

Annual School Portfolio
March 2011



Riverside Middle School

Ron Harrison
Principal

Greenville County Schools
School System

Dr. Phinnize J. Fisher
Superintendent

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

Cycle 2008-2013

Last SACS Team Visit Dates: March 21-23, 2006
Current Portfolio Submitted: March 2011

**COVER PAGE FOR SCHOOL PLANS
SCHOOL INFORMATION AND REQUIRED SIGNATURES**

RIVERSIDE MIDDLE SCHOOL

GREENVILLE COUNTY SCHOOL DISTRICT

**SCHOOL RENEWAL PLAN FOR YEARS 2008-2013
SCHOOL RENEWAL ANNUAL UPDATE FOR 2011**

Assurances

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

CHAIRPERSON, BOARD OF TRUSTEES

Roger D. Meek		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. Phinnize J. Fisher		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Amy Parker		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mr. Ron Harrison		
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STAKEHOLDER INVOLVEMENT

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

- | <i>POSITION</i> | <i>NAME</i> |
|---|----------------------|
| 1. PRINCIPAL _____ | Ron Harrison |
| 2. TEACHER _____ | Kati Lynn |
| 3. PARENT/GUARDIAN _____ | Diana Farrall |
| 4. COMMUNITY MEMBER _____ | Fiona Wiley |
| 5. SCHOOL IMPROVEMENT COUNCIL _____ | Amy Parker |
| 6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |

<i>POSITION</i>	<i>NAME</i>
Assistant Principal _____	Margaret Stovall
Assistant Principal _____	James Gardner
Teacher _____	Ginger Avery
Team Leader, Math Department Chair _____	Natalie Rohaley
Instructional Coach _____	Steven Huff
Teacher _____	Pam Varner

*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.

SDE Assurances

Act 135 Assurances

Assurances, checked and signed by the district superintendent and the principal, attest that the school/district complies with all applicable Act 135 requirements.

(Initial each category to document that assurances are met).

N/A **Academic Assistance, PreK-3** The school/district makes special efforts to assist children in PreK-3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation). A good example of academic assistance services for PreK-3 may be found at:
 Goal Strategy Activity Page of the Plan.

X **Academic Assistance, Grades 4-12** The school/district makes special efforts to assist children in grades 4-12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation). A good example of academic assistance services for grades 4-12 may be found at:
 Goal Strategy Counseling and Other Student Support Services, Page 25.

X **Parent Involvement** The school/district encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, 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. A good example of parent involvement may be found at:
 Goal Strategy Activity Parent Involvement Award, Page 4.

X **Staff Development** The school/district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*. A good example of staff development may be found at:
 Goal Teacher Quality Strategy Activity , Current Professional Development Page 92.

X **Technology** The school/district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. A good example of the use of technology may be found at:
 Goal Strategy Professional Development Plan Activity , Page 83.

- X** **Innovation** The school/district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. A good example of the use of innovation funds may be found at:
 Goal **Strategy** **Activity** **Action Plan for ELA Page 70.**
- N/A** **Recruitment** The school/district makes special efforts to **recruit** and give **priority** in parenting and family literacy activities to **parents** of at-risk 0–5 year olds. The recruitment program is not grade specific, but normally would be most appropriate for **parents** of children at the primary and elementary school levels and below, and for secondary school students who are **parents**.
- X** **Collaboration** The school/district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
- X** **Developmental Screening** The school/district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
- N/A** **Half-Day Child Development** The school/district provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.
- N/A** **Best Practices in Grades K–3** The school/district provides in grades K–3 curricular and instructional approaches that are known to be effective in the K–3 setting.
- N/A** **Developmentally Appropriate Curriculum for PreK–3** The school/district ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
- N/A** **Parenting and Family Literacy** The school/district provides parenting activities and opportunities for parents of at-risk 0–5 year olds to improve their educational level. This program 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. Some districts operate the program at various schools, an early childhood development center, or some other location, while other districts operate the program through home visits.
- X** **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The school/district ensures as much program effectiveness as possible by developing a districtwide/schoolwide 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.

X **The School-to-Work Transition Act of 1994 (STW)** The school/district provides required STW programs for grades 6–12, and STW concepts are a part of the developmentally appropriate curriculum for K–12.

Dr. Phinnize J. Fisher
Superintendent's Printed Name (for district and school plans) _____
Superintendent's Signature _____ Date _____

Mr. Ron Harrison
Principal's Printed Name _____
Principal's Signature _____ Date _____

As chairperson of the SACS CASI Quality Assurance Review Team, I certify that Riverside Middle School has a continuous improvement plan that meets all requirements of the South Carolina Department of Education's model planning process as specified in State Board of Education Regulation 43-261 and that the school meets SACS CASI accreditation requirements.

Quality Assurance Review
Team Chair Printed Name _____
QAR Team Chair's Signature _____ Date _____

Table of Contents

Introduction	1
Executive Summary	3
Riverside Middle School Beliefs	3
RMS Mission	4
RMS Vision.....	4
Information and Analysis	5
School Profile	5
School History	5
Student and Community Demographic Data.....	6
Our School.....	8
Greenville County Schools District Information—March 2011	9
District Profile.....	9
Executive Summary of Needs Assessment Findings.....	11
PASS Scores.....	13
School Leaders.....	22
Faculty and Staff.....	22
Counseling and Other Student Support Services.....	25
School Climate Survey	27
Introduction	27
District Teacher Perception Surveys	28
Strengths/Challenges.....	28
South Carolina School Report Card Survey.....	29
Student Questionnaire Results.....	29
Parent Questionnaire Results.....	30
Teacher Questionnaire Results.....	33
Conclusion	34
Student Achievement	34
Mission, Vision, and Beliefs.....	34
Development of the School Mission.....	34
School Beliefs	35
Beliefs.....	35
School Purpose	36
School Mission.....	36
School Vision	37
Student Achievement Analysis.....	37
PACT Scores	38
Data Analysis.....	38
MAP	55

Instructional Strategies.....	56
Attendance	56
Discipline.....	57
Quality Planning	60
Introduction	60
Past Recommendations	60
School Action Plan	63
Writing Goal	65
Writing Action Plan.....	66
English\ Language Arts (Reading and Research) Goal	68
English\ Language Arts Action Plan.....	69
Mathematics Goal	71
Mathematics Action Plan	72
School Climate Goal	74
School Climate Action Plan	75
Teacher Quality Goal.....	77
Teacher Quality Action Plan	78
Professional Development.....	79
Introduction	79
Past Professional Development	79
Current Professional Development.....	80
Current Staff Development Plan.....	83
Future Professional Development	85
National Professional Development Standards.....	85
Learning Communities	85
Leadership.....	85
Resources.....	86
Data-Driven	86
Evaluation	86
Research Based	87
Design	87
Learning.....	87
Collaboration	87
Equity.....	87
Quality Teaching	87
Family Involvement.....	88
Conclusion	89
Professional Development for 2011-2012	90
Leadership.....	92
Governing Board and Administrative Team	92

Curriculum Improvement Team	92
Decision-Making Process/Principal’s Advisory	93
School-Wide Information Dissemination	94
Grade Level Teams	95
Community Stakeholders	95
Summary of Progress	96
Next Steps	96
Partnerships	97
Introduction	97
Partnerships Committee	97
Partnership Process.....	98
Companies and Organizations.....	98
Partnership Plan.....	B
Summary of Progress	B
Continuous Improvement & Evaluation	B
Continuous Improvement Continuums	D
Information and Analysis	D
Student Achievement	F
Quality Planning	F
Professional Development.....	G
Leadership.....	H
Partnership Development.....	H
Continuous Improvement and Evaluation	I
Conclusion	J

Introduction

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

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

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

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

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

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

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

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

The Staff of Riverside Middle School

Executive Summary

Since its establishment in 1999, Riverside Middle School has accomplished many of the objectives set by its newly formed school community. The school community was faced with the challenges of building a unified school climate, working with a critically under-funded budget, and developing a school vision and philosophy. The shareholders- parents, students, staff and community- set about the task of making the vision become a reality. RMS has developed into a community whose priority is the education of the whole student; intellectually, socially, emotionally, and physically. All other concerns support this one priority. With this as a focus, the following Beliefs are daily reminders of the path RMS has chosen.

Riverside Middle School Beliefs

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

Using these beliefs as guidelines, RMS has developed the following mission statement.

RMS Mission

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

With a mission comes a vision. A look at what is expected in the future. The following is that vision for the RMS community.

RMS Vision

The vision for our school is that every student will be provided diverse opportunities to experience success academically, socially, emotionally, and physically, and for them to be encouraged to take responsibility to become active learners. Ultimately our vision is for our students to experience success in future educational endeavors and to be productive members of society.

In reaching that vision many accomplishments have been realized. RMS has been named a Palmetto's Finest finalist in 2003, 2004 and 2007, 2008, the Palmetto's Finest recipient in 2009-2010, SC Exemplary Writing School in 2000, 2003, 2006 and 2009, a 2010 South Carolina Department of Education Red Carpet School, American Heart Association Hoops for Heart Program - 6th place in the state for 2002-2003, 8th place in the State for 2004-2005, a Palmetto Gold Award recipient 2003, 2004, and 2005, and a PTA Parent Involvement School of Excellence. RMS students' academic achievement has been well documented by a good or excellent rating all eight years (including the pilot year) on the state report card. Students participate and excel in local, state and national competitions that represent all aspects of school life including academics, the arts and athletics.

Though always proud to discuss successes, faculty, staff, parents and students realize that excellence is the vision and not a destination. Through the development of the school portfolio, RMS has identified goals that must be attained in order to continue to do the best possible educational community. Listed below are the performance goals addressed in this report.

- The percentage of students scoring Met and above on the PASS writing test will increase to 100% in the 2012-13 school year.

- The percentage of students scoring Met and above on the PASS Reading/Research test will increase to 100% in the 2012-13 school year.
- The percentage of students scoring Met and above on the PASS mathematics test will increase to 100% in the 2012-13 school year.
- The satisfaction rating for the overall school program on the annual school report card, or other survey, will increase by 5% yearly from 2008-2009 to 2012-2013.

As a community, we will continue to assess our progress, adjust goals as necessary, and hold ourselves accountable to meet these goals through rigorous and intense yearly review. To achieve the mission and vision of Riverside Middle School is no easy task. To show the school has accomplished these tasks normally means looking at standardized test scores, state report cards, federal No Child Left Behind data, and a host of other empirical data. Using this data, our desired results would be for every student to score at an advanced level on all data points. As a school constantly striving for the best from our students this is the desired result. However, we, as a school, must not allow this to be the only measure of our success. We must look at the “total student”. If we can move each student forward in the categories found in our mission statement then we will experience success, not for some type of reward or recognition, but in the eyes, minds, and hearts of our students.

Information and Analysis

School Profile

The foundation of the School Portfolio Self-Study process is basing all decision making procedures on school data and the analysis of that data. The Riverside Middle School learning community uses historical data, current data, and available educational research to get a complete picture of school processes. By analyzing that data, predictions of student, teacher, and school performance are made, and an active plan of quality strategies are designed to bring Riverside Middle School to a greater level of success. By planning in this fashion Riverside Middle School is able to provide opportunities which prepare students intellectually, socially, emotionally, and physically to become productive and responsible members of society. The story of this progress is reported in summary in this section.

School History

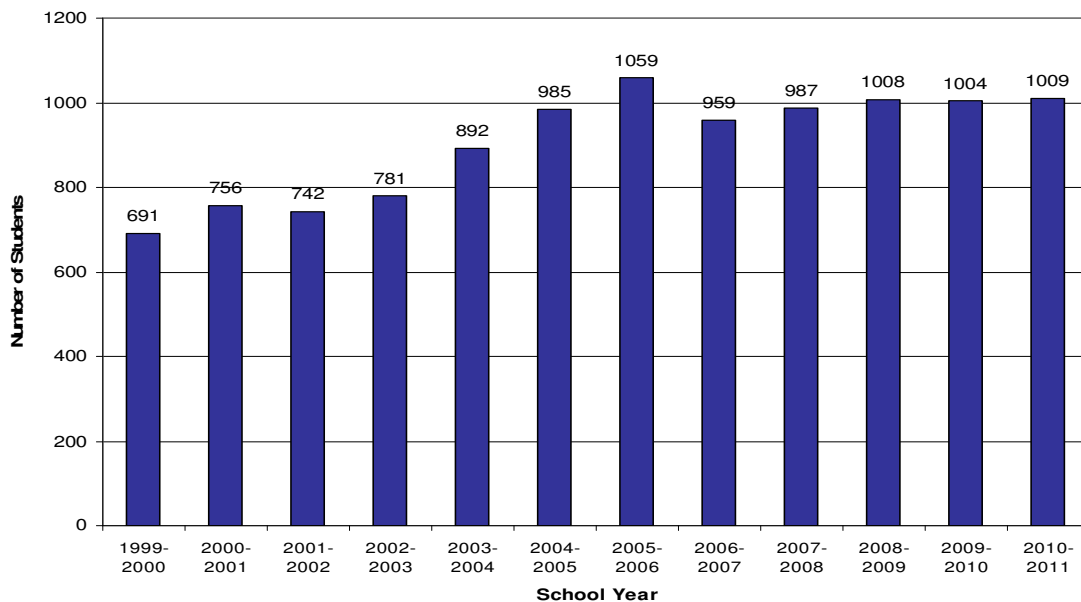
Riverside Middle School is a suburban middle school serving the northeastern area of the Greenville County. Due to the rapid growth on the eastside of our

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

Student and Community Demographic Data

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

Riverside Middle School
Student Enrollment Over Time

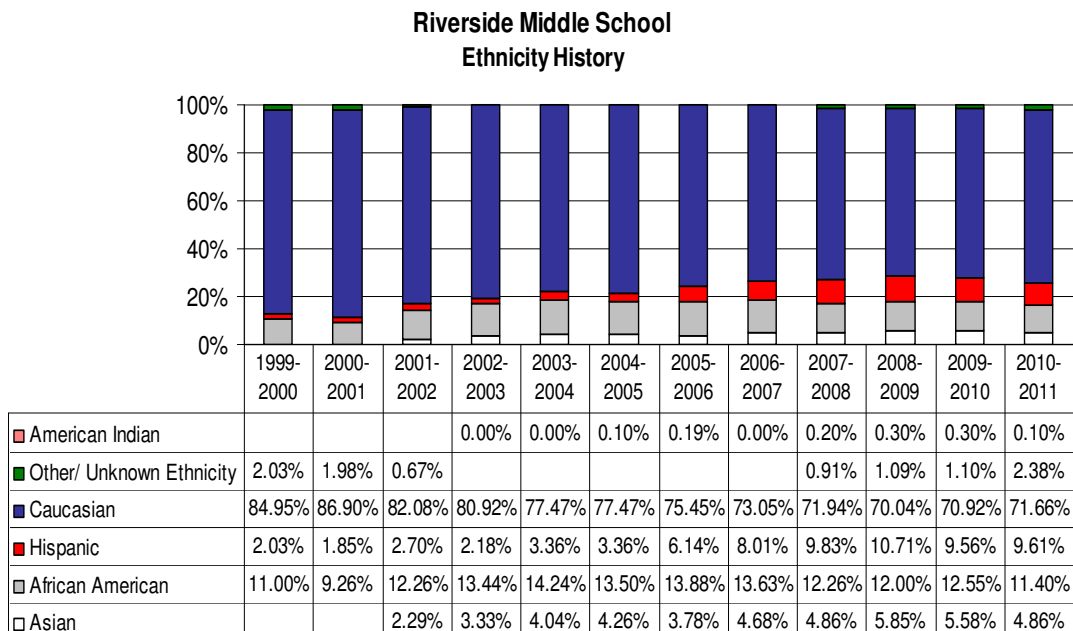


As can be seen in the above chart, the student enrollment has increased steadily since the opening of the school until 2006-2007. The decrease in enrollment in 2006-2007 is attributed to the re-assignment of several students to the new Beck Academy. Currently, 1006 students are being served by four administrators, twenty-eight support staff, and fifty-five teachers. The student body is composed of 488 female students and 518 male students.

Riverside Middle School’s current enrollment is:

Grade	Enrollment	Percent Enrollment
Grade 6	350	34.7%
Grade 7	334	33.1%
Grade 8	325	32.2%

The current ethnicity of the school is African American-115, Hispanic-97, Asian-49, American Indian-1, Two or more ethnicities-24, and Caucasian-723. One hundred-eighty-one free lunches and thirty-seven reduced price lunches are provided. Seen in the chart below, the ethnicity percentages have remained relatively consistent over the history of the school.



Eighty-nine students are being served with an IEP in special education classes. 24 students are in the regular education with support services resource setting. Twenty-five are in a self-contained setting, 15 LDSC and 10 TMDSC. 37 are in regular education with support service itinerant setting. From those with IEP's, the disability areas are 53 Learning Disabled, 2 Emotionally Disabled, 10 Trainable Mentally Disabled, 16 Speech Impairment, 2 Autistic, 2 Multiple Disabilities, and 6 Other Health Impaired. Twenty students are being served with a 504 plan. There are two hundred and forty-two students with various long-term health needs including diabetes, seizures, autism, migraines, severe allergies, asthma and various other psychological and physical health needs. At the end of the 2009-2010 school year, the student body attendance rate was 97.0%. The out-of-school suspension/expulsion rate for violent and/or criminal offenses was 0.01% of the total school population.

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

Our School

The school facility was designed to accommodate 1,000 students and consists of the following:

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

- 2 football/soccer fields
- 2 lighted softball fields
- 1 track
- 4 paved basketball courts
- 4 tennis courts

The administration area houses the principal, assistant principals, an assistant principal on the sixth grade hall, secretary, attendance clerk, workroom, and a volunteer/PTSA room. Guidance, the health room, and the media center occupy other spaces in this area.

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

Greenville County Schools District Information—March 2011

District Profile

Greenville County Schools (GCS) is widely recognized as a leader in public education. Serving over 70,900 students, GCS is the largest public school system in South Carolina. According to the latest publication from the National Center of Education Statistics, GCS is the 54th largest school district in the nation. The area served by GCS covers over 800 square miles and includes almost all of Greenville County and portions of Laurens and Spartanburg Counties. The District facilities include 6 child development centers, 49 elementary schools, 18 middle schools, 14 high schools, 4 career centers, and 7 special focus centers. Among the elementary, middle, and high schools, 12 International Baccalaureate programs and 11 magnet academics operate, providing unique educational opportunities, including concentrations in foreign language, communication arts, pre-engineering, and science and technology.

GCS has 17 schools receiving federal funding from Title I. Title I funds allow schools to provide opportunities for children to acquire the knowledge and skills contained in the challenging state content standards. The GCS Title I program provides enriched and accelerated educational programs. These programs include school-wide programs that provide additional staffing, professional development, and parent involvement programs to help parents participate in the education of their children at home and at school.

GCS serves a culturally diverse population of students. The racial/ethnic make-up of students in GCS in 2009-2010 was 59.4% white, 26.0% African-American, 10.9% Hispanic, 2.6% Asian, and 0.3% Native American. Dedicated to meeting the educational needs of all students, GCS serves over 10,251 (14.4%) students with disabilities. Of those, over 7,955 are students with disabilities more severe than speech and an additional 2,296 are students with speech disabilities. Additionally, 14,176 (20.0%) GCS students participate in the District's gifted and talented program. GCS also serves over 5,800 (8.2%) K-12 students who meet the state specifications for English for Speakers of Other Languages (ESOL).

GCS stresses the importance of daily attendance for all students and teachers. As reported in the 2009-2010 annual District Report Card, GCS had an average student attendance rate of 95.9% and a teacher attendance rate of 97.5%. The annual student dropout rate was 3.6%.

There are 5,074 teachers in the District; 63.5% hold Master's degrees or higher and 605 are National Board Certified. The average teacher salary in 2009-2010 was \$46,593.

Thirteen Greenville County schools have been named National Blue Ribbon Schools of Excellence. Over the last thirty years, 20 Greenville County schools have been designated Palmetto's Finest Schools, our state's highest honor for schools. In May 2010, 15 Greenville County schools were identified as Red Carpet Schools for their efforts to provide the highest level of customer service to their parents and school community. Forty-eight Greenville County schools have received the honor at least once. Twenty-nine schools are part of the PTA National Schools of Excellence, and 34 schools have been identified as Baldrige Model Schools. Additionally, GCS staff have garnered several prestigious state awards in the last year, including SC Teacher of the Year, SC Secondary Principal of the Year, and SC Superintendent of the Year. Finally, 88% of our 2010 graduates went on to pursue higher education and earned approximately \$82.7 million in academic scholarships, including 12 seniors who earned National Merit Scholarships.

In 2008-2009, Greenville County Schools earned National Accreditation from the AdvancED Accreditation Commission, recognizing GCS as a high quality school district and granting full accreditation to the school district and all of its schools.

Executive Summary of Needs Assessment Findings

Goal 1 - AYP and Report Card Ratings

In 2010, the percentage of GCS schools that met AYP increased by 4.6 percentage points from 2009. Figure 1.1 displays the percentage of GCS schools that met AYP for the past five years. The percentage of elementary and middle schools that met AYP increased in 2010. No GCS high schools met AYP in 2010. While the district has not met AYP since 2004-2005, the number of objectives met has increased. The district met 29 out of 37 objectives (78.4%) in 2005-2006 and 2006-2007, 27 out of 37 objectives (73.0%) in 2007-2008, and 34 out of 37 objectives (92.0%) in 2008-2009 and 2009-2010.

Figure 1 AYP History in GCS

GCS All Schools*	No	Yes	Total	% Met
05-06	60	24	84	25.6%
06-07	58	26	84	31.0%
07-08	70	14	84	16.7%
08-09	49	37	86	43.0%
09-10	43	39	82	47.6%
Elementary				
05-06	28	20	48	41.7%
06-07	28	19	47	40.4%
07-08	39	8	47	17.0%
08-09	17	31	48	64.6%
09-10	13	35	48	72.9%
Middle				
05-06	17	0	17	0.0%
06-07	17	0	17	0.0%
07-08	17	0	17	0.0%
08-09	17	1	18	5.6%
09-10	15	3	18	16.7%
High				
05-06	14	0	14	0.0%
06-07	13	1	14	7.1%
07-08	13	1	14	7.1%
08-09	14	0	14	0.0%
09-10	14	0	14	0.0%

* GCS All Schools data include traditional schools and special centers. Career centers were included prior to 2010, when the SC Department of Education ceased calculation of AYP for career centers.

For the last five years, the Absolute Rating for Greenville County Schools has remained at Average, while the Growth Rating has fluctuated between At-Risk in 2005-2006 to Average in 2009-2010. In 2008-2009, the district's Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. Figure 1.2 displays the Absolute and Growth Rating totals and percentages for GCS traditional schools, special centers, and career centers since 2005-2006. The last two years have seen increases in the number of schools earning an Absolute Rating of Good or Excellent.

Figure 2 GCS Report Card Absolute Ratings*

GCS DISTRICT RATINGS	2009-10				2008-09			
	ABSOLUTE NUMBER	ABSOLUTE PERCENT	GROWTH NUMBER	GROWTH PERCENT	ABSOLUTE NUMBER	ABSOLUTE PERCENT	GROWTH NUMBER	GROWTH PERCENT
Total								
Excellent	18	20.9%	19	22.1%	18	20.9%	10	11.6%
Total Good	24	27.9%	25	29.1%	15	17.4%	16	18.6%
Total Average	37	43.0%	32	37.2%	46	53.5%	45	52.3%
Total Below Average	6	7.0%	3	3.5%	4	4.7%	11	12.8%
Total At-Risk	1	1.2%	7	8.1%	3	3.5%	4	4.7%
Total	86		86		86		86	

GCS DISTRICT RATINGS	2007-08				2006-07			
	ABSOLUTE NUMBER	ABSOLUTE PERCENT	GROWTH NUMBER	GROWTH PERCENT	ABSOLUTE NUMBER	ABSOLUTE PERCENT	IMPROVE. NUMBER	IMPROVE. PERCENT
Total								
Excellent	8	9.5%	11	13.1%	7	8.4%	5	6.0%
Total Good	17	20.2%	12	14.3%	16	19.3%	8	9.6%
Total Average	34	40.5%	12	14.3%	35	42.2%	8	9.6%
Total Below Average	20	23.8%	29	34.5%	18	21.7%	24	28.9%
Total At-Risk	5	6.0%	20	23.8%	7	8.4%	38	45.8%
Total	84		84		83		83	

GCS DISTRICT RATINGS	2005-06			
	ABSOLUTE NUMBER	ABSOLUTE PERCENT	IMPROVE. NUMBER	IMPROVE. PERCENT
Total Excellent	12	14.6%	6	7.4%
Total Good	19	23.2%	13	16.0%
Total Average	28	34.1%	7	8.6%
Total Below Average	17	20.7%	16	19.8%
Total Unsatisfactory	6	7.3%	39	48.1%
Total	82		81	

*GCS Totals include traditional schools, career centers, and special centers (Sterling School and Washington Center).

PASS Scores

In spring 2009, South Carolina instituted the new Palmetto Assessment of State Standards (PASS) to replace the Palmetto Achievement Challenge Tests (PACT) in grades 3-8. The new state test includes five subject areas: writing, English language arts (reading and research), mathematics, science, and social studies. PASS scores are reported using three scoring levels: Not Met, Met, and Exemplary. Students scoring Met or Exemplary are considered to have met the state's academic standards.

In spring 2009, Greenville County Schools' students met or exceeded the state average on 23 of 30 tests on PASS.

Figure 3 displays the difference between GCS and SC PASS writing scores. GCS had more students scoring Met and Exemplary in grades 3, 4, 5, 7, and 8 when compared to the state.

Figure 3 Percent Met and Exemplary on 2010 PASS Writing

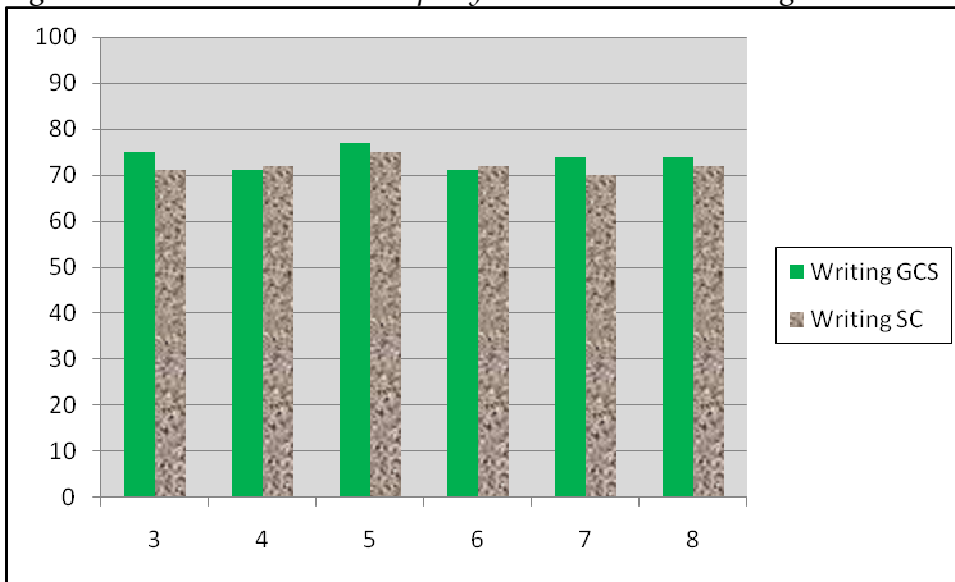


Figure 4 displays the difference between GCS and SC PASS ELA (Reading/Research) scores. GCS had more students scoring Met and Exemplary in grades 3, 4, 5 and 8 when compared to the state.

Figure 4 Percent Met and Exemplary on 2010 PASS ELA (Reading and Research)

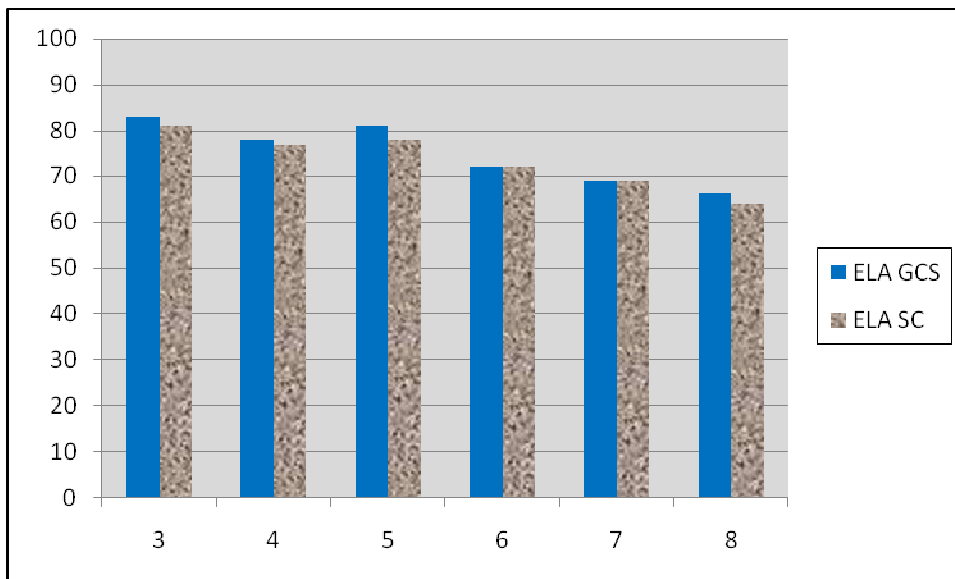


Figure 5 displays the difference between GCS and SC PASS math scores. GCS had more students scoring Met and Exemplary in grades 3, 4, 5 and 8 when compared to the state.

Figure 5 Percent Met and Exemplary on 2010 PASS Math

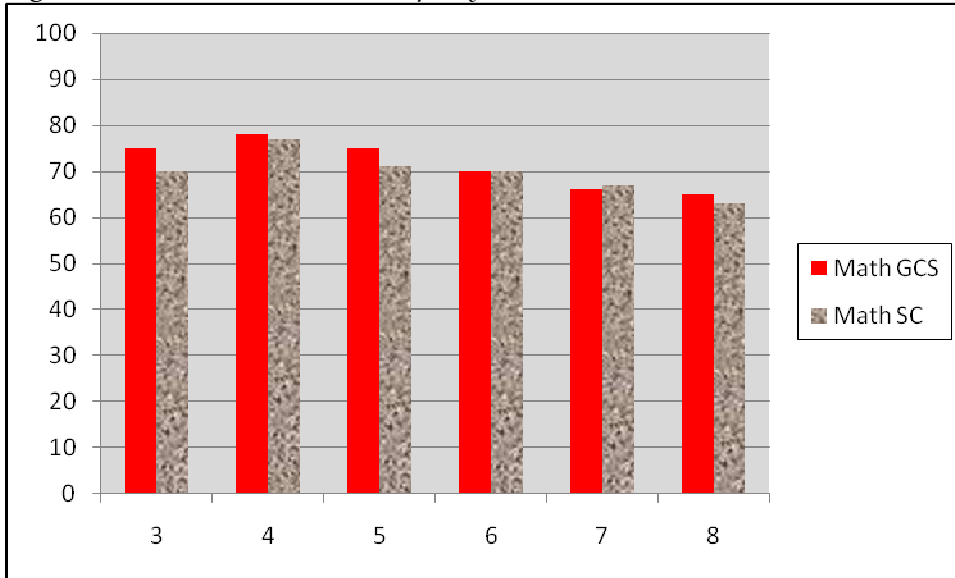


Figure 6 displays the difference between GCS and SC PASS science scores. GCS had more students scoring Met and Exemplary in grades 3, 4, 5, 6, and 8 when compared to the state.

Figure 6 Percent Met and Exemplary on 2010 PASS Science

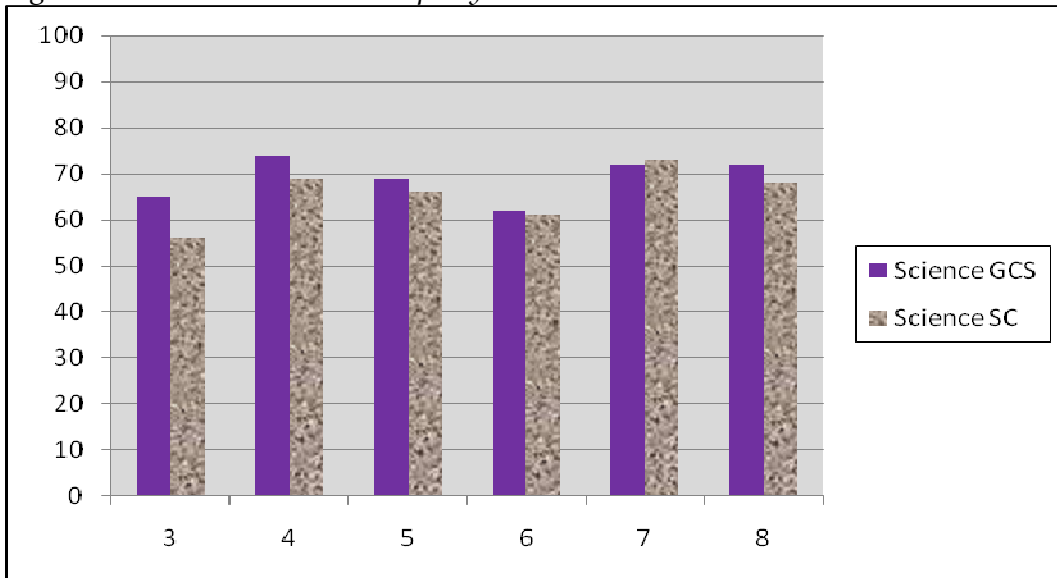
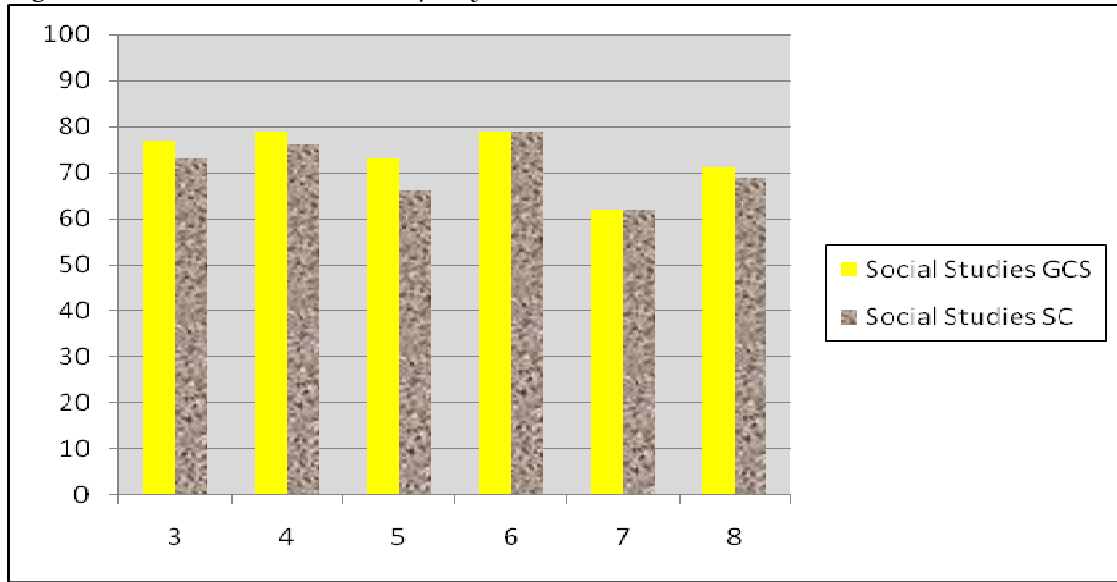


Figure 7 displays the difference between GCS and SC PASS social studies scores. GCS had more students scoring Met and Exemplary in grades 3, 4, 5, and 8 when compared to the state.

Figure 7 Percent Met and Exemplary on 2010 PASS Social Studies



Measures of Academic Progress (MAP)

Since 2005-2006, an additional resource for assessment in Greenville County has been used, the Measures of Academic Progress (MAP) test. This computerized system of testing is administered two to three times a year in every elementary and middle school and in certain high schools in reading and mathematics, and two optional subjects, language usage and science. MAP correlates with national and state curriculum and standards, and is nationally norm-referenced. The difficulty of each test adjusts to each individual student's performance, meaning if a student answers a question correctly, the next question will be more difficult and vice-versa. After a student completes a test, the program reports the student's equal-interval RIT score. Unlike the PASS and other standardized tests, MAP reports provide a snapshot of student achievement at intervals throughout the school year. MAP results are regularly being used in the schools as one of several data sources for curriculum decisions, student placement, and parent conferences, but not for district level accountability. As MAP testing continues, the results will increasingly be used to help assess students' academic achievement and in district planning.

High School Achievement Scores

End-of-Course Exam Program

End-of-Course exams are administered at the end of English I and Algebra I courses in middle schools and high schools and at the end of physical science and U.S. History and the Constitution courses in high schools. EOCEP passage rates have increased in all subject areas over the last five years. Figures 8-11 display the number of students tested, the percentage passing (scores A-D), and the mean scale score for each subject from 2005-2006 to 2009-2010.

Middle school students' and high school students' English I EOCEP passage rates have increased over the last five years from 74.2% in 2005-2006 to 78.4% in 2009-2010.

Figure 8-Year English I EOCEP Performance

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Number Tested	5314	5534	5730	5561	5692
% Passing	74.2	63.9	69.4	71.9	78.4
Mean Scale Score	78.0	75.8	77.2	76.9	78.9

Middle school students' and high school students' Algebra I EOCEP passage rates have increased over the last five years from 79.6% in 2005-2006 to 83.8% in 2009-2010

Figure 9-Year Algebra I EOCEP Performance

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Number Tested	5563	5752	5561	6082	5739
% Passing	79.6	82.6	80.4	76.9	83.8
Mean Scale Score	79.0	79.3	79.9	79.1	81.8

The Physical Science EOCEP passage rates (high schools only) have increased over the last five years from 56.3% in 2005-2006 to 68.8% in 2009-2010.

Figure 10 Year Physical Science EOCEP Performance

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Number Tested	5119	4933	5105	5473	5558
% Passing	56.3	54.2	62.0	61.4	68.8
Mean Scale Score	72.1	72.1	74.2	74.6	77.6

In 2008-2009, the US History and the Constitution EOCEP results (high school only) were reported for the first time. In the second year of administration, the passage rate for GCS students increased from 54.0% in 2008-2009 to 56.2% in 2009-2010

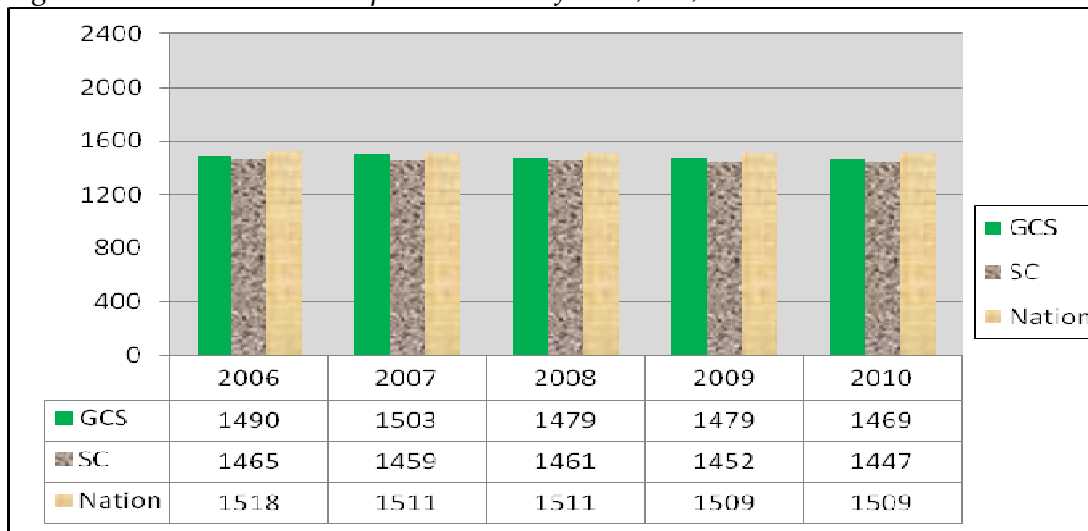
Figure 11- Year U.S. History and the Constitution EOCEP Performance

	2008-2009	2009-2010
Number Tested	4702	4761
% Passing	54.0	56.2
Mean Scale Score	71.9	72.2

SAT

GCS high school students have continued to maintain SAT scores that are higher than the South Carolina state average for reading, math, and composite scores. In GCS, the average composite score on the SAT decreased from 1479 in 2009 to 1469 in 2010. Fifty-six percent (2,550) of the 2009-2010 GCS seniors took the SAT at least once in high school. The average critical reading score was 494, the average writing score was 476, and the average math score was 599. Figure 12 displays the SAT composite score results from the past five years. GCS composite scores have remained higher than the average SC score and slightly behind the average national score.

Figure 12- 7 Year SAT Composite Scores of GCS, SC, and the Nation

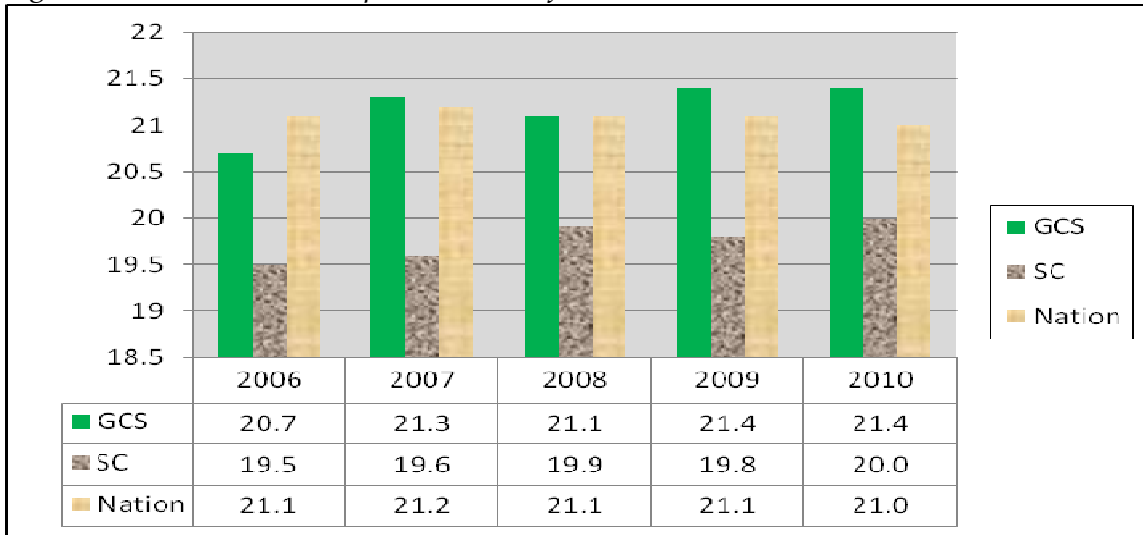


Note: Composite scores for SC and the nation include private and home school students.

ACT

The number of GCS students who take the ACT, another college entrance exam, continues to rise every year. The composite score in GCS remained steady at 21.4 from 2009 to 2010. In 2010, GCS students outperformed students in SC and the nation in ACT subtests: English (20.9), math (21.2), reading (21.6), and science (21.2). Over the last five years, GCS students' composite ACT scores have been at or above the state and national averages. Figure 13 displays the ACT composite score results over the past five years in GCS, SC, and the nation.

Figure 13-5 Year ACT Composite Scores of GCS, SC, and the Nation



Note: Composite scores for SC and the nation include private and home school students.

Advanced Placement (AP) Exams

The number of Advanced Placement (AP) exams administered increased from 2009 to 2010, while the percentage of AP exams with a score 3 or higher remained constant. Figure 14 displays the total number of AP exams taken, as well as the percent with a score of 3 or higher.

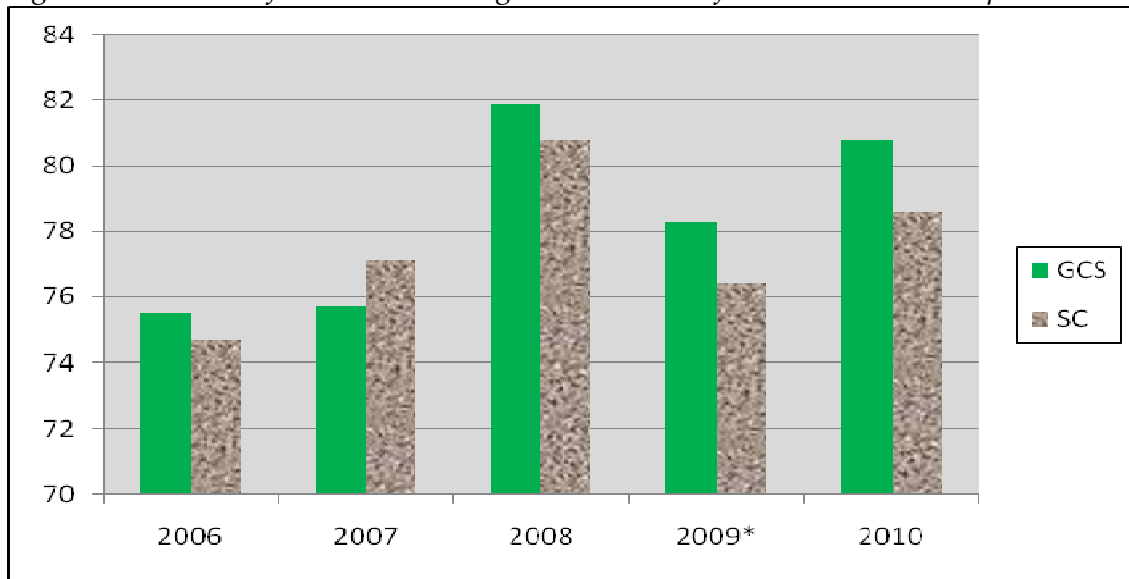
Figure 14- Number of AP Exams and Percent Scoring 3-5 in GCS

Year	# Exams	% 3-5 Scores
2006	4,568	48%
2007	4,943	51%
2008	4,457	51%
2009	4,311	57%
2010	4,838	57%

High School Assessment Program (HSAP)

South Carolina students take participate in the High School Assessment Program (HSAP) in their second year in high school and must pass both the ELA and math portions in order to receive a state high school diploma. HSAP scores are reported using four scoring levels: Level 1, Level 2, Level 3, and Level 4. A score of Level 2 is considered passing. The last five years of data for HSAP are shown in Figure 15. Over the last several years, GCS first attempt HSAP passage rates have remained above the state's passage rates.

Figure 10- Percent of Students Passing Both Sections of HSAP on 1st Attempt



Note: The SC Dept. of Education began reporting scores for all students tested in 2009.

The Achievement Gap

The achievement gap for students receiving free or reduced-priced meals and students paying full-price for meals must continue to be a high priority need for improvement in Greenville County Schools.

Figure 1.16 displays the difference in PASS scores in 2009 and 2010 between students paying full price for meals and students receiving free or reduced-priced meals (FARM). The gap between full-pay and FARM students exists in all subjects and has not significantly decreased over the last two years. The gap for all subjects ranged from 22.5% to 25.7% in 2010.

Figure 16-% of Students by Lunch Status Scoring Met and Exemplary on PASS

	ELA		Math		Science		Social Studies	
	2009	2010	2009	2010	2009	2010	2009	2010
FARMS	61.2	63.1	57.5	58.9	55.9	56.7	62.3	61.1
Full-Pay	85.0	86.3	81.8	83.0	80.9	82.4	83.8	83.6
<i>Difference</i>	23.8	23.2	24.4	24.0	25.1	25.7	21.4	22.5

Students in Greenville County Schools receiving free or reduced priced lunch also have lower first-attempt HSAP exam scores than full-pay lunch students, as shown in Figure 1.17 below. The gap is larger for math than ELA. While the gap has been reduced over the last two years, it still ranged from 16.8% to 19.4%.

Figure 17- % of Students by Lunch Status Scoring at or Above Level 2 on HSAP 1st Attempt

	ELA		Math	
	2009	2010	2009	2010
FARMS	74.5	77.9	67.2	71.2
Full-Pay	92.8	94.7	87.5	90.6
<i>Difference</i>	18.3	16.8	20.3	19.4

The gap is also evident in passing rates for end-of-course exams, as shown in Figure 1.18 below. The largest gaps in 2010 were seen in Physical Science and U.S. History. The achievement gap decreased from 2009 to 2010 in both Algebra I and English I.

Figure 18-% of Students by Lunch Status Scoring Passing End-Of-Course Examinations

	ELA	Math	Science	Soc. St.
Full-Pay	52.6	48.0	50.8	47.8
FARMS	22.6	20.1	20.2	21.7
Difference	30.0	27.9	30.6	26.1

Graduation rates in 2009-2010, as reported on the GCS AYP report, illustrate the achievement gaps that currently exist in Greenville County Schools. The graduation rate for students receiving free or reduced-priced lunch was 60.9% and the graduation rate for full-pay students was 81.9%.

Instructional and Organizational Effectiveness

School Leaders

The principal, Mr. Ron Harrison, has been at RMS since the school opened, first as an assistant principal and in the fall of 2004 assuming leadership as the principal. Mr. James Gardner, assistant principal, who has been at Riverside Middle for nine years. Mrs. Margaret Stovall, assistant principal, was a language arts teacher at Riverside Middle since the school opened and assumed an assistant principal position in the fall of 2004. Mr. Damon Barnhill came to RMS in the fall of 2006 as the administrative assistant. He is formally a high school history teacher.

Faculty and Staff

With an outstanding faculty (over 75% with advanced degrees), Riverside is able to offer a rigorous academic program for the academically gifted, the average learner, and students labeled "at risk." The 55-member faculty is composed of 90.9% female and 9.1% male teachers with 3.6% total minority. Currently, there are seven National Board Certified teachers. The administrative staff consists of one principal and three assistant principals. The support staff consists of three guidance counselors, an ESOL teacher, a media specialist, one instructional coach, one licensed speech therapist, two registered nurses, one resource police officer, a secretary/bookkeeper, one attendance clerk, one guidance clerk, one receptionist, two special education aides, one plant engineer, one food services manager, one library clerk, one in-school suspension aide, seven custodians, and seven cafeteria workers. The entire staff is dedicated to providing quality education for all students in grades six through eight.

The following is a demographic profile of the RMS Staff:

	Minority	White	Female	Male
Administration	1	3	1	3
Other certified Staff	2	60	54	6
Staff	8	18	20	6

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

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

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

The Special Education Department at Riverside Middle has three models: Regular Education with Support Services Itinerant classes [Tutorial], Regular Education with Support Services [Pull-out resource in content area], and Self-contained. Students are served for Language Arts and/or Math in the pull-out resource class. Riverside currently has self-contained classes for students with moderate to severe learning disabilities or moderate mental disabilities.

The Riverside Middle faculty commitment to personal excellence is seen in their participation in national, state, and local conferences such as: National Middle School Association, National Science Teacher's Association, National Conference of Teachers of English, SCASSA, Leadership Greer project, South Carolina Science Council, International Reading Conference, Clemson Research Forum, Music Educators' National Conference, South Carolina Art Commission, SCHAARHER, GCCTM, SCCTM and ITC.

Other staff members participate in a variety of professional development activities such as custodial college, food service certification programs, technology training courses, and Continuing Growth for Office Professionals. RMS teachers have been awarded Alliance, EIA, SCIRA and PTSA grants, selected for Space Camp scholarship, published research, and have presented at state and national conventions. Several teachers at RMS have won scholarships to participate in the Upstate Writing Project Summer Institute. Two teachers have won fellowships from SCDE, Carnegie, and Greenville County Schools to attend Bread Loaf School of English. One teacher received a scholarship for a six week summer study abroad from the Consulat Francais (French Consulat). One teacher was chosen to participate in the Teaching Asia seminar and has been selected in a study tour of China and Japan. One RMS teacher was a Christa McAuliffe Fellowship state finalist. Another teacher has been recognized as the National Social Studies Teacher of the Year. Others have been recognized as Distinguished Teachers of Reading and Science Teachers of the Year. RMS has also won two \$10,000 Target 2000 grants for the Fine Arts Department. These grants have been used to purchase technology and other equipment to provide in-service opportunities in the Fine Arts. The school nurse was a finalist in the Diabetic nurse of the year awarded by the juvenile diabetic association. Currently, nine RMS teachers are National Board certified. One teacher received a \$5000 Best Buy Grant. The RMS faculty attend numerous workshops on such topics as: gifted and talented, ADEPT, writing skills, vertical teaming, SAT improvement plan, classroom management and assessment, and incorporating technology in the curriculum. Several teachers have presented at local, state, and national conferences like EdTech, SCIRA, the state middle school conference, and NECC. RMS teachers have been published in national journals and magazines. Continuous technology training is provided for teachers to help them incorporate computer literacy and research, while giving them access to the Internet via classroom computers.

At the beginning of each school year, the library staff provides instruction to all students concerning the availability and use of resources in the library. Throughout the year, special events are scheduled by the library staff to promote and encourage reading for pleasure, as well as learning. Programs include South Carolina Junior Book Award activities, Book Bowl, Poetry Slam, Scholastic Book Fairs, Summer Reading, the Greenville Drive All-Stars reading program and the end of the year book exchange. Collaborative planning and teaching with the faculty through subject areas allows students to receive integrated instruction in technology and information literacy skills. Students learn to access information from a variety of resources including books, DISCUS databases and Internet

sources to support and enrich class assignments. Early in the school year, the librarian provides hands-on-training to all sixth graders on the use of student home directories, the school district's Acceptable Use Policy and student email accounts. Students are allowed to visit the library on an as needed basis throughout the day. The library is open thirty minutes before and after school and by appointment. Students may browse, check out books, read and complete research using the library resources during these times. They may also utilize library technology to produce assignments. The library also serves as the venue for special activities such as Model UN, SAT workshops for students, Book Fair, SIC and PTA board meetings, and faculty and other committee meetings. The library provides opportunities for students in Service Learning classes and Beta Club to work as student assistants to perform such tasks as shelving books, organizing shelves and preparing books for processing.

Counseling and Other Student Support Services

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

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

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

- Shadowing program
- Guest speakers from various career fields
- Eighth grade day at the local technical college (Greenville Technical College)
- Kuder Interest Profile
- Career profiles
- Specialized field trips planned by teams and individual teachers

- Career opportunities discussed during Advisory
- HEAP program on CD distributed to each student

The Student Council, Beta Club, and other clubs provide opportunities and experiences for leadership skills. Local businesses provide classroom speakers who share work related experiences and their relationships to the study of language arts, mathematics, science, social studies, and the arts.

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

- Riverside Middle School Agenda/Student Handbook delineate parent and student expectations
- Individual teacher syllabi and introductory letters provide individual class expectations for both parents and students
- All teachers provide classroom websites for parents and students
- PTSA Open House once a year and PTSA programs five times a year
- Sixth grade orientation which encourages parental involvement
- PTSA volunteer response forms invite parental involvement
- Eighth Grade Career Inventory Interpretation allows parents to be involved in their student's career path
- Quarterly PTSA newsletter encourages parent involvement
- Articles in the local newspapers, the Greenville News-City People East, Greer Citizen, and Greenville News communicate need for parental involvement
- A free e-newsletter will be available to parents who wish to subscribe (available January 2009)
- All teachers have an email address so parents can communicate via the Internet
- All teachers have phones equipped with voice-mail in their rooms so parents may communicate
- Parent volunteers
- Parent conferences
- Specific strategies will be added, deleted, or altered as indicated by evaluation
- School Website
- Many teachers send regular progress reports via email.

School Climate Survey

Introduction

The District has created a School Climate Survey for teachers as a part of the overall effort to provide more valid, reliable and comprehensive information to the schools and to the community via The Education Plan. School climate is recognized as a significant factor related to student achievement. Detailed data on the status of client perceptions of climate are critical additions to the pool of information used by the district, and by individual schools, to determine appropriate ways to assure a safe, orderly and supportive environment for learning and the overall student performance that flows from such environments. Individual school data is used as a general indicator of perceived strengths of the learning environment, and of topics to be seen as challenges to be met. Given that results are people's perceptions, results should be carefully evaluated in light of other data. Should strengths or challenges be identified that are not supported by other data, then the school or district should be working to inform in order to clarify and change perceptions. Should the identified perceptions be supported by other data, then the organization should be working to change the actual situation first, then to align perceptions with the new reality.

Much of the power in this data comes from not only looking at how each group perceives the school climate, but at how much the groups agree on a given area. The more consistent the agreement, the greater the confidence that the cited strength or challenge actually does exist we can have.

The survey was started at RMS in the spring of school year 2003-2004 and the data used as a baseline for the school. Currently, the survey is distributed annually to all teachers. Before the introduction of this survey, the district used the NSSE survey as a means to obtain this perception data from teachers, parents and students. The NSSE was conducted on cycles varying in number of years. As such, this created an inconsistent data flow. At times, a particular school population might be surveyed only once while a part of the school.

While the GCSD Survey initially was given to parent and students this is no longer the case. The District has decided to use the State Report Card Survey to gather perception data from students and parents. It was felt that the GCSD Survey was a repeat effort and should be discontinued. Following is a summary of the overall responses received for the 2010-2011 cycle.

District Teacher Perception Surveys

The district teacher survey is divided into eight main sections: Leadership, Curriculum & Instruction, Planning, Delivery, Assessment, Learning Environment, Communication, and Professionalism. Respondents are given general statements about the school and are asked to mark on the same four-point Likert scale. Responses were tallied by the district and sent to schools to disaggregate and analysis. The complete survey is on file at the school.

Strengths/Challenges

The overall results show relatively strong level of general satisfaction. For this survey a dissatisfaction rate of 20% is used because that is the rate the district assistant superintendents use for discussion with the principals. The items that are within these ranges are listed below.

Leadership

My principal models high expectations.....	21.0%
My principal models mutual respect.....	22.0%
My principal promotes effective communication.....	25.0%
My principal provides leadership for the school's curriculum.....	30.0%
My principal uses a variety of data sources to make informed decisions about student performance.....	28.0%
My principal maintains a high level of technology proficiency.....	40.0%

Learning Environment

In my school, there are very few disruptions to instructional time.....	22.0%
Discipline is applied fairly to all students in my school.....	27.0%
Student-to-student bullying is a problem at my school.....	30.0%

Professionalism

My school provides high quality staff development and training that helps me improve my teaching.....	33.0%
My school's professional development plan is directly connected to our teachers' and students' needs.....	22.0%

Curriculum/Instruction

New teachers in our school receive a quality mentoring program.....	27.0%
My teaching materials are current and in good condition.....	20.0%

Planning

I can reach the most difficult and unmotivated students in my classes.	26.0%
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Delivery

Students use technology (i.e. computers and calculators) weekly in my class.....	31.2%
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Assessment

No areas of Concern

Communication

Teachers who attend training share what they learned with other staff members at my school.	27.0%
Before making most decisions, my principal usually asks for suggestions from teachers	44.0%
My principal has positive working relationships with teachers in my school	41.0%

South Carolina School Report Card Survey

Student Questionnaire Results

(Current Year results not available) During the winter of the 2009-2010 school year, the eighth grade students attending Riverside Middle School responded to a pre-designed questionnaire from the South Carolina State Department of Education. The results of this survey were used to help compile the South Carolina School Report Card. The following chart lists the responses that were

list than 80% of “Mostly Agree” or above. Of the thirty-nine questions, fourteen were shown in this category.

Question	Agree
My teachers spend enough time helping me learn.	79.0%
My teachers do a good job teaching me mathematics.	74.2%
My classes are interesting and fun.....	64.5%
Students at my school believe they can do good work.....	75.0%
My teachers praise students when they do good work.....	78.2%
The bathrooms at my school are kept clean.	77.0%
Students at my school behave well in class.	65.4%
Students at my school behave well in the hallways, in the lunchroom, and on the playground.	65.1%
The rules about how students should behave in my school are fair.	73.0%
Parents at my school know their children's homework assignments.....	72.4%

Parent Questionnaire Results

During the winter of the 2009-2010 school year, parents whose children were attending the eighth grade at Riverside Middle School were asked to respond to a pre-designed questionnaire from the South Carolina State Department of Education. The survey was designed to measure how they feel about their learning environment. The survey was administered by sending packets home by way of their students. Each packet contained a letter from the principal and the survey. To maintain anonymity, surveys were turned in to the office or the advisory teacher in a genetic envelop. The results of this survey were used to help compile the South Carolina School Report Card. The following chart shows an overview of the responses from that survey.

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

Question	Agree
My child's teachers provide extra help when my child needs it.	78.7%
My child's teachers contact me to say good things about my child.....	67.0%
My child's teachers tell me how I can help my child learn.	47.5%
My child's teachers invite me to visit my child's classrooms during the school day.....	21.2%
My child's school includes me in decision-making.....	64.2%

My child's school gives me information about what my child should be learning in school.	73.8%
My child's school considers changes based on what parents say.	43.5%
My child's school treats all students fairly.....	68.7%
The principal at my child's school is available and welcoming.	77.8%
My child's teachers care about my child as an individual.	79.8%
Students at my child's school are well-behaved.	65.7%

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

Please tell us if you do the following	I do this	I don't do but would like to	I don't do & I don't care to	Activity not offered
	Percentages			
Attend Open Houses or parent-teacher conferences.	88.0	8.0	4.0	0.0
Attend student programs or performances.	77.0	18.0	4.0	1.0
Volunteer for the school (bake cookies, help in office, help with school fund raising, etc.)	39.4	30.3	30.3	0.0
Go on trips with my child's school (out of town band contest, field trip to the museum, etc.)	40.0	46.0	14.0	0.0
Participate in School Improvement Council meetings.	9.0	29.0	58.0	4.0
Participate in Parent-Teacher-Student Organizations (PTA, PTO, etc.)	43.4	24.2	32.3	0.0
Participate in school committees (textbook committee, spring carnival committee, etc.)	20.8	30.2	43.8	5.2
Attend parent workshops (how to help my child with school work, how to talk to my child about drugs, effective discipline, etc.)	30.0	32.0	29.0	9.0

Please tell us if you do the following	I do this	I don't do but would like to	I don't do & don't care to
	percentages		
Visit my child's classrooms during the school day.	8.1	67.7	24.2
Contact my child's teachers about my child's school work.	84.0	14.0	2.0
Limit the amount of time my child watches TV, plays video games, surfs the Internet.	89	9.0	2.0
Make sure my child does his/her homework.	97.0	2.0	1.0
Help my child with homework when he/she needs it.	96.0	3.0	1.0

Please mark if each of the following is true or false	True	False
Lack of transportation reduces my involvement.	7.0	93.0
Family health problems reduce my involvement.	8.0	92.0
Lack of available care for my children or other family members reduces my involvement.	15.0	85.0
My work schedule makes it hard for me to be involved.	50.5	49.5
The school does not encourage my involvement.	14.3	85.7
Information about how to be involved either comes too late or not at all.	15.2	84.8
I don't feel like it is appreciated when I try to be involved.	4.0	96.0

Please rate your school on...	Very Good	Good	Okay	Bad	Very Bad
The school's overall friendliness.	46.0	34.0	17.0	2.0	1.0
The school's interest in parents' ideas and opinions.	21.4	34.7	36.7	5.1	2.0
The school's efforts to get important information from parents.	32.7	30.6	25.5	10.2	1.0
The school's efforts to give important information to parents.	37.4	40.4	19.2	3.0	0.0
How the school is doing overall.	40.0	41.0	19.0	0.0	0.0

Most parents rate RMS in a favorable manner. Noted in the section concerning what parents do, RMS has a very high rate of participation in activities like Open House and student performances. Over 40% of the parents responded that they volunteer in some way and participate in the PTSA. A high percentage of parents report involvement in their students' lives, including assistance with homework.

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

Teacher Questionnaire Results

During the winter of the 2009-2010 school year, all non-administrative staff with a current educational certificate were asked to respond to a pre-designed questionnaire from the South Carolina State Department of Education. The administration of the survey was online through the State Department of Education website. The survey was designed to measure how they feel about their learning environment. To maintain anonymity, no personal information was given on the survey. Staff members were asked to sign a completion list when the survey was taken. This list was only used to show the school compliance of the state mandate. The results of this survey were used to help compile the South Carolina School Report Card.

The following summary shows responses where less than 85% of the staff rated the question "Mostly Agree" or above. 85% was selected on this section since the goal of nothing below 80% was reached.

Question	Agree
The level of teacher and staff morale is high at my school.	80.8%
Teachers at my school are recognized and appreciated for good work. .	82.7%
Our school has sufficient computers for instructional use.	84.6%
Computers are used effectively for instruction at my school.	84.7%
There are relevant professional development opportunities offered to teachers at my school.	84.7%
The school administration provides effective instructional leadership. .	80.7%
Teacher evaluation at my school focuses on instructional improvement	80.7%
School administration arranges for collaborative planning and decision making.	80.8%

I am satisfied with the learning environment in my school.	84.6%
Teachers at my school collaborate for instructional planning.	80.8%

Most teachers rate RMS in a favorable manner. However, the questions listed above continue to be an issue with the teaching staff. Morale continues to suffer as more requirements are placed on the teaching staff and budgets continue to decrease.

Conclusion

The above data is the foundation of the various committee efforts to continually improve RMS. This data is used to give a foundation for growth, a comparison for growth, and a roadmap for improvement.

Student Achievement

Mission, Vision, and Beliefs

Development of the School Mission

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

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

Through these early meeting members from the various groups had input in creating the first draft of Riverside Middle School’s Beliefs and Mission Statement. This draft was presented to the PTSA, faculty and staff for revision once the school opened. The final School Beliefs and Mission Statements were approved by the school staff at a faculty meeting in the fall of 1999.

This is the mission that was approved:

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

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

School Beliefs

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

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

Beliefs

- The student is the center of the educational process.
- Students learn best in a safe environment.
- Educational experiences should reflect and address real life expectations.

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

School Purpose

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

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

School Mission

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

School Vision

The vision of Riverside Middle School is the essence of the purpose and mission. It is where the school wants to be at some time in the future. It strives to *prepare students to become productive members of society*. The RMS vision is simply “Excellence”. Set at the highest level possible, this vision is one that may never be reached. That is accepted at RMS. However, it is one that RMS will always seek to reach. A phrase that is used in many of the school publications best sums this up, *Excellence is a Vision, Not a Destination*. Excellence will never be a stagnant point at the top of the mountain that, once reached, has no place to go but down. Excellence is a lifestyle that always seeks to improve and become better. When that is instilled in a student it will be with that student forever thus making that student a productive member of society.

Student Achievement Analysis

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

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

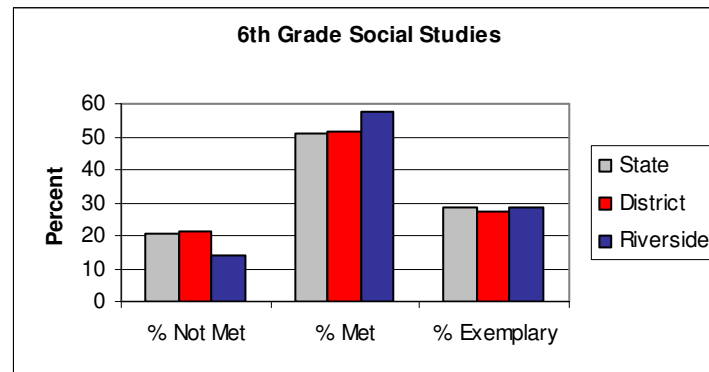
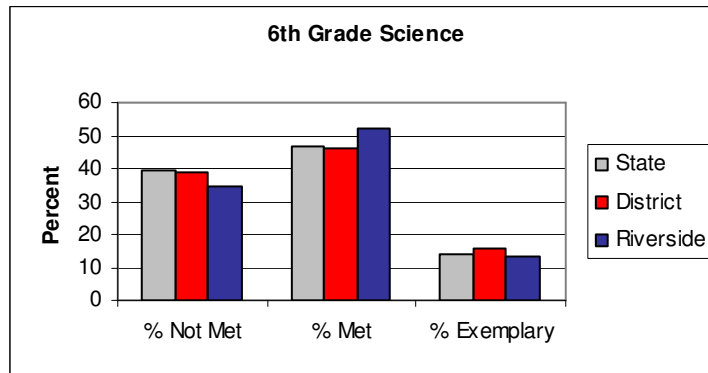
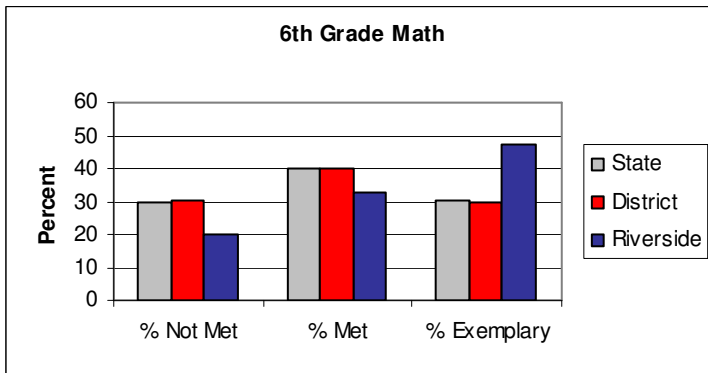
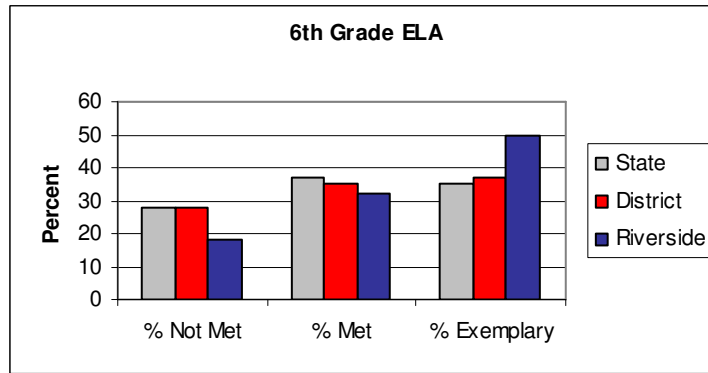
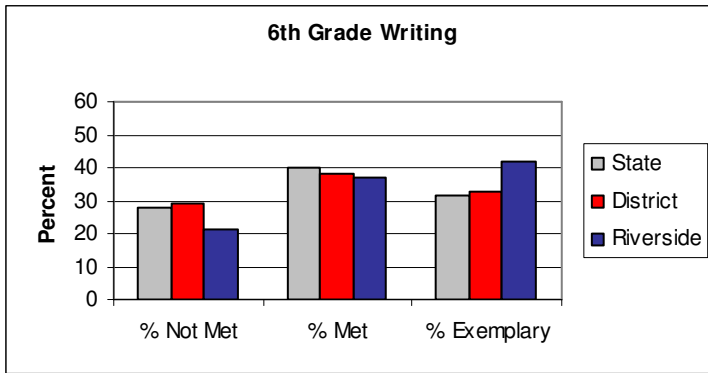
To institute changes that are long lasting and effective, historical and current data are disaggregated and analyzed to isolate and better understand areas of need. When those needs have been discovered, an improvement plan is formulated based on experience, current research, ability, and inspiration.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

PACT Scores

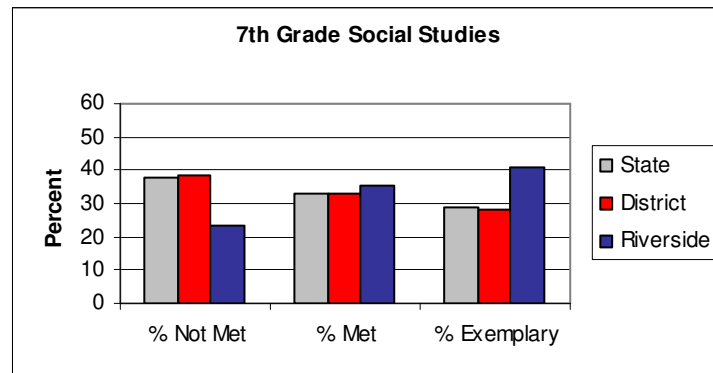
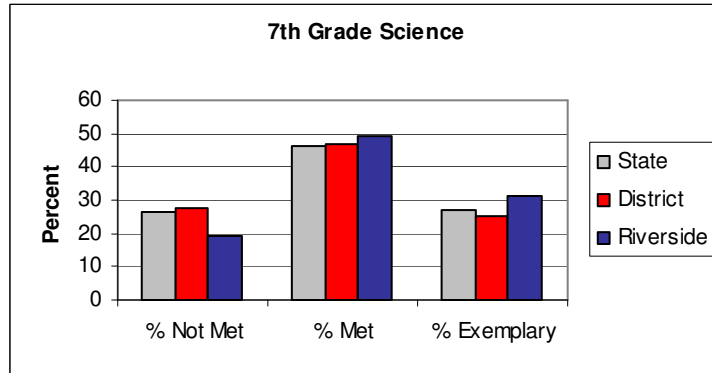
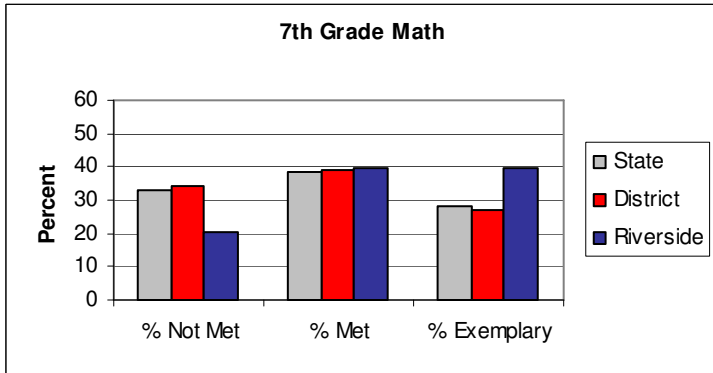
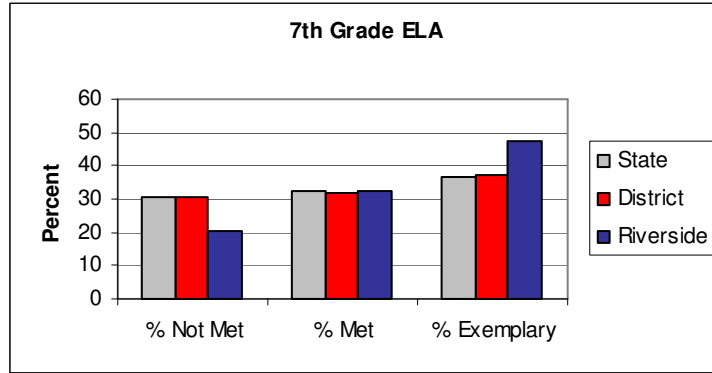
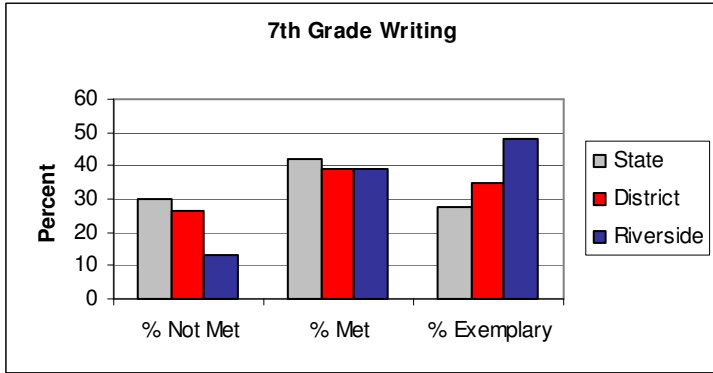
With the change of philosophy of the South Carolina State Department of Education concerning testing that occurred in 1998, certain standardized tests have been phased out for students in Greenville County. The South Carolina Palmetto Achievement Challenge Test (PACT) was implemented in 1998 as the standard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

Data Analysis

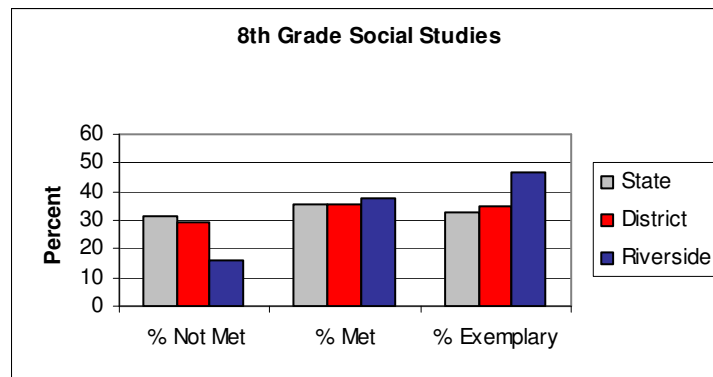
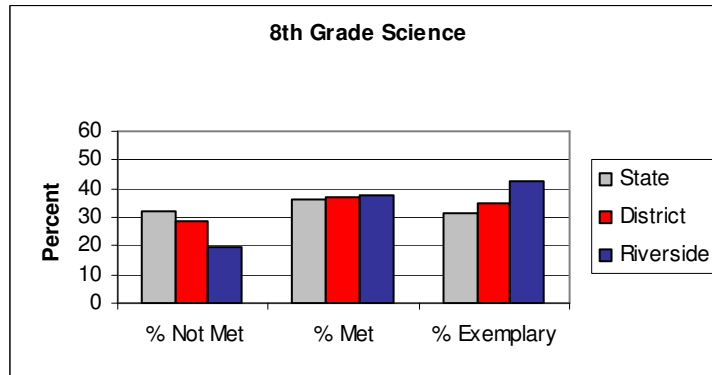
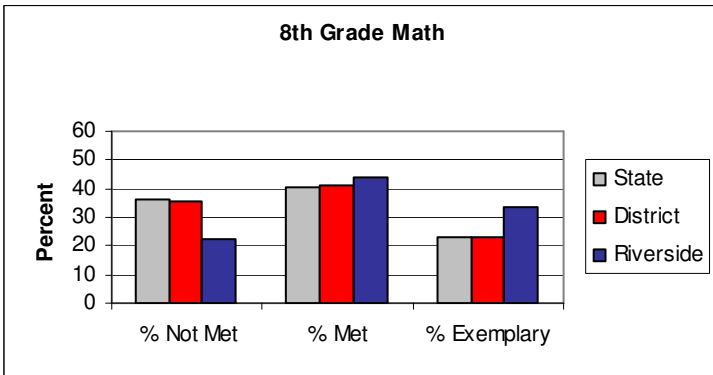
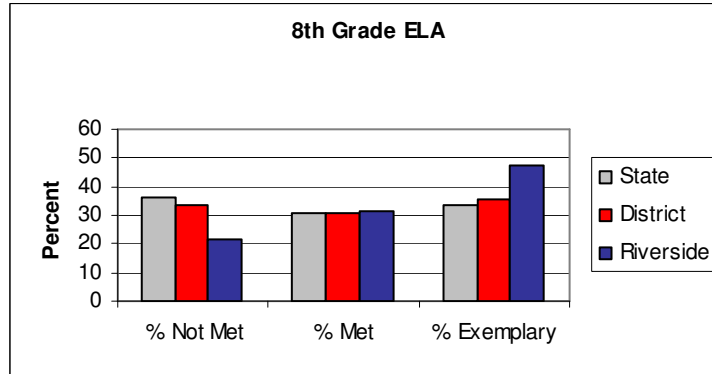
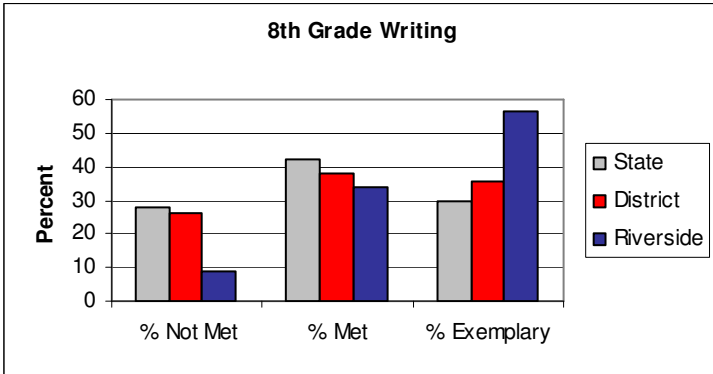
Following is a fundamental progression of data analysis that takes place each year during program review and portfolio updating. An initial comparison of RMS scores to district and state scores for the current year was completed. The following graphs show examples of those results from the initial PASS scores from school year 2009-2010. At the printing of this document, 2010-2011 PASS testing has begun but no data is available.



2010 PASS Sixth Grade Results



2010 PASS Seventh Grade Results



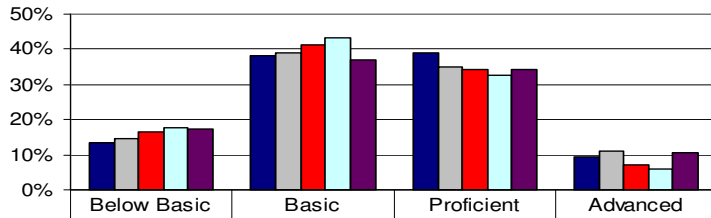
2010 PASS Eighth Grade Results

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

Next, is a comparison of historical results of PACT scores. This analysis is for the school years 2003-2004 through 2007-2008 and is included to show historical trends since multiple years of PASS data is not available. Graphs for school totals in English/Language Arts, Math, Science and Social Studies reflect the data for the most recent five years of available data. As seen in the graphs, while some fluctuation has occurred over the years, RMS has maintained a high level of test score results with an overall shift toward the Advanced level.

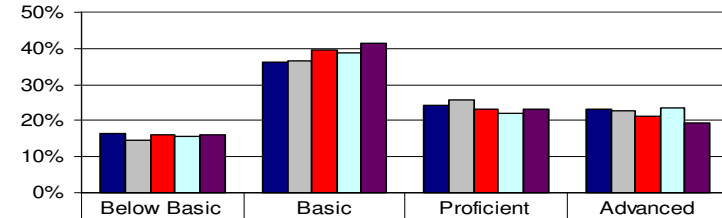
Special Note: Since no true comparison of the PACT and PASS data is available, no attempt at a correlation will be attempted. The following PACT comparison data will be migrated to the PASS test data as it becomes available in subsequent years.

**PACT E/LA
School Totals**



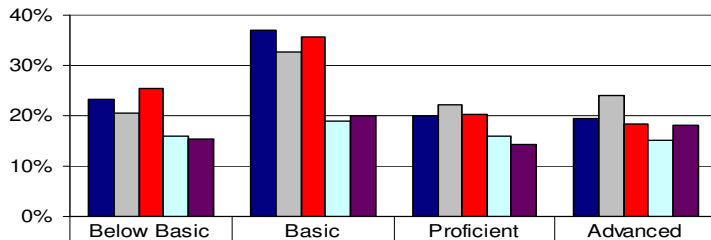
	Below Basic	Basic	Proficient	Advanced
2003-2004	13.42%	38.03%	39.04%	9.28%
2004-2005	14.61%	39.04%	35.14%	10.91%
2005-2006	16.62%	41.40%	34.41%	7.28%
2006-2007	17.87%	43.26%	32.81%	5.85%
2007-2008	17.19%	37.08%	34.17%	10.73%

**PACT Math
School Totals**



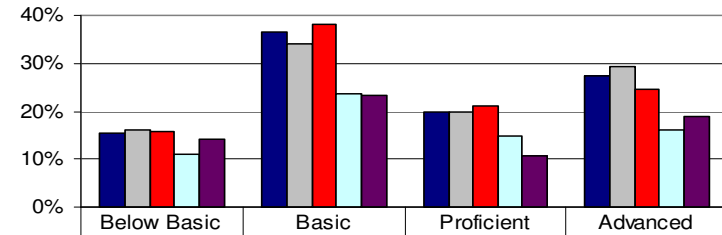
	Below Basic	Basic	Proficient	Advanced
2003-2004	16.33%	36.24%	24.16%	23.15%
2004-2005	14.61%	36.74%	25.73%	22.62%
2005-2006	15.93%	39.72%	23.01%	21.34%
2006-2007	15.67%	38.66%	22.15%	23.51%
2007-2008	16.15%	41.25%	23.02%	19.58%

**PACT Science
School Totals**



	Below Basic	Basic	Proficient	Advanced
2003-2004	23.15%	37.02%	19.91%	19.35%
2004-2005	20.52%	32.63%	22.12%	24.12%
2005-2006	25.37%	35.69%	20.35%	18.29%
2006-2007	15.88%	19.02%	15.88%	15.26%
2007-2008	15.31%	19.90%	14.38%	18.02%

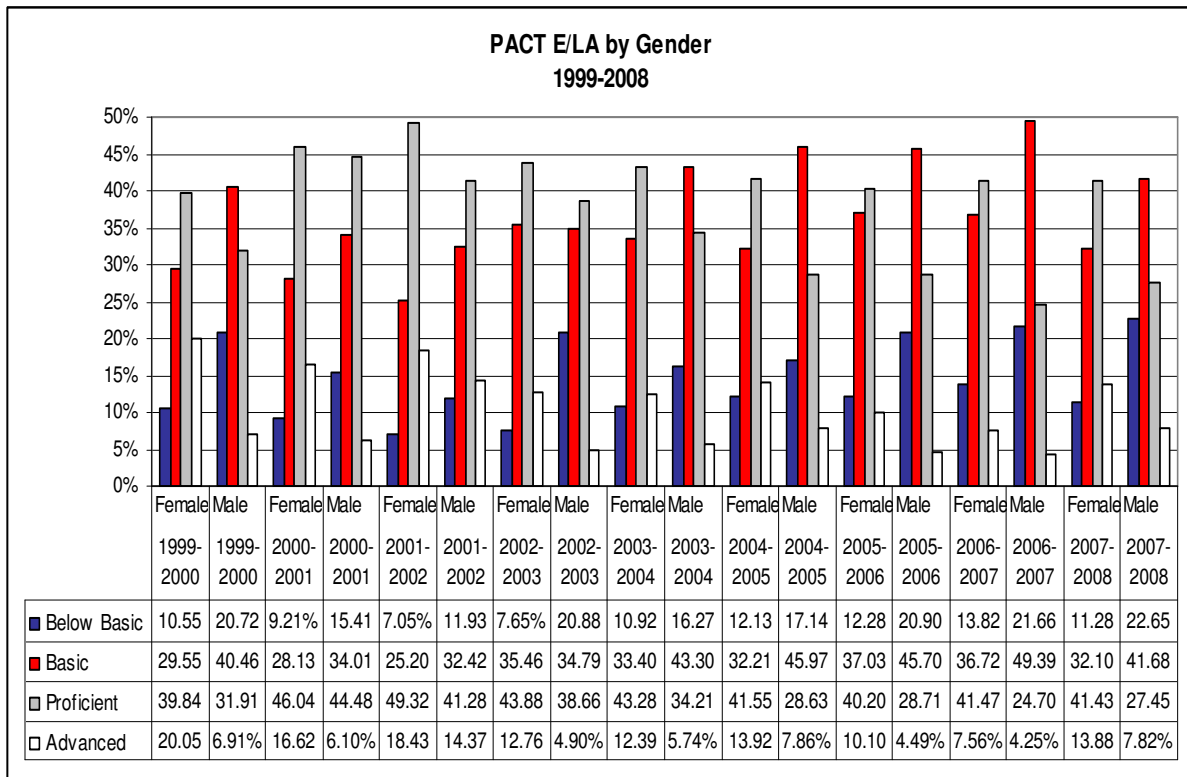
**PACT Social Studies
School Totals**



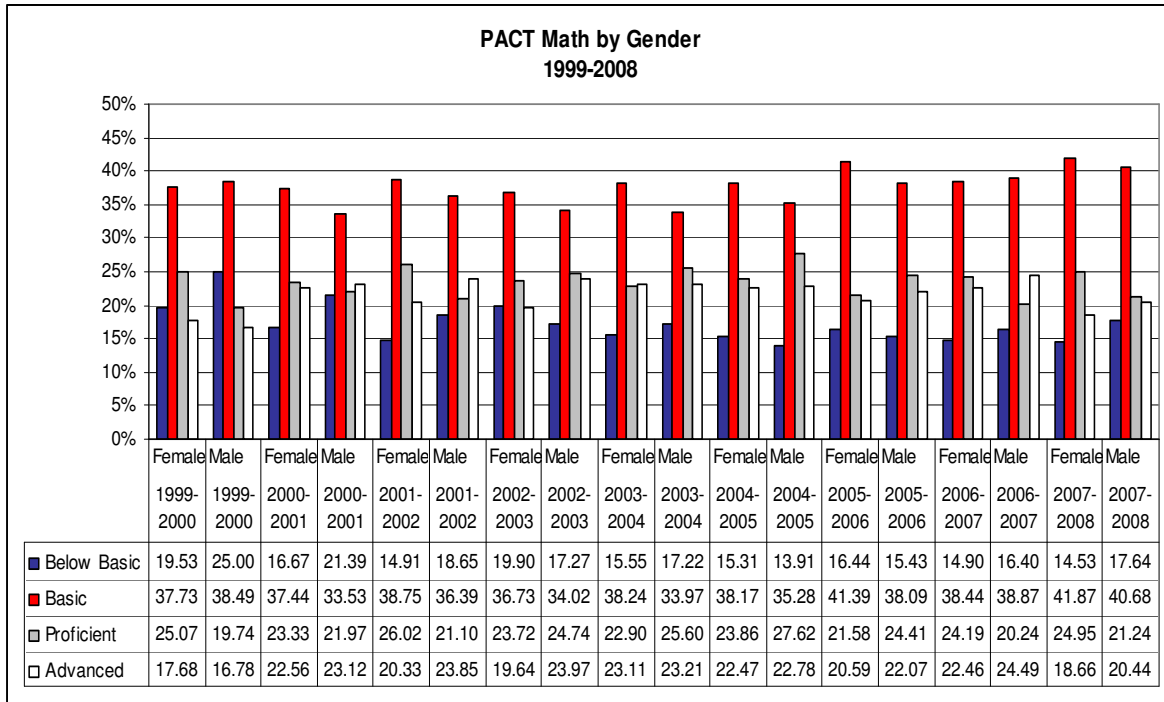
	Below Basic	Basic	Proficient	Advanced
2003-2004	15.44%	36.69%	19.69%	27.29%
2004-2005	16.12%	34.13%	19.72%	29.23%
2005-2006	15.63%	38.05%	21.24%	24.48%
2006-2007	11.08%	23.72%	14.84%	16.20%
2007-2008	14.06%	23.33%	10.73%	18.85%

Historical PACT Scores by Subject for All Students

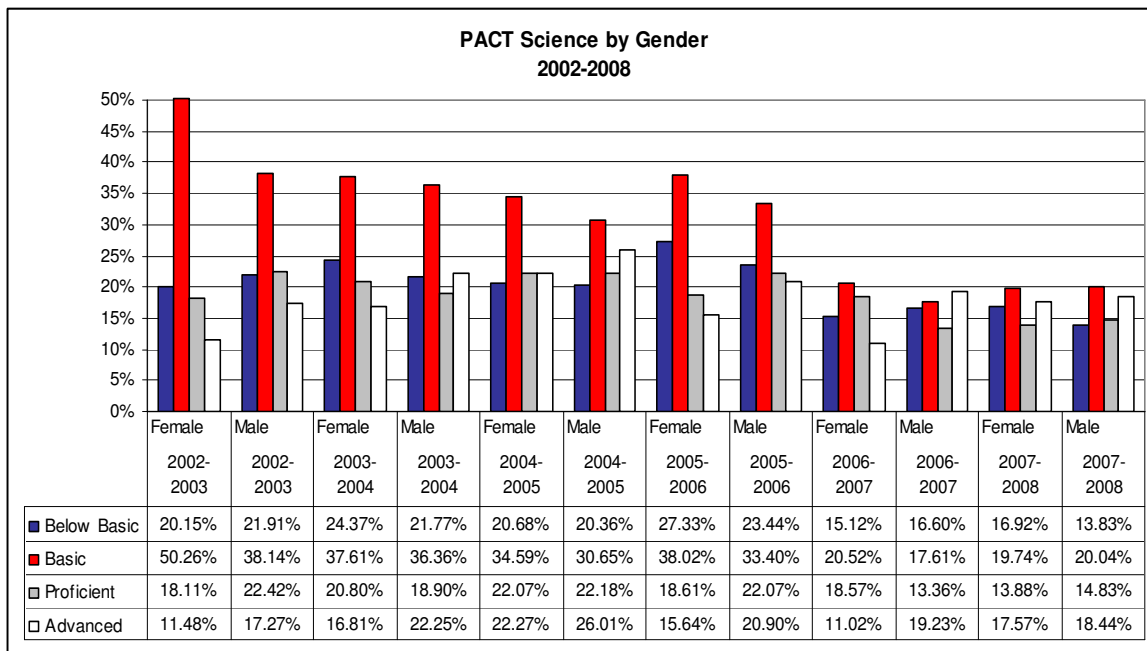
After the general analysis a disaggregation of school data was performed based on gender. As can be seen, current outcomes mirror the historical patterns. General conclusions typically see females scoring at a higher level in English/Language Arts and males scoring higher in Math, and so far, Science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



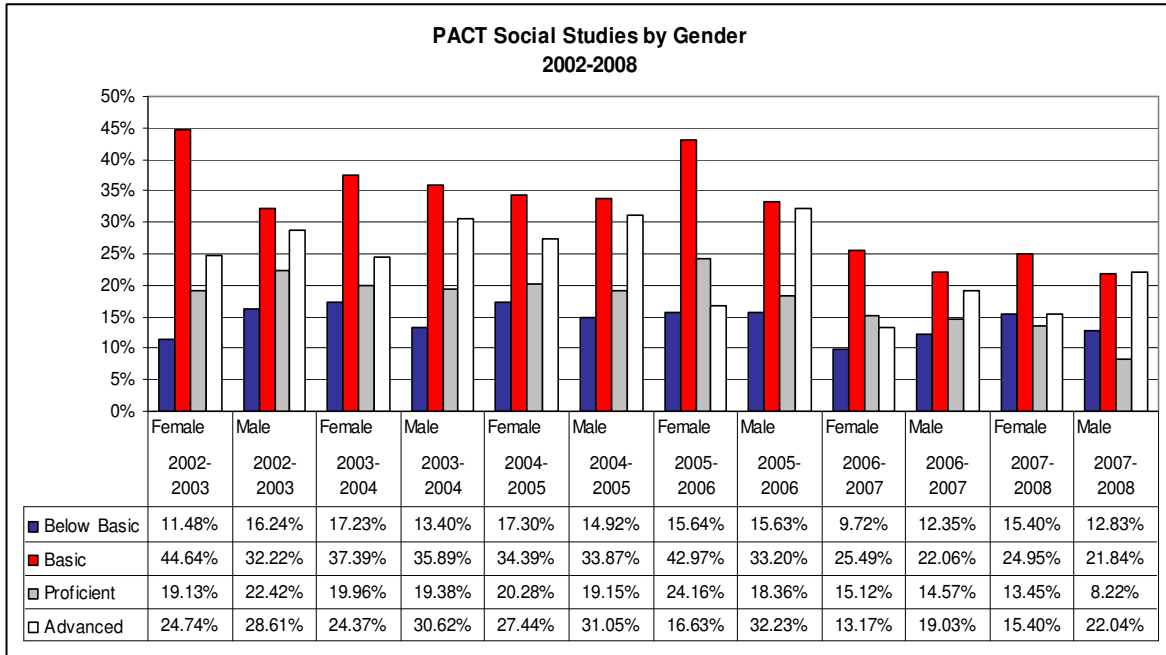
Historical PACT EL/A Scores by Gender



Historical PACT MATH Scores by Gender



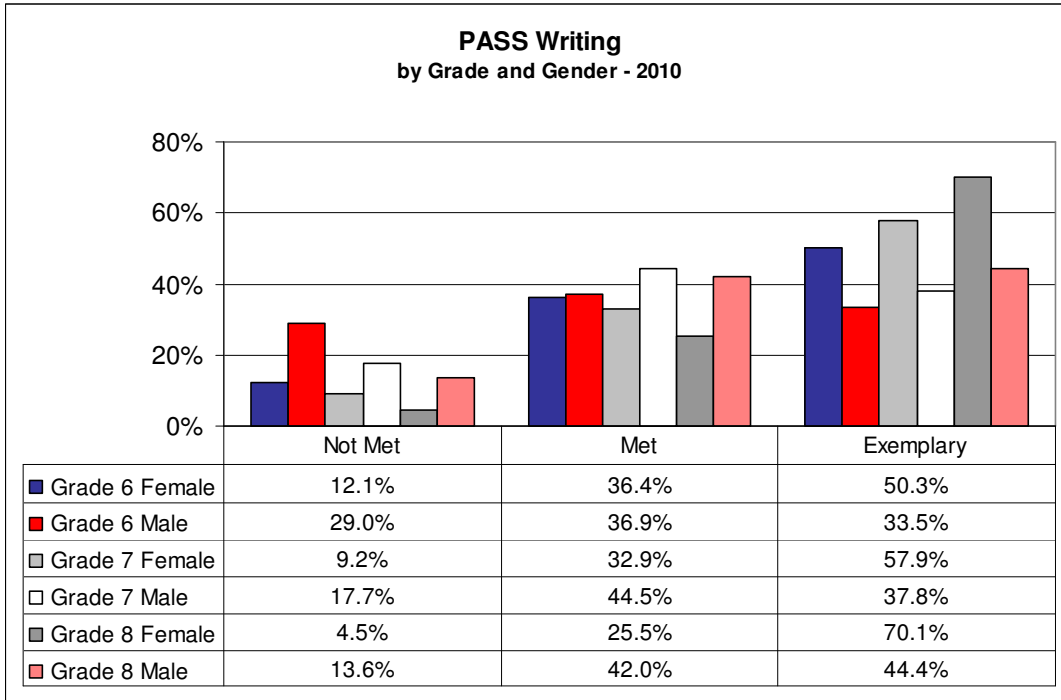
Historical PACT Science Scores by Gender



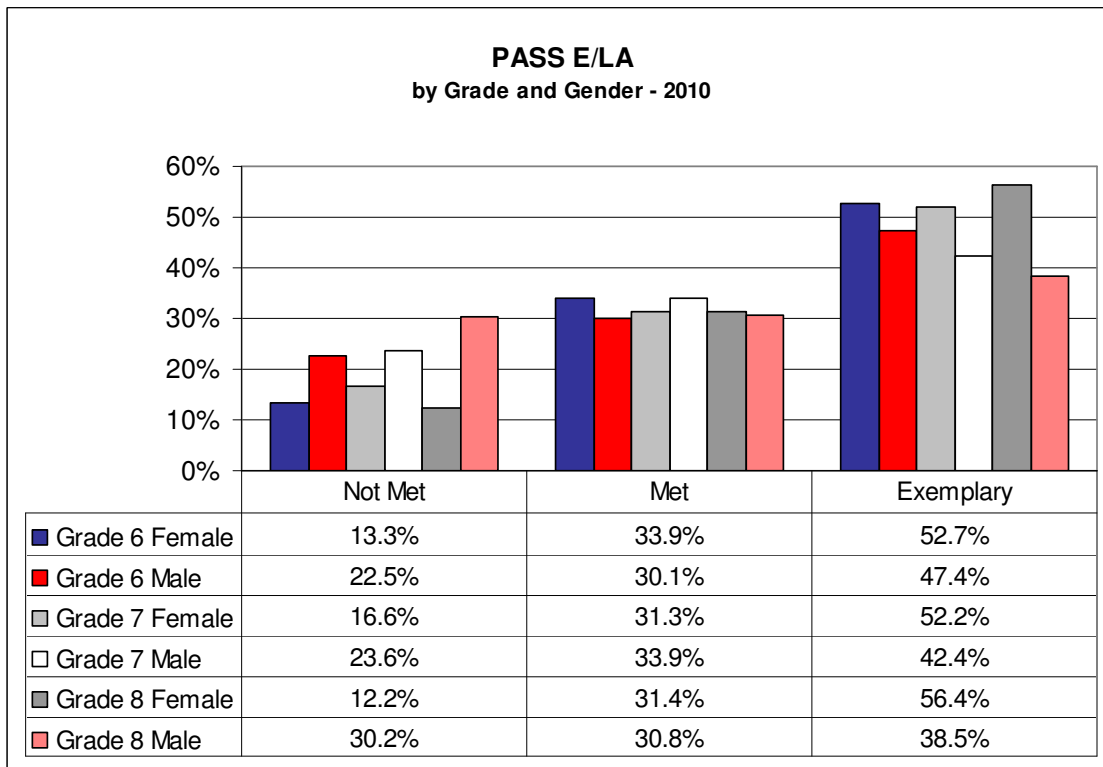
Historical PACT Social Studies Scores by Gender

As seen from this general analysis, a portion of the RMS population is not performing at a level consistent with the vision of the school. Further, the AYP for the current year shows that RMS met only 31 of the 33 objectives. The objectives not met, according to the South Carolina State School Report Card, were disabled for E/LA in performance and Disabled in Math for performance. Armed with this report, and after the general historical comparison, RMS disaggregated ethnicity, ethnicity and gender, and lunch status. The results of those studies can be seen in the following graphs and charts.

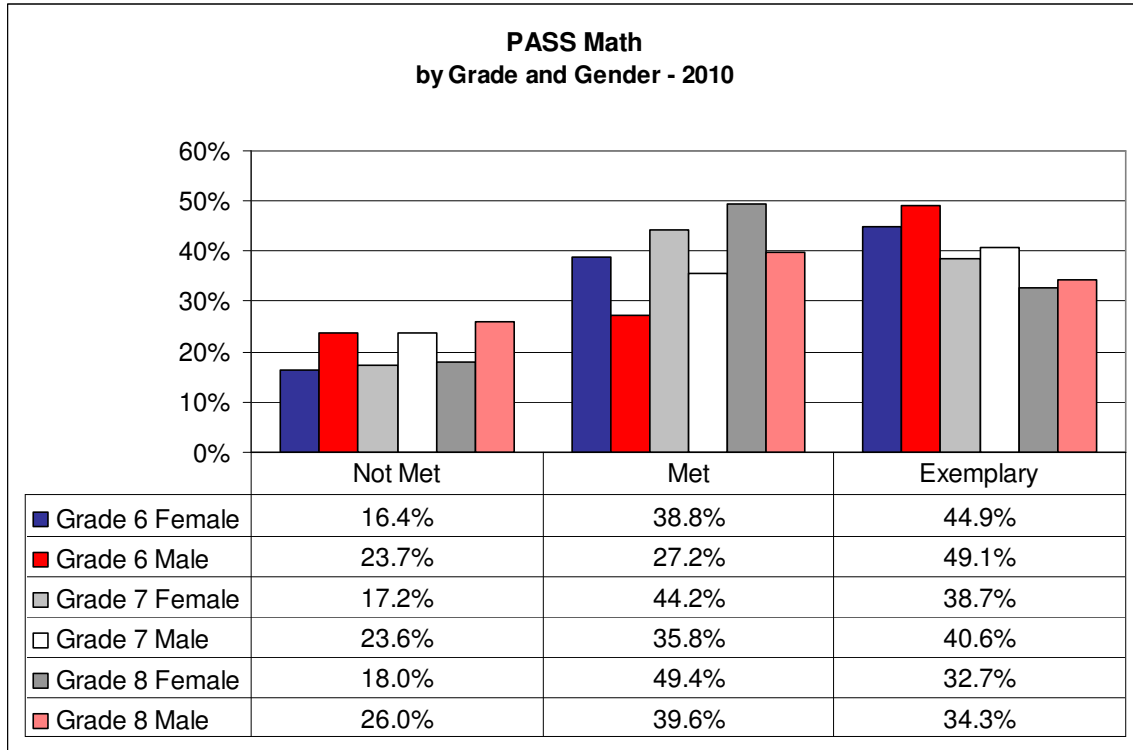
The following charts show the disaggregation of the current PASS data.



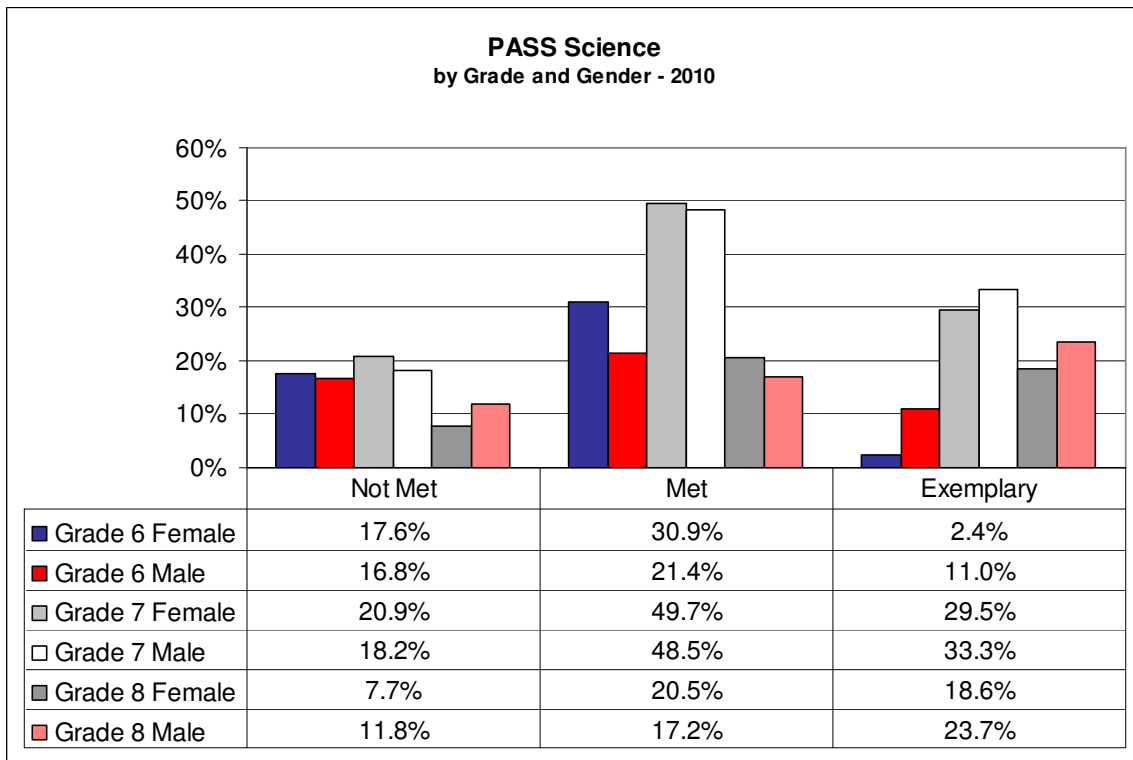
PASS Writing Scores by Grade and Gender



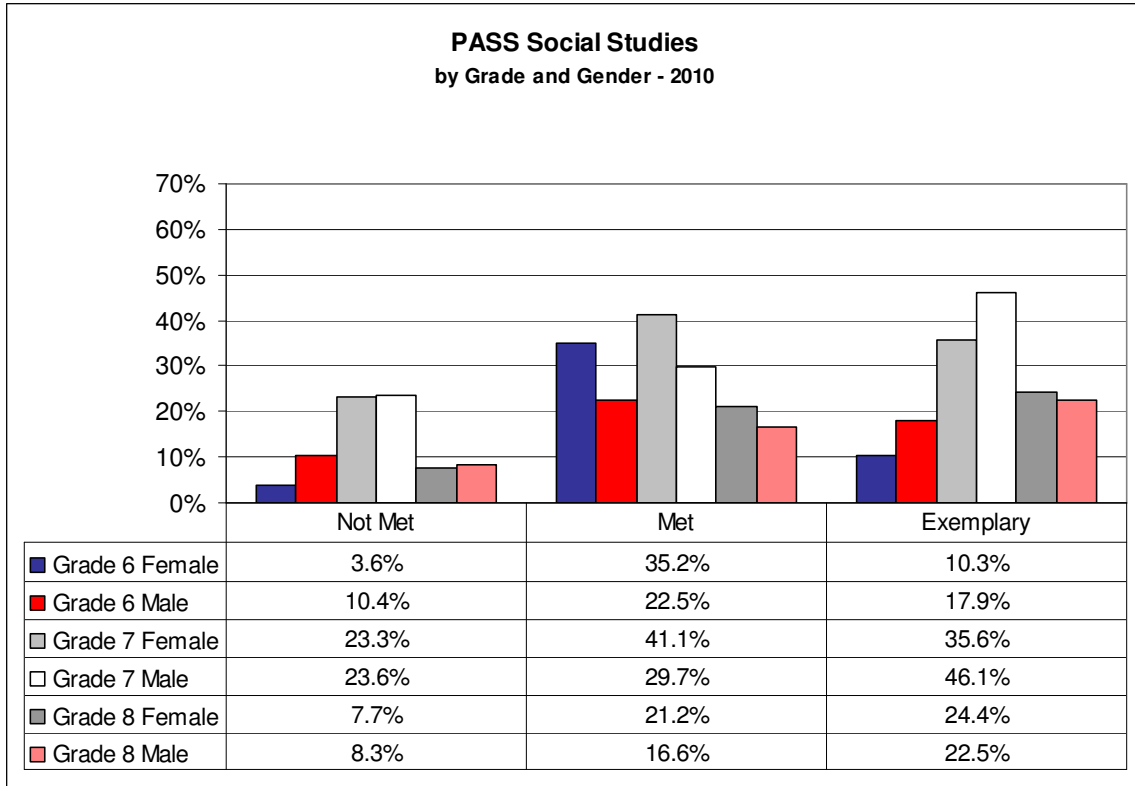
PASS E/LA Scores by Grade and Gender



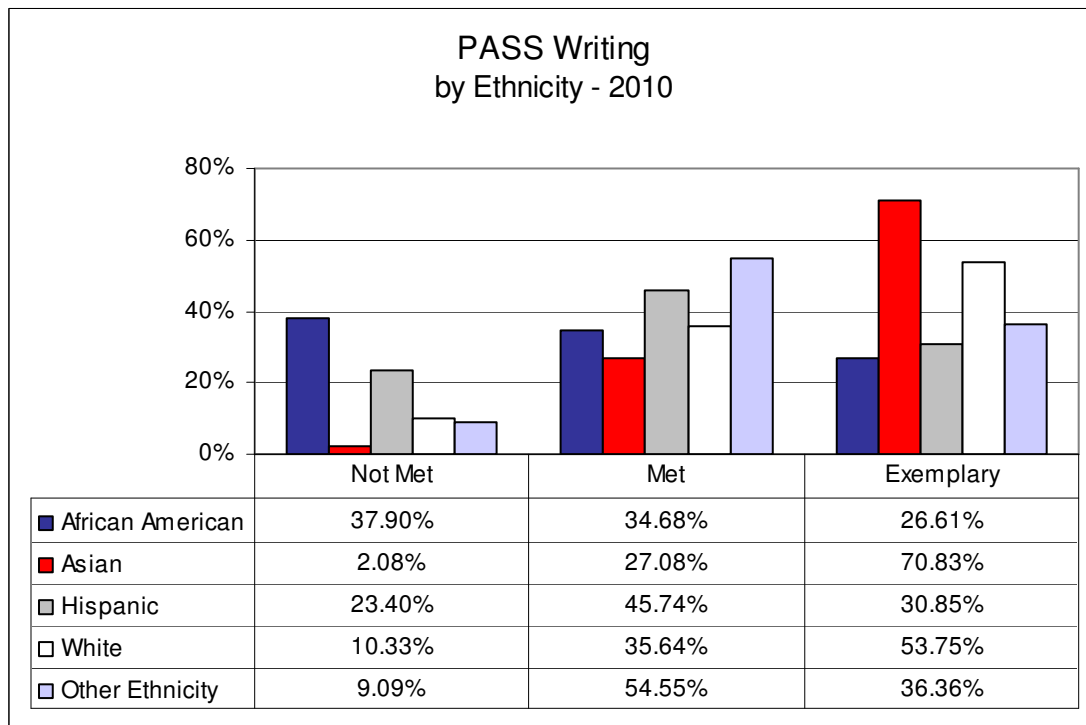
PASS Math Scores by Grade and Gender



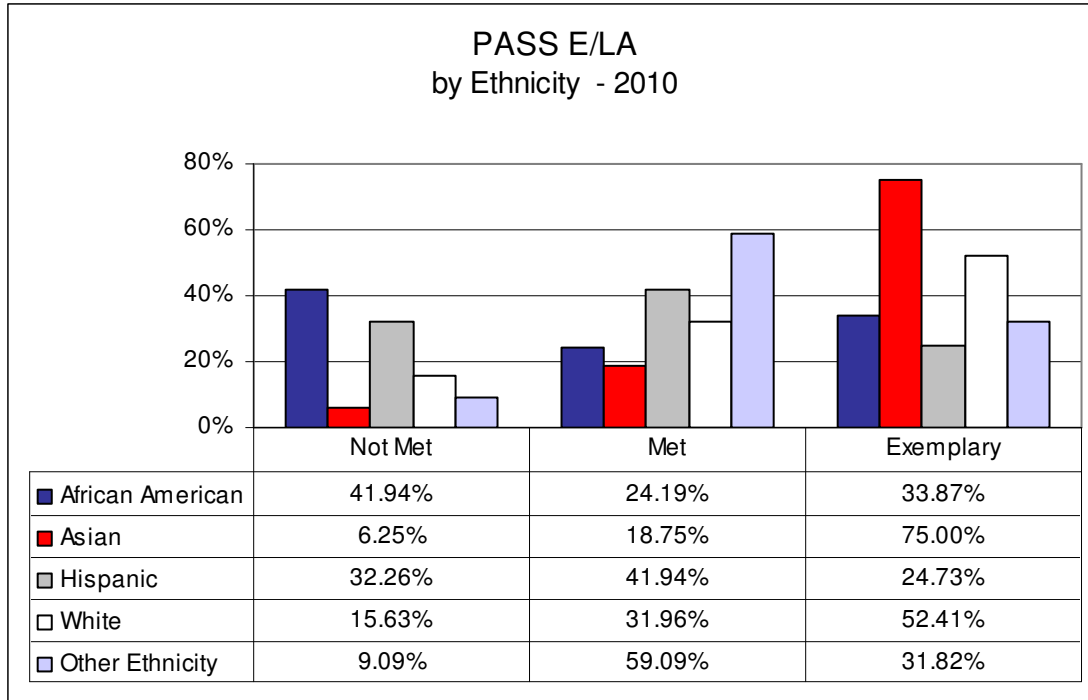
PASS Science Scores by Grade and Gender



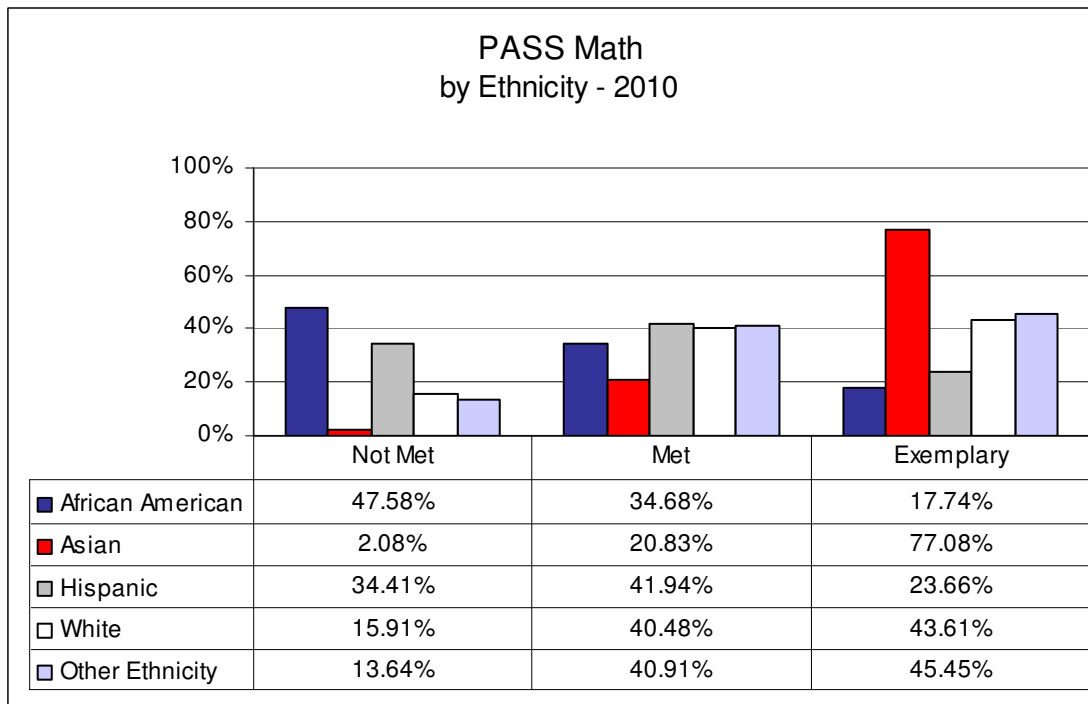
PASS Social Studies Scores by Grade and Gender



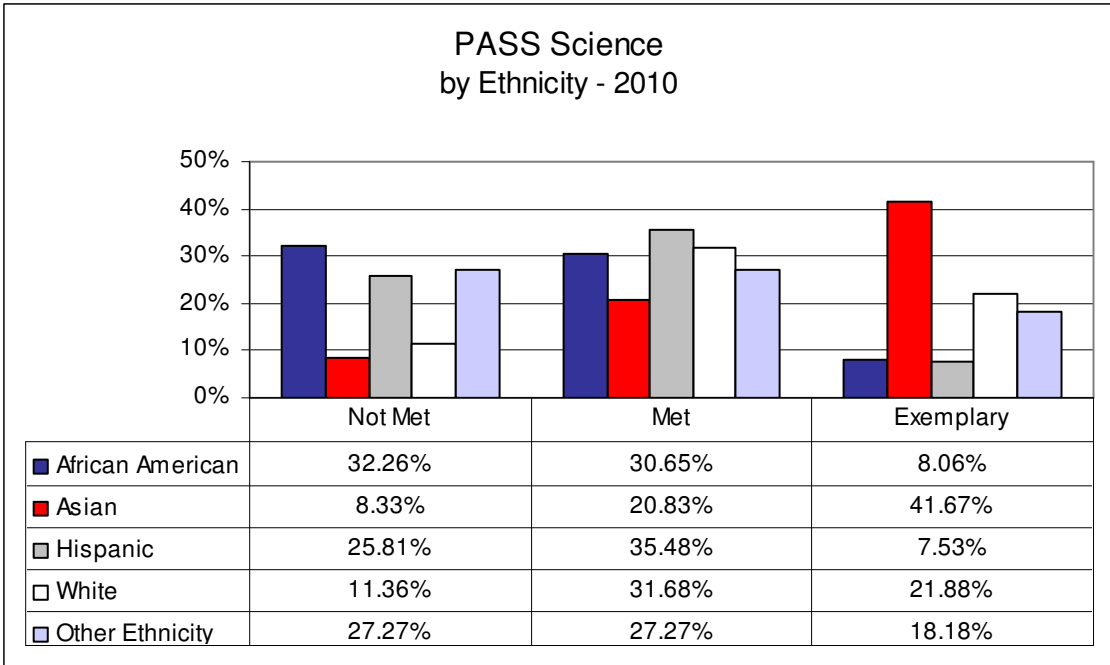
PASS Writing Scores by Ethnicity



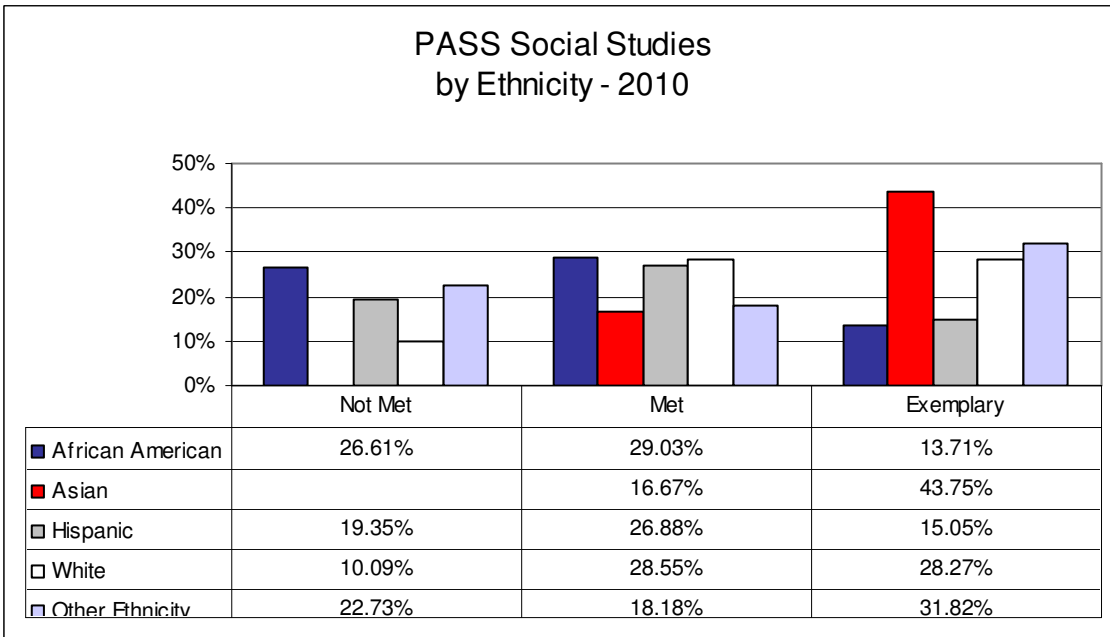
PASS E/LA Scores by Ethnicity



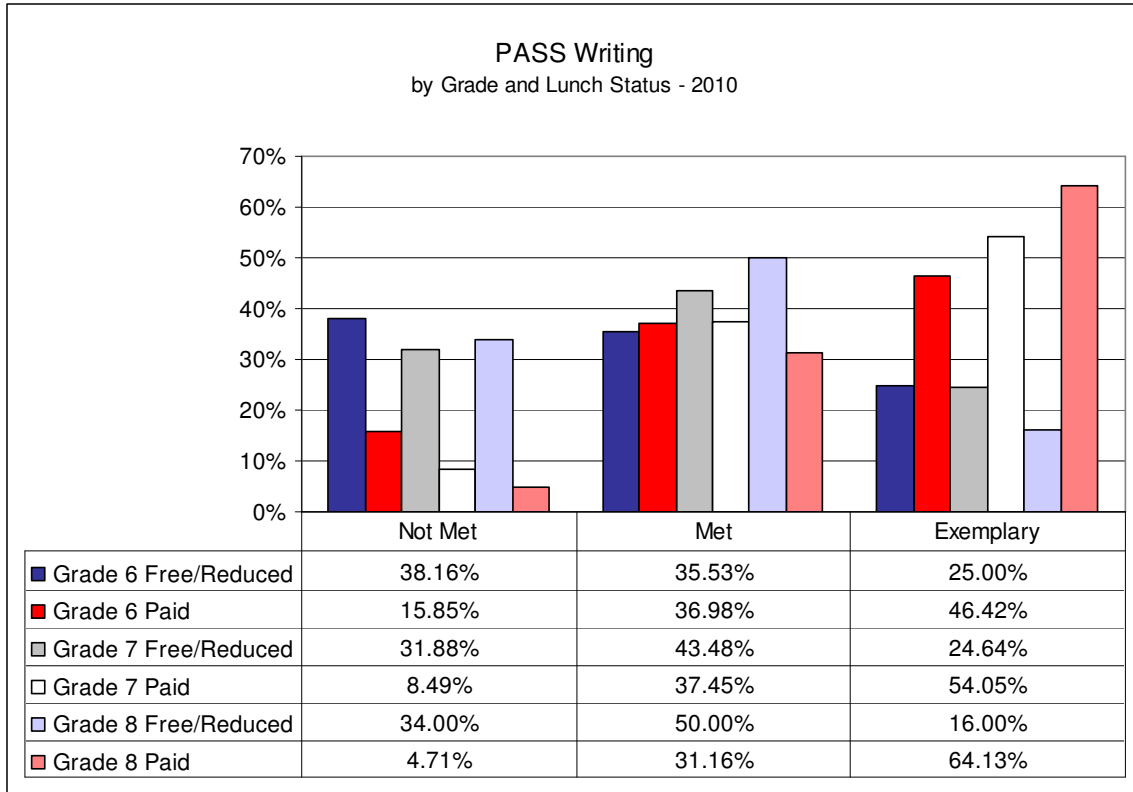
PASS Math Scores by Ethnicity



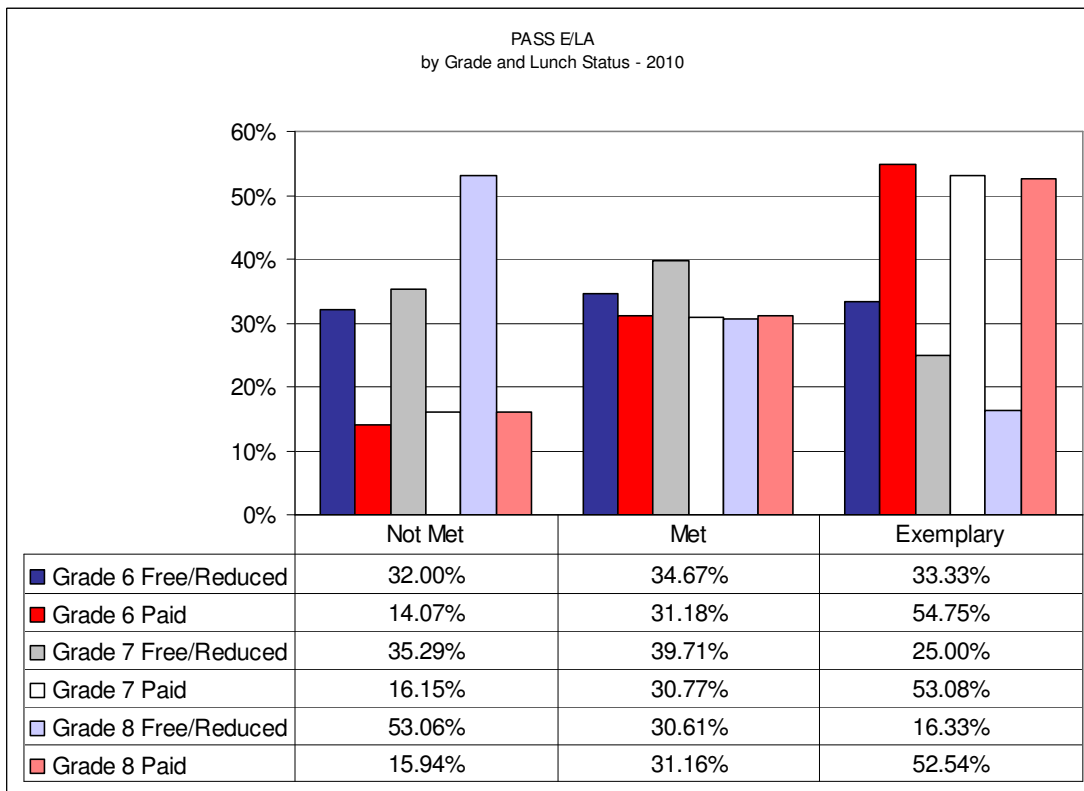
PASS Science Scores by Ethnicity



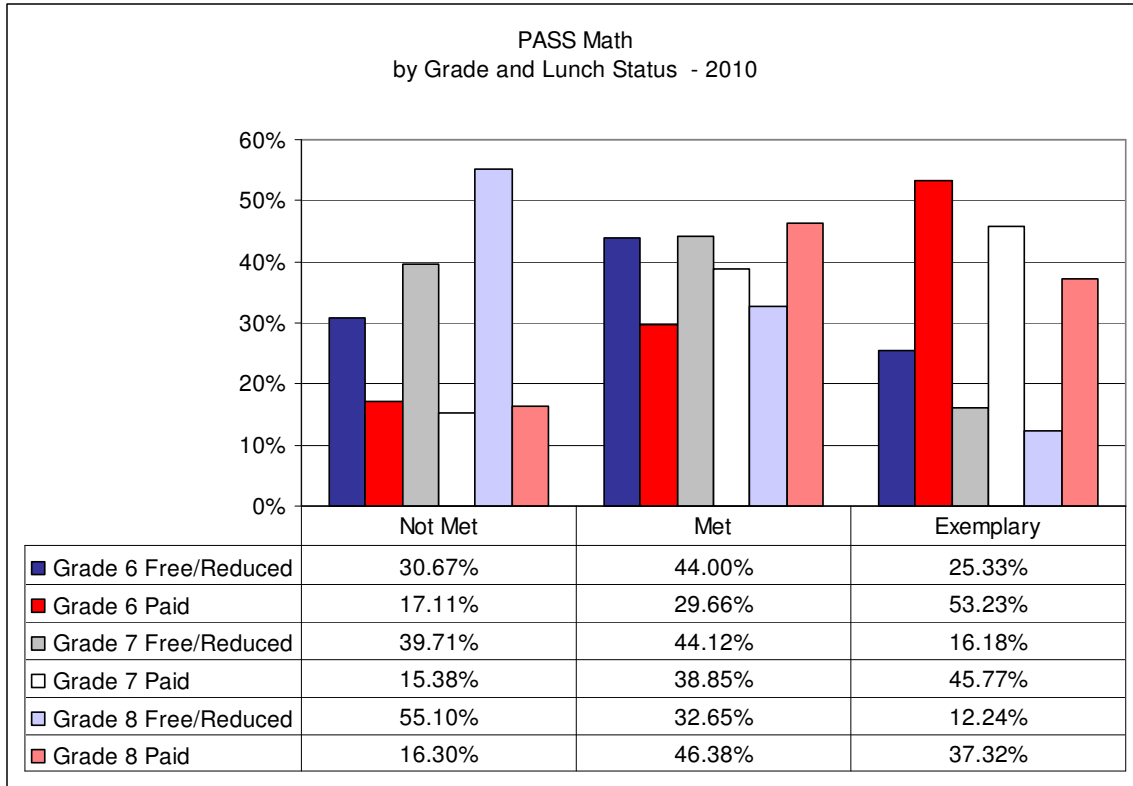
The PASS Social Studies Scores by Ethnicity



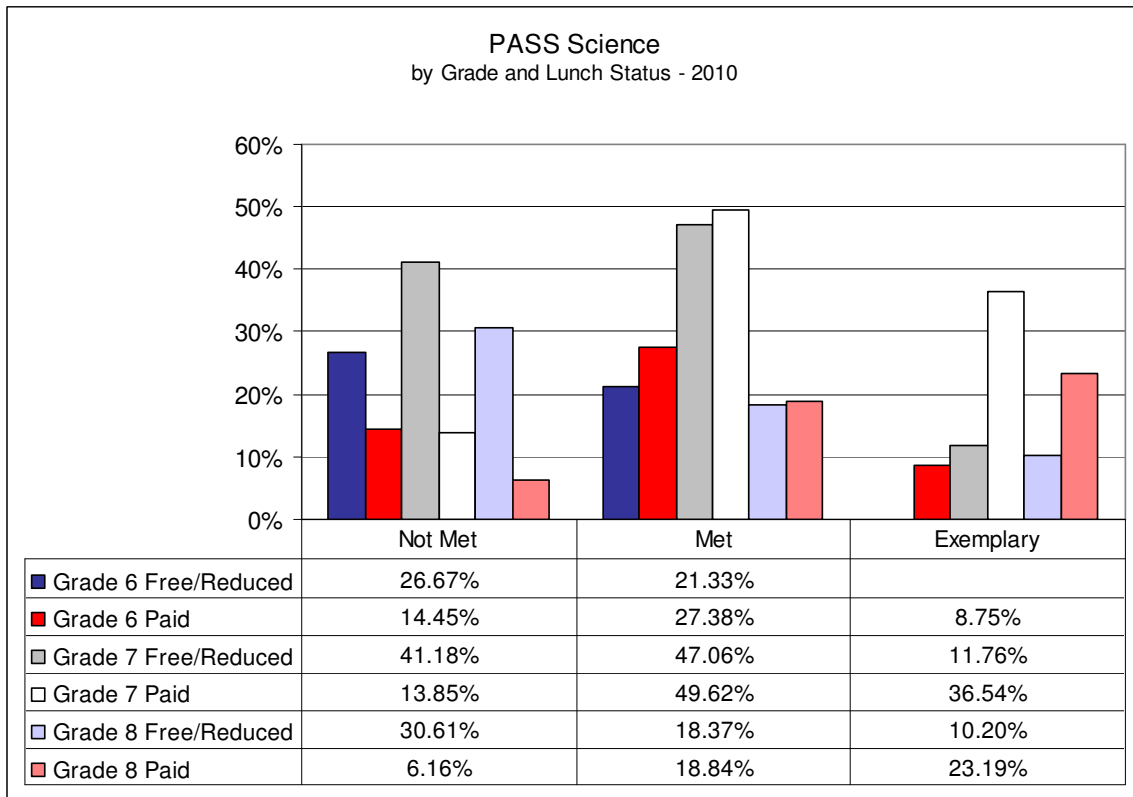
PASS Writing Scores by Gender and Lunch Status



PASS E/LA Scores by Gender and Lunch Status

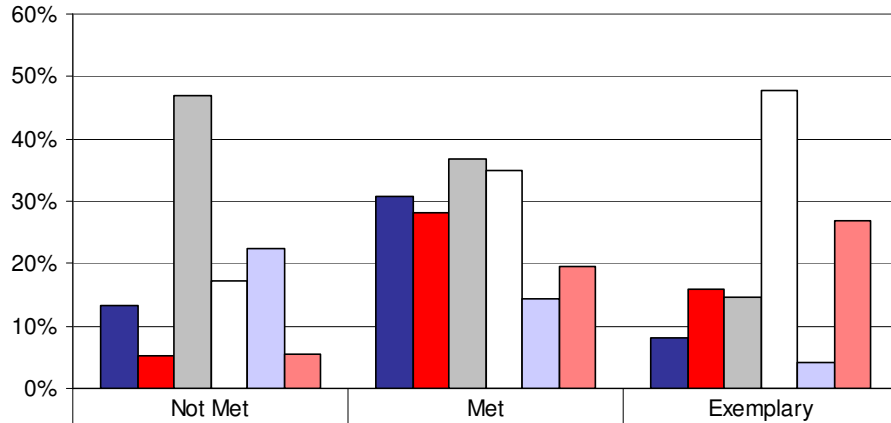


PASS Math Scores by Gender and Lunch Status



PASS Science Scores by Gender and Lunch Status

PASS Social Studies
by Grade and Lunch Status - 2010



	Not Met	Met	Exemplary
■ Grade 6 Free/Reduced	13.33%	30.67%	8.00%
■ Grade 6 Paid	5.32%	28.14%	15.97%
■ Grade 7 Free/Reduced	47.06%	36.76%	14.71%
□ Grade 7 Paid	17.31%	35.00%	47.69%
■ Grade 8 Free/Reduced	22.45%	14.29%	4.08%
■ Grade 8 Paid	5.43%	19.57%	26.81%

PASS Social Studies Scores by Gender and Lunch Status

MAP

In the fall of 2005, Greenville County implemented MAP (Measures of Academic Progress) for grades 3-8. Produced and conducted by Northwest Evaluation Association (NWEA), MAP is a computerized test that accurately measures individual student achievement. This test is different from other standardized test in that it adapts to the student's ability as they test. Students may be given the test up to four times a year. This allows for measurement of academic growth over time, regardless of their grade level or age. MAP tests are available in reading, language usage, mathematics, and science. These tests are aligned with the South Carolina standards. At RMS, students are tested on all available tests twice a year, once in early fall and then in the spring. One of the advantages of MAP is the rapid feedback students and teachers receive. The results can help students recognize their strengths and challenges, as well as help guide teachers in their planning for individual classes. Following is an analysis of the recent scores.

Student Growth Summary - Fall 2009 to Spring 2010

MAP Test	Grade	Count	Fall 2009 Mean RIT	Spring 2010 Mean RIT	Growth Mean	Mean Growth target	Percent of Target	Count Meeting Growth Target	Percent Meeting Growth Target
Concepts and Processes	Grade 6	326	207.6	210.4	2.8	2.9	94.1	183	56.1
	Grade 7	310	210.8	213.8	3.0	2.9	106.1	163	52.6
	Grade 8	316	214.4	217.3	2.9	2.7	110.1	176	55.7
General Science	Grade 6	324	209.3	212.7	3.4	3.1	108.3	187	57.7
	Grade 7	310	212.2	214.8	2.6	3.0	85.4	167	53.9
	Grade 8	316	215.2	218.4	3.2	2.8	113.5	177	56.0
Language Usage	Grade 6	326	217.5	221.9	4.4	3.3	133.3	204	62.6
	Grade 7	311	222.3	226.5	4.2	2.8	151.4	204	65.6
	Grade 8	315	225.4	230.0	4.6	2.5	179.8	207	65.7
Mathematics	Grade 6	327	224.5	232.4	7.9	6.3	125.3	205	62.7
	Grade 7	308	232.2	237.5	5.3	5.5	96.7	153	49.7
	Grade 8	317	239.0	243.8	4.8	3.9	123.0	192	60.6
Reading	Grade 6	328	214.4	220.8	6.4	4.1	153.8	209	63.7
	Grade 7	307	220.4	225.7	5.3	3.5	149.7	200	65.1
	Grade 8	316	224.2	228.6	4.4	3.0	145.2	189	59.8

This chart shows the results of the most recent MAP scores for a complete year. The fall 2009 scores are compared to the spring 2010 scores. The comparison point is the projected NWEA target score for each test. This target is formulated by NWEA based the nationally normed data collected over the years. As can be

seen above, RMS has a relatively high percent of students meeting their target scores in each test at each grade level.

In the transition from PACT to PASS the MAP test package was used by Riverside Middle School as a basis for the school goal setting process. With PASS results now available, PASS has become the basis for the school goals.

Instructional Strategies

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

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

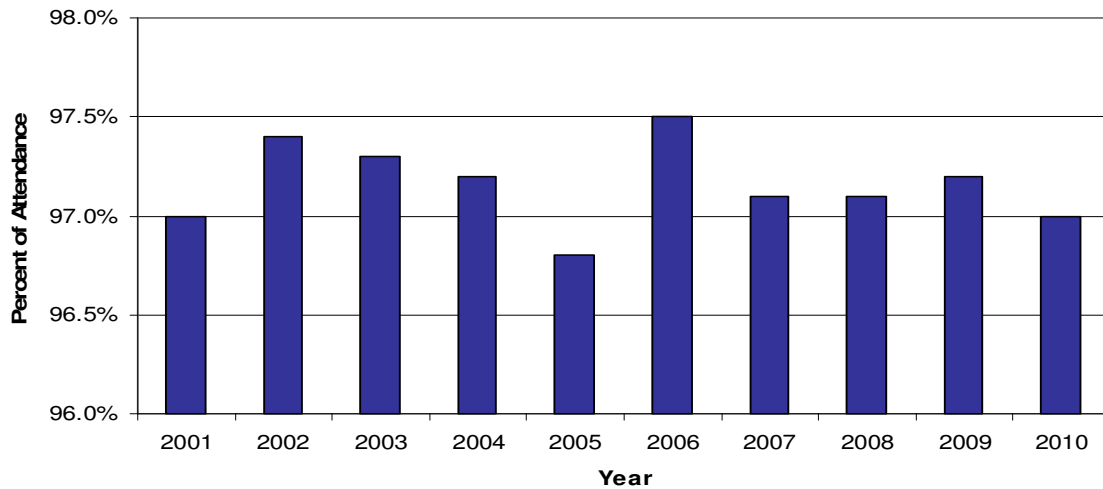
The relevant use of these instructional strategies, as well as many others, is based on current educational research. The framework for many of these practices used at Riverside Middle includes the work of Dr. Max Thompson and Dr. Julia Thompson in *Learning Focused Schools*, Carol Ann Tomlinson in *The Differentiated Classroom* and *How to Differentiate Instruction in Mixed Ability Classrooms*, Anthony W. Jackson and Gayle A. Davis in *Turning Points 2000*, Arthur L. Costa and Bena Kellick *Habits of the Mind*, and Harry and Rosemary Wong in *The First Days of School*. The Riverside Middle staff strives to use the strategies that will best meet the needs of our students. As previously mentioned in the Riverside Middle School purpose, the staff expects all students to experience success now and in their future endeavors.

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

Attendance

Attendance is taken very seriously at RMS. If a student is not present then helping that student achieve excellence becomes much more difficult. The following data shows the attendance rates at Riverside Middle School since the year 2001. A slight variation can be seen from year to year. Year 2005 did see a drop below 97% and can be attributable to a near epidemic outbreak of influenza where for a period of several days RMS had a 10-20% daily absence rate. At the end of second quarter for this year the rate was at 97.31%.

Student Attendance Rates



Discipline

The following charts display the discipline records at Riverside Middle School for three years. Each year displays the number of incidents and number of students disaggregated by ethnicity and gender. Also included is the total number of incidents each year. Much of the increase in the number of incidents and the number of students involved is attributed to the district wide change in dress code policies.

Disciplinary Suspensions for Riverside Middle School

Suspension Data										
Yr	Number of Incidents / Percentage	In-School*								
		African American		Hispanic		White		Other		Total
		M	F	M	F	M	F	M	F	
2007-08	Number of Incidents	62	29	17	0	106	13	11	0	238
	Number of Students	25	13	8	0	58	6	5	0	115

2008-09	Number of Incidents	108	40	26	3	130	35	11		352
	Number of Students	33	16	16	3	64	20	5	0	157
2009-10	Number of Incidents	105	41	49	29	134	47	3	3	411
	Number of Students	28	12	12	7	61	17	3	2	142

Suspension Data										
Yr	Number of Incidents / Percentage	Out of School*								Total
		African American		Hispanic		White		Other		
		M	F	M	F	M	F	M	F	
2007-08	Number of Incidents	45	21	7	0	72	7	15	1	168
	Number of Students	21	12	7	0	42	6	4	1	93
2008-09	Number of Incidents	54	7	9	1	30	5	5	0	111
	Number of Students	20	6	5	1	20	4	1	0	57
2009-10	Number of Incidents	56	13	15	4	31	14	1	1	135
	Number of Students	18	6	9	2	25	7	1	1	69

Expulsion Data										
Year	Number of Expulsions	Expulsions								Total
		African American		Hispanic		White		Other		
		M	F	M	F	M	F	M	F	
2007-08	0	0	0	0	0	0	0	0	0	0
2008-09	1	0	0	1	0	0	0	0	0	1
2009-10	1	1	0	0	0	0	0	0	0	1

After analyzing and disaggregating the student testing data, Riverside Middle School has identified the following areas for improvement:

- Decrease the number of students scoring Not Met on the Writing portion of PASS.
- Decrease the number of students scoring Not Met on the English/Language Arts portion of PASS.
- Decrease the number of students scoring Not Met on the Mathematics portion of PASS.
- Decrease the number of students scoring Not Met on the Science portion of PASS.

- Decrease the number of students scoring Not Met on the Social Studies portion of PASS.

-

The root causes for these areas where improvement is needed are as follows:

- Special education students are tested on a level higher than their ability (as identified on their IEP).
- Historically students on free lunch have had lower achievement levels and lower reading levels than their peers.
- African American males, throughout their school history, have had low achievement and low reading levels.
- African American females have historically had low achievement and low reading levels.

One other area identified as a weakness is that the number of 7th and 8th graders scoring Exemplary on the Mathematics portion of PASS drops from 6th to 7th grade and from 7th to 8th grade. The assumed root cause has typically been related to the fact that these students are taking high school credit math courses in middle school but are tested on the same standards as their peers. As stated earlier, since PACT has been eliminated and PASS has begun Riverside Middle School has elected to use the PASS test as the basis for school improvement starting in the 2010-2011 school year.

Based on the given analysis of student testing data, Riverside Middle School has set the following performance goals:

- The percentage of students scoring Met and above on the PASS writing test will increase from 84.9% in 2008-2009 to 100% in 2012-2013.
- The percentage of students scoring Met and above on the PASS mathematics test will increase from 87.9% in 2008-2009 to 100% in 2012-2013.
- The percentage of students scoring Met and above on the PASS English/language arts test will increase from 90.2% in 2008-2009 to 100% in 2012-2013.

Quality Planning

Introduction

At the center of any improvement efforts a school makes is a comprehensive plan that directs the work of the learning community. That plan must be based on the results of our comprehensive data analysis and grounded in the vision of the School. It must include historical examinations of past performance, assessment of the current conditions of the school community, and the factors that have influenced that community over time. The process must also include a study of factors that might influence the school in the future. Using this data, the beliefs, mission, and vision of the school, a comprehensive and realistic plan of action can be instituted that will bring about change and any hope of the true vision of the institution being realized.

This process has been an ongoing part of the Riverside Middle School mode of operation. As stated earlier in this report, from the beginning of the school, data analysis, goal setting, and action plans have been a continual process of the learning community. Initially based on a school directed process, it was converted to the portfolio approach as the Greenville County Schools district adopted a formal procedure based on the work of Dr. Victoria Bernhardt called *The School Portfolio: A Comprehensive Framework for School Improvement*.

Past Recommendations

The process of quality planning cycle, being a continual process, first addressed the past recommendations of the most recent SACS Quality Assurance Team visit. The complete report is on file at the school. The following is an update on how each recommendation from the SACS report of April 2-5, 2001, was addressed.

Evaluation of Planning

Recommendation: The school should continue to include all stakeholders in ongoing planning for school achievement.

School Action: RMS has continued to include all stakeholders in ongoing planning for school improvement through the various community avenues of PTSA, SIC, parent volunteers, faculty meetings, leadership teams and student government.

Evaluation of the Action Plan

Recommendation: The school shall continue current efforts to obtain additional books and media resources.

School Action: The media center has over 11,000 cataloged items and outstanding orders for more titles to be added as funds are available. That will provide almost 11 books per pupil. This ratio has kept up with the rise in student enrollment. Equipment and audiovisual numbers have also increased. All above activities continue to be a high priority for the school improvement avenues.

Recommendation: The school should continue to provide additional learning opportunities for those students [*late bus students*] through individual and group tutoring.

School Action: Late buses are no longer an issue at RMS. Transportation has worked out problems so that buses are rarely late. However, efforts to assist students academically remain a high priority for the school.

Recommendation: The school should continue efforts to secure additional funds for needed curriculum material through grants and other sources to supplement district allocations.

School Action: In addition to purchases of technology, books, and curriculum materials, the PTSA offers mini-grants each semester to provide individual teachers with funding for curriculum materials and equipment. Special monies (Palmetto Gold, Title V-Part A, etc.) are also dedicated to the purchase of additional materials to facilitate instruction and learning.

General Evaluation

Recommendation: The school should continue to seek funding through PTSA, business partners and district allocations to make these physical improvements. *[Safer athletic fields, general landscaping, and sidewalks]*

School Action: Numerous physical improvements have been made since the last SACS review at RMS. To facilitate class change, an awning for the back pick-up area and sidewalks to connect the 6th grade wing to the back car loading area has been installed. Additional awnings and sidewalks are currently in the planning stage.

In partnership with a community agency, the Greer Recreation Department, several improvements to the athletic fields have been made, including lights, drainage, and a sprinkler system. This is an ongoing project to also include some landscaping.

Recommendation: The administrators and faculty should make every effort to validate student concerns through verbal or written response.

School Action: Students are provided opportunity to voice concerns as members of the SIC and Student Council and in letters to the editor in the school newspaper. Administration welcomes individual students or student groups to discuss legitimate issues and/or addresses student concerns in assembly or over the PA system during announcements.

School Action Plan

To continually improve, the quality plan is reviewed and goals reviewed for appropriate progress, completion or modification. In addition, action plans are revised, as needed, to meet those goals. Over the years several items have been implemented to reach interim objectives and move RMS closer to the vision of *Excellence*. Several of these actions are listed below.

Introduction and continuation of *Curriculum Wednesdays*. These are meetings held during planning periods each Wednesday, usually under the direction of the Instructional Coach, to discuss teaching strategies, train on various necessary technologies, and discuss current educational research.

Implementation of the College Board Success program. To improve the reading, writing, and questioning skills of all students through specific critical reading strategies

Initiate SAT workshops. These workshops assist students who qualify to participate in the SAT program at the middle school level.

Creation of an Advisory program. This program is used for a variety of activities from character education to skills building.

Development of a student handbook. This handbook covers the various aspects of RMS school life including school rules and procedures, grading policies, educational program overview, and student organizations.

Teacher Vertical Teaming: Each year, a series of meetings are held with the main elementary schools that are the RMS feeders and with the high schools that RMS feeds into. These meetings bring teachers together to discuss issues important to make the transitioning for students a more pleasant and experience. In addition, it allows teacher to coordinate curriculum and classes between schools. This vertical teaming also extends to the grade levels here at RMS. Each grade level meets vertically as a grade level and as departments.

The media center sponsors several student oriented events including book fairs, various parent participation events, and a review of the sexuality education materials. The media center also works closely with the Exemplary Writing Committee to assist in several events.

Continuation of the Exemplary Writing process. RMS continues to promote writing across the curriculum with the Exemplary Writing Award material.

To continue the journey toward the vision of the school, the following goals and action plans have been formulated based on the research and data analysis outlined in this report.

ACTION PLAN FOR 2008-2013

Writing Goal

Goal Area:

- Student Achievement
 Teacher/Admin Quality
 Other Priority
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)

PERFORMANCE GOAL 1: The percentage of students scoring Met and above on the PASS writing test will increase from 84.9% in 2008-2009 to 100% in 2012-2013.

OBJECTIVE 1: The percentage of students scoring Met and above on the PASS writing test will increase from 84.9% in 2008-09 to 88.7% in 2010-11.

	2008-09 Baseline	2009-10	2010-11	2011-12	2012-13
Projected Performance		88.7%	92.5%	96.2%	100%
Actual Performance	84.9%	85.6%			

Writing Action Plan

ACTION PLAN: ELA					EVALUATION
STRATEGY: Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)	<u>Timeline</u> Start/End Date	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Source</u>	<u>Measures of</u> <u>Success/Indicators</u> <u>of Implementation</u> (Formative measures used to assess impact of strategies and activities on improvement)
Workshops to provide training for faculty on selection and use of appropriate technology to gather and analyze student test data	Ongoing 2010-11	Principal, Instructional Coach	\$0	In-house sourcing	Principal and Instructional Coach portfolio review
Training for the faculty in the development of grade level interdisciplinary projects that incorporate a variety of learning strategies	Ongoing 2010-11	Instructional Coach, Department Chairs	\$0	In-house sourcing	Review of teacher portfolios for evidence
Writing Across the Curriculum: In addition to subject-related topics, include such topics as success in school, making good choices, kindness, courtesy, tolerance, etc.	Ongoing 2010-11	All classroom teachers, E/LA Chair	\$0	In-house sourcing	Writing portfolios in classrooms, hall displays, RMS Anthology

During-school tutorial class for all students with a Academic Plan for 2 or more years, those who are repeaters, and those who failed in any subject area in the past year	Fall 2010	Teachers	\$0	In-house sourcing	Attendance will be kept
Utilize Compass/Odyssey online to individualize remediation and practice as indicated by scores on MAP in fall and spring	Fall 2010	Principal, Instructional Coach	\$0	Provided by district	Principal portfolio, teacher plans and portfolio
Teacher-parent-student goal-setting meetings to improve RIT scores on MAP test	Winter 2010	Instructional Coach, teachers	\$0	In-house sourcing	Records kept by teacher

ACTION PLAN FOR 2008-2013

English\Language Arts (Reading and Research) Goal

Goal Area:

- Student Achievement
 Teacher/Admin Quality
 Other Priority
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)

PERFORMANCE GOAL 1: The percentage of students scoring Met and above on the PASS ELA test will increase from 90.2% in 2008-09 to 100% in 2012-13.

OBJECTIVE 1: The percentage of students scoring Met and above on the PASS ELA test will increase from 90.2% in 2008-09 to 97.7% in 2011-12.

	2008-09 Baseline	2009-10	2010-11	2011-12	2012-13
Projected Performance		92.7%	95.2%	97.7%	100%
Actual Performance	90.2%	88.8%			

English \ Language Arts Action Plan

ACTION PLAN: ELA					EVALUATION
STRATEGY: Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)	<u>Timeline</u> Start/End Date	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Source</u>	<u>Measures of</u> <u>Success/Indicators</u> <u>of Implementation</u> (Formative measures used to assess impact of strategies and activities on improvement)
Workshops to provide training for faculty on selection and use of appropriate technology to gather and analyze student test data	Ongoing 2011-12	Principal, Instructional Coach	\$0	In-house sourcing	Principal and Instructional Coach portfolio review
Training for the faculty in the development of grade level interdisciplinary projects that incorporate a variety of learning strategies	Ongoing 2011-12	Instructional Coach, Department Chairs	\$0	In-house sourcing	Review of teacher portfolios for evidence
Writing Across the Curriculum: In addition to subject-related topics, include such topics as success in school, making good choices, kindness, courtesy, tolerance, etc.	Ongoing 2011-12	All classroom teachers, E/LA Chair	\$0	In-house sourcing	Writing portfolios in classrooms, hall displays, RMS Anthology

During-school tutorial for all students with a Academic Plan for 2 or more years, those who are repeaters, and those who failed in any subject area in the past year	Fall 2011	Teachers	\$0	In-house sourcing	Attendance will be kept
Utilize Compass/Odyssey online to individualize remediation and practice as indicated by scores on MAP in fall and spring	Fall 2011	Principal, Instructional Coach	\$0	Provided by district	Principal portfolio, teacher plans and portfolio
Teacher-parent-student goal-setting meetings to improve RIT scores on MAP test	Winter 2011	Instructional Coach, teachers	\$0	In-house sourcing	Records kept by teacher

ACTION PLAN FOR 2008-2013

Mathematics Goal

Goal Area:

Student Achievement

Teacher/Admin Quality

Other Priority

School Climate (Parent Involvement, Safe and Healthy Schools, etc.)

PERFORMANCE GOAL 1: The percentage of students scoring Met and above on the PASS Math test will increase from 90.2% in 2008-09 to 100% in 2012-13.

OBJECTIVE 1: The percentage of students scoring Met and above on the PASS Math test will increase from 87.9% in 2008-09 to 97.2% in 2011-12.

	2008-09 Baseline	2009-10	2010-11	2011-12	2012-13
Projected Performance		91.0%	94.1%	97.2%	100%
Actual Performance	87.9%	87.4%			

Mathematics Action Plan

ACTION PLAN: Math					EVALUATION
STRATEGY: Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Measures of Success/Indicators of Implementation (Formative measures used to assess impact of strategies and activities on improvement)
Workshops to provide training for faculty on selection and use of appropriate technology to gather and analyze student test data	Ongoing 2011-12	Principal, Instructional Coach	\$0	In-house sourcing	Principal and Instructional Coach portfolio review
Training for the faculty in the development of grade level interdisciplinary projects that incorporate a variety of learning strategies	Ongoing 2011-12	Instructional Coach, Department Chairs	\$0	In-house sourcing	Review of teacher portfolios for evidence
Increase the number of manipulatives and technology in the math department	Ongoing 2011-12	Math Department	\$2000	Local PTSA funds, mini- grants, math department allocation	Math department will keep records

During-school tutorial for all students with a Academic Pal Plan for 2 or more years, those who are repeaters, and those who failed in any subject area in the past Year	Ongoing 2011-12	Teachers	\$0	In-house sourcing	Attendance will be kept
Utilize Compass/Odyssey online to individualize remediation and practice as indicated by scores on MAP in fall and spring	Fall 2011	Principal, Instructional Coach	\$0	Provided by district	Principal portfolio, teacher plans and portfolio
Teacher-parent-student goal-setting meetings to improve RIT scores on MAP test	Fall 2011	Instructional Coach, teachers	\$0	In-house sourcing	Records kept by teachers

School Climate Goal

SCHOOL RENEWAL PLAN FOR 2008-2013		DATE: March 2011																	
Performance Goal Area: <input type="checkbox"/> Student Achievement <input type="checkbox"/> Teacher/Leadership Quality <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.) <input type="checkbox"/> Other (optional)																			
PERFORMANCE GOAL: (desired result of student learning)	The average satisfaction rating for the overall school program on the annual school report card, will increase from 82.7 in 2008-2009 to 98% by 2012-2013. The three areas listed on the school report card are: <ul style="list-style-type: none"> • Percent satisfied with learning environment • Percent satisfied with social and physical environment • Percent satisfied with school-home relations 																		
INTERIM PERFORMANCE GOAL: (annual)	The average satisfaction rating for the overall school program on the annual school report card, will increase from 82.7 in 2008-2009 to 94.2% by 2011-2012.																		
DATA SOURCE(S):	Annual School Report Card																		
OVERALL MEASURES:	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">2008-2009 Baseline</th> <th style="padding: 5px;">2009-2010*</th> <th style="padding: 5px;">2010-2011*</th> <th style="padding: 5px;">2011-2012*</th> <th style="padding: 5px;">2012-2013*</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">82.7%</td> <td style="padding: 5px;">86.5%</td> <td style="padding: 5px;">90.4%</td> <td style="padding: 5px;">94.2%</td> <td style="padding: 5px;">98%</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;">86.3 (actual)</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> </tbody> </table> <p style="margin-top: 5px;">* Represents projections of improvement</p>				2008-2009 Baseline	2009-2010*	2010-2011*	2011-2012*	2012-2013*	82.7%	86.5%	90.4%	94.2%	98%		86.3 (actual)			
2008-2009 Baseline	2009-2010*	2010-2011*	2011-2012*	2012-2013*															
82.7%	86.5%	90.4%	94.2%	98%															
	86.3 (actual)																		

School Climate Action Plan

ACTION PLAN: School Climate					EVALUATION
STRATEGY: Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)	<u>Timeline</u> Start/End Date	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Source</u>	<u>Measures of</u> <u>Success/Indicators</u> <u>of Implementation</u> (Formative measures used to assess impact of strategies and activities on improvement)
Maintain email newsletter to parents to assist in keeping them informed. Provide hard copies when necessary.	Fall 2011	Principal, Instructional Coach	\$100	Local funds	Copies kept for records
Maintain school website to contain calendar, class syllabi, announcements and other needed items.	Fall 2011	Webmaster	\$0	In-house sourcing	Website reviewed by principal
Maintain class websites with necessary information for parents and students.	Fall 2011	Teachers	\$0	In-house sourcing	Websites reviewed by principal or webmaster
Use interactive telephone system for parent notification of absences, announcements, and other important information	Spring 2012	District ETS, appropriate RMS contacts	\$0	District expense	Annual School Report Card satisfaction rating by parents for school-home relations
Offer subject area information nights (Math night, Writing Forums, etc.)	Ongoing 2011-12	Teachers	\$0	In-house sourcing	Parent attendance records kept

Provide opportunities for parents to participate in Exemplary Writing activities during the school year.	Ongoing	Exemplary Writing Committee	\$0	In-house sourcing	Hall displays of parent responses
Parent orientation sessions	Fall 2011	Principal, Guidance Department, Teachers	\$0	In-house sourcing	Parent attendance records; agenda
Maintain student recognition folders and communicate information to parents	Ongoing	Teachers	\$0	In-house sourcing	Teacher log of contacts

Teacher Quality Goal

SCHOOL RENEWAL PLAN FOR 2008-2013 DATE: March 2011													
Performance Goal Area: <input type="checkbox"/> Student Achievement <input checked="" type="checkbox"/> Teacher/Leadership Quality <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.) <input type="checkbox"/> Other (optional)													
PERFORMANCE GOAL: (desired result of student learning)	One hundred percent of all core curriculum (English/Language Arts, Mathematics, Science, and Social Studies) teachers will be highly qualified based on the NCLB definition by fall of 2009 and remain highly qualified through 2012-2013.												
INTERIM PERFORMANCE GOAL: (annual)	All core curriculum (English/Language Arts, Mathematics, Science, and Social Studies) teachers will be highly qualified and will continue to maintain that qualification status.												
DATA SOURCE(S):	Letters of HQ status from Greenville County School District Central Office												
OVERALL MEASURES:	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Average Baseline (2007-2008)</th> <th style="padding: 5px;">2008-2009*</th> <th style="padding: 5px;">2009-2010*</th> <th style="padding: 5px;">2010-2011*</th> <th style="padding: 5px;">2011-2012*</th> <th style="padding: 5px;">2012-2013*</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">96%</td> <td style="padding: 5px;">100%</td> <td style="padding: 5px;">100%</td> <td style="padding: 5px;">100%</td> <td style="padding: 5px;">100%</td> <td style="padding: 5px;">100%</td> </tr> </tbody> </table> <p style="margin-top: 5px;">* Represents projections of improvement</p>	Average Baseline (2007-2008)	2008-2009*	2009-2010*	2010-2011*	2011-2012*	2012-2013*	96%	100%	100%	100%	100%	100%
Average Baseline (2007-2008)	2008-2009*	2009-2010*	2010-2011*	2011-2012*	2012-2013*								
96%	100%	100%	100%	100%	100%								

Teacher Quality Action Plan

ACTION PLAN: Teacher Quality					EVALUATION
STRATEGY: Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)	<u>Timeline</u> Start/End Date	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Source</u>	<u>Measures of</u> <u>Success/Indicators</u> <u>of Implementation</u> (Formative measures used to assess impact of strategies and activities on improvement)
Weekly meetings for curriculum advancement	Ongoing	Instructional Coach	\$0	In-house sourcing	Instructional Coach portfolio
Yearly review of teacher qualifications	Ongoing	Principal	\$0	In-house sourcing	Qualification book kept in principal's office
Professional development	Ongoing	Principal and Instructional Coach	Varied	District and local programs, and teacher expense	Yearly review of teacher qualifications

Professional Development

Introduction

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

Past Professional Development

Initial teacher development meetings were held prior to the opening of the new school. Meetings were held at the school district office until the school was complete. The school's philosophy and goals were decided, leadership roles were developed, and plans were put in place for the arrival of the new students and additional faculty members.

As the first school year began teachers participated in professional programs offered by the district, as well as in house professional development. Programs were offered by the district, local colleges and technical schools. The technology plan for the school was initiated by the faculty and provided direction for technology integration throughout the curriculum. Goals were addressed and again directed the staff development. This general staff development continued until the implementation of the School Portfolio process.

Additionally, started several years ago, as a part of district directed professional development efforts, each teacher is now required to have 30 contact hours of staff development per contract year. Sixteen of those hours are to be supplied by the school as a part of the school staff development efforts and the teacher is to earn 14 outside of the school day. This staff development must be approved by the principal before it is completed.

As the school became involved in the portfolio process and creating a school vision, it became clear teachers needed to focus professional development efforts. Teachers were asked to focus on student achievement results in the Information and Analysis portfolio section in order to identify target areas that could be

improved through professional development. Following development of a school vision, strategies and activities required to implement the vision were identified. From the comprehensive plan in the Quality Planning section of the portfolio, a professional development plan was implemented that utilized the instructional coach as facilitator to help translate the school vision into action at each grade level and in each subject area.

The next step of the professional development of certified staff was the district implementation of PAS-T (Performance Assessment System for Teachers), a modified form of ADEPT. This evaluation incorporates a process for collecting and presenting data to document performance based on eight performance standards. One aspect of PAS-T is the creation of data-based professional goals. Certified staff members are required to demonstrate efforts to accomplish these professional development goals as a part of this improvement process.

Current Professional Development

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

Since educating children is all about providing the nurturing environment that promotes targeted academic growth over time, in the 05-06 school year, at the direction of the district, Riverside Middle School began implementing a new assessment tool called MAP with the intention of using the results to help identify the elements of the educational environment that, if improved, will boost student achievement. The Northwest Evaluation Association or NWEA developed the MAP instrument. NWEA has developed an extraordinarily large database of longitudinal student achievement data, collected from more than 1600 school districts and nearly 10,000 schools in more than 45 states over 10 academic years. The student achievement data collected in the Growth Research Database is a product of the NWEA Achievement Levels Tests and (ALT) and

Measures of Academic Progress (MAP). These scalars, coupled with the use of student-targeted testing methodologies, result in one of the most accurate measures of individual student achievement available.

The quality and quantity of the data in the GRD make it an extremely valuable tool in the pursuit of the best education programs possible. To that end, each faculty member was provided with staff development geared toward helping interpret the MAP test scores and develop a list of skills to focus on for individual students. NWEA's website also provides tables that correlate MAP test scores with projected PACT scores. This is so South Carolina educators may estimate a student's performance on the PACT based on MAP test scores.

The GRD allows for longitudinal analysis of growth for very large and age-diverse student populations. As a result, this research may be helpful to teachers in planning as a team and/or department, especially in the area of curriculum design.

Another major staff development emphasis this year has been CPR and AED training, which is very important to keep students and staff safe. The G. Neil Company includes on its website CPR training as a basic element in its Tools for Emergency Preparedness. Staff members should be comfortable enough with the procedure that they do not hesitate. Hesitation can cause a loss of life.

AED training is important to help save lives of anyone suffering from Sudden Cardiac Arrest (SCA). On the website "Selling Your AED Program to Management" it is noted that SCA can occur in anyone and at anytime. A person suffering SCA needs immediate attention to restore the heart to a normal rhythm. An AED is the best line of defense against SCA. It is estimated that broader access to AED's could save up to 30% of SCA victims' lives each year. AEDs are easy to use. Regular staff can and should be trained to use AED's. This training can cut critical response time that a patient might need in order to survive.

Fear of liability when using an AED was lessened when President Clinton signed a bill into law in November 2000 to limit this liability. Most cases of liability occur now in places that do not have an AED to use in cases of emergency.

In the Eric Clearinghouse of Reading, English, and Communication Digest #62, Sharon Sorenson offers support for Writing Across the Curriculum program. She says that not only are students learning to write but that they are also writing to learn. When students Write Across the Curriculum they understand content

better, retain more information, and write better. Classrooms become student-centered and teachers become facilitators. Students use writing activities to gain new knowledge by making associations with prior knowledge. This is described as "a way into or means of learning, a way into understanding through articulating."

Studies show positive results in that students felt they were better writers and that they were more comfortable with writing. Also, there is evidence that Writing Across the Curriculum improves higher-order reasoning skills.

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

Current Staff Development Plan

Action	How Led	Who Participates	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Summer Academy	Various	All Staff	X	X										
Compass Learning In-service	Compass Learning Staff	All Lang. Arts, Math, Spec Ed. teachers						X						
Compass Learning In-service	Compass Learning Staff	All Science and Social Studies teachers								X				
Reading MAP results	Instructional coach	All core subject teachers					X							
Staff meetings monthly; Grade level meetings daily; department meetings monthly	Principal, Grade Level Leaders, Department Leaders	All staff			X	X	X	X	X	X	X	X	X	X
Writing Across Curriculum In-service	Participants in WIN Conference	All staff					X							
Writing Across Curriculum In-service	Local Staff	All Staff					X							
Attend WIN conference	Selected individuals	Interested teachers					X							
Study student achievement test results and determine needs and	Grade-Level Leaders	All staff participates			X					X				

gaps															
Student achievement discussed in grade level meetings weekly	Grade level Leaders	All staff			X	X	X	X	X	X	X	X	X	X	X
Weekly meetings for curriculum advancement	Instructional Specialist	All staff			X	X	X	X	X	X	X	X	X	X	X
CPR and AED Training and Recertification	Jennie Leake	Interested staff							X	X					
Training for Sex Education	State facilitator	PE and Related Arts teachers								X					
Training for Physical Education Assessment Program	State Department	All PE teachers								X	X				
Promethean Board – Activstudio training	Instructional Coach	Those teachers with Promethean boards											X	X	X
In-service using Harry Wong’s Video Series	Meg Stovall & Damon Barnhill	All Staff			X	X									
Book Read “Habits of the Mind	Administrators	All Professional Staff		X	X	X	X	X							
MMGW – Making Middle Grades Work Introduction Workshop	RMS site coordinator	Selected teaching staff	X	X											

Future Professional Development

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

- Proper methods to become proficient in analyzing student MAP test scores.
- Use MAP in association with the DesCartes Learning Continuum to assist in the development of differentiated instruction
- Incorporation of the student online enhancement tool, CompassLearning Odyssey, into the curriculum and coordinated to DesCartes.
- Continued support for the exemplary writing activities
- Continued support for methods of student, parent, and teacher communication including teacher or classroom websites, email progress reports, classroom newsletters and other communications technologies.

-

National Professional Development Standards

To further assist preparations for future staff each teacher at Riverside Middle received a copy of the National Professional Development Standards Rubric and was asked to identify where he or she felt Riverside was located on each continuum. The information below is a compilation of the most chosen responses.

Learning Communities

- Teachers meet on a regular basis for planning instruction, conducting parent conferences, and handling managerial duties. The principal works with faculty to create learning teams/instructional teams and to schedule time during the school day for collegial interaction. Several opportunities are available for teachers to serve in leadership roles.

Leadership

- A data-driven school renewal plan is in place, but a review to determine the effectiveness of the impact of staff development is not occurring on a regular basis.
- An instructional leadership team is established and meets regularly. The instructional leadership team is not actively involved in the development and implementation of staff development identified in the school renewal plan.

- The principal provides resources (time and money) and is an active participant in the staff development process. The principal established expected student learning outcomes that support school improvement goals. The principal establishes expected classroom practices that result from staff development.
- Principal works with faculty to create a schedule that allows time within the calendar and school day to support school based development.
- Teachers use technology on a regular basis to enhance classroom instruction. Teachers use technology to communicate, develop lesson plans, deliver instruction, enrich, remediate, assess and analyze student work. Principals and teachers have the knowledge and skills necessary to utilize school-based computerized programs.
- Principal supports the instructional program by allocating time for collaboration and developing learning teams.

Resources

- Resources are aligned and coordinated to support school-based initiatives. Daily schedule allows common planning time for instructional teams to meet. Staff development supports the school's initiatives and occurs as part of the daily schedule.

Data-Driven

- The principal and selected faculty analyze disaggregated student performance data determine school improvement goals, student needs and teacher needs.
- Teachers monitor student data twice a year (beginning and end) to assess impact of development and monitor improvement.

Evaluation

- The principal evaluates the changes in teachers' knowledge and skills as evidenced by observations, surveys, interviews and lesson plans.

Research Based

- The principal and faculty review research to ensure a good match between students and expected outcomes before adopting new practices.

Design

- School provides a variety of staff development (e.g., workshops, coaching, study groups) to assist in the implementation of new strategies and activities. Publications on successful educational practices are shared among the faculty through study groups, networking, and faculty meetings. Staff development is based on survey data and/or school plan.

Learning

- Staff development activities demonstrate the expected classroom practices, but there is little or no time provided for practice and feedback.

Collaboration

- Teachers are assigned to a grade level or content area team with a common planning time to discuss grade level/content area issues, develop lesson plans, or meet with parents.

Equity

- Individual teachers may reflect a high level of commitment to accommodate individual student needs, but there is no school wide systemic attempt to address individual needs.
- Classroom rules are established and displayed.
- Administrators and teachers develop and implement curriculum that integrates information about the contributions of students' cultural backgrounds.

Quality Teaching

- Teachers use a variety of resources and multiple instructional strategies when teaching.

- Teachers use multiple instructional strategies and differentiate instruction based on individual student needs; students are actively engaged in learning; and the activities address the grade level standards.
- There is an alignment between instruction, assessments, and standards. Teachers use standards-based assessments (e.g., rubrics, benchmarks) to assess mastery, promote student learning, and adjust instruction to meet individual student needs.

Family Involvement

- The principal shares information with students and families about community activities that support student learning skills and talents. The principal establishes a school committee that focuses on family and community involvement.
- Teachers communicate with families about school programs and student progress (e.g., report cards, grading practices, school events, student work, and homework). Teachers offer suggestions about strategies that parents can use to support student learning at home (e.g., parenting workshops, reading/math night).
- School has a web site where parents can access the web page of their child's teacher to view lesson plans, school/classroom news, classroom assignments, homework, and special notices.

Based on this survey, coupled with the recently conducted perception surveys, current research and the student achievement data, the goal for next year will be to focus professional development on several specific areas. These are:

- Provide more training for faculty in core subject areas
- Provide training on implementing character education into the curriculum.
- Provide training to utilize the technology tools acquired this year to assess students and re-teach content.
- Provide staff development on methods to maintain open communication between parents and teachers.
- Provide support for new teachers to the profession and to the school

Conclusion

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

Professional Development for 2011-2012

Activity	Participants	Schedule	Purpose	Person(s) Responsible
New Teacher Orientation	All Teachers new to RMS	August of each school year	Acquaint new teachers to the RMS facility and procedures	New Teacher In-Service Committee
New Technology Overview	All Staff	Professional Development Days before School	Bring staff up-to-date on all changes concerning any general technology items	Instructional Coach & Media Specialist
Staff Development Session Writing a Syllabus	All Teachers	During opening staff development week	Discussion of the use of rubrics in the classroom. Participants will focus on ways to use rubrics as a tool to help students organize their thoughts before writing.	Language Arts Specialist
Staff Development Seminar – <i>Special Education Update</i>	All Staff	During Professional Development Day	Update of new Special Education Procedures	Special Education Department Chair
Staff Development Session – <i>Writing to Learn</i> (Exemplary Writing continuation)	All Certified Staff	During Professional Development Day	Discussions about the benefits of including writing to learn strategies in all content areas and give specific examples of how teachers can include even more writing activities in their curriculum plans.	LA Department Chair
Weekly Curriculum Meetings – Differentiation	All Certified Staff	Wednesday Mornings	Various staff development Activities	Instructional Coach

MAP	All Certified Staff	During Professional Development Day	Discussions on continuing the MAP evaluations	Instructional Coach
IC meet with teachers working on formal PAS-T evaluation year	Year 3 teachers	Monthly Meetings/Third Tuesday of the month during planning periods	Go over process and answer questions	Instructional Coach
Compass Learning Training	Teachers	Second Curriculum Meeting	Development of methods to correlate with MAP	Instructional Coach
IC Meet with Team Leaders	Team Leaders	Once a Month	Informational	Instructional Coach
IC Meet with Department Chairs	Department Chairs	Once a Month	Informational	Instructional Coach
CFG – Original Group	Former group of teachers replacing if necessary	Two periods every three weeks – PTSA to sub.	Develop better teaching techniques and learn more of current educational ideas	Instructional Coach
Reading MAP results	All teachers	As Needed	To develop better methods of MAP analysis	Instructional Coach
MMGW	All certified Staff	Throughout Year	To continue the development of the Making Middle Grades Work process and committees	MMGW Site Coordinator

Leadership

Governing Board and Administrative Team

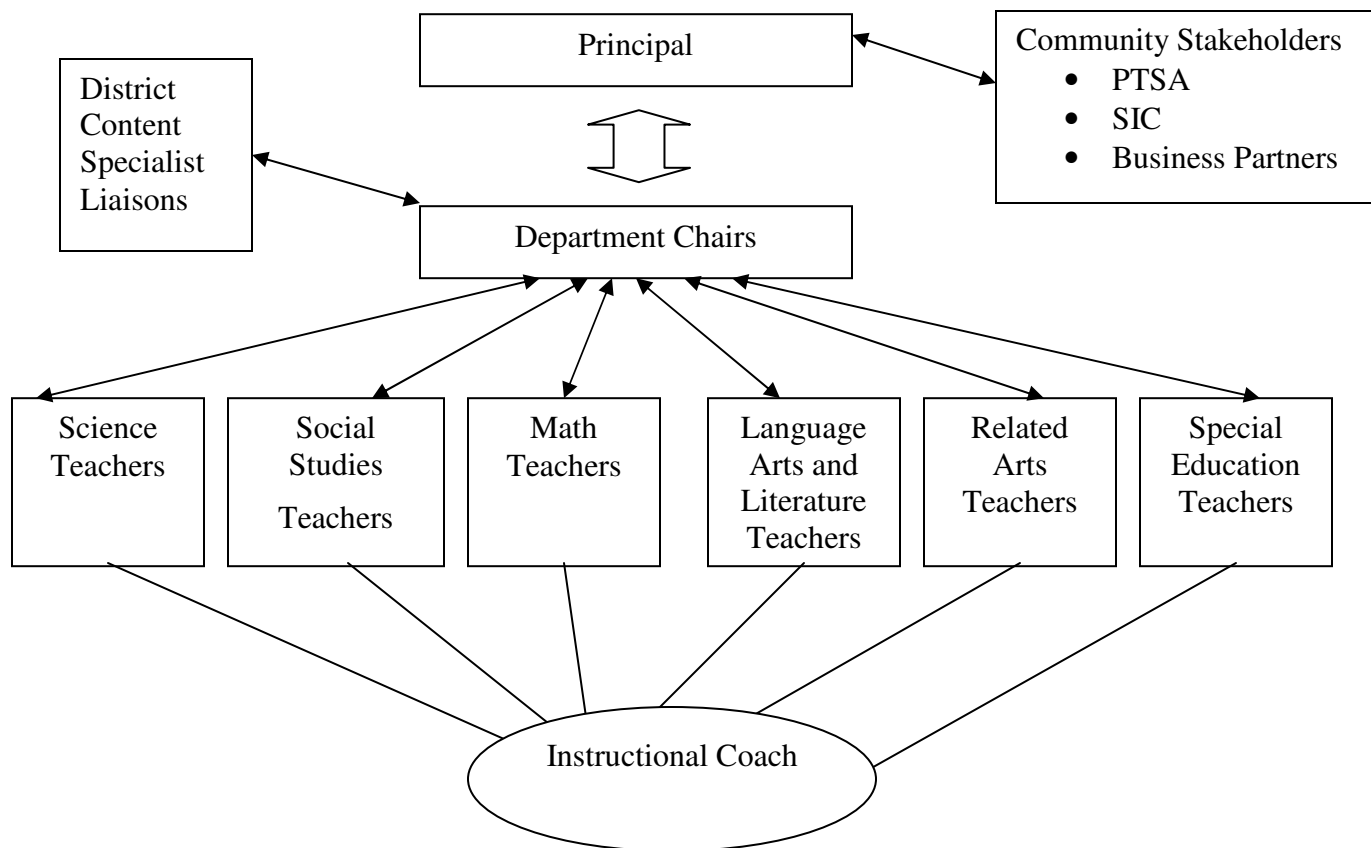
Mr. Ron Harrison was selected in the summer of 2004 to serve as principal. He has held a leadership position for seven years at RMS and is continuing a shared decision-making and consensus style of leadership. The administrative team also includes two assistant principals, Mrs. Meg Stovall and Mr. James Gardner, and one Administrative Assistant, Damon Barnhill, who serve to ensure that the school operates in a well-managed environment. The daily operations of the school were established in accordance with the School Board Policies and adapted to better meet the needs of our student body. The School Board and our administrative team work in a reciprocal relationship that allows the leadership of the school to make decisions that maximize student achievement.

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

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

Curriculum Improvement Team

The Curriculum Improvement Team was developed to assist teachers in their efforts to deliver a standards based curriculum while improving vertical teaming.



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

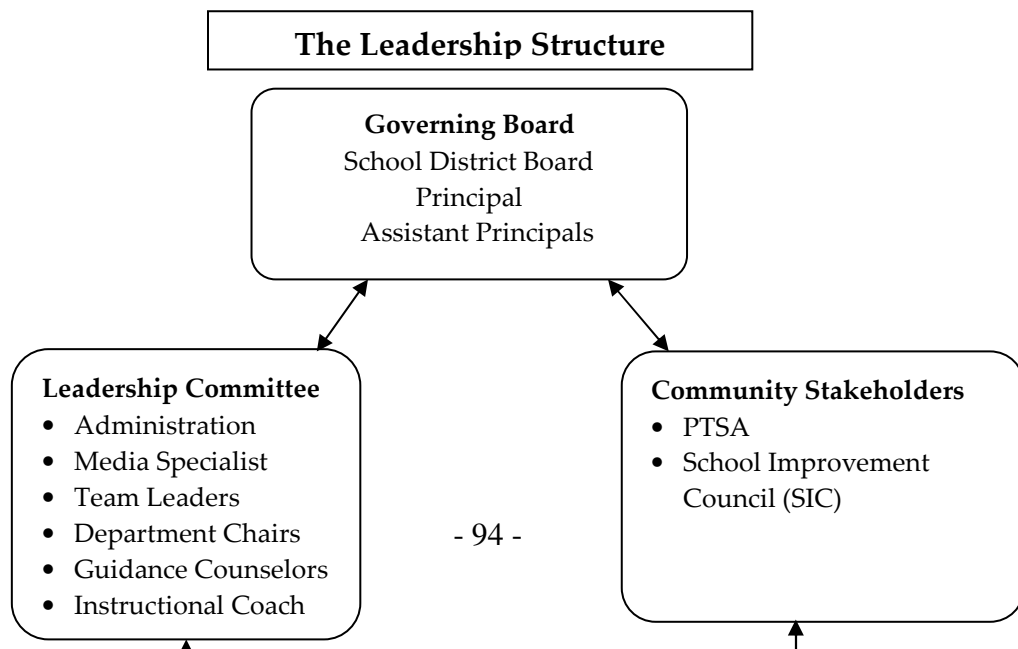
Decision-Making Process/Principal's Advisory

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

School-Wide Information Dissemination

Faculty meetings are held on the second and fourth Wednesday of each month and serve to unite the staff through professional development and collegiality and broaden the school-wide awareness of up-coming events and activities. Faculty meetings also provide opportunities to strengthen one area of the school-wide focus: maximizing literacy instruction across the curriculum.

The administrative team emails the staff on a regular basis. Emails are an efficient way of communicating important information in a fast, effective manner. The staff receives the district “Management Memo” to maintain a level of awareness on the district level.



Grade Level Teams

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

Community Stakeholders

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

committee works to improve student and teacher life and morale as well as discuss and brainstorm solutions to problems that arise in the school.

Summary of Progress

With unity of purpose, the entire middle school family sets the school's vision, goals, and priorities. The faculty, administration, students, parents, and community members work cooperatively and continually to develop, review, and revise goals and priorities in keeping our vision through the shared decision-making process. RMS is in a constant state of change, growth, and development. To ensure that all the stakeholders have a voice in day-to-day school improvement, the principal employs an open-door policy. Through the principal's leadership, our middle school theme, "All For One And One For All", is displayed proudly. Each person's importance and voice in school management is valued. Students participate in the development of policy through the SIC and Student Government Association. Parent and Community involvement is encouraged and honored in all aspects of school life. All teachers and staff have a direct voice in school management through team concept, Leadership Team, departmental meetings, and committee membership. Assistant principals, the instructional coach, guidance counselors, department chairs, team leaders, and district level consultants are facilitators in the development and improvement of programs to accomplish the school's goal of success for every student.

Next Steps

- We need to build on the school's identified, shared decision-making process strengths.
- We need to address limitations and areas in need of improvement
- We need to strengthen the overall leadership program by aligning our organizational practices.
- We need to continue ongoing evaluation processes to ensure that our leadership structure continues to support the vision and mission of the school.
- We need to develop a committee that monitors our school's action plan.

Partnerships

Introduction

Schools that seek to prepare students to live and work in the communication age would do well to establish partnerships with businesses, the community, and parents. These partnerships can make instructional programs exciting and relevant to the purpose of developing all students into successful citizens and quality workers. Partnerships help to reinforce learning at home and may provide solutions to some of the problems teachers face when trying to teach children who are not prepared to learn.

Partnerships can provide schools with information to guide curriculum and instruction, and can help schools to set priorities and achieve goals. Businesses, community groups, and parents are all clients of the school. Involving clients in the continuous improvement of the product — the students — enables schools to make use of talents, resources, and advice from people who have a vested interest.

When establishing a partnership agreement, the organizations lay out goals, and identify desired outcomes and approaches to measuring the success of the partnership. With a comprehensive and detailed strategic plan and the school portfolio, prospective partners can see how they can contribute to the school's larger vision. The key is to let all partners benefit and contribute meaningfully — and celebrate successes, together.

From The School Portfolio: a Comprehensive Framework for School Improvement, Second Edition (p.143), by Victoria L. Bernhardt, 1999, Larchmont, NY: Eye on Education. Copyright © 1999 Eye on Education, Inc.

Riverside Middle School envisions families, staff, and community/businesses working together to help children succeed. This is a shared responsibility. RMS is committed to exploring and developing new strategies for the community, which will help the school and its students meet the challenges of a fast-paced, ever-changing world.

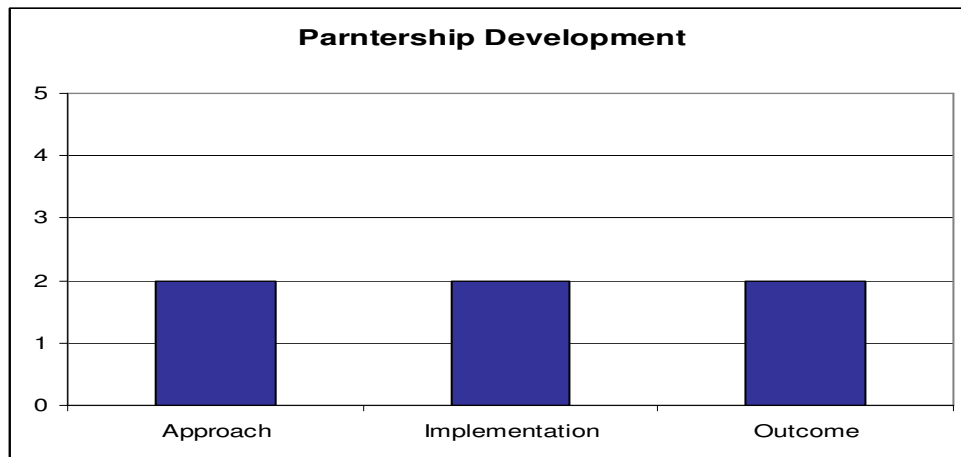
Partnerships Committee

The partnerships committee is comprised of 10 Riverside Middle School employees. Of the 10 females, eight are teachers, one is a guidance counselor, and one is the school nurse. The teachers vary in subject area and grade levels taught, so the group represents the diversity of the school well. Three of the

people in the group have a Masters degree and one teacher is National Board Certified. The level of experience of the committee ranges from two first year employees to a person with 33 years experience in her field. The combined years of experience are 126 years. The members are also involved with after school activities. The activities participated in are as follows: Math Club, accompanist for chorus, PAL Tutoring, Homebound teacher, Mock Trial coach, Academic Team coach, Beta-Club, Teacher Representative for PTA, Palmetto's Finest committee member, Newspaper teacher, and Chairperson of the Social Studies Department.

Partnership Process

The school believes partnerships are a vital component of successful learning. As a point of reference the committee used a faculty consensus on the Continuous Improvement Continuum for Partnership Development. As seen by the chart below, the Riverside Middle School staff most recently rated their school a 2 in Approach, Implementation, and Outcome with respect to Partnership Development.



Many partnerships have been fostered through collaboration with community stakeholders to support student learning. Whether supporting student learning by raising funds for teaching materials or technology, playing an active role in the classroom, or providing incentives for student achievement, the companies and individuals below help RMS help students learn.

Companies and Organizations

RMS has community partnerships with the following individuals:

- BB&T
- Bi-Lo
- Boiling Springs Fire Department
- Chick-Fil-A
- Clemson University
- Department of Natural Resources
- Elite Limousine
- Flour Daniel
- Furman University
- Gatti Town
- Greenville Hospital System
- Greenville News
- Greer Fire Department
- Jostens
- McDonalds
- Nestles
- Papa John's Pizza
- Peace Center
- Pelham Falls Fire Department
- Pepsi
- Prudential Financial
- Publix
- Red Cross
- Relay for Life
- Schlotzsky's Deli
- TCBY
- Village Car Wash
- Watershed Ecology Center
- Wendy's
- West Side Baptist Church

Individuals from the community come to speak to the students include Career speakers, Civil War experts, US War Veterans, Greenville Sheriff's Department, and the Michelin School.

A part of ensuring clear and effective communication among and between all stakeholders is working with community partners to facilitate that communication. The following partnerships are in this category.

- The Greenville News City People
- Greer Citizen
- Greenville Journal
- County Line Journal
-

Other communications include parents and students attending PTA meetings and special events, receiving the yearly School Report Card, having class syllabi, producing PTA newsletters, and having a school and teacher websites.

Another valuable community resource to enhance the learning community is the knowledge and skills of parents. Parents have many opportunities to be involved on many levels. They can volunteer in the front office, bookstore, library, or selling tea on a daily basis. Parents help with reflections contest. Serve on the SIC, school improvement council, and have many opportunities through exemplary writing assignments.

The SIC or student improvement council meets monthly to discuss ways to improve student learning and school climate. The leadership team, which is made up of administration, team leaders, and department leaders also meet monthly to discuss improvements. PTA meets monthly also to see what they can do to assist school climate and student learning.

Partnership Plan

To ensure that partners have the opportunity to contribute to and benefit from these endeavors, RMS has developed a partnership plan as a part of the comprehensive school wide improvement plan. It is the belief of the RMS staff that students and staff have much to give, as well as learn from, the community.

Staff agreed that the following needed to happen at the school level with respect to Partnership Development:

- Vertical articulation representatives on SIC that report to faculty
- Create an area to spotlight business partnerships
- Business partnerships should target specific academic areas
- Identify data to support partnerships

Summary of Progress

In light of the recent work based on Dr. Victoria Bernhardt and the school portfolio process the nature of true partnerships has taken on a more important role in the learning community. RMS continues to pursue partnerships that match the criteria of being a “give and take” relationship. While RMS needs to focus on partnership activities that have the greatest impact for the students, the vision, and standards related work, they must be partnerships that will benefit by giving back to the community as well as receiving from the community.

Continuous Improvement & Evaluation

Riverside Middle School established and implemented a system of continuous improvement as the doors to the school were opened. The updating and monitoring is a continuous process of improvement that focuses on student performance. Today, continuous improvement is guided and monitored by a double system of using the school portfolio and the Southern Association of Colleges and Schools (SACSCASI) process. The school portfolio is annually updated based on new data as it is made available. SACS Annual Accreditation Reports are given on an annual basis with a committee visitation occurs every five years.

The school employs an active improvement team. The RMS School Improvement Council (SIC) is an advisory committee to the school’s principal. The responsibilities involve assistance in preparation of a five year plan, monitoring school improvement and innovation, development of an annual

school report to parents and providing input on current issues at the school. The stakeholders include representation from: students, parents, teachers/faculty, administration, and community. This committee meets once a month in the Media Center. Minutes of the meetings are posted on the school website.

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

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

RMS engages in a continuous process of improvement that articulates the direction and purpose the school is pursuing for its future (vision). The school's vision is articulated to the stakeholders through the school's website, electronic & hard copy newsletters, as well as the school Report Card. It provides a rich description of the current conditions with a focus on student learning. The collection for the school profile in order to generate a rich description of the school comes from a variety of sources. Surveys are used from previous years as well as current years in which teachers illustrate the different teaching techniques used in the classroom. In addition, PACT scores are used to generate

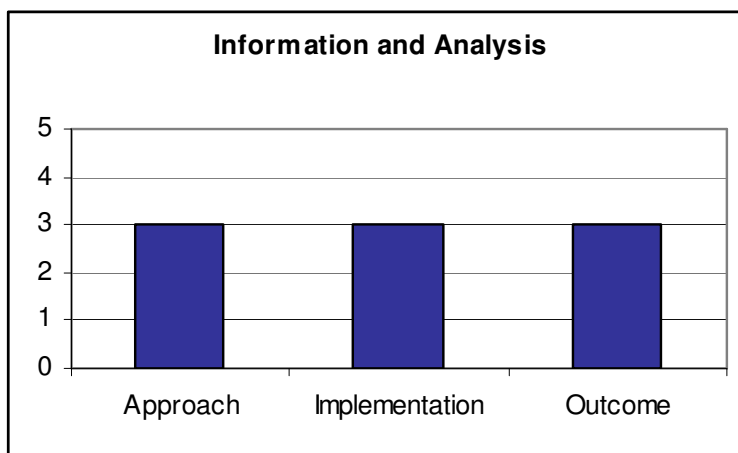
a current look into student achievement. Other test data is also collected from the MAP test. This test was implemented in the 2005 – 2006 academic year. It is designed to give students and teachers immediate feedback and also to show growth throughout the year as the test is administered in the fall and late spring semester. Finally, in order to identify a description of the current school profile, SASI discipline and attendance reports are used as well as the School Report Card from previous and current year. All of these resources are valued in an effort to provide a rich description to better serve the students and for teachers to better evaluate the needs of students so their educational experience is more effective.

Since the introduction of the school portfolio the portfolio process has been used to reviewed the school report card and determine which areas need to be identified as “needing improvement” and how to best accomplish that task.

The “start” of this continual cycle is during the spring of the year. Usually during a faculty meeting specifically designated for this purpose, the entire faculty comes to consensus on the *Continuous Improvement Continuums*, a component of the School Portfolio Process. These continuums are compared to previous year results to give a broad view of the faculty opinions on the year’s improvement efforts. The following section shows the most recent continuum results and the suggestions that arose from the discussion.

Continuous Improvement Continuums

Information and Analysis

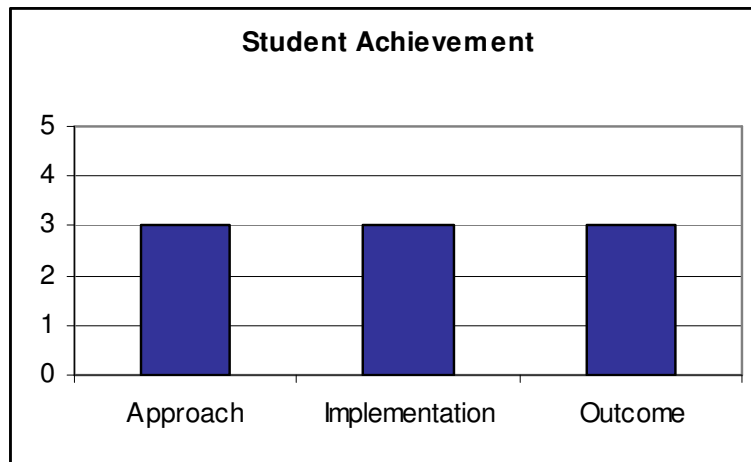


Next Steps

- Using the newly developed data to help

- Incentives for parents and students to return information
- Better communication between staff
- No information sent through advisory
- Combine advisory with class
- Survey on website
- Share team meeting minutes
- Special programs for the “Catch 22” kids

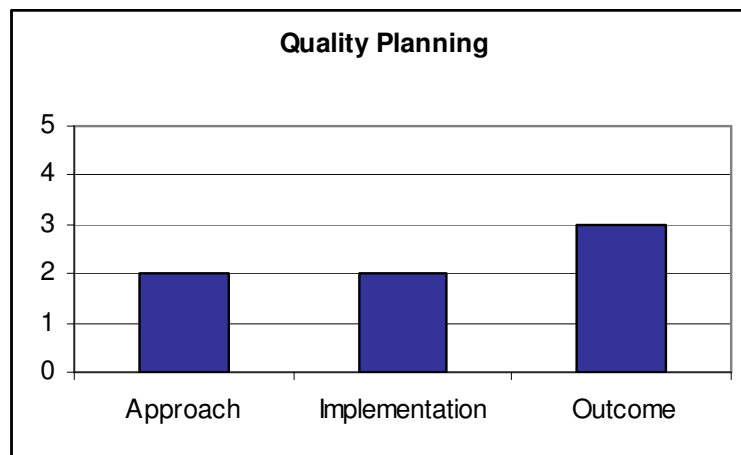
Student Achievement



Next Steps

- Lower class sizes
- More disaggregation of PACT scores
- Every teacher trained in implementing standards
- School staff development plan
- Success skills and learning styles for self-directed learning
- Making Middle Grades Work Extra Help Committee

Quality Planning

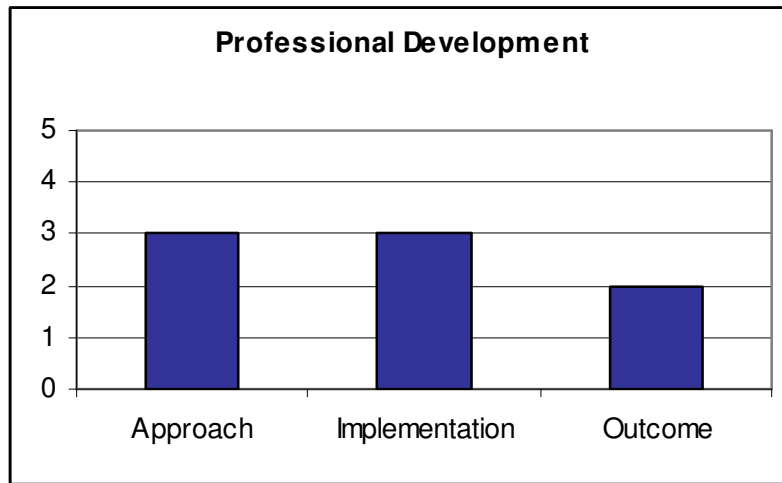


Next Steps

- Identify the needs and develop support structures

- Specify due dates and time lines
- Revisit the communications plan
- Develop shared goals and review often
- Be consistent and follow through

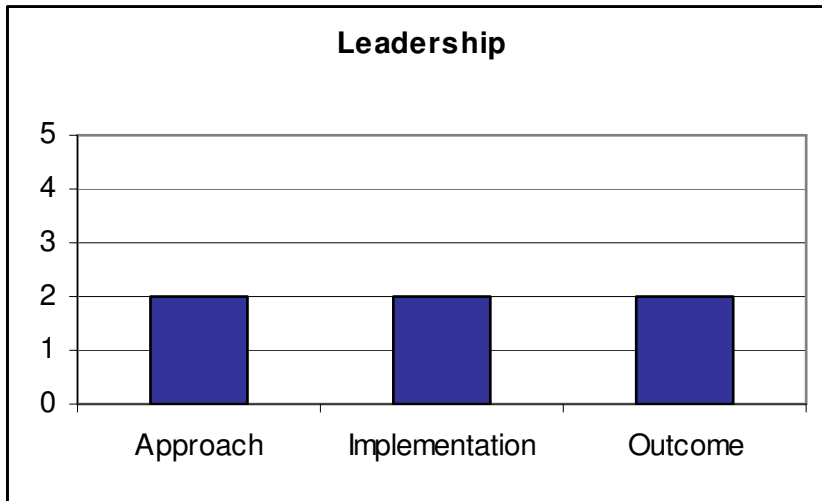
Professional Development



Next Steps

- Workshops on shared governance
- Checklist for content area
- IC and Leadership Team to develop a plan for 16 hours professional development

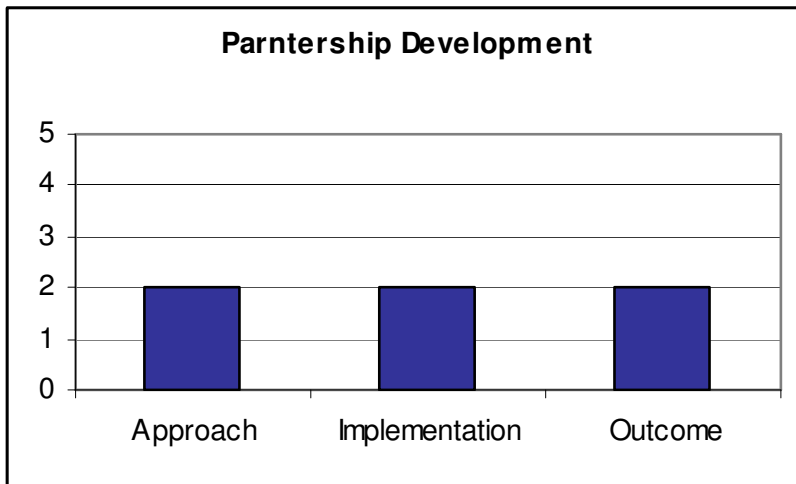
Leadership



Next Steps

- Define the Leadership Team
- Job description for leadership team

Partnership Development

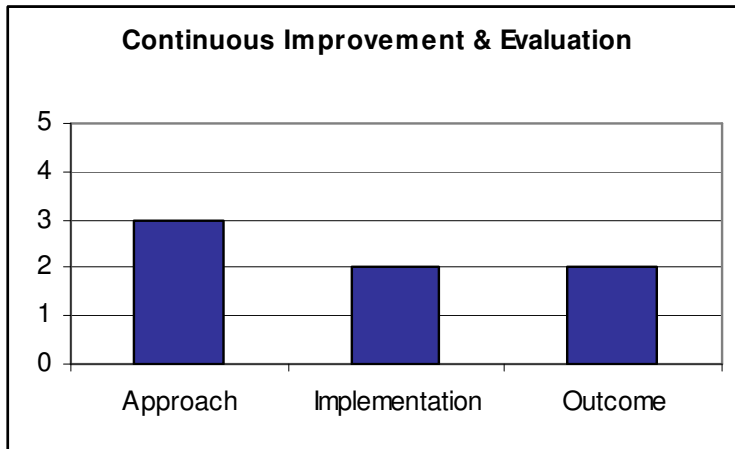


Next Steps

- Vertical articulation
- Representatives on SIC report to faculty
- Area to spotlight business partnerships

- Business partnerships to target specific academic areas
- Identify data to support partnerships

Continuous Improvement and Evaluation



Next Steps

- Develop a plan to identify root problems and their causes
- Congruency within subject areas
- More professional development in assessing and predicting the impact of their instructional strategies on student achievement

With the beginning of each new school year, administrators and the school instructional coach review the previous year’s PACT scores, AYP results, and other available data to start the updating of performance goals and action plan strategies. The results are presented to the Leadership Team and to the general staff. The portfolio committees begin the process of further research and update of the various portfolio sections. This leads to a modification or adjustment in the school goals and action plans. Committees will develop strategies for school personnel to implement in order to help reach those performance goals. Updates and changes are then written and placed in the school portfolio. The instructional coach, professional development committee, and leadership committee then focus on professional development opportunities that assist in these new or modified goals and action plans.

RMS communicates the results of improvement efforts to stakeholders through a wide variety of methods to reach all families. Some of these include: Annual

School Report Card, Monthly Newsletters, School Website (updated frequently), Teacher Websites (updated frequently), Written Communication from Guidance and the Principal sent home via students, frequent parent phone calls for positive recognition of students.

Conclusion

Riverside Middle School has a well-defined and well-executed school improvement effort. The school improvement plan (School Portfolio) includes a plan for evaluation and continuous improvement and an action plan that identifies the steps needed to implement the goals, including timelines, responsibility, accountability, and an estimation of budget needs based on the action plan. As a school all stakeholders review these items and modify them according to our findings throughout the year.

The plan contains performance goals and interim performance goals for ELA, mathematics, science, and social studies based on PACT assessment for the years 2006-2011. The action plan for each content area contains activities and strategies necessary to meet the performance goals. The plan also includes timelines, estimated costs, funding sources, person responsible, and indicators of implementation/measures of success.

The improvement plan also addresses school climate with performance goals and interim performance goals based on the satisfaction rating for the overall school program for the years 2008-2013. The action plan for school climate contains activities and strategies necessary to meet the performance goals. The plan also includes timelines, estimated costs, funding sources, person responsible, and indicators of implementation/measures of success.

The plan addresses teacher and administration quality with performance goals and interim performance goals based on the number of core curriculum teachers who have achieved highly qualified status. The action plan for teacher and administration quality contains activities and strategies necessary to meet the performance goals. The plan also includes timelines, estimated costs, funding sources, person responsible, and indicators of implementation/measures of success.

At Riverside Middle School, the plan to establish, implement, and monitor a continuous process of improvement that focuses on student performance is a continual process. This will remain the case because *Excellence is a Vision, not a Destination*.