

Ralph Chandler Middle

School Portfolio

2015 - 2016



The mission of Ralph Chandler Middle School is to provide an environment that is conducive to learning and focuses on academic excellence.

Ms. Rita Mantooth - Principal

School District of Greenville County

Dr. Burke Royster – Superintendent

Action Plan – 2013-14 through 2017-2018

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL: Ralph Chandler Middle School

GREENVILLE COUNTY SCHOOL DISTRICT

SCHOOL RENEWAL PLAN FOR YEARS 2013-2014 through 2017-2018 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2016-2017 (*one year*)

Assurances

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

CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lisa Wells		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Julie Runyan-Brown		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Ms. Rita Mantooth		
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Chellee McDougal		
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 4231 Fork Shoals Road
Simpsonville, SC 29680

SCHOOL'S TELEPHONE: (864)452-0300

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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

<u>POSITION</u>	<u>NAME</u>
1. Principal	Rita Mantooth
2. Teacher	Alice Bradley
3. Parent/Guardian	Angela Laird
4. Community Member	Eddie Howard
5. School Improvement Council	Julie Runyan-Brown
6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<u>POSITION</u>	<u>NAME</u>
Assistant Principal	Sarah Gullick

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

ASSURANCES FOR SCHOOL PLAN

Act 135 Assurances

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

 Academic Assistance, PreK–3

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

 X **Academic Assistance, Grades 4–12**

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

 X **Parent Involvement**

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

 X **Staff Development**

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

 X **Technology**

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

 N/A **Innovation**

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

 Recruitment

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

X **Collaboration**

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

Developmental Screening

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

Half-Day Child Development

The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

Developmentally Appropriate Curriculum for PreK–3

The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

Parenting and Family Literacy

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

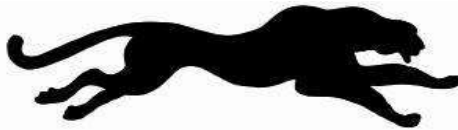
X **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**

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

Ralph Chandler Middle School Portfolio

2015-2016

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Introduction

Our school has been involved in the self-study process since inception. We have developed a Professional Learning Community and have encouraged collaboration among all staff members to plan effective lessons, work together to find solutions to gaps in academic achievement, implement advisory-based character education programs, and address discipline concerns. We have worked on enhancing formative and summative assessments, tailoring authentic student feedback, utilizing standardized test data to influence instruction and assessment, implementing student academic interventions, and mentoring at-risk students. Our latest venture is the integration of specific learning targets that can be measured and tracked in order to best serve our students.

RCMS School Portfolio Committees

2015-2016

Committees for the School Portfolio for 2015-2016 were based on the framework of the National AdvancED Self-Assessment Quality Standards for Schools utilized during the 2013-2014 school year. All committee work was facilitated by Rita Mantooth, Sarah Gullick, Dave Goff, and Fran Rogers.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

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|--------------------|---------------------|--------------------|
| 1. Danielle Allen | 4. Chellee McDougal | 7. Wanda Hamilton |
| 2. Stacy Penninger | 5. Alice Bradley | 8. Kim Quesenberry |
| 3. Sara Ritchie | 6. Stacey Irvin | 9. Jenny Jackson |

Standard 2: Governance/Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

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|-------------------|-------------------|---------------------|
| 1. Jamie Adams | 4. Candace Walton | 7. Thooya Prabhakar |
| 2. Ashley McAteer | 5. Michael Burton | 8. Susan Wines |
| 3. Josh Albin | 6. Ashley Steed | 9. Christy Walker |

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.

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|------------------|--------------------|------------------|
| 1. Rachel Giblin | 4. Jennifer LaGro | 7. Fran Rogers |
| 2. Joseph Miles | 5. Sue Rossello | 8. Kathy Wilburn |
| 3. Katie Stills | 6. Jennifer Keener | 9. Laurie Crouch |

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

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|---------------------|---------------------|
| 1. Quentin Grant | 5. Jessica Evans |
| 2. Lisa Smith | 6. Claudia Reynolds |
| 3. Jennifer Skardon | 7. Chris Guth |
| 4. Jaime Campbell | 8. Jeremy Smith |

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

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|-----------------|---------------------|
| 1. Libby Carter | 6. Libby Lee |
| 2. Dave Goff | 7. Gerald Walker |
| 3. Cheryl Scott | 8. David Ballinger |
| 4. Dawn Stone | 9. Marianne Camacho |
| 5. Jackie Kelly | |

Executive Summary

2014-2015 Update

Our seventh year of seeking excellence began with a student population of 685 students, but we had fewer new teachers join the staff. These new members of the school community quickly learned our school is steeped in collaborative planning, data-driven decision making and creating problem-based and hands-on learning experiences for our students. In addition, we added a new Administrative Assistant. Our previous Administrative Assistant moved on to an Assistant Principal position within the district. He served as our fifth AA in the eight years we have been open.

Highlights for the year include:

- We served 210 students in advanced classes this year. In addition, seventy students received high school credit through virtual classes for the first time on our campus. In order to meet the ever increasing requests for Spanish, Algebra, Geometry and English Honors 1, we added virtual classes at the eighth grade level. We also added virtual Desktop Publishing, which was offered in order to give our students an opportunity to earn one unit of technology credit.
- We reviewed and updated our reading and advisory programs to allow more reading time in the schedule and continued to provide small group character and decision-making lessons.
- Our students are focused on student achievement and the evidence is shown in our MAP scores. The number of students who made the A/AB honor rolls continues to be at the 60% rate and the number of students who are retained continues to decline. Our students also excel in other ways such as our Strings and Band programs that continued earning superior ratings in competitions and performances; the Girls' volleyball team won their second straight district title; our second year Robotics team won second place in the state for middle schools; our Beta Club won several first and second place prizes at the state Jr. Beta Club Convention. We also had 15 Junior Scholars.
- Our Media Clerk won the state award for the South Carolina Media Clerk of the Year sponsored by The South Carolina Association of School Librarians.
- Students continued to have opportunities to participate in Strides Club, Student Council, and Beta Club. In addition, we continued our Panther Pride incentive program.
- Our Guidance Department treated our students to over 40 members from community businesses to share their passion and work during Career Day. They also assisted eighth grade students and families in creating an individual graduation plan as a guide for transitioning to high school.
- A new opportunity was also made available for our eighth graders, in collaboration with Junior Achievement, where a local Executive VP and COO of a marketing company shared his work and learned about our work during the Principal for a Day event.
- During this school year, we were notified of a change in the state assessment for ELA and Math. For the first time we would be giving the ACT Aspire as our state assessment. Students would be required to do a timed writing test and could use calculators during the Math test. We recently received word that we were awarded a gold award for our student's performance on this assessment.

- The support we received from the PTSA and SIC was once again astounding. These parent volunteers put in countless hours to provide social and family opportunities as well as grants for our teachers to continue to expand the learning experiences for our students.
- Our Christian Release program also received excellent community support and continued to serve over 100 students this year. We will be sad to not see Pastor Eddie after this year due to retirement. He has built this program from scratch, and we wish him many blessings on the next part of his journey.

As another year passes and spring arrives, there is an opportunity to reflect on the current year. It is always insightful to review this series of narratives about the progress and changing priorities each year brings. At the same time, the beliefs and vision upon which the school was founded have not wavered and continue to make RCMS an excellent school for students, families and staff. Creating a successful school for middle school children requires a shared vision, a collaborative approach to creating learning opportunities, high expectations, relationships based on fairness and trust, knowledge about students and the community and the ability to be open to change when it is needed. These components have come together to create a culture of excellence in our school and we have been fortunate to have had another great year serving our community.

2013-2014 Update

Our sixth year began with several changes to our staff and a student population of 725. Because of retirements, certification decisions and family situations, we welcomed eight new employees to the school in August. All three grade levels, the Media Center and the Leadership Team were impacted by the addition of these highly qualified and competent educators from all over the country. Because of the excellent staff we have in place, these educators were welcomed and learned early on that they would have all of the instructional and professional support they would need to help them be successful. Our new Media Specialist has provided training on the use of new and exciting research tools. Our new Instructional Coach has provided training in the use of a variety of technology tools to supplement instruction and has become a part of the planning process at all grade levels. In addition, there has been a school-wide refocus on data analysis to assist the staff with ideas to address student weaknesses. The new staff members have brought their ideas to their teams and the teams have helped the new staff understand the collaborative practices, and standards-based teaching expectations we have in place. These new additions to our school family have kept us on track towards meeting our goal of continuous improvement. In addition, the new Rubicon Atlas curriculum portal available to all employees has been helpful as we continue to transition to instructional strategies to support the Common Core State Standards and more rigorous learning experiences for students.

Highlights from this year include:

- Our school was chosen by the district to have a site visit by team members of the AdvancED accreditation team in October. We worked diligently last year to analyze our practices and reviewed our data to set goals for this year. We also surveyed the community to get feedback on our efforts to serve them and our students. While we did not receive individual feedback about our performance, we feel like we contributed to the district's successful re-accreditation. This process will not occur again for five years.

- We modified our schedule so that we have set aside reading time three days a week and we have continued our advisory program to discuss goal setting, character traits, decision-making and nutrition instruction.
- Our students continue to take achievement seriously. More than 200 of our students were on the A/AB honor rolls first and second nine weeks; more than 25% of our students take high school credit classes in ELA and/or Math; End of Course passage rate in ELA and Algebra continue to be at 96%. Students also excel in other areas: Strings students scored Superior ratings, and for the first time our volleyball team won the region championship and were undefeated all season. Our Beta Club won in several categories at the annual convention in Myrtle Beach, and they continue to make community contributions such as donations to the Humane Society. Our Student Council continues to make contributions as well by supporting the Giving Tree project.
- Our relationship with Pastor Eddie Howard and the Christian Release has continued to grow each year. This year there are 116 students in the program and they look forward to their weekly trip to participate in this important learning experience.
- As a result of our faculty providing challenging, rigorous instructional activities and assignments each day, our students scored just under 80% of peers on both the ELA and Math portions of the PASS assessment. We also had the best Science scores in the district, and the second best in Social Studies. Under the new Federal Accountability Rating System instituted in our state, our report card rating for last year was an A. Teachers continued to use PASS data as the basis of student achievement goals and focused on improving the performance of subgroups within their student population.
- We have continued to provide incentives like Panther Zone twice each nine weeks based on progress report and report card performance. This is a 50-minute time period for socialization and celebration. We also continued our Panther of the Month program which spotlights 18 students each month. They share lunch with the Leadership team and are given an opportunity to voice opinions about our school.
- Each year, our district requires us to evaluate PASS scores to discover schools that are within 5% of our poverty index that scored better than our school in the area of ELA or Math. This year, a team of teachers, administrators, and our Instructional Coach virtually conferenced via Skype with our colleagues from League Academy about their success in reading and writing.
- Our parent leadership groups continue to support and expand our school contributions to the community. Our PTSA provided over \$8,000 in grants to our teachers to support instructional experiences above and beyond what our district budget would allow. They participate in our pre-season camp for rising 6th graders, sponsor our Spirit Week held in the fall, manage the school store so students can purchase school supplies, and provide social events such as dances, and host our 8th grade dance. They also purchase our student agendas each year in collaboration with a local dentist. They also purchased a school app last spring to provide another tool to communicate with parents.

- Our SIC continues to play an active role in our school. The Giving Tree and Quarters for Christmas have been a great success and families in our community have been the beneficiaries. The outpouring of supplies all year provides wonderful opportunities for our students and their families to help those less fortunate, and provide great learning experiences for the students. In addition, they helped us make our decision about providing healthier snacks for students.

We have been fortunate to have the support of our community since we opened our doors, and it is hard to believe that we have been here for six years. Collectively, we have worked hard to provide a school environment that is focused on learning and student achievement. When our students leave here, we want to honestly say we have done all that we can to help them be successful wherever they go into the next phase of their educational journey. That is the covenant we made when we opened and it still drives our decisions and actions.

2012-2013 Update

Our student population has stabilized and for the second year it is in the 730s. In our fifth year, we have made great progress toward meeting our goal of continuous improvement and we took major steps this year towards community involvement and stronger academic supports for students. We have continued our school-wide expectation of collaborative planning within a structured, standards-based format because it has been a cornerstone of our success. We also continue to use common unit tests and benchmark assessments to inform our instruction.

Highlights from this year include:

- We continued to modify our schedule a bit to allow more reading time. This decision was based on our 2011-2012 ELA PASS scores. We added a day of reading while continuing our Advisory program. This gives students opportunities to set goals, explore good character traits, practice their decision-making skills, and gain exposure to the CATCH program information about good health habits.
- Our students continue to take achievement seriously, and our MAP scores were once again better than the district and state average. Forty-seven of our seventh graders qualified for the Duke Talent Identification Program. Twenty-three eighth graders scored high enough on the PSAT to be named Junior Scholars. Over 200 of our students were on the A/AB honor rolls each nine weeks. Twenty-five percent of our students take high school credit classes in ELA and/or Math. They scored a 100% passing rate on the End of Course assessment in ELA and 96% passing rate in Algebra. They also excel in other areas. For example, Strings students scored a Superior rating at Carowinds, and three of our seven athletic teams were in playoffs this year. In addition, our Beta Club continues to host more than 100 members and make community contributions such as donations to the Human Society and a Blood Drive. Our Student Council was reactivated this year and has made major contributions to our school such as making promotional commercials that have played school-wide concerning the Giving Tree project created by our SIC.
- As a result of our faculty providing challenging, rigorous instructional activities and assignments each day, our students scored better than 80% of peers on both the ELA and

Math portions of the PASS assessment. We also had the best Science scores in the district, and the second best in Social Studies. Under the new Federal Accountability Rating System instituted in our state, our report card rating for last year was Excellent which translated to a 97.6 scale score, and an “A” rating. This year, core content teachers used 2011-2012 PASS data as the basis of student achievement goals.

- We have continued to provide incentives like Panther Zone twice each nine weeks based on progress report and report card performance. This is a 50 minute time period for socialization and celebration. We also continued our Panther of the Month program which spotlights 16 students each month. They share lunch with the Leadership team and are given an opportunity to voice opinions about our school.
- Each year, our district requires us to evaluate PASS scores to discover schools that are within five percent of our poverty index that scored better than our school in the area of ELA or Math. This year a team of teachers, administrators and our Instructional Coach visited a school in our district that has had continuously high scores in ELA, particularly in the area of writing. After the visit, we proposed to our staff that we take a week in January to practice writing using the state format and rubrics. Everyone was in agreement, and it offered an opportunity for our ELA department to provide professional development for the staff to assist students with their writing. It is our belief that this helped our students feel more confident about their writing skills when the assessment was given in March. In addition, a morning enrichment program was created to allow those students who did not meet standard on MAP or PASS to get extra assistance in ELA and Math. This program was offered each morning in the computer lab, and the Compass Learning program was utilized. We offer mentoring opportunities through the Men-to-Men program that is administered through the direction of our ISS Aide and Administrative Assistant. Other staff members have also stepped up to mentor individual students who are at-risk, including our Instructional Coach and other male teachers in the building. Lastly, each Administrator has worked with students who were failing classes to provide them support, encouragement, and as needed assessments to determine lack of success.
- We have been fortunate to build relationships with businesses in the community this year. Our relationship with Hillside Baptist Church continues to expand and the number of students who participate in the Christian Release program increases each year. Our relationship with 3M has provided guest speakers through Junior Achievement, office supplies worth thousands of dollars, and because of our relationship with the state program Project Lead the Way, one of our teachers received a \$10,000 grant that will allow for the expansion of programs offered to students in this pre-engineering program.
- Our parent leadership groups continue to support and expand our school contributions to the community. Our PTSA has once again provided over \$8,000 in grants to our teachers to support instructional experiences above and beyond what our district budget would allow. The PTSA Board purchased a digital marquee to assist with communication, they participate in our pre-season camp for rising 6th graders, sponsor our Spirit Week held in the fall, manage the school store so students can purchase school supplies, and provide

social events such as dances, and host our 8th grade dance. They also purchase our student agendas each year in collaboration with a local dentist. For the coming year, they have purchased an app for cell phones which will enhance our communication with parents.

- Our SIC took a more active role this year by creating the concept of the Giving Tree. An actual tree was created and placed in the office area. There have been four experiences available to the students and the community where needs were discovered, and supplies were donated to meet those needs. At Christmas in conjunction with our Quarters for Christmas program, 15 families who would not have had a Christmas received gifts through the generosity of our community. At Easter, food donations allowed us to feed a dozen families. The local WMU from Hillside Baptist Church provided bags for distributing books, flip flops, hats, and sunscreen for summer. The outpouring of supplies all year has provided wonderful opportunities for our students and their families to help those less fortunate, and provide great learning experiences for the students. In the fall, we will host sessions for parents during our 6th grade pre-season camp.

We recognize the contributions of each of these programs and people who volunteer time and talent to help our students be successful in all areas of their lives. We are grateful for the difference they are making in the lives of our students.

2011-2012 Update

We began this year with 735 students. We continued some of the practices that have been the foundation of our work and we added new programs to better serve our students and community. With these initiatives, we planned to continue to focus on student achievement, promote health and safety, encourage involvement, and create some Panther Pride.

These initiatives included:

- We continue to analyze and disaggregate assessment data and use the information as the basis of instructional planning for the year.
- A new schedule was introduced this year that provided 60-minutes of core instructional time, 50 minute Related Arts classes and no bells. This schedule is in effect on Monday, Wednesday and Friday and because each grade had a different schedule, only one class moves through the hallways at a time. On Tuesday and Thursday, the schedule shifted by 25 minutes to allow us to provide an Advisory period on Tuesdays and a Silent Sustained Reading time on Thursdays.
- Because of an increase in allocation this year, we were able to reinstate our Chorus/Music program and double our Drama offerings. In addition, we were able to assign one Inclusion teacher to each grade which allowed for better co-planning and opportunities to offer students a tutorial class for additional support.
- Professional Development opportunities were provided to all teachers including on-going technology training and a book study of *Motivate Students 25 Strategies to Light the Fire of Engagement* which was presented by members of the Leadership Advisory Committee

during faculty meetings. In addition, a group of teachers are taking a course to promote more rigorous lesson planning.

- The Advisory program this year features a continuation of our character education lessons, lessons about goal setting and we added new lessons on nutrition and healthy choices from the CATCH (Coordinated Approach to Child Health) program. Our school is one of nine middle schools using this program and it involves a coordinated effort featuring healthier food choices in our cafeteria and emphasis in our Physical Education department.
- Because our students did not perform as well in the area of English/Language Arts as we did on the Math portion of the PASS assessment, we added twenty five minutes of Silent Sustained Reading to the schedule on Thursday mornings. There is good research to support that when students read what they want and have time set aside to focus on reading, they become better readers. Students have gone to the library in each of the four core classes and have created and presented projects in those classes each nine weeks. In addition, a team of teachers also visited a middle school in Anderson County that is similar to our school because they performed at a high level on the same assessment. We created a poster on writing which is posted in each class and serves as a reminder of the important conventions for successful writing.
- Panthers of The Month is an incentive program for students that was proposed by our Leadership Advisory Committee. Each month, 16 students are chosen by their teachers for being Persistent, Responsible, Innovative, Dedicated and Enthusiastic. They earn lunch with the Principal and some discounts on purchases at school. They also have their picture on display in the main hallway and posted on the website.
- Student achievement continues to be our focus at RCMS. As evidence that our school is continuing to improve, we were recently notified that our school will receive a gold award from the state based on our student's performance on PASS last year. In addition, we have had a major increase in the number of students participating in Beta Club this year and our Student Council has taken a more active role in creating projects to serve the school and the community.
- Our PTSA planned and implemented the first school-wide spirit week to promote school pride for the students and community members. In addition, they provided opportunities for students to attend dances. They also sell spirit gear and school supplies in the school store and ice cream on Fridays. These efforts allow them to give back to our school through teacher grants, beautification projects and the purchase the school agendas for all of our students.

We believe these initiatives will allow us to continue to improve our school climate, enhance instruction and celebrate student achievement.

2010-2011 Update

In our third year together, school opened in August with 730 students. As we continue to grow, we are still focused on our mission of creating a learning community that is conducive to learning and focuses on student achievement.

For two years we have been learning how to effectively work together to provide rigorous and engaging learning experiences for our students. Each department has looked at their curriculum horizontally and vertically to ensure their instructional plans are focused on the state content standards and are researched-based. In addition, this year we added word walls, consistent Learning Focused strategies such as beginning with a starter in every class and lastly we wanted to ensure teachers were using the technology available to them in ways that would actively engage students.

Due to the tightening budget, we made some adjustments to our staff and had to develop some different practices and procedures to accommodate the needs of our school and student body. To that end, we changed our schedule by adding time in the middle of the day to accomplish the following: assign a student to an adult advisor in the building; teach character education; have a set-aside time to require students to complete work they had missed; based on data, students could be assigned for additional help or enrichment activities in ELA or Math.

As has been our practice, teachers, Instructional Coach and Administrators work collaboratively to disaggregate the PASS and MAP data at the beginning of the school year. In addition, at the mid-point of the year, a benchmark test is given in all content areas. As a school, we continue to focus on our areas of weakness and work to continuously improve our overall achievement levels. Teachers, students and the administration create achievement goals annually based on these assessments.

In December we participated in an external review called Curriculum Calibration. This evaluation was paid for by the district and required each teacher to gather assignments and assessments all week and send them off to be evaluated. The feedback indicates the level of rigor of the documents and also gives feedback about how closely they are matched to grade level state standards. In almost all content areas and grade levels the percentage of work that matched the criteria was excellent and in more than one area the correlation was 100 %.

We continue to strive to develop the whole child and several of our students have received awards in music, athletics, and once again we will have a child compete in the state level Geography Bee. In addition, our school was recognized this year with a Silver Award from the state because of the improvement we showed on our 2010 PASS assessment. Our students are currently completing their spring MAP assessment and we are using the time we set aside mid-day to “Slam the Standards” to be prepared for the spring PASS test.

2009-2010 Update

The 2009-2010 school year began with 685 students from our feeder schools and the same number of staff members as the previous year. Based on the data analyzed from the previous

year, staff members were trained beginning in September on Learning Focus strategies. In addition, a schedule of weekly meetings was created so the staff could work with Mr. Holman, our Instructional Coach, on becoming a Professional Learning Community. Based on the grant we received, the decision was made to use *Learning By Doing* by Richard DuFour, Rebecca DuFour, Robert Eaker and Thomas Many as the book we would use to guide our work in these weekly meetings.

In September, students participated in the fall MAP assessment to determine current levels of achievement. Based on student results, student, teacher and school goals were set to show that at least 50% of our students would meet their improvement goals in the areas of ELA and Math. We did not have state assessment information at this point, so it was reasonable to use current data to measure both our current levels of achievement and our longitudinal levels for students in their second year at the school. Plans were also put in place to use Moodle to create mid-year benchmark assessments.

Based on a review of fall MAP scores, the decision was made to create a visual of student scores so our teachers could see current assessment levels and determine effective strategies as departments within the grade levels. This strategy would also further our efforts as a Professional Learning Community. Student individual scores were recorded on magnetic slips and posted on a board in the Instructional Coach's office. This provided for rich discussions within the various grade levels and departments. Teachers could review the longitudinal performance from the previous year and became more aware of the number of students performing at each level from the fall MAP assessment.

In February of 2010, we received our state assessment scores from the previous year and achieved an overall rating of Average and an Average improvement rating. While we were pleased with our students performance from the previous year, this information only served as further information that there was a great deal of work to be done. Student, teacher and school goals had been created based on MAP and other pre-test data because we did not have PASS information in the fall of 2009. We also received a MAP/PASS correlation document and knew we needed to continue to work collaboratively to provide challenging educational experiences for our students.

There were several accolades and awards achieved by staff and students alike this year. Twelve eighth graders achieved Junior Scholar honors for their performance on the PSAT. In March, Dr. Marilyn Heath was named the State Media Specialist of the year by the South Carolina Association of School Librarians. We also had students participate in district Solo and Ensemble as well as Spring Sing. Our Orchestra scored a Superior Rating at the South Carolina Music Educators Concert festival and one of our seventh graders finished in the top 10 in the state in the South Carolina Geography Bee.

The spring MAP assessment was given in March along with the writing portion of PASS. Our spring MAP data shows our students performed at a better than 50% level of students meeting their target growth rate in ELA and Math. Individual student scores were again written on the magnetic slips and compared to the fall data as well as the correlation chart. While we are optimistic about our student's performance on PASS, we are more confident that we have

worked as a Professional Learning Community to collaborate on consistent grade and departmental planning to provide research based and standards driven lessons to our students consistently throughout the year.

2008-2009 Summary

In December 2007, Dr. Fisher invited 32-year veteran, Ms. Rita Mantooth, to accept the challenge of opening this new school. She accepted the challenge and began to hire other key staff members to create a highly qualified staff for the new facility. She hired veteran leader Terry Landreth to serve as the Head Secretary and Bookkeeper and they began to purchase materials and supplies for the new school. Ms. Mantooth invited veteran educator and then Woodmont Assistant Principal Sarah Gullick to join her on the adventure of creating a new learning entity for Greenville County Schools. They worked to hire teachers from the three middle schools who were losing staff members and supplemented this group by hiring teachers from the district and all over the country. They were joined in this experience by highly experienced Media Specialist Dr. Marilyn Heath and multi-talented Instructional Coach Cole Holman. The team was completed by the hiring of a former high school teacher Mr. Brent Odom to fill the other Administrative position. Brian Strickland was chosen to serve as Plant Engineer and Diane James was selected to serve as the Cafeteria Manager.

In August 2008, Ralph Chandler Middle School opened its doors as the first new middle school in the School District of Greenville County to be constructed in ten years. The 109 thousand square foot state-of-the-art facility became the educational home to 560 students and 80 staff members. The school was created by combining designated students from Bryson Middle School, Hillcrest Middle School and Woodmont Middle IB School. In addition, 50 special permission slots were also created so students could apply to attend the new school. Students from Bryson Elementary, Ellen Woodside Elementary, Fork Shoals IB School, Fountain Inn Elementary, Plain Elementary and Simpsonville Elementary were now designated to attend Ralph Chandler Middle School.

The parent leadership groups, our PTSA and SIC, were composed of parents who had served in various roles in the elementary schools their children had attended. Recommendations for these important positions were sought from the new feeder elementary schools and this inaugural group was elected at a community meeting held at Woodmont High School in June of 2008. They got to work immediately codifying the charter and making plans to create a budget and make plans for school events.

These groups of highly qualified, caring and knowledgeable members of the future Ralph Chandler Middle School leadership teams set about fulfilling the new mission that was created in June through their collaborative efforts. The agreed to mission was to create an environment conducive to learning that focuses on student achievement. Ten statements of belief were also codified at this collaborative meeting and became the foundation for the decisions made regarding the practices and procedures by which the school would conduct business.

Based on research in middle school theory, a schedule maximizing instruction time and grade level teams was created supplemented by a diverse group of Related Arts opportunities and Special Education classes to meet individual student needs. The staff was trained in using a

consistent planning tool and encouraged to collaborate at both the grade and department levels. Training was also conducted in the use of the Promethean Boards provided in all core academic classes.

Because we did not have current data on student performance, the decision was made to use MAP data from the fall to help our students and teachers create achievement goals for the year. In addition, content level benchmark tests were created using Blackboard and the available technology to have mid-year information about the effectiveness of the instructional practices in place at the time. A spreadsheet of student scores on PACT, MAP and the benchmark tests was then created to create effective teaching plans for the spring of that year. We reviewed the effectiveness of the plans when we received our spring MAP data in preparation of taking the new PASS state assessment given in March and May 2009. While our students had shown progress because 50% of our students met their target growth goals, we knew we still had work to do to prepare our students for the state assessment and the next grade level.

We also participated in the assessment of our progress using the School Portfolio Continuous Improvement Continuums in May of 2009. Plans and goals for the next year were created based on these assessments of the school's current progress. A grant was written to the Alliance for Quality Education to allow us to pursue becoming a Professional Learning Community and professional development plans were put in place to ensure we all had the latest training in the district sponsored Learning Focus strategies.

School Profile

Ralph Chandler Middle School understands our families, staff and community play an important role in actualizing our shared vision. We are committed to developing a variety of relationships within our community in order to benefit our students and our community at large.

Parental Involvement

The Parent Teacher Student Association (PTSA) at Ralph Chandler Middle School is very involved in the life of the school. The PTSA-sponsored "Spirit Week" is the school's biggest fundraiser and is now a tradition. Spirit Week included an array of entertaining activities for students and teachers alike, including a competitive door-decorating contest. Funds raised from Spirit Week benefit the school in many ways, as well as contribute to the United Way. The PTSA has partnered with local businesses to have RCMS Spirit Nights where our school receives a percentage of the profits. In addition, the PTSA provides food for our faculty and staff several times annually. Additionally, the *Friends of Chandler* entity accepts donations of any amount. The PTSA has a school store open before school three days a week that sells school spirit wear, supplies, and snacks. They also sell Candy Grams for Valentine's Day, and sponsor school-wide dances, as well as the 8th grade dance at the end of the school year. Mini-grants in excess of \$6,000 are traditionally provided to teachers and staff to assist towards purchases of instructional equipment. The PTSA sponsored the purchase of 18 new *Chromebases* for the Media Center, a mobile *Chromebook* cart, a golf cart, and an AED.

The Music Department has established support from parents who have volunteered their time as well as assisted their students in raising funds for the Music Department. The Music department has conducted several fundraisers including gift card sales, iPod Days, and specialty item sales. The *Cakes and Crescendos* fundraiser is held in the spring, and the department holds a coupon book fundraiser in the fall. The Music Department also developed partnerships with Comfort Suites in Simpsonville, Xtreme Tees and EmbroidMore. Parents provided assistance and baked items for a bake sale that occurred in conjunction with the Music Department's concerts. Parents have also been very involved with our award-winning robotics team. The robotics team is sponsored and facilitated through our Gateway to Technology (GTT) teacher, Ms. Kelly.

Community Involvement

The School Improvement Council (SIC) is currently composed of parents, teachers, administration and members of the community. The variation of members serving on the council provides important, yet differentiated input. Discussions of the SIC have included school-wide academic progress, assessment data, improvements to the outdoor fields, and campus beautification. The SIC also regularly develops surveys to ask for input in ways in which our school might provide training, information, or services beneficial to the community.

RCMS, over time, has found many ways to be involved with the community:

- Coat drive to provide coats to needy children
- Canned food drive
- Quarter drive to raise money for needy families within our community
- Hosting an open house and dedication to allow the community to see the facility and meet the faculty and staff
- United Way Fundraising Campaign
- The RCMS Beta Club has volunteered for the following organizations: Greenville Humane Society, Golden Strip Food Bank, and Monroe Mission House.
- Lunch with an Adolescent is a Partnership/Community Involvement activity in which parents and other community members came to RCMS during lunch to do the following: interact with our young adolescents; share their knowledge of the world of work with students; and encourage and inspire tomorrow's leaders.
- USC-Upstate practicum students and Clemson student teachers
- Trees Greenville: partnership for landscape improvement with Hillcrest High Agriculture Department
- Relay for Life team of students and teachers
- School Health Index assessment and implementation with Greenville's *Live Well*
- *Raise Craze* fundraiser
- Christian Release Time one day a week

Several of our acquired partnerships are listed below.

- \$3000 grant from the Alliance for Quality Education to purchase resources for the PLC initiative
- Discounted materials from Lowe's for campus beautification projects
- Supply donations from the local Simpsonville Lowe's

- Publix Partnership Cards has brought several hundred dollars just this year from families shopping at Publix
- \$1000 grant from the Greater Greenville Master Gardener's Association to plant a Carolina Fence Garden on campus
- Target Field Trip Grant- \$800.00
- PTSA Mini Grants- Provided in excess of \$6,000.00 for teacher projects and purchases
- 3M Project Lead the Way reoccurring GTT grant for \$10,000
- Best Buy Teaching Grant
- Teaching materials from the South Carolina Geographical Alliance
- Resources/workshops from the National Endowment for the Humanities
- Discounts on athletic equipment and supplies from First Team
- Baseball/Softball field materials provided by Burnett Lime Company
- 3M Grant for teacher to attend the 3M Keystone Science Institute in Colorado. The focus was environmental issues.
- \$600.00 grant from Greater Greenville Masters Gardener Association to design and construct a courtyard garden
- \$3500 from 3M Corporation for the purchase of math manipulative materials and art supplies
- Several businesses donated gifts for a drawing at the music department's concert including: Music and Arts, Great Bread Co., I Declare, and Lights for Life.
- Guest speakers in math and science classes for Engineering Day
- \$6000.00 Green School Grant to develop the nature trail behind the school
- Career Day with local professional guest speakers
- Greenville Drive Reading All Stars program
- Kona Ice sales during athletic events and Freedom Zone

Future community involvement

We will continue to welcome the involvement of our local community in the education and development of our students. We will also diligently strive to find ways for community members and organizations to share their time, talent, and resources with our students. In return, we will pursue ways the school can return the investment through resources that are beneficial to the community. In order to empower active citizens, students and faculty and staff will be encouraged to organize and participate in service activities that benefit the school and community.

Personnel

Our faculty consists of eight male and thirty one female classroom teachers. We have three school administrators, an instructional coach, three guidance counselors, a media specialist, an ESOL teacher, and a school nurse. We also have an attendance clerk, a secretary, a media aide, a virtual classroom facilitator, and two front office staff members. Our cafeteria is staffed by six individuals, and we also have six members on the maintenance staff.

The table below illustrates the experience level of our faculty.

Years	# of staff	% of staff
0-5 years	10	25.6%
6-10 years	18	46.2%
11-15 years	7	17.9%
16-20 years	3	7.7%
21+ years	1	2.6%

The information below indicates the educational degree level of our faculty:

Degree	Number of staff	% of staff
B.A./B.S.	9	22.5%
B.A. +18	3	7.5%
Masters	21	52.5%
Masters +30	4	10.0%
Ed.S.	3	7.5%

As evidenced by the above tables, our staff is predominately young, but many have sought and/or completed additional course work. Our staff continues to desire professional growth as demonstrated by the number of staff with advanced degrees. Paraprofessionals in our building are one of our greatest assets. The school would not be able to operate smoothly without their selfless contributions. Noteworthy is the fact that our Media Clerk, Ms. Cornish, was named the 2015 Media Paraprofessional of the Year by the South Carolina Association of School Librarians (SCASL).

Our staff is predominantly Caucasian. Two of our faculty members are Nationally Board Certified.

Our teacher attendance rate was 94.5% during the 2014-2015 school year, which has remained consistent over time.

Student Population

Our enrollment for previous academic years has averaged approximately 700 students, and we ended the 2014-2015 year with 690 students. We currently have 165 students out of 692 students on special permission to attend Ralph Chandler Middle School.

The demographic data concerning our 2015-2016 student population is found below:

2015-2016 Total Student Population: 695			
Ethnicity	6th Grade	7th Grade	8th Grade
Black	22	22	26
Hispanic	9	24	12
White	186	164	191
Asian	3	0	0
Two or More Races	12	10	12
Total	234	220	241

Our ethnic student distribution has remained relatively unchanged since our opening in 2008.

Student attendance for the 2014-2015 school year was 96%, as demonstrated on our School Report Card. This percentage exceeded the 94% objective for the state.

Academic and Behavioral Features

RCMS is proud to provide a myriad of academic and behavioral opportunities for our entire learning community. Teachers are encouraged and expected to participate in professional development within their content area(s) as well as technology for the classroom. This allows our teachers to remain current regarding educational initiatives.

Students' academic, behavioral, and emotional well-being are all fostered by the entire staff at RCMS. Students have tutors, mentors, and counselors at their disposal. RCMS also reaches out to parents by providing programs that maintain positive relationships.

Opportunities for our entire learning community are itemized as follows:

- RCMS provides students with time weekly for reading to improve academic success and reading comprehension. Students are also allowed to read a self-selected book in ELA classes.
- RCMS provides once weekly advisory time to improve student character, life skills and personal responsibility. This period allows students to develop a relationship with each other and their homeroom teacher.
- RCMS encourages writing across the curriculum which has remained fluid due to fluctuations in the state's writing assessment expectation.
- RCMS provides teachers and parents time to schedule routine parent teacher conferences to strengthen the relationships between students, teachers, and parents.
- Traditionally, RCMS has encouraged students to take ownership of their own learning by providing opportunities for students to explain their academic progress parents during

Student-Led Conferences (SLCs) at the end of first and third quarters. SLCs are provided on an as-needed basis, as attendance influences decision-making. Decreased attendance during the 2015-2016 school year alleviated the need for SLCs.

- RCMS provides technology-integrated professional development to assist teachers in keeping students actively engaged.
- RCMS provides testing to assess students' individual strengths and weaknesses. Test results are used for teachers to adopt classroom teaching strategies and accommodations for students of all learning styles and abilities.
- RCMS provides Power Teacher training to assist teachers with student record keeping, running reports, and analyzing trends in grades.
- RCMS provides eclectic, job-embedded professional development opportunities for all certified staff. Professional learning is based on focal points developed by the Instructional Leadership Team.
- RCMS teachers have completed Promethean Board Training as a measure of maintaining student engagement while integrating technology. A minimum of 10 hours of training is required by the district.
- RCMS adheres to the state standards, and teachers are required to post the standards/indicators on the board for each individual lesson.
- RCMS provides collaborative opportunities for teachers, department heads, team leaders, and administration.
- RCMS provides teachers with team meeting times to allow teachers to communicate with each other in addressing teaching strategies, discipline, and parental concerns. Beginning in the 2015-2016 school year, academic and behavioral support interventions were embedded during this meeting time.
- RCMS provides mentoring (academic and behavioral) through a time of reflection during in-school suspension.
- RCMS teachers offer before and after school tutoring for students across grade levels.
- RCMS offers peer mediation to students in the Counseling Department in efforts to work out differences in a controlled environment.
- RCMS offers Beta Club to students who excel academically.
- RCMS offers Student Council to students to learn leadership qualities.

- RCMS offers an FFA Club (National FFA Chapter) to teach students leadership skills, personal growth, and career success.
- RCMS offers an incentive program, *Panthers of the Month*, for students who demonstrate academic and behavioral success.
- RCMS offers additional support to at-risk male and female students through strategically designed mentoring programs.
- RCMS teachers provide weekly, systematic academic and behavior intervention services to students Tuesday, Wednesday, and Thursday. Mondays are devoted to sustained silent reading, while Fridays present students with valuable advisory lessons.
- RCMS provides a variety of high school level courses within core curriculum as well as the related arts' curriculum. These courses include: English I, Algebra I, Keyboarding, Desktop Publishing, PE I, and Geometry.

Statements of Purpose

Mission

The mission of Ralph Chandler Middle School is to provide an environment that is conducive to learning and focuses on academic excellence.

Vision

Ralph Chandler Middle School will be a community of learners that embraces diverse educational opportunities in order to determine purpose, discover worth, and realize potential.

Beliefs

We Believe:

- in honoring the legacy of Ralph Chandler.
- positive relationships play a critical role in student success.
- a quality education embodies a passion for teaching and learning .
- a collaborative community empowers students to succeed.
- our students are an integral part of the community.
- students should contribute to the community through service learning.
- the school should reflect and teach the values of the community.
- developing good character is vital to our success.
- establishing a climate of mutual respect will promote a safe and orderly environment.
- in the development of the whole child through extra-curricular activities.

Data Analysis and Needs Assessment

Student Achievement

Since the opening of our school in 2008, our scores on the SC PASS state assessment have steadily improved. Our Math scores have risen from 64.3% Met and Exemplary in 2008-2009 to 78.86% in 2013-2014. Our ELA scores have improved from 70.7% Met and Exemplary in 2008-2009 to 74.8% in 2013-2014. The state assessment for English, Reading, Writing, and Math changed from SC PASS to the *ACT Aspire*. The SC PASS for Science and Social Studies remained in place. We received the Palmetto Silver award from the state for improved performance in 2011 and a Gold award for improvement in January 2012, 2013, 2014, and 2015.

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed South Carolina to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis resulted in a letter grade for the school rather than the met/non-met AYP system of previous years. Currently, state accountability is delayed until 2017, so letter grades and absolute and growth ratings are not included on our school's report card.

For the 2013-2014 school year, Ralph Chandler was pleased to receive an overall grade of 82.1, which translates on the rubric to a grade of "B" indicating that our "Performance exceeds the state's expectations". On the school report card, we received an *Excellent* grade for Absolute Rating as well as an *Excellent* grade for Growth Rating. The following section from the South Carolina State Report Card demonstrates our progress since 2009.

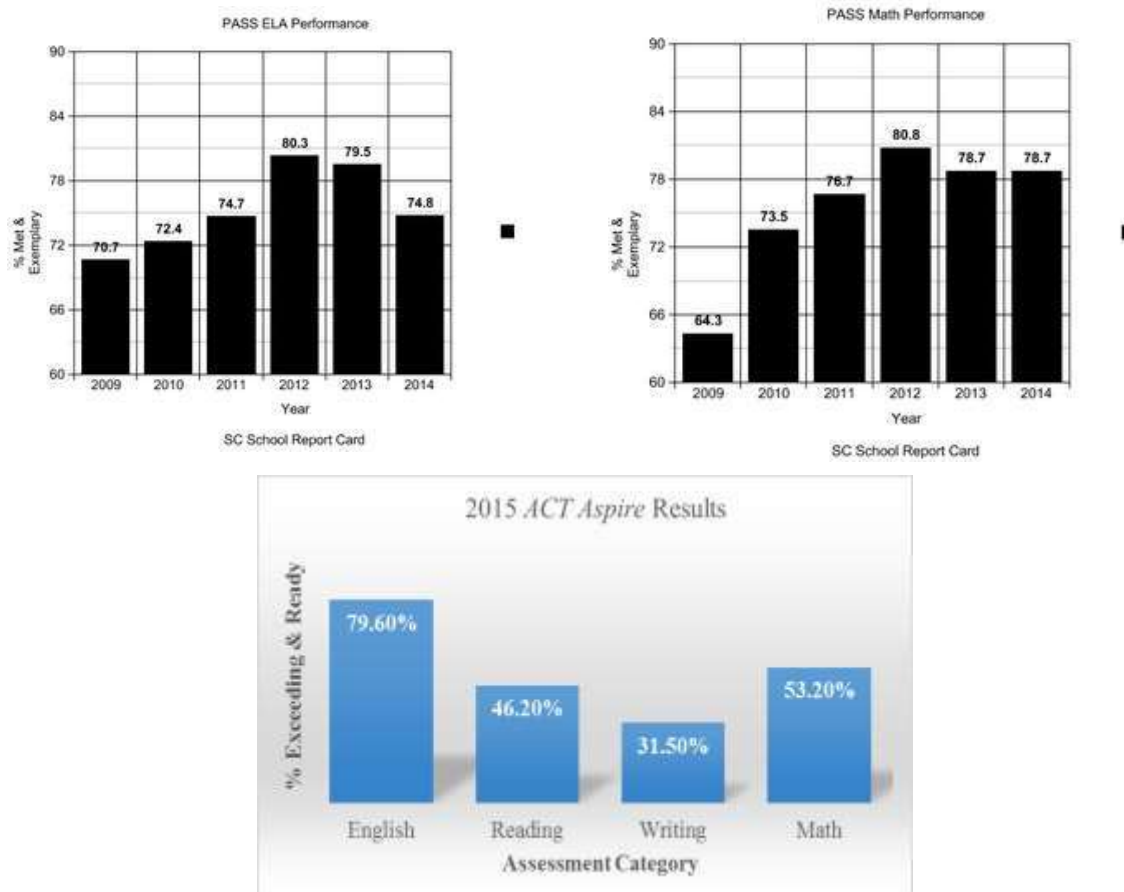
The State of South Carolina Annual Report Card

Year	Absolute Rating	Growth Rating
2014*	Excellent	Excellent
2013	Excellent	Excellent
2012	Excellent	Excellent
2011	Good	Excellent
2010	Good	Good
2009	Average	Average

**South Carolina did not issue report card ratings for the 2014-2015 school year, so no Absolute or Growth Rating is listed for 2015. State law states schools will not be rated for state accountability purposes until fall 2017.*

We have been pleased to see the progress achieved on state assessments since 2008. We will continue to work to maintain the evidenced success. As apparent from the two graphs below, we have shown steady growth in both ELA and Math since the opening of the school, with a slight decline during the years of new standards integration and assessment. While there was a school-

based decrease in overall mastery on the state assessment through the transition from SC PASS to *ACT Aspire* for ELA and Math, noteworthy is the fact that our school averages surpassed district averages. We realize that additional growth presents a challenge, but will continue to strive towards excellence with maintenance as a primary goal. Regardless, we will continue to strive to meet the needs of all children who attend our school.



An analysis of our 2011-2012 data determined writing was our greatest challenge on the state assessment. As a result, a group of our staff observed Greenville Middle Academy, a school with similar demographics to ours, whose PASS Writing scores surpassed our own. We had the opportunity to meet with several members of the staff and ask questions about their program. We then met to debrief and decided to implement a PASS practice week for our students, as well as to require all classes to use the same writing conventions across the school. A new writing test in 2015 presented new challenges, but the state will implement a new 2016 writing assessment, SC READY. We will collect baseline results data to develop a strategic action plan as we move forward.

With the success experienced following our collaboration with Greenville Middle Academy, the test data of 2012-2013 led to a collaborative discussion with our colleagues at League Academy. From this experience, we attained innovative instructional strategies, quality assessment programs, and organizational techniques.

We have continued our Sustained Silent Reading (SSR) program for the 2015-2016 school year. The implementation of an academic intervention program with morning tutoring sessions altered previous years' SSR program. All students participate in SSR on Mondays, while tutoring occurs Tuesday, Wednesday, and Thursday. Fridays are reserved for Advisory lessons.

We continue to utilize the Advisory Program on Fridays to enhance our school culture and classroom communities through character education, team building activities, and bullying prevention exercises.

Teacher and Administrator Quality

All teachers at Ralph Chandler Middle School use technology in their classrooms, and the majority of teachers are technology proficient, as demonstrated through INTEL certification. Teachers who have yet to receive a professional teaching certificate are exempt from technology proficiency expectations. Technology proficiency is pursued upon completion of two years of teaching with successful formal evaluation cycles.

Our intent is to provide quality professional development in a variety of areas which will give our teachers more tools to create dynamic standards-based lessons and to more effectively manage their classrooms. We will continue to focus on research-based teaching strategies and on improving our collaboration through Professional Learning Communities. Such training is critical in maintaining a high degree of staff quality. Teachers consistently receive job-embedded professional development opportunities during grade level, team, and department meetings, as well as collaborative planning sessions. In addition, RCMS has at least one content area representative at each district-level, content-specific professional development.

We will also continue to encourage our staff to become highly qualified in all subjects in which they teach. Due to changes in student enrollment, some of our teachers work in two-person teams. As enrollment fluctuates from one grade to another, it may be necessary to move some staff to another grade level or content area. We will continue to work with these teachers in becoming highly qualified as these changes occur. We may also need to add additional staff and will make it a priority to select teachers who already possess the highly qualified credentials needed at that time.

Ralph Chandler Middle School

Professional Development Calendar 2015-2016

Rita Mantooth – Principal

In addition to the Professional Learning opportunities listed in the table, our staff also regularly engages in the following:

1st Wednesday each month – *Leadership Advisory Council*

2nd Wednesday each month – *Department Meetings*

3rd Wednesday each month – *Faculty Meeting*

4th Wednesday each month – *Portfolio Committees*

Weekly - *Collaborative Planning sessions on Thursdays (rotation by department)*

Weekly – *Team meetings on Mondays and Grade Level meetings on Fridays*

All professional learning opportunities are centralized around our five school-wide professional learning focal points: Assessment, Culture, Instruction, Engagement, and Technology.

Date	Type of In-service	Audience	Instructor
August 27 – September 24	Promethean Board Training	Teachers new to RCMS	Joe Miles
September 14 – May 31	Mentor-Mentee Workshops	New RCMS Teachers	Fran Rogers Rita Mantooth
September 16 – October 21	Google Classroom	RCMS Teachers	Fran Rogers Joe Miles Sara Ritchie
September 16 – October 21	Progress Monitoring	RCMS Teachers	Fran Rogers
September 23	Fostering Professional Learning Communities	RCMS Teachers	Fran Rogers Rita Mantooth
October 21	Progress Monitoring	RCMS Teachers	Rita Mantooth Fran Rogers
October 23	Counseling Services	RCMS Teachers	Cheryl Scott Libby Lee Laurie Crouch
October 27	Supporting ESOL Students	RCMS Teachers	Christine Ware Blanca O'Connor
October 30	Data for Informed Decision-making	RCMS Teachers	Fran Rogers
November 4	Enhancing	Leadership Advisory Committee	Rita Mantooth

	Instruction		Fran Rogers
November 18	Enhancing Instruction	RCMS Teachers	Fran Rogers
November 20	Technology Updates	RCMS Teachers	Joe Miles Sara Ritchie Chris Guth Jeremy Smith Stacey Penninger
December 2	Fostering Professional Learning Communities	Leadership Advisory Committee	Fran Rogers Rita Mantooth
December 9	Vertical Articulation	ELA Department	Sara Ritchie
December 18	Student-Centered Planning	RCMS Teachers	Jennifer Jackson Fran Rogers
January 6	Student-Centered Planning	Leadership Advisory Committee	Fran Rogers
January 20 – February 17	Engaging Students – Media Center & Parental Involvement Resources	RCMS Teachers	Candace Walton Rita Mantooth
January 22 – February 26	Differentiating Instruction, Assessment, & Grading (two month focus)	RCMS Teachers	Fran Rogers Dr. Washington
February 17	Disaggregating Test Data for Test Preparation	RCMS Teachers - Departments	Fran Rogers Jenny Jackson Sara Ritchie Chris Guth Ashley Steed
March 16 – April 20	Classroom Design/Assessment	RCMS Teachers	Fran Rogers
May 18	Reflections – Moving Forward	RCMS Teachers	Rita Mantooth

School Climate

Parent Involvement

Each school year, we have in excess of 2,000 volunteer hours. Parents come to help with bulletin boards, the media center, assisting with student clubs, chaperone field trips, etc. Volunteers also assist our Related Arts Department with activities such as band and string field trips, concerts, building sets for school plays, and working concessions. The PTSA willingly spends their time facilitating fundraisers, school dances, Spirit Week, restaurant-based Spirit Nights, and the school store.

Parents have many opportunities to be engaged with our school through open house, student-led conferences, curriculum nights, All Arts Nights, and extracurricular events. To show parent involvement, as documented by the table below, we used the data under the category “Parents Attending Conferences” from our school’s report card. As evidenced by the below information, we take pride in the amount of parental involvement and support we receive. The school report card did not contain this information for the 2014-2015 school year.

School Year	Percentage of Parents Attending Conferences
2008-2009	89.7%
2009-2010	98.1%
2010-2011	94.9%
2011-2012	100%
2012-2013	99.2%
2013-2014	100%
2014-2015	100%

Discipline Data

Ralph Chandler Middle School’s discipline infraction rate is consistently low. Less than 10% of our students are traditionally given out of school suspension as a disciplinary consequence, which we contribute to our proactive disciplinary efforts. Our disciplinary infraction rate continued to be low during 2015-2016 school year.

The total population grew an average of 80-100 students per year until 2011 when our population reached near-capacity. These changes in population affected the suspension percentage, but throughout, discipline issues have not been a serious problem on our campus. We have proactively established male and female mentoring programs, rewards and incentive programs, and other celebratory events to encourage positive behavior.

School Year	Percentage of students suspended
2008-2009	12.7%
2009-2010	9.3%
2010-2011	9.6%

2011-2012	16.6%
2012-2013	12.9%
2013-2014	9.8%
2014-2015	3.6%

Student Attendance

Since 2009, Ralph Chandler Middle School has had a high student attendance rate averaging roughly 96%. A low percentage of students miss multiple days which is a result of dedicated teachers, staff, and parents. Ralph Chandler provides a stimulating and engaging learning environment that encourages students to attend school every day.

We are working toward increasing our students' awareness of healthy choices and the potentially devastating effects of obesity, which also have an effect on attendance. To that end, our cafeteria manager is developing additional options for student lunches that limit fat and fried foods and increase fresh fruit and vegetable choices. We also integrate the CATCH program in our Health and Physical Education program. Students are provided more options for salads, soups, and other from-scratch options from the district. We hope these changes will encourage healthier eating and decrease our students' health risks, as we understand the correlation between health and school attendance.

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

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

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

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

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

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

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

Baseline data to be established in 2015-16.

SC READY READING

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

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

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

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

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

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

Baseline data to be established in 2015-16.

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

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

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

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

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

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	31.5%			
District Projected	X			
District Actual	28.5%			

Baseline data to be established in 2014-15.

ACT ASPIRE ENGLISH

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

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

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

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

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	79.6%			
District Projected	X			
District Actual	72.8%			

Baseline data to be established in 2014-15.

ACT ASPIRE READING

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

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

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

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

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	46.2%			
District Projected	X			
District Actual	44.0%			

Baseline data to be established in 2014-15.

EOCEP % ENGLISH I

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I at or above 98% from 2012 to 2018.

ANNUAL OBJECTIVE: Maintain 98% annually in students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I.

DATA SOURCE(S): SDE School Report Card and SDE EOCEP data file used for accountability calculations

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	98	98	98	98	98
School Actual	100	98.1	98.1	100			
District Projected (MS and HS)	X	X	77.3	78.3	79.3	80.3	81.3
District Actual (MS only)	98.9	98.9	98.5	79.7			

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

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

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

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

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

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

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

Baseline data to be established in 2015-16.

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

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

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

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

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	53.2%			
District Projected	X			
District Actual	54.0%			

Baseline data to be established in 2014-15.

EOCEP % ALGEBRA I

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I at a minimum of 97% from 2012 to 2018.

ANNUAL OBJECTIVE: Maintain a minimum of 97 percentage point(s) annually in students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	97	98	98	98	98
School Actual	100	96.7	100	100			
District Projected (MS and HS)	X	X	84.6	85.6	86.6	87.6	88.6
District Actual (MS only)	99.4	97.6	99.2	90.1			

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

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

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

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

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

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	81%			
District Projected	X			
District Actual	71.97%			

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

SCPASS SOCIAL STUDIES

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

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

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

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

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	84.7%			
District Projected	X			
District Actual	79.9%			

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

PROFESSIONAL DEVELOPMENT

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Ensure a minimum of 24 hours of job-embedded professional development (PD) is provided for each staff member (100% participation), with emphasis on student-centered practices and inclusive practices for applicable new standards.

ANNUAL OBJECTIVE: Provide staff training on updated standards as well as the student-centered model for instructional and assessment practices.

DATA SOURCE(S): Professional Development opportunities and attendance records from The PD Portal.

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

*2015-2016 Overarching PD Themes:
Instruction, Assessment,
Student Engagement, Technology
Integration, & Classroom Culture*

The 2015-2016 PD themes will permeate all meetings during the 2015-2016 school year. As the district continues on the mission of student-centeredness, components of the practice will be integrated throughout the school year in attempts to provide RCMS teachers with the most appropriate and effective professional development.

Professional Development focal points (2015-2016)	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Hire highly qualified personnel for any vacant positions	As needed	Rita Mantooth	0	NA	Staff qualifications
Provide professional development opportunities to Professional Learning Communities on <i>technology, student engagement, classroom culture, assessment, and instruction</i>	On-going	Instructional Leadership Team, Teachers	0	NA	Professional Development Calendar PD attendance records Portal documentation
Provide staff development on State Standards and Learning Targets	On-going	Instructional Leadership Team, District Specialists, Department Chairs	0	NA	Professional Development Calendar PD attendance records Portal documentation
Implement school wide state assessment practice in core content classes to expose students to the format, structure, and expectations of the new state assessment	Establish April 2015	Instructional Leadership Team, Core Content Departments	\$50 for supplies	Local funds	Lesson Plans Department Meeting Minutes

Analysis of formative assessment scores to guide remediation, extension, and acceleration	On-going	All teachers, Instructional Leadership Team	0	NA	Data disaggregation meetings Evidence of appropriate lesson adaptation
Interdisciplinary planning	On-going	All teachers	0	NA	Lesson Plans/Unit Plans Collaborative planning minutes
Hands-on, Project Based Learning (math manipulatives, labs, DBQs), and STEAM unit integration	On-going	All teachers	0	NA	Observations Collaborative planning minutes Lesson Plans
Implementation of the student-centered coaching model, inclusive of student-centered instruction and assessment	Established 2014-2015 On-going	Instructional Leadership Team, LAC, and Teachers	0	NA	Professional Development attendance records Collaborative planning minutes Observations Portal documentation
Collaborative planning (Includes content, grade level, and teams)	On-going	All teachers, Instructional Leadership Team, Media Specialist	0	NA	Lesson Plans/Unit Plans Observations Collaborative planning minutes
Google Training	Spring-Summer 2015	All teachers	0	NA	PD attendance records/Portal documentation

					Documentation in PAS-T Portfolio
Implementation of paperless alternatives	On-going	All teachers, Instructional Leadership Team, Media Specialist	0	NA	PD Calendar PD attendance records Observations Lesson Plans/Unit Plans Budgetary comparisons
Integration of AMLE's <i>This We Believe</i> components for culture and community	On-going	All teachers, Instructional Leadership Team, Media Specialist, School Counselors	0	NA	Advisory Program implementation with fidelity

STUDENT ATTENDANCE

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

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

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

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

DATA SOURCE(S): SDE School Report Card – School Profile page – Students section

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.5	96.0	95.5	96.0			
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6			

STUDENT EXPULSION

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

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

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

DATA SOURCE(S): SDE School Report Card - School Profile page – Students section

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
School Actual	0.1	1.4	0%	0.6%			
District Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
District Actual	0.5%	0.6%	0.6%	0.7%			

PARENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 88.9% in 2012 to 92% by 2018.

ANNUAL OBJECTIVE: Beginning in 2012-13, increase by 0.5 percentage point(s) annually, parents who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	90	90.5	91	91.5	92
School Actual	88.9	90.2	80	92			
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0	88.1	88.1	-			

STUDENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 80.9% in 2012 to 83% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentage point(s) annually, students who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	80.9	81.4	81.9	82.4	82.9
School Actual	80.9	88.6	69.4	83			
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES/MS)	83.8	82.7	81.6	-			

TEACHER SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 92.3% in 2012 to 96% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentage point(s) annually, teachers who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	92.3	92.8	93.3	93.8	94.3
School Actual	92.3	100	100	96			
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	-			

PARENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 90.3% in 2012 to 92.3% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentage point(s) annually, parents who indicate that their child feels safe at school.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	90.3	90.8	91.3	91.8	92.3
School Actual	87.8	90.3	82.6	89.0			
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8	93.1	-			

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

STUDENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 85.6% in 2012 to 88.6% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentage point(s) annually, students who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	86.7	87.2	87.7	88.2	88.7
School Actual	85.6	86.7	79.4	78.0			
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	-			

TEACHER SATISFACTION – SAFETY

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

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

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 100 percentage point(s) annually, the percentage of teachers who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100	100	100	100	100
School Actual	100	100	100	100			
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	-			

Appendix A

Our 2014-2015 School Report Card can be found at the following link:
<http://ed.sc.gov/assets/reportCards/2015/middle/c/m2301118.pdf>

Information about the ESEA waiver/Every Student Succeeds Act (ESSA)
is available at the following links:

ESEA: <http://ed.sc.gov/data/report-cards/federal-accountability/esea/>

ESSA: <http://ed.sc.gov/educators/educator-effectiveness/essa-evaluation-changes/>