

Ralph Chandler Middle

School Portfolio

2013 - 2014



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

Mr. Burke Royster – Superintendent

Action Plan – 2013-14 through 2017-2018

SCHOOL RENEWAL PLANS

COVER PAGE

School Name: Ralph Chandler Middle

_School Telephone: 864-452-0300

School Address: 4231 Fork Shoals Road
Simpsonville, SC 29680

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Assurances

The school renewal plan, or annual update of the school renewal plan, includes components 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.

Required Printed Names and Signatures

Chairperson, Board of Trustees

Chuck Saylor
Printed Name

Signature

Date

Superintendent

W. Burke Royster
Printed Name

Signature

Date

School Principal

Rita Mantooth
Printed Name

Signature

Date

Chairperson, School Improvement Council

Lynne Magnan
Printed Name

Signature

Date

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLANS

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

	Position	Name
1.	Principal	Rita Mantooth
2.	Teacher	Shannon Goff
3.	Parent/Guardian	Carrie McCaslin
4.	Community Member	Eddie Howard
5.	School Improvement Council	Lynne Magnan
6.	Others* (May include school board members, administrators School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

Position	Name
SIC member	
School Administration	Sarah Gullick
SIC member	

* **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 RENEWAL PLANS**Act 135 Assurances**

Assurances checked and signed 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).

☒
Academic Assistance, Grades 4–12

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

☒
Parent Involvement

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

☒
Staff Development

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

☒
Technology

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

☐
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 not limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.
- ☒ **Collaboration**
The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
- ☐ **Developmental Screening**
The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
- ☐ **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.



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.

Signature of Superintendent

Date

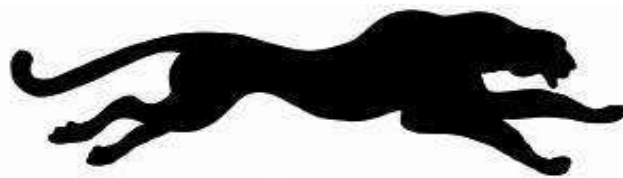
Signature of Principal

Date

Ralph Chandler Middle School Portfolio

2013-2014

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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, working together to find solutions to issues such as gaps in academic achievement, implementing advisory-based character education programs, and addressing discipline concerns. We have worked on enhancing common formative and summative assessments, tailoring student feedback for authenticity, utilizing standardized test data to potential, and mentoring students who seem unmotivated.

RCMS School Portfolio Committees

2013-2014

Committees for the School Portfolio for 2013-2014 will be based on the AdvancED Self-Assessment Quality Standards for Schools. All committee work was overseen by Rita Mantooth, Sarah Gullick, Jordan Finlay, 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.

1. Danielle Allen

6. Stacey Irvin

2. Stacy Penninger

7. Wanda Hamilton

3. Sara Ritchie

8. Kim Quesenberry

4. Chellee McDougal

9. Jenny Jackson

5. Alice Bradley

Standard 2: Governance/Leadership

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

- | | |
|-------------------|---------------------|
| 1. Matt Smith | 6. Ashley Steed |
| 2. Ashley McAteer | 7. Michael Parrish |
| 3. Josh Albin | 8. Thooya Prabhakar |
| 4. Candace Walton | 9. Susan Wines |
| 5. Michael Burton | |

Standard 3: Teaching and Assessing for Learning

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

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

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.

- | | |
|---------------------|------------------|
| 1. Shannon Goff | 6. Jessica Evans |
| 2. Quentin Grant | 7. Susan LaBoone |
| 3. Janet Kern | 8. Chris Guth |
| 4. Jennifer Skardon | 9. Jeremy Smith |
| 5. Kris Cozad | |

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.

1. Libby Carter

6. Libby Lee

2. Jordan Finlay

7. Caitlin Bellinger

3. Cheryl Scott

8. Gerald Walker

4. Dawn Stone

9. David Ballinger

5. Jackie Kelly

Executive Summary

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 which 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 knows that 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.

Past and current parent involvement

The Parent Teacher Student Association (PTSA) at Ralph Chandler Middle School is very involved in the life of the school. This year, Spirit Week was the school's biggest fundraiser and began a tradition for future years. Spirit Week included a Silent Auction and Shrimp Boil at Hopkins Farm or Neely Farm. Funds raised from Spirit Week benefit the school and the United Way. The PTSA also partnered with local businesses in having RCMS nights where our school received a percentage of the profits made. Red Ribbon Week was held in the fall as well. Activities included a door decorating contest and incentives (doughnuts, trophies). Once to twice annually, the PTSA provides food for the faculty and staff. Additionally, the Friends of Chandler entity accepts donations of any amount. The PTSA has a store open three days a week before school that sells school spirit wear, supplies, and snacks as well as ice cream on Fridays after school. Also, Candy Grams are sold for Valentine's Day. They sponsor 3 school-wide dances and the 8th grade dance during the school year. Mini grants totaling \$6563.25 were provided to teachers and staff this school year to assist in purchasing instructional equipment. A "Welcome Back" Breakfast is provided for Teachers and Staff at the beginning of each school year, and a Teacher Appreciation lunch is held in the spring.

The Music Department has built good support from their parents who have volunteered their time as well as assisted their students in raising funds for the Music Department. Some of the many fundraisers the Music department has conducted include: Chick-Fil-A biscuit sales, gift card sales and a pasta dinner from the Pasta House. 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.

The School Improvement Council (SIC) is currently composed of parents, teachers, administration and members of the community. The addition of community members to the council provides important input. Discussions of the SIC have included school-wide academic progress, assessment data and improvements to the outdoor fields and campus beautification. The SIC also developed a parent survey to ask for input in ways in which our school might provide training or information needed in the community. The survey results will be tabulated and used to provide services in the fall of 2013.

Past and current community involvement

The RCMS community has found several ways to be involved with the community this school year including:

- 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, Canned Food Drive for the Golden Strip Food Bank.
- 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.
- Practicum students from USC-Upstate
- Student teachers from Clemson University.
- Trees Greenville: partnership for landscape improvement with Hillcrest High Agriculture Department.
- Relay for Life team of students and teachers.

The community continues to provide students with Christian Release Time one day a week to provide students with a time of fellowship and prayer.

Ralph Chandler Middle School opened in the fall of 2008 with very high expectations and levels of excitement. Teachers have applied for various grant opportunities from several corporate sources. A few of the grants include:

- \$3000 grant from the Alliance for Quality Education to purchase resources for the PLC initiative
- Obtained a 90% discount off materials from Lowe's for campus beautification projects
- 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
- PTSA Mini Grants- Provided \$8400.00 in mini-grants for teacher projects and purchases in the 2012 school year
- 3M Project Lead the Way Grant for \$10,000 which will be a recurring grant for our GTT program
- 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 to attend the 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 concert including: Music and Arts, Great Bread Co., I Declare, and Lights for Life.
- Jacobs Engineering employees came to speak to math and science students on Engineering Day.
- \$6000.00 Green School Grant awarded to develop the nature trail behind the school.
- Career Day with local professionals
- Greenville Drive Reading All Stars program
- Kona Ice sales during athletic events and Panther Zone.

Future community involvement

We will continue to welcome the involvement of our local community in the education and development of our students here at RCMS. We will strive to find ways for members and organizations in the community to share their time, talent, and treasure with our students. We will also begin to find more ways that the school can return their investment to them by providing our resources to the benefit of the community. Students will be encouraged to organize and participate in service activities that benefit their fellow students and their community.

Personnel

Our faculty is comprised of 10 male and 29 female classroom teachers. We have three school administrators, an instructional coach, two guidance counselors, a media specialist, an ESOL teacher, and a school nurse. We also have an attendance clerk, a secretary, a media aide, and two front office staff members. Our cafeteria is staffed by six hard working people 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	18	40%
6-10 years	13	28.9%
11-15 years	5	11.1%
16-20 years	4	8.9%
21+ years	5	11.1%

The information below indicates the educational background of our faculty.

Degree	Number of staff	% of staff
B.A.	14	24.4%
B.A. +18	4	8.9%
Masters	24	53.3%
Masters +30	6	13.4%

As is evidenced by the above tables, our staff is predominately young, but many have already sought and/or completed additional course work. Our staff continues to desire professional growth as demonstrated by degree class distribution.

Our staff is predominantly Caucasian and includes two African-American members. Two of our faculty members have achieved National Board Certification.

Our teacher attendance rate last year was 94.4%.

Student Population

Our enrollment for previous academic years has averaged approximately 700 students, and we ended the 2012-2013 year with 739 students. We currently have 107 students on special permission to attend Ralph Chandler Middle. Some demographic data concerning our current population is found below:

Ethnicity	6th Grade	7th Grade	8th Grade
Black	21	21	27
Hispanic	9	10	12
White	184	205	196
Asian	0	1	0
Two or More Races	13	5	7

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

Student attendance for the 2012 - 2013 school year was 96.0%. This percentage exceeded the State Objective of 94% on the School Report Card.

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 training related to technology for the classroom and professional development within their content area(s). This

allows our teachers to remain current regarding educational initiatives which they can implement in their classrooms.

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 which 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. Each student creates a project of their choice every nine weeks in each content area. Students are also allowed to read a book in their ELA class based on personal interest.
- RCMS provides a bi-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 well across the curriculum by implementing and encouraging standard writing conventions. Each classroom prominently displays the writing conventions poster which was developed after a visit to McCants Middle in hopes of improving both our writing and ELA scores.
- RCMS provides both teachers and parents time to schedule routine parent teacher conferences to strengthen the relationships between students, teachers, and parents.
- RCMS encourages students to take ownership of their own learning by providing opportunities for students to explain their academic progress to their parents during Student Led Conferences at the end of first and third quarter.
- RCMS provides Active Studio Training to allow teachers to keep students actively engaged while integrating technology.
- RCMS provides benchmark testing; all students take mid-year benchmark tests 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 School training to assist teachers with student record keeping.
- RCMS provides Learning Focused training for all teachers because these strategies are essential to accommodating diverse learners.
- RCMS requires that teachers begin class with an anticipatory set (opening question) to prime students' resources in preparation for each standards based lesson.

- RCMS provides Promethean Board Training to allow teachers to keep students actively engaged while integrating technology.
- RCMS adheres to the state standards by requiring teachers to post the standards and indicators on the board for each individual lesson.
- RCMS provides collaboration for teachers, department heads, team leaders, and administration.
- RCMS provides teachers with team time to allow teachers to communicate with each other in addressing teaching strategies, discipline, and parental concerns.
- 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 an effort to work out their 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 a quarterly incentive program to students for academic and behavioral success.

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 PASS state assessment have steadily improved. Our Math scores have risen from 64.3% Met and Exemplary in 2008-2009 to 78.7% in 2012-2013. Our ELA scores have improved from 70.7% Met and Exemplary in 2008-2009 to 79.5% in 2012-2013. We received a Silver award from the state for improved performance in 2011 and a Gold award for improvement in January of 2012 and also in January of 2013.

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 results in a letter grade for the school rather than the met/non-met AYP system of previous years.

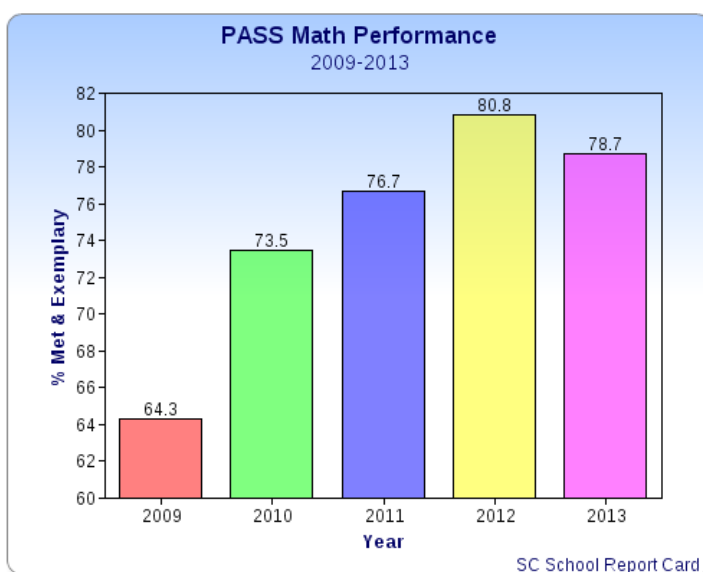
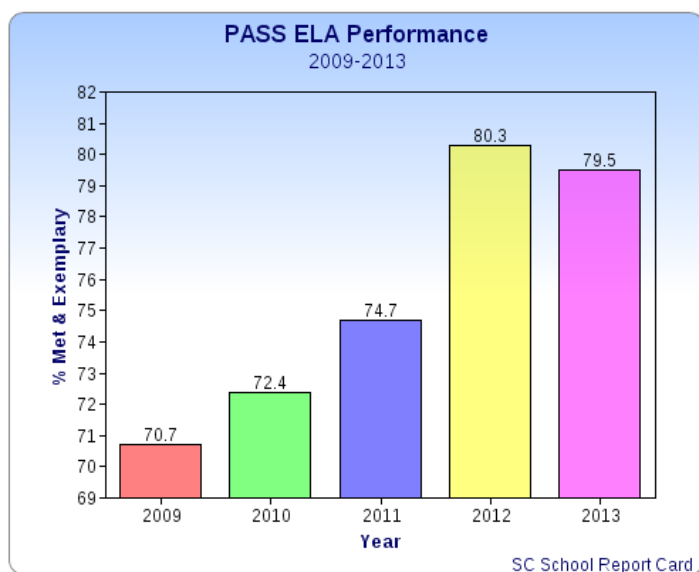
Ralph Chandler was pleased to receive an overall grade of 84.9 which translates to a “B” and indicates that our “Performance exceeds the state’s expectations” on the rubric. On the school report card, we received an *Excellent* grade for Absolute Rating as well as an *Excellent* grade for Growth Rating.

The following section from the South Carolina State Report Card will demonstrate our progress since the school’s opening:

The State of South Carolina
Annual Report Card

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

We have been very pleased to see the progress achieved since 2008. We will now need to continue to work to maintain the success that has been evidenced. As is 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 year of new standards integration. As we have seen our scores improve, we realize that additional growth will be difficult, but maintenance must be a focal point. Regardless, we will continue to strive to meet the needs of all children who attend our school.



In analyzing our 2011-2012 data, we determined that one of our weaker areas was in writing. We decided to send a group of our staff to observe a school with similar demographics to ours, whose PASS Writing scores surpassed our own. Our ELA Department Chair and another ELA teacher, a Special Education teacher, our principal, and our Instructional Coach spent almost an entire day observing at Greenville Middle Academy. 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 both a PASS practice week for our students as well as to require all classes to use the same writing conventions across the school. Writing convention posters were developed and hung in all classrooms. During the practice writing event, students were provided with a PASS like prompt and used the same type of writing paper as is required by the actual test. It is our hope that this increased emphasis on using appropriate conventions and the additional writing practice will greatly benefit our students.

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 program for the 2013-2014 school year, and have expanded it to three days per week. We maintain that there is a possibility of further expansion if necessitated by data.

Teacher and Administrator Quality

All teachers at Ralph Chandler Middle School use technology in their classrooms, and 85.7% are technology proficient, as exemplified through INTEL or other technology training.

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.

We will also continue to encourage our staff to become highly qualified in all subjects in which they teach. Due to increased student enrollment over the last four years, some of our teachers are working in four-person teams teaching the same content to two grade levels. 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.

School Climate

Parent Involvement

During the 2012-2013 school year, we had a total of 2,311 volunteer hours. Parents came to help with bulletin boards, the media center, to assist with Beta Club, chaperone field trips, etc. Volunteers also assisted 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 running fundraisers, school dances, spirit week, and the school store.

Parents have many opportunities to be engaged with our school through open house, student-led conferences, curriculum 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.

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%

Discipline Data

Ralph Chandler Middle School’s discipline infraction rate is consistently low. During the 2012-2013 school year, a total of 95 students were suspended for a period of one to five days. The total number of students attending Ralph Chandler Middle School for that year was 739. This means that less than 13% of our students had to be given out of school suspension as a disciplinary consequence.

Previous years were similar. 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%

Student Attendance

Since 2009, Ralph Chandler Middle School has had a high student attendance rate averaging roughly 96%. A very 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. Recently, she has provided a choice of freshly prepared soup, using recipes approved by the district. She has also given students more options for salads. We hope these changes will encourage healthier eating and will lower and/or prevent obesity in our students.

The new menu options are a part of the CATCH program which we have incorporated into our Advisory program. CATCH lessons vary by grade level and stress good nutrition and a healthy lifestyle. Several members of our staff, including our cafeteria manager, received training in this initiative last summer.

Ralph Chandler Middle School Professional Development Calendar 2013- 2014
Rita Mantooth – Principal

Date	Type of In-service	Audience	Instructor
August 8	New Teacher Orientation	Teachers new to RCMS	Rita Mantooth
August 26	Grade Book set up for Power Teacher – Planning Periods	All teachers with access to PowerTeacher	Fran Rogers
August 28	MAP training	All RCMS Certified Staff	Fran Rogers
September 4	Analyzing the impact of Common Core on MAP achievement	All RCMS Certified Staff	Fran Rogers
September 10	Promethean Training (10 hours)	Teachers new to RCMS & others, as interested	Joe Miles
September 11	Department Meetings	All RCMS Staff	Department Chairs
September 16	AdvacED accreditation workshop (ASSIST)	RCMS Leadership	Meg Pletcher
September 17	Upstate Consortium – Improving Reading and Writing	IC, ELA Department	Chris Lehman
September 18	Leadership Advisory Council	LAC Members	Rita Mantooth
September 19	PAS-T Notebook: Demonstrating Exemplars	All RCMS Certified Staff (focus on newly hired staff)	Sarah Gullick Fran Rogers
September 25	Preparing for Student-Led Conferencing	All RCMS Certified Staff	Stacey Irvin Fran Rogers
September 27	Types of Writing: Informational, Argumentative, & Explanatory	All RCMS Staff by grade level	Fran Rogers
October 2	Department Meetings	All RCMS Staff	Department Chairs
October 4	Harnessing the power of Rubicon Atlas	All RCMS Staff by grade level	Fran Rogers Jordan Finlay
October 7	Disaggregating MAP results data	All RCMS Certified Staff	Fran Rogers Sarah Gullick

October 8	Monthly Mentor-Mentee Meeting	New RCMS Staff	Sarah Gullick Fran Rogers
October 9	Using Enrich to analyze student data and plan instruction	All RCMS Staff by grade level	Sarah Gullick Fran Rogers
October 16	Leadership Advisory Council	LAC Members	Rita Mantooth
October 23	Determining SMART goals based on AMOs for the ESEA waiver	All RCMS Staff	Rita Mantooth Sarah Gullick Jordan Finlay Fran Rogers
October 30	Getting the most from your Counseling Department	All RCMS Staff	Guidance Department
November 5	Formative Assessments: Low-prep, high impact	All RCMS Staff by grade level	Fran Rogers
November 5	Informational Text & Writing – 4:00-5:00 pm	All RCMS interested staff	EdWeb Webinar
November 6	Improving Voice in Writing	RCMS ELA Department	Fran Rogers
November 6	Department Meetings	All RCMS Staff	Department Chairs
November 12	Benchmark Tests and Results	RCMS Grades 6 & 7 ELA Teachers	Fran Rogers ELA Teachers
November 13	RCMS Staff Development	All RCMS Staff	Rita Mantooth
November 14	Analyzing Grade Distributions and Making Instructional Alterations	All RCMS Staff	Fran Rogers
November 19	Monthly Mentor-Mentee Meeting	New RCMS Staff	Sarah Gullick Fran Rogers
November 20	Utilizing Personal Electronic Devices in the Educational Setting	RCMS Leadership Advisory Council	Greg Scott Rita Mantooth
November 22	Types of Writing for cross-curricular integration	All RCMS Staff	Fran Rogers
December 4	Department Meetings	All RCMS Staff	Department Chairs
December 11	Jason Flatt Act Training – face-to-face session	All RCMS Staff	Counseling Department
December 12	Monthly Mentor-Mentee Meeting	New RCMS Staff	Sarah Gullick

			Fran Rogers
December 13	Taking Advantage of the Scorecard feature in PowerTeacher	All RCMS Staff	Fran Rogers
December 18	Leadership Advisory Council Meeting	RCMS Leadership Advisory Council	Rita Mantooth
January 8	Department Meetings	All RCMS Staff	Department Chairs
January 9	Monthly Mentor-Mentee Meeting	New RCMS Staff	Sarah Gullick Fran Rogers
January 14	Jason Flatt Act Training – virtual session deadline	All RCMS Staff	Sarah Gullick Fran Rogers
January 15	Motivating Students	All RCMS Staff	Fran Rogers Sara Ritchie
January 22	Compass Odyssey Training	RCMS staff by grade level and department	Compass Representative
January 23	Collaborative Discussion via Skype with League Academy --- Best Practices & what works	Leadership Advisory Council	Rita Mantooth
January 24	Enhancing Instruction with Technology Tools	All RCMS Staff	Fran Rogers
February 5	Department Meetings	All RCMS Staff	Department Chairs
February 6	Monthly Mentor-Mentee Meeting	New RCMS Staff	Sarah Gullick Fran Rogers
February 19	Vertical Team Meeting – Elementary Feeder Schools & RCMS	Fifth Grade teachers from Elementary Feeders and RCMS Sixth Grade teachers	Libby Lee Cheryl Scott
February 19	RCMS Staff Development: School Portfolio	All RCMS Staff	Rita Mantooth Fran Rogers
February 24	Sharing Best Practices with teachers from Florence-Chapel Middle School	Selected RCMS Staff	Rita Mantooth
February 26	RCMS Staff Development: School Portfolio	All RCMS Staff	Rita Mantooth Fran Rogers
February 28	Cross-curricular Planning	All RCMS Staff	Fran Rogers
February 23-March 2	Middle School Conference	Department Chairs, Team Leaders and Administration Representatives	Rita Mantooth
March 5	Department Meetings – Analysis of & feedback for	All RCMS Staff by Department	Department

	Rubicon Atlas		Chairs
March 12	RCMS Staff Development	All RCMS Staff	Rita Mantooth
March 19	Leadership Advisory Committee	Department Chairs, Team Leaders, Administrators, IC, Guidance, Media Center Staff	Rita Mantooth
March 26	RCMS Staff Development: School Portfolio	All RCMS Staff	Rita Mantooth Fran Rogers
April 2	Department Meetings	All RCMS Staff	Department Chairs
April 4	Reviewing PASS Sample Items – testing preparation	All RCMS Staff	Fran Rogers
April 9	RCMS Staff Development	All RCMS Staff	Rita Mantooth
April 11	Data Analysis	All RCMS Staff	Fran Rogers
April 23	Leadership Advisory Council	LAC Members	Rita Mantooth
April 30	RCMS Staff Development: Committee Meetings	All RCMS Staff	Rita Mantooth
May 2	PASS Review Skills	All RCMS Staff	Fran Rogers
May 7	Department Meetings	All RCMS Staff	Department Chairs
May 14	RCMS Staff Development	All RCMS Staff	Rita Mantooth
May 21	Leadership Advisory Council	LAC Members	Rita Mantooth
May 23	Vertical Curriculum Alignment & Cross-Curricular Planning for 2014-2015 School Year	All RCMS Staff	Fran Rogers Candace Walton
May 28	RCMS Staff Development: Committee Meetings	All RCMS Staff	Rita Mantooth
May 30	RCMS Staff Development – Moving Forward	All RCMS Staff	Fran Rogers

PASS %WRITING

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard (Met and Exemplary) in writing as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS) from 78.3% in 2012 to 83.3% in 2018.

ANNUAL OBJECTIVE: Annually increase by 1 percentage point the number of students meeting standard (Met and Exemplary) in writing as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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	79.3	80.3	81.3	82.3	83.3
School Actual	78.3	80.5					
District Projected	X	X	78.8	79.8	80.8	81.8	82.8
District Actual	77.8	78.8					

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

*Baseline data from 2011-12 is based upon 5th and 8th grade scores only. Projected performance is based upon 3rd through 8th grade scores.

PASS % ELA

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in English Language Arts (reading and research) as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS) from 80.2% in 2012 to 82.7% in 2018.

ANNUAL OBJECTIVE: Increase by 0.5 percentage point(s) annually students meeting standard in English Language Arts (reading and research) as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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	80.7	81.2	81.7	82.2	82.7
School Actual	80.2	79.5					
District Projected	X	X	79.0	80.0	81.0	82.0	83.0
District Actual	78.0	80.5					

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

PASS AVG. ELA

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

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

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

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

ELA – School	Baseline 2011- 12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	657.2	655.8					
Male	653.2	651.8					
Female	662.0	660.2					
White	661.1	659.2					
African-American	629.2	631.2					
Asian/Pacific Islander	N/A	N/A					
Hispanic	652.7	648.7					
American Indian/Alaskan	N/A	N/A					
Disabled	600.9	597.3					
Limited English Proficient	N/A	N/A					
Subsidized Meals	640.1	638.2					

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

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

EOCEP % ENGLISH I

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

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

ANNUAL OBJECTIVE: Maintain at 100% the percentage points annually of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I.

DATA SOURCE(S): SDE School Report Card

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

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

PASS % MATH

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in mathematics as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS) from 80.9% in 2012 to 83.4% in 2018.

ANNUAL OBJECTIVE: Increase by 0.5 percentage point(s) annually the number of students meeting standard in mathematics as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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	81.4	81.9	82.4	82.9	83.4
School Actual	80.9	78.7					
District Projected	X	X	78.4	79.4	80.4	81.4	82.4
District Actual	77.4	77.3					

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

PASS AVG. MATH

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

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

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

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

Math – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014- 15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	658.7	653.4					
Male	660.5	652					
Female	656.5	655					
White	662.7	656.9					
African-American	630.2	627.2					
Asian/Pacific Islander	N/A	N/A					
Hispanic	656.2	647.5					
American Indian/Alaskan	N/A	N/A					
Disabled	601.6	595.4					
Limited English Proficient	N/A	N/A					
Subsidized Meals	639.4	634.1					

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

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

EOCEP % ALGEBRA I

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

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

ANNUAL OBJECTIVE: Maintain at 100% annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I.

DATA SOURCE(S): SDE School Report Card

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

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

PASS % TESTED

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

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

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

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

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

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

% Tested Math School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100.0	100.0					
Male	100.0	100.0					
Female	100.0	100.0					
White	100.0	100.0					
African-American	100.0	100.0					
Asian/Pacific Islander	N/A	N/A					

Hispanic	100.0	100.0					
American Indian/Alaskan	N/A	N/A					
Disabled	100.0	100.0					
Limited English Proficient	N/A	N/A					
Subsidized Meals	100.0	100.0					

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

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

PASS % SCIENCE

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS) from 85.6 % in 2012 to 88.1 % in 2018.

ANNUAL OBJECTIVE: Increase by 0.5 percentage point(s) annually the number of students meeting standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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	86.1	86.6	87.1	87.6	88.1
School Actual	85.6	85.4					
District Projected	X	X	76.9	77.9	78.9	79.9	80.9
District Actual	75.9	77.0					

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

PASS AVG. SCIENCE

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

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

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) 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

Science – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	650.1	645.4					
Male	650.5	643.2					
Female	649.5	648.1					
White	653.8	650.4					
African-American	622.2	611.3					
Asian/Pacific Islander	N/A	N/A					
Hispanic	645.8	637.9					
American Indian/Alaskan	N/A	N/A					
Disabled	589.3	592.5					
Limited English Proficient	N/A	N/A					
Subsidized Meals	629.5	625.3					

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

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

PASS % SOCIAL STUDIES

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

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of students meeting standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS) at least 87.5% in 2012 and at 87.5% in 2018.

ANNUAL OBJECTIVE: Maintain at 87.5% annually students meeting standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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	87.5	87.5	87.5	87.5	87.5
School Actual	87.5	87.7					
District Projected	X	X	79.9	80.9	81.9	82.9	83.9
District Actual	78.9	79.5					

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

PASS AVG. SOCIAL STUDIES

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

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

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) 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

Social Studies – School Name	Baseline 2011-12	Planning Year 2012-13	2013- 14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	656.2	661.1					
Male	661.9	666					
Female	649.4	655.9					
White	660.0	663.9					
African-American	635.1	639.9					
Asian/Pacific Islander	N/A	N/A					
Hispanic	643.5	650.4					
American Indian/Alaskan	N/A	N/A					
Disabled	605.5	610.5					
Limited English Proficient	N/A	N/A					
Subsidized Meals	642.6	639.4					

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

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

PROFESSIONAL DEVELOPMENT

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Continue to provide Learning Focused and Promethean Board training to all new employees added to staff.

ANNUAL OBJECTIVE: Provide staff development on the Rubicon Atlas curriculum portal tool for all staff, including updated Common Core training.

DATA SOURCE(S): Professional development calendars

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x					
Actual	PD held for Learning Focus	PD held for all new staff					

<u>Strategy Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Promote hiring highly qualified personnel for any vacant positions.	Spring and Summer of 2013	Rita Mantooth	0	NA	Staff qualifications for 2013-2014 academic year
Provide professional development opportunities to staff members in safety, technology, and developing Professional Learning Communities.	On - going	Rita Mantooth Instructional Coach	0	NA	Professional Development Calendar
Provide staff development on Common Core and new curriculum tool developed by the District	2013-2014 school year	Rita Mantooth Instructional Coach	0	NA	Professional Development Calendar
Writing expectations posted in all RCMS classrooms with instructional focus on proper writing conventions across the curriculum	On-going	RCMS Administration	0	NA	Effectiveness as measured by PASS Writing scores
Implement PASS Writing practice week schoolwide to expose students to the format, structure, and expectations of the state assessment	January annually	ELA Department & Instructional Coach	\$75 for paper & printing costs	Local funds	Effectiveness as measured by increases in PASS Writing scores
Analysis of benchmark scores, where applicable, to guide remediation, acceleration, etc.	On-going	Core content teachers & Instructional Coach	0	NA	Evidence of instructional modifications & PASS scores
Cross-curricular planning	On-going	All teachers	0	NA	Lesson/Unit Plans

Staff Development focused on the utilization of best practices	On-going	All Teachers	0	NA	Professional Development observations & Classroom observations
Utilize Math manipulatives	On-going	Math Teachers	0	NA	Increase in students' math understanding & PASS scores
Utilize the DBQ Project to integrate Primary Sources across the curriculum	On-going	All Teachers	0	NA	Media Center records
Continue to provide engaging & rigorous lessons to all students	On-going	All Teachers	0	NA	Satisfaction ratings from stakeholders
Continue to use formative assessment data, including MAP results, to guide instruction	On-going	All Teachers	0	NA	Classroom observations, MAP scores, PASS scores

STUDENT ATTENDANCE

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

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

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

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

DATA SOURCE(S): SDE School Report Card

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

STUDENT EXPULSION

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

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

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

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

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

PARENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 88.9% in 2012 to 91.4% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, 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 – Question #5

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	89.4	89.9	90.4	90.9	91.4
School Actual	88.9	90.2					
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0	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 83.4% 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 – Question #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	81.4	81.9	82.4	82.9	83.4
School Actual	80.9	88.6					
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES/MS)	83.8	82.7					

TEACHER SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 92.3% in 2012 to 94.8% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain or 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 – Question #27

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	92.8	93.3	93.8	94.3	94.8
School Actual	92.3	100					
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6					

PARENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 87.8% in 2012 to 90.3% 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 – Question #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	88.3	88.8	89.3	89.8	90.3
School Actual	87.8	90.3					
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8					

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 88.1% 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 – Question #30

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	86.1	86.6	87.1	87.6	88.1
School Actual	85.6	86.7					
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2					

TEACHER SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: **Maintain** the percent of teachers who feel safe at school during the school day 99% in 2012 and 99% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain at 99% the percentage point(s) annually teachers who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	99	99	99	99	99
School Actual	100	100					
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3					

Appendix A

Our School Report Card can be found at the following link:

<http://ed.sc.gov/data/report-cards/>

Information about the ESEA waiver can be found at the following link:

<http://ed.sc.gov/data/esea/>

Our specific ESEA rating information can be found at the following link:

<http://ed.sc.gov/data/esea/2013/school.cfm?SID=2301118>