students, teachers and community members to report any concerns or issues.	2018-2023	Principal Administration	None	NA	Newsletters, Social Media Posts, SIC and PTA Agendas. and Phone Blasts logs and emails Tips from parents, staff, and students

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

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal Gifted and Talented: Other

PERFORMANCE GOAL: 2 The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.

PERFORMANCE GOAL: 3 The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
GCS Expulsion Report	(2016-17) 1.3	School Projected	≤ 1.0	≤ 1.0	≤ 1.0	≤ 1.0	≤ 1.0
		School Actual Recommended 0.005					
GCS Expulsion Report	(2016-17) .07	District Projected	≤ 1.0	≤ 1.0	≤ 1.0	≤ 1.0	≤ 1.0
		District Actual .08					

Annual Expulsion Rate

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
GCS Expulsion Report	(2016-17) 1.3	School Projected	$\leq .07$				
		School Actual Expulsion 0					
GCS Expulsion Report	(2016-17) .04	District Projected	$\leq .07$				
		District Actual .04					

ACTION PLAN FOR STRATEGY #1: Identify at risk students for behavior, attendance, and grades by implementing OnTrack and using GCSource and provide needed support and intervention for these students with guidance and mental health programs and services.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Train staff on using OnTrack, GCSource, and Intervention Connection to identify and monitor at-risk students for behavior, attendance, and grades.	2018-2023 July 2018 Training	Principal Leadership Team Guidance	NA	NA	July 2018 Training
2. Use peer buddies, such Royal Ambassadors to help students transferring after the beginning of the school year to adjust and provide empathy.	2018-2023	Principal Guidance Staff Leadership Team Student Ambassadors Student Council	NA	NA	Program in place and used each year.
3. Continue to train all staff in Capturing Kids Hearts model to promote ongoing proactive and positive support to help guide student decisions, deescalate situations, and build a positive, mutually-accountable school culture. This program helps to insure that every student has a connection to a caring and supportive adult in the building.	2018-2023 Additional staff trained in July and August 2018	Principal Administrative Team All Staff CKH Process Champs	NA	NA	In place and on-going.
4. Continue to provide positive incentive programs to encourage students to attend school and be engaged in learning such as: <ul style="list-style-type: none"> Quarterly Incentive Awards 	2018-2023	Principal Administrative Leadership Team Guidance Staff	Not Known	PTSA Funds	Incentive programs are in place and used each year. STW Focus Team: Student Rewards

<ul style="list-style-type: none"> • FLEX Friday Reward Day each week for students who meet targets for Behavior, Grades, and Attendance • Royal Day at the end of the year to promote good behavior and attendance, and positive academic performance • Monthly Spotlight Students for each grade level • PE Bucks for positive character recognition 		<p>PTSA</p>			
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Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) District Priority

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal Gifted and Talented: Other

PERFORMANCE GOAL: 4 The school will demonstrate a caring environment as indicated by an increase in the percent of middle school students who describe their teacher as caring on the AdvancED Culture and Climate Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
AdvancED Culture and Climate Surveys	51	School Projected	54	58	62	66	70
		School Actual 51					
AdvancED Culture and Climate Surveys	52	District Projected	54	58	62	66	70
		District Actual 50					

ACTION PLAN FOR STRATEGY #1: Empower all adults (teachers, custodians, bus drivers, resource officers, administrators etc.) to establish a positive rapport with students.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>1. Continue to train all staff in Capturing Kids Hearts model to promote ongoing proactive and positive support to help guide student decisions, deescalate situations, and build a positive, mutually-accountable school culture.</p> <p>This program helps to insure that every student has a connection to a caring and supportive adult in the building.</p>	<p>2018-2023</p> <p>July</p> <p>August 2018 training for all staff</p>	<p>Principal</p> <p>Administrative Team</p> <p>All Staff</p> <p>CKH Process Champs</p>	NA	NA	<p>Training in place for July/August 2018 for all staff to learn and apply the principles of CKH.</p>
<p>2. Use peer buddies, such as Royal Ambassadors to help students transferring after the beginning of the school year to adjust and provide empathy.</p> <p>FLEX periods</p> <p>Student Council</p>	2018-2023	<p>Principal</p> <p>Guidance Staff</p> <p>Leadership Team</p> <p>Student Ambassadors</p> <p>Student Council</p>	NA	NA	<p>Program in place and used each year.</p>
<p>3. Enhance professional development to increase staff awareness and understanding of community and student population being served.</p>	2018-2023	<p>Principal</p> <p>Administrative Leadership Team</p>	NA	NA	<p>Visits to community</p>

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

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal Gifted and Talented: Other

PERFORMANCE GOAL: 5 Achieve and maintain a student attendance rate of 95% or higher.

INTERIM PERFORMANCE GOAL: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
180 th day Attendance Report	(2016-17) 96.3	School Projected	95	95	95	95	95
		School Actual 96.32	See Dayna				
180 th day Attendance Report	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual 95					

ACTION PLAN FOR STRATEGY #1: To maintain an annual attendance rate of 95% or higher					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Consistently monitor and evaluate student attendance through GS Source and On Track, and promote attendance with students and parents as an important component of school success.	2018-2023	Principal Administration Guidance Attendance Clerk	None	None	Our student attendance rate will continue to be at 95% or higher as monitored by out attendance clerk. The percentage of students participating in Friday Flex, On-Track Interventions for Attendance, and Royal Day is tracked.
2. Continue implement positive incentive programs to honor students with perfect attendance throughout the year by quarterly celebrations, notices, rewards, incentives, and certificates such as the following: -Flex Friday Recess -Royal Day (Student participation is based on behavior performance, grades, and attendance.) -Quarterly Student Celebrations for achievement and attendance		Principal Administration Guidance Attendance Clerk	TBD	PTSA Local funds	Our student attendance rate will continue to be at 95% or higher as monitored by out attendance clerk. The percentage of students participating in Friday Flex, On-Track Interventions for Attendance, and Royal Day is tracked.
3. Provide peer buddies, ambassadors, and support to welcome new students entering after the beginning of the school year.	2018-2023	Principal Guidance Administrators Student Ambassadors	None	None	Royal Ambassadors established Peer Buddy program for students with Special Needs

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

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal Gifted and Talented: Other

PERFORMANCE GOAL: 6 The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of middle school students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
AdvancED Culture & Climate Surveys	Afraid – 8% Lonely – 15% Angry – 11%	School Projected	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5
		School Actual Afraid ≤ 8% Lonely ≤ 15% Angry ≤ 11%	Afraid ≤ Lonely ≤ Angry ≤				
AdvancED Culture & Climate Surveys	Afraid – 7% Lonely – 14% Angry – 14%	District Projected Secondary	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 12
		District Actual Secondary Afraid – 7% Lonely – 16% Angry – 14%	Afraid ≤ Lonely ≤ Angry ≤				

ACTION PLAN FOR STRATEGY #1: Identify at-risk students and provide needed support and intervention to create a positive learning environment for all students.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Train staff on using OnTrack, Intervention Connection, and GCSource to identify and monitor at-risk students for behavior, attendance, and grades.	2018-2023 July 2018 Training	Principal Leadership Team	NA	NA	July 2018 training Students identified and monitored.
2. Continue to train all staff in Capturing Kids Hearts model to promote ongoing proactive and positive support to help guide student decisions, deescalate situations, and build a positive, mutually-accountable school culture. This program helps to insure that every student has a connection to a caring and supportive adult in the building.	2018-2023 Additional Staff trained Summer of 2018	Principal Administrative Team All Staff CKH Process Champs	NA	NA	Agendas and Minutes Observations
3. Implement a strong social/emotional component into existing school character education plans and provide professional learning for classroom teachers on best practice strategies for building social/emotional skills in students	2018-2023	Principal Administrative Team Guidance Team	NA	NA	Observations and evidence of interventions during instructional rounds RAMP documentation from Guidance Studies

Appendix A

2016-2017 School Report Card Link

<https://ed.sc.gov/data/report-cards/historic-school-report-cards/2017/view/?y=2017&t=M&d=2301&s=111>

2017-2018 School Report Card Link

<https://screportcards.com/overview/?q=eT0yMDE4JnQ9TSZzaWQ9MjMwMTExMQ>