

Ralph Chandler Middle

School Portfolio

2014 - 2015



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

Ms. Rita Mantooth - Principal

School District of Greenville County

Mr. Burke Royster – Superintendent

Action Plan – 2013-14 through 2017-2018

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL: Ralph Chandler Middle School

DISTRICT: Greenville County Schools

SCHOOL RENEWAL PLAN FOR YEARS: 2013-14 through 2017-18 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2015-16 (*one year*)

Assurances

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

CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lisa Wells		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mr. Eric Bedingfield		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Ms. Rita Mantooth		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 4231 Fork Shoals Rd. Simpsonville, SC 29680

SCHOOL'S TELEPHONE: (864) 452-0300

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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

<u>POSITION</u>	<u>NAME</u>
1. Principal	Rita Mantooth
2. Teacher	Chellee McDougal
3. Parent/Guardian	Carrie McCaslin
4. Community Member	Eddie Howard
5. School Improvement Council	Eric Bedingfield
6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

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

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

ASSURANCES FOR SCHOOL PLAN

Act 135 Assurances

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

 Academic Assistance, PreK–3

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

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

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

 X **Parent Involvement**

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

 X **Staff Development**

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

 X **Technology**

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

 N/A **Innovation**

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

 Recruitment

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s):

Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

X **Collaboration**

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

Developmental Screening

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

Half-Day Child Development

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

Developmentally Appropriate Curriculum for PreK–3

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

Parenting and Family Literacy

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

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

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

Ralph Chandler Middle School Portfolio

2014-2015

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Introduction

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

RCMS School Portfolio Committees

2014-2015

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

Standard 1: Purpose and Direction

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

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

Standard 2: Governance/Leadership

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

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|-------------------|-------------------|---------------------|
| 1. Sheila Dartz | 4. Candace Walton | 7. Thooya Prabhakar |
| 2. Ashley McAteer | 5. Michael Burton | 8. Susan Wine |
| 3. Josh Albin | 6. Ashley Steed | |

Standard 3: Teaching and Assessing for Learning

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

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

Standard 4: Resources and Support Systems

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

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

Standard 5: Using Results for Continuous Improvement

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

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|--------------------|--------------------|
| 1. Libby Carter | 5. Jackie Kelly |
| 2. Patrick Jarrett | 6. Libby Lee |
| 3. Cheryl Scott | 7. Gerald Walker |
| 4. Dawn Stone | 8. David Ballinger |

Executive Summary

2014-2015 Update

We opened our 7th year with 685 students, which is roughly 30 less students than last year. Because the projected number of students was less than the previous year, we received less teaching allocations. As a result of these circumstances, we had some difficult decisions to make. After considering our mission, vision and all of the academic needs of our student body for this year, we dissolved our Chorus/Drama class. This was a loss for our school and community given the fact that we are a feeder program for Woodmont High, and they have one of the best drama programs in our district. Beyond that difficult decision, our staff remained stable and we did not add any new staff members. To address the large numbers at the 8th grade level, we created a two person team comprised of teachers with certification in two content areas, so there are ten 8th grade teachers and eight teachers in both 7th and 6th grades. We continue to keep the structure of teams for our teachers and students at all three grade levels.

Highlights from the year include:

- We continue to host our 6th grade camp at the end of the summer to allow our new students to familiarize themselves with our school, our procedures and their future teachers. They also get over one of their major concerns and that how to work a combination lock! Because parents are invited as well, this allows them an opportunity to learn about our practices and procedures and they have an opportunity to ask questions that are of concern to them.
- We added virtual classes to our course offerings for 8th grade students to allow us to meet their requests. This allowed students to earn additional high school credits. Spanish I, English 1 Honors and two Desktop Publishing classes were added as student options. We made an investment in the software this summer to start building these classes. While learning this way is new for our students and there were some initial technology challenges, the students have performed very well in all of the classes.
- The tradition of focusing on academic excellence was once again confirmed because 50% of our students were on the all A and A/B honor rolls during the first half of the year. We also had about 50% participation by parents in our fall student led conferences. Our Beta Club participated in the state convention and earned a first place prize for their t-shirt design, second place in the scrapbook and first place in black and white photography.
- Our Related Arts programs provide opportunities for our students to shine in other ways. The Band and Strings students won superior ratings and students also qualified for all region.

3M continues to support our GTT program with the awarding of a second \$10,000 grant. This enabled the purchase of a 3D printer which will allow our students opportunities to work with engineers to give back to the community. The funds also helped our second year Robotics team win a first place award in the district competition and a design award at the state competition.

In addition, a diverse school committee worked together to evaluate our level of wellness as a school. After completing the documents and making a plan, we received \$1,000 in grant funding to continue our pursuit of healthy living.

- Our school won the district safety award for middle schools and \$500 because of our attention to providing a safe working and learning environment for students and staff.

- We continue to offer seven team sport opportunities for our students. Our girls' Volleyball Team won their second district championship this fall and our girls' Softball team was the runner up in the district last spring.
- The community support we receive is outstanding. Our PTSA and SIC groups are made up of parent volunteers who give unselfishly of their time to provide suggestions for improvement and raise funds to allow grant writing opportunities for our teachers to supplement the resources we have for our students. Despite the change in fund-raising possibilities this year, our PTSA will provide more than \$10,000 dollars of support. Our SIC meets monthly and in concert with the Student Council, supports The Giving Tree to provide needed resources to families in our community.
- Our Christian Release program continues to be a very active part of our school experiences for students. The support we receive from this ministry is helpful in so many ways and we are grateful for the relationship we have with this organization.
- The district has changed the process it uses to update technology in the district. "Refresh" will now happen every three years with a little less money versus every five years. We had an excellent committee that put together a great plan for how to stretch the dollars to meet both our staff and student needs. All staff members received up-dated equipment with Windows 8 installed. During the rest of this year, everyone will receive ten hours of training on the use of our new Chromebooks and the new Google tool. Students will benefit by being able to use the new Chromebooks for research and projects across the curriculum.
- We continue to use socialization time as the basis of our student incentive program called Panther Zone twice each nine weeks. In addition, each month Teachers at all grade levels choose our Panthers of the Month. They are chosen based on being persistent, responsible, innovative, dedicated and enthusiastic. The leadership team has lunch with the students to give them a chance to give us some feedback about our school. Another annual celebration is the Advocates for Character in Education award to an eighth grade male and female student. The winners enjoy an evening of recognition and a speech by local and nationally known presenters.
- Suzette Cornish, our Media Center Paraprofessional was named the Paraprofessional of the Year by the South Carolina Association of School Librarians this spring. Ms. Cornish has been here since we opened and is very deserving of this celebration of her body of work and contributions to our success.

To date, this has been another great year at RCMS. We continue to monitor our students' progress through data analysis and discussions within grade levels and departments about effective teaching practices. The quality of our in-house professional development has been enhanced by a new district wide emphasis on child centered teaching practices and setting learning targets for students. Creating hands-on and project based learning assignments for our students provides application practice versus rote memorization and filling in worksheets. Collaboration in-house and with community members continues to be an essential part of our work habits. High expectations are the norm in our community and in our school. They keep us working hard and working together to serve our students and their families.

There is uncertainty in our state right now. Because we have a new State Superintendent of Education, new state standards, and the new ACT assessment in ELA and Math, there is a lot of change to come. As a staff we will continue to control what we can so we will focus on what is in the best interest of our students. By focusing on student achievement, our tradition of excellence will continue to be what keeps us on a path of continuous improvement regardless of what lies ahead of us.

2013-2014 Update

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

Highlights from this year include:

- Our school was chosen by the district to have a site visit by team members of the AdvancED accreditation team in October. We worked diligently last year to analyze our practices and reviewed our data to set goals for this year. We also surveyed the community to get feedback on our efforts to serve them and our students. While we did not receive individual feedback about our performance, we feel like we contributed to the district's successful re-accreditation. This process will not occur again for five years.
- We modified our schedule so that we have set aside reading time three days a week and we have continued our advisory program to discuss goal setting, character traits, decision-making and nutrition instruction.
- Our students continue to take achievement seriously. More than 200 of our students were on the A/AB honor rolls first and second nine weeks; more than 25% of our students take high school credit classes in ELA and/or Math; End of Course passage rate in ELA and Algebra continue to be at 96%. Students also excel in other areas: Strings students scored Superior ratings, and for the first time our volleyball team won the region championship and were undefeated all season. Our Beta Club won in several categories at the annual convention in Myrtle Beach, and they continue to make community contributions such as

donations to the Humane Society. Our Student Council continues to make contributions as well by supporting the Giving Tree project.

- Our relationship with Pastor Eddie Howard and the Christian Release Program has continued to grow each year. This year there are 116 students in the program and they look forward to their weekly trip to participate in this important learning experience.
- As a result of our faculty providing challenging, rigorous instructional activities and assignments each day, our students scored just under 80% of peers on both the ELA and Math portions of the PASS assessment. We also had the best Science scores in the district, and the second best in Social Studies. Under the new Federal Accountability Rating System instituted in our state, our report card rating for last year was an A. Teachers continued to use PASS data as the basis of student achievement goals and focused on improving the performance of subgroups within their student population.
- We have continued to provide incentives like Panther Zone twice each nine weeks based on progress report and report card performance. This is a 50-minute time period for socialization and celebration. We also continued our Panther of the Month program which spotlights 18 students each month. They share lunch with the Leadership team and are given an opportunity to voice opinions about our school.
- Each year, our district requires us to evaluate PASS scores to discover schools that are within 5% of our poverty index that scored better than our school in the area of ELA or Math. This year, a team of teachers, administrators, and our Instructional Coach virtually conferenced via Skype with our colleagues from League Academy about their success in reading and writing.
- Our parent leadership groups continue to support and expand our school contributions to the community. Our PTSA provided over \$8,000 in grants to our teachers to support instructional experiences above and beyond what our district budget would allow. They participate in our pre-season camp for rising 6th graders, sponsor our Spirit Week held in the fall, manage the school store so students can purchase school supplies, and provide social events such as dances, and host our 8th grade dance. They also purchase our student agendas each year in collaboration with a local dentist. They also purchased a school app last spring to provide another tool to communicate with parents.
- Our SIC continues to play an active role in our school. The Giving Tree and Quarters for Christmas have been a great success and families in our community have been the beneficiaries. The outpouring of supplies all year provides wonderful opportunities for our students and their families to help those less fortunate, and provide great learning experiences for the students. In addition, they helped us make our decision about providing healthier snacks for students.

We have been fortunate to have the support of our community since we opened our doors, and it is hard to believe that we have been here for six years. Collectively, we have worked hard to provide a school environment that is focused on learning and student achievement. When our

students leave here, we want to honestly say we have done all that we can to help them be successful wherever they go into the next phase of their educational journey. That is the covenant we made when we opened and it still drives our decisions and actions.

2012-2013 Update

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

Highlights from this year include:

- We continued to modify our schedule a bit to allow more independent reading time. This decision was based on our 2011-2012 ELA PASS scores. We added a day of reading while continuing our Advisory program. This gives students opportunities to set goals, explore good character traits, practice their decision-making skills, and gain exposure to the CATCH program, which includes information about good health habits.
- Our students continue to take achievement seriously, and our MAP scores were once again better than the district and state average. Forty-seven of our seventh graders qualified for the Duke Talent Identification Program. Twenty-three eighth graders scored high enough on the PSAT to be named Junior Scholars. Over 200 of our students were on the A/AB honor rolls each nine weeks. Twenty-five percent of our students take high school credit classes in ELA and/or Math. They scored a 100% passing rate on the End of Course assessment in ELA and 96% passing rate in Algebra. They also excel in other areas. For example, Strings students scored a Superior rating at Carowinds, and three of our seven athletic teams were in playoffs this year. In addition, our Beta Club continues to host more than 100 members and make community contributions such as donations to the Humane Society and a Blood Drive. Our Student Council was reactivated this year and has made major contributions to our school such as making promotional commercials that have played school-wide concerning the Giving Tree project created by our SIC.
- As a result of our faculty providing challenging, rigorous instructional activities and assignments each day, our students scored better than 80% of peers on both the ELA and Math portions of the PASS assessment. We also had the best Science scores in the district, and the second best in Social Studies. Under the new Federal Accountability Rating System instituted in our state, our report card rating for last year was Excellent which translated to a 97.6 scale score, and an “A” rating. This year, core content teachers used 2011-2012 PASS data as the basis of student achievement goals.
- We have continued to provide incentives like Panther Zone twice each nine weeks based on students’ progress report and report card performance. This is a 50-minute time period for socialization and celebration. We also continued our Panther of the Month program

which spotlights 16 students each month. They share lunch with the Leadership team and are given an opportunity to voice opinions about our school.

- Each year, our district requires us to evaluate PASS scores to discover schools that are within five percent of our poverty index that scored better than our school in the area of ELA or Math. This year a team of teachers, administrators and our Instructional Coach visited a school in our district that has had continuously high scores in ELA, particularly in the area of writing. After the visit, we proposed to our staff that we take a week in January to practice writing using the state format and rubrics. Everyone was in agreement, and it offered an opportunity for our ELA department to provide professional development for the staff to assist students with their writing. It is our belief that this helped our students feel more confident about their writing skills when the assessment was given in March. In addition, a morning enrichment program was created to allow those students who did not meet standard on MAP or PASS to get extra assistance in ELA and Math. This program was offered each morning in the computer lab, and the Compass Learning program was utilized. We offer mentoring opportunities through the Men-to-Men program that is administered through the direction of our ISS Aide and Administrative Assistant. Other staff members have also stepped up to mentor individual students who are at-risk, including our Instructional Coach and other male teachers in the building. Lastly, each Administrator has worked with students who were failing classes to provide them support, encouragement, and as needed assessments to determine lack of success.
- We have been fortunate to build relationships with businesses in the community this year. Our relationship with Hillside Baptist Church continues to expand and the number of students who participate in the Christian Release program increases each year. Our relationship with 3M has provided guest speakers through Junior Achievement, office supplies worth thousands of dollars, and because of our relationship with the state program Project Lead the Way, one of our teachers received a \$10,000 grant that will allow for the expansion of programs offered to students in this pre-engineering program.
- Our parent leadership groups continue to support and expand our school contributions to the community. Our PTSA has once again provided over \$8,000 in grants to our teachers to support instructional experiences above and beyond what our district budget would allow. The PTSA Board purchased a digital marquee to assist with communication, they participate in our pre-season camp for rising 6th graders, sponsor our Spirit Week held in the fall, manage the school store so students can purchase school supplies, and provide social events such as dances, and host our 8th grade dance. They also purchase our student agendas each year in collaboration with a local dentist. For the coming year, they have purchased an app for cell phones which will enhance our communication with parents.
- Our SIC took a more active role this year by creating the concept of the Giving Tree. A “tree” was created and placed in the office area. There have been four experiences available to the students and the community where needs were discovered, and supplies were donated to meet those needs. At Christmas in conjunction with our Quarters for Christmas program, 15 families who would not have had a Christmas received gifts

through the generosity of our community. At Easter, food donations allowed us to feed a dozen families. The local WMU from Hillside Baptist Church provided bags for distributing books, flip flops, hats, and sunscreen for summer. The outpouring of supplies all year has provided wonderful opportunities for our students and their families to help those less fortunate, and provide great learning experiences for the students. In the fall, we will host sessions for parents during our 6th grade pre-season camp.

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

2011-2012 Update

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

These initiatives included:

- We continue to analyze and disaggregate assessment data and use the information as the basis of instructional planning for the year.
- A new schedule was introduced this year that provided 60-minutes of core instructional time, 50 minute Related Arts classes and no bells. This schedule is in effect on Monday, Wednesday and Friday and because each grade had a different schedule, only one class moves through the hallways at a time. On Tuesday and Thursday, the schedule shifted by 25 minutes to allow us to provide an Advisory period on Tuesdays and a Silent Sustained Reading time on Thursdays.
- Because of an increase in allocation this year, we were able to reinstate our Chorus/Music program and double our Drama offerings. In addition, we were able to assign one Inclusion teacher to each grade which allowed for better co-planning and opportunities to offer students a tutorial class for additional support.
- Professional Development opportunities were provided to all teachers including on-going technology training and a book study of *Motivate Students 25 Strategies to Light the Fire of Engagement* which was presented by members of the Leadership Advisory Committee during faculty meetings. In addition, a group of teachers are taking a course to promote more rigorous lesson planning.
- The Advisory program this year features a continuation of our character education lessons, lessons about goal setting and we added new lessons on nutrition and healthy choices from the CATCH (Coordinated Approach to Child Health) program. Our school is one of nine middle schools using this program and it involves a coordinated effort featuring healthier food choices in our cafeteria and emphasis in our Physical Education department.

- For sustainability of ELA achievement, we added twenty five minutes of Silent Sustained Reading to the schedule on Thursday mornings. There is good research to support that when students read what they want and have time set aside to focus on reading, they become better readers. Students have gone to the library in each of the four core classes and have created and presented projects in those classes each nine weeks. In addition, a team of teachers also visited a middle school in Anderson County that is similar to our school because they performed at a high level on the same assessment. We created a poster on writing which is posted in each class and serves as a reminder of the important conventions for successful writing.
- Panthers of The Month is an incentive program for students that was proposed by our Leadership Advisory Committee. Each month, 16 students are chosen by their teachers for being Persistent, Responsible, Innovative, Dedicated and Enthusiastic. They earn lunch with the Principal and some discounts on purchases at school. They also have their picture on display in the main hallway and posted on the website.
- Student achievement continues to be our focus at RCMS. As evidence that our school is continuing to improve, we were recently notified that our school will receive a gold award from the state based on our student's performance on PASS last year. In addition, we have had a major increase in the number of students participating in Beta Club this year and our Student Council has taken a more active role in creating projects to serve the school and the community.
- Our PTSA planned and implemented the first school-wide spirit week to promote school pride for the students and community members. In addition, they provided opportunities for students to attend dances. They also sell spirit gear and school supplies in the school store and ice cream on Fridays. These efforts allow them to give back to our school through teacher grants, beautification projects and the purchase the school agendas for all of our students.

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

2010-2011 Update

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

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

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

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

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

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

2009-2010 Update

The 2009-2010 school year began with 685 students from our feeder schools and the same number of staff members as the previous year. Based on the data analyzed from the previous year, staff members were trained beginning in September on Learning Focus strategies. In addition, a schedule of weekly meetings was created so the staff could work with Mr. Holman, our Instructional Coach, on becoming a Professional Learning Community. Based on the grant we received, the decision was made to use *Learning By Doing* by Richard DuFour, Rebecca DuFour, Robert Eaker and Thomas Many as the book we would use to guide our work in these weekly meetings.

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

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

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

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

The spring MAP assessment was given in March along with the writing portion of PASS. Our spring MAP data shows our students performed at a better than 50% level of students meeting their target growth rate in ELA and Math. Individual student scores were again written on the magnetic slips and compared to the fall data as well as the correlation chart. While we are optimistic about our student's performance on PASS, we are more confident that we have worked as a Professional Learning Community to collaborate on consistent grade and departmental planning to provide research based and standards driven lessons to our students consistently throughout the year.

2008-2009 Summary

In December 2007, Dr. Fisher invited 32-year veteran, Ms. Rita Mantooh, to accept the challenge of opening this new school. She accepted the challenge and began to hire other key staff members to create a highly qualified staff for the new facility. She hired veteran leader Terry Landreth to serve as the Head Secretary and Bookkeeper and they began to purchase materials and supplies for the new school. Ms. Mantooh invited veteran educator and then Woodmont Assistant Principal Sarah Gullick to join her on the adventure of creating a new learning entity for Greenville County Schools. They worked to hire teachers from the three middle schools who were losing staff members and supplemented this group by hiring teachers from the district and all over the country. They were joined in this experience by highly experienced Media Specialist Dr. Marilyn Heath and multi-talented Instructional Coach Cole

Holman. The team was completed by the hiring of a former high school teacher Mr. Brent Odom to fill the other Administrative position. Brian Strickland was chosen to serve as Plant Engineer and Diane James was selected to serve as the Cafeteria Manager.

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

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

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

Based on research in middle school theory, a schedule maximizing instruction time and grade level teams was created supplemented by a diverse group of Related Arts opportunities and Special Education classes to meet individual student needs. The staff was trained in using a consistent planning tool and encouraged to collaborate at both the grade and department levels. Training was also conducted in the use of the Promethean Boards provided in all core academic classes.

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

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

School Profile

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

Parental Involvement

The Parent Teacher Student Association (PTSA) at Ralph Chandler Middle School is very involved in the life of the school. The PTSA-sponsored "Spirit Week" is the school's biggest fundraiser and is now a tradition. Spirit Week included an array of entertaining activities for students and teachers alike, including a competitive door-decorating contest. Funds raised from Spirit Week benefit the school in many ways, as well as contribute to the United Way. The PTSA has partnered with local businesses to have RCMS Spirit Nights where our school receives a percentage of the profits. In addition, the PTSA provides food for our faculty and staff several times annually. Additionally, the *Friends of Chandler* entity accepts donations of any amount. The PTSA has a school store open before school three days a week that sells school spirit wear, supplies, and snacks. They also sell Candy Grams for Valentine's Day, and sponsor 3 school-wide dances, as well as the 8th grade dance at the end of the school year. Mini-grants totaling over \$6,000 were provided to teachers and staff this school year to assist towards purchases of instructional equipment. In addition, the RCMS PTSA is sponsoring the purchase of 18 new *Chromebases* for the Media Center.

The Music Department has established support from parents who have volunteered their time as well as assisted their students in raising funds for the Music Department. Some of the many fundraisers the Music department has conducted include: Chick-Fil-A biscuit sales, gift card sales and iPod Days for students. The *Cakes and Crescendos* fundraiser is held in the spring, and the department holds a coupon book fundraiser in the fall. The Music Department also developed partnerships with Comfort Suites in Simpsonville, Xtreme Tees and EmbroidMore. Parents provided assistance and baked items for a bake sale that occurred in conjunction with the Music Department's concerts.

Parents have also been very involved with our award-winning robotics team, The Wicked Flamez. The Wicked Flamez robotics team is sponsored and facilitated through our Gateway to Technology (GTT) teacher, Ms. Kelly.

Community Involvement

The School Improvement Council (SIC) is currently composed of parents, teachers, administration and members of the community. The variation of members serving on the council provides important, yet differentiated input. Discussions of the SIC have included school-wide

academic progress, assessment data, improvements to the outdoor fields, and campus beautification. The SIC also regularly develops surveys to ask for input in ways in which our school might provide training, information, or services beneficial to the community.

The RCMS community has found several ways to be involved with the community throughout the year:

- Coat drive to provide coats to needy children
- Canned food drive
- Quarter drive to raise money for needy families within our community
- Open House events
- United Way Fundraising Campaign
- The RCMS Beta Club has volunteered for the following organizations: Greenville Humane Society and Canned Food Drive for the Golden Strip Food Bank.
- Lunch with an Adolescent is a Partnership/ Community Involvement activity in which parents and other community members came to RCMS during lunch to do the following: interact with our young adolescents; share their knowledge of the world of work with students; and encourage and inspire tomorrow's leaders.
- USC-Upstate Practicum students and Clemson student teachers
- Relay for Life team of students and teachers
- School Health Index assessment and implementation with Greenville's *Live Well*

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

Ralph Chandler Middle School opened in the fall of 2008 with very high expectations for students and the community. Several of our acquired partnerships are listed below.

- \$3000 grant from the Alliance for Quality Education to purchase resources for the PLC initiative
- Obtained a 90% discount off materials from Lowe's for campus beautification projects
- Publix Partnership Cards has brought several hundred dollars just this year from families shopping at Publix.
- \$1000 grant from the Greater Greenville Master Gardener's Association to plant a Carolina Fence Garden on campus
- Target Field Trip Grant- \$800
- PTSA Mini Grants provided \$8400.00 in mini-grants for teacher projects and purchases in the 2012 school year, and an additional \$8,000 in grants for the 2013 school year.
- 3M Project Lead the Way Grant for \$10,000 which will be a recurring grant for our GTT program
- Best Buy Teaching Grant
- Teaching materials from the South Carolina Geographical Alliance
- Resources/workshops from the National Endowment for the Humanities
- Discounts on athletic equipment and supplies from First Team
- Baseball/Softball field materials provided by Burnett Lime Company

- 3M Grant for teacher to attend the 3M to attend the Keystone Science Institute in Colorado. The focus was environmental issues.
- \$600.00 grant from Greater Greenville Masters Gardener Association to design and construct a courtyard garden
- \$3500 from 3M Corporation for the purchase of math manipulative materials and art supplies.
- Several businesses donated gifts for a drawing at the Music Department concert including: Music and Arts, Great Bread Co., I Declare, and Lights for Life.
- Jacobs Engineering employees came to speak to math and science students on Engineering Day.
- \$6000.00 Green School Grant awarded to develop the nature trail behind the school.
- Career Day with local professionals
- Greenville Drive Reading All Stars program
- Kona Ice sales during athletic events and Panther Zone

Future community involvement

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

Personnel

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

The table below illustrates the experience level of our faculty.

Years	# of staff	% of staff
0-5 years	8	19%
6-10 years	20	48%
11-15 years	7	17%
16-20 years	4	8.9%
21+ years	3	7.1%

The information below indicates the educational background of our faculty.

Degree	Number of staff	% of staff
B.A./B.S.	10	23.8%
B.A. +18	5	12.0%
Masters	21	50.0%
Masters +30	6	14.2%

As is evidenced by the above tables, our staff is predominately young, but many have already sought and/or completed additional course work. Our staff continues to desire professional growth as demonstrated by the number of staff with advanced degrees. Two of our faculty members are Nationally Board Certified.

Paraprofessionals in our building are one of our greatest assets. The school would not be able to operate smoothly without their selfless contributions. Noteworthy is the fact that our Media Clerk, Ms. Cornish, was named the 2015 Media Paraprofessional of the Year by the South Carolina Association of School Librarians (SCASL).

Our teacher attendance rate during the 2013-2014 school year was 94.3%, which has remained consistent over time.

Student Population

Our enrollment for previous academic years has averaged approximately 700 students, and we ended the 2013-2014 year with 715 students. We currently have 152 students on special permission to attend Ralph Chandler Middle School.

The demographic data concerning our 2014-2015 student population is found below:

2014-2015 Total Student Population: 690			
Ethnicity	6th Grade	7th Grade	8th Grade
Black	19	25	25
Hispanic	22	11	7
White	152	190	213
Asian	0	0	1
Two or More Races	9	13	3
Total	202	239	249

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

Student attendance for the 2014-2015 school year was 95.5%, as demonstrated on our School Report Card. This percentage exceeded the 94% objective for the state.

Academic and Behavioral Features

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

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

Opportunities for our entire learning community are itemized as follows:

- RCMS provides students with time weekly for reading to improve academic success and reading comprehension. Each student creates a project of their choice every nine weeks in each content area. Students are also allowed to read a book in their ELA class based on personal interest.
- RCMS provides bi-weekly advisory time to improve student character, life skills and personal responsibility. This period allows students to develop a relationship with each other and their homeroom teacher.
- RCMS encourages writing across the curriculum by implementing and encouraging standard writing conventions. Each classroom prominently displays the writing conventions poster which was developed after a visit to McCants Middle School in hopes of improving both our writing and ELA scores.
- RCMS provides teachers and parents time to schedule routine parent teacher conferences to strengthen the relationships between students, teachers, and parents.
- RCMS encourages students to take ownership of their own learning by providing opportunities for students to explain their academic progress to their parents during Student-Led Conferences at the end of first and third quarters.
- RCMS provides technology-integrated professional development to assist teachers in keeping students actively engaged.
- RCMS provides testing to assess students' individual strengths and weaknesses. Test results are used for teachers to adopt classroom teaching strategies and accommodations for students of all learning styles and abilities.
- RCMS provides Power Teacher training to assist teachers with student record keeping, running reports, and analyzing trends in grades.

- RCMS provides eclectic, job-embedded professional development opportunities for all certified staff.
- RCMS teachers have completed Promethean Board Training as a measure of maintaining student engagement while integrating technology.
- RCMS adheres to the state standards and teachers are required to post the standards/indicators on the board for each individual lesson.
- RCMS provides collaboration opportunities for teachers, department heads, team leaders, and administration.
- RCMS provides teachers with time for team meetings to allow teachers to communicate with each other in addressing teaching strategies, discipline, and parental concerns.
- RCMS provides mentoring (academic and behavioral) through a time of reflection during in-school suspension.
- RCMS teachers offer before and after school tutoring for students across grade levels.
- RCMS's School Counselors offer peer mediation to students in an effort to work out their differences in a controlled environment.
- RCMS offers Beta Club to students who excel academically.
- RCMS offers Student Council to students to learn leadership qualities.
- RCMS offers a quarterly incentive program to students for academic and behavioral success.
- RCMS offers additional support to at-risk male and female students through strategically designed mentoring programs.

Statements of Purpose

Mission

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

Vision

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

Beliefs

We Believe:

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

Data Analysis and Needs Assessment

Student Achievement

Since the opening of our school in 2008, our scores on the PASS state assessment have steadily improved. Our Math scores have risen from 64.3% Met and Exemplary in 2008-2009 to 78.86% in 2013-2014. Our ELA scores have improved from 70.7% Met and Exemplary in 2008-2009 to 74.8% in 2013-2014. We received the Palmetto Silver Award for improved performance in 2011, and the Palmetto Gold Award for improvement in January 2012 and 2013.

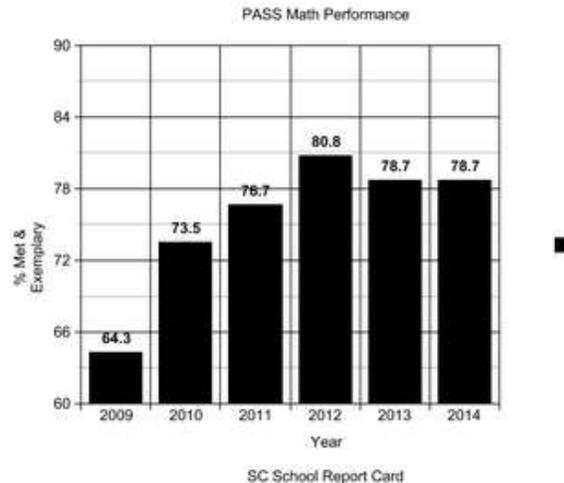
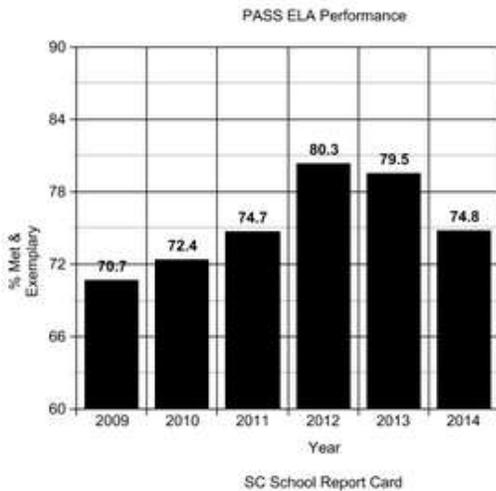
In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed South Carolina to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the met/non-met AYP system of previous years.

Ralph Chandler was pleased to receive an overall grade of 82.1, which translates on the rubric to a grade of “B” indicating that our “performance exceeds the state’s expectations”. On the school report card, we received an *Excellent* grade for Absolute Rating as well as an *Excellent* grade for Growth Rating. The following section from the South Carolina State Report Card will demonstrate our progress since the school opened.

The State of South Carolina Annual Report Card

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

We have been pleased to see the progress achieved since 2008. We will continue to work to maintain the success that has been evidenced. Apparent from the two graphs below, we have shown steady growth in both ELA and Math since the opening of the school, with a slight decline during the years of new standards integration and assessment. We realize that additional growth will be difficult, but we will continue to strive towards excellence with maintenance as a primary goal. Regardless, we will strive to meet the needs of all children who attend our school.



In analyzing previous data, it was determined that the area of writing presents challenges. We decided to send a group of our staff to observe a school with similar demographics, whose PASS Writing scores surpassed our own. Our ELA Department Chair and another ELA teacher, a Special Education teacher, our principal, and our Instructional Coach spent almost an entire day observing at Greenville Middle Academy. We had the opportunity to meet with several members of the staff and ask questions about their program. We then met to debrief and decided to implement both a PASS practice week for our students as well as to require all classes to use the same writing conventions across the school. Writing convention posters were developed and hung in all classrooms. During the practice writing event, students were provided with a PASS-like prompt and used the same type of writing paper required by the test. It is our hope that this

increased emphasis on using appropriate conventions and the additional writing practice will greatly benefit our students.

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

We have continued our Sustained Silent Reading program for the past two academic school years and have expanded it to three days per week. We maintain there is a possibility of further expansion, if necessitated by data.

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

Teacher and Administrator Quality

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

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

We will also continue to encourage our staff to become highly qualified in all subjects in which they teach. Due to changes in student enrollment, some of our teachers are working in two-person, dual-certified, teams. As enrollment fluctuates from one grade to another, it may be necessary to move staff to another grade level or content area. We may also need to add additional staff and will make it a priority to select teachers who already possess highly qualified credentials.

Ralph Chandler Middle School
Professional Development Calendar 2014-2015
Rita Mantooth – Principal

In addition to the PD listed below, our staff engages in the following:

1st Wednesday each month – *Department Meetings*

2nd Wednesday each month – *Leadership Advisory Council*

3rd Wednesday each month – *Faculty Meeting*

4th Wednesday each month – *Portfolio Committees*

Weekly - *Collaborative Planning sessions*
Weekly – *Team & Grade Level meetings*

Date	Type of In-service	Audience	Instructor
August 21	Google websites	RCMS Teachers	Sara Ritchie
September 2	Beginning of year data disaggregation	RCMS Teachers	Fran Rogers Sarah Gullick
September 9	Using Discus as a research tool	RCMS Teachers	Candace Walton
September 10	Book Study & Discussion Group – <i>Fair Isn't Always Equal</i>	Leadership Advisory Committee	Rita Mantooth
September 17	Student-Centered Coaching Model	RCMS Teachers	Fran Rogers
September 23	Book Study & Discussion Group – <i>Fair Isn't Always Equal</i>	Leadership Advisory Committee	Rita Mantooth
September 29	Google apps	RCMS Teachers	Tim Cushman Michelle King
October 7	New Technology Tools	RCMS Teachers	Fran Rogers Candace Walton
October 8	Book Study & Discussion Group – <i>Fair Isn't Always Equal</i>	Leadership Advisory Committee	Rita Mantooth
October 15	Using MAP data for instruction	RCMS Teachers	Fran Rogers Sarah Gullick
October 22	Demonstrating Exemplars in your PAS-T portfolio	RCMS Teachers	Sarah Gullick Fran Rogers
October 24	Planning with	RCMS Teachers	Fran Rogers

	Students in Mind		
October 29	Comprehension of Complex Texts	RCMS Teachers	Jennifer Serravallo
October 29	Research Opportunities	RCMS Teachers	Debbie Barron
November 5	Tiering/Scaffolding Instruction & Assessments	RCMS Teachers	Fran Rogers
November 10 - December 8	<i>Falling in Love with Close Reading Book Study</i>	RCMS Teachers	Candace Walton
November 12	Tiering/Scaffolding Assessments	RCMS Teachers	Fran Rogers
November 12	Book Study & Discussion Group – <i>Fair Isn't Always Equal</i>	Leadership Advisory Committee	Rita Mantooth
November 17	<i>Learn360</i>	RCMS Teachers	Debbie Jarrett, SCETV
November 20	Technology Updates	RCMS Teachers	Rita Mantooth Fran Rogers
November 21	Student-centered learning targets	RCMS Teachers	Fran Rogers
December 3	Student-centered Coaching	RCMS Teachers	Rita Mantooth Fran Rogers
December 5	<i>Infused Learning</i>	RCMS Teachers	Fran Rogers
December 9	Differentiation	RCMS Teachers	Fran Rogers
December 10	Counseling Services	RCMS Teachers	Libby Lee Cheryl Scott Melissa Henderson
December 18	Student Work Protocol	RCMS Teachers	Fran Rogers
January 6	Examining Student Work	RCMS Teachers	Fran Rogers
January 13	Examining Student Work with Learning Targets	RCMS Teachers	Fran Rogers
January 21	Data disaggregation	RCMS Teachers	Fran Rogers Sarah Gullick
January 27	Assessment FOR Learning	RCMS Teachers	Doug Fisher
January 29	Understanding the ESEA Waiver	RCMS Teachers	Patrick Jarrett Rita Mantooth
January 29	Technology for Related Arts	Related Arts Teachers	Fran Rogers
February 11	Book Study &	Leadership Advisory Committee	Rita Mantooth

	Discussion Group – <i>Fair Isn't Always Equal</i>		
February 23	PAS-T Portfolio work session	RCMS Teachers	Sarah Gullick Fran Rogers
February 23	Vertical articulation	8 th grade RCMS teachers and 9 th grade WHS teachers	Cheryl Scott
February 26	Windows 8 Training	RCMS Teachers	Lance Curry
March 4	Google Training 1	RCMS Teachers	Lance Curry
March 6-8	SC Middle School Conference		
March 11	Google Training 2	RCMS Teachers	Lance Curry
March 11	Book Study & Discussion Group – <i>Fair Isn't Always Equal</i>	Leadership Advisory Committee	Rita Mantooth
March 18	Google Training 3	RCMS Teachers	Lance Curry
April 8	Google Training 4	RCMS Teachers	Lance Curry
April 16	Google Training 5	RCMS Teachers	Lance Curry
April 22	Google Training 6	RCMS Teachers	Lance Curry
May 6	Google Training 7	RCMS Teachers	Lance Curry
May 13	Book Study & Discussion Group – <i>Fair Isn't Always Equal</i>	Leadership Advisory Committee	Rita Mantooth
May 20	Paperless Alternatives	RCMS Teachers	Candace Walton Fran Rogers
May 27	14-15 Reflections Preparation for 15-16	RCMS Teachers	Rita Mantooth Sarah Gullick Patrick Jarrett Fran Rogers

School Climate

Parent Involvement

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

Parents have many opportunities to be engaged with our school through open house, student-led conferences, curriculum nights, All Arts Night, and extracurricular events. To show parent involvement, as documented by the table below, we used the data under the category “Parents Attending Conferences” from our school’s report card. As evidenced by the below information, we take pride in the amount of parental involvement and support we receive.

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

Discipline Data

Ralph Chandler Middle School’s discipline infraction rate is consistently low. During the 2013-2014 school year, a total of 70 students were suspended for a period of one to five days. The total number of students attending Ralph Chandler Middle School for that year was 715. This translates to less than 10% of our students given out of school suspension as a disciplinary consequence. Our disciplinary infraction rate continues to be low during the 2014-2015 school year.

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

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

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

Student Attendance

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

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

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

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

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

Baseline data to be established in 2014-15.

ACT ASPIRE ENGLISH

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

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

Baseline data to be established in 2014-15.

ACT ASPIRE READING

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

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

Baseline data to be established in 2014-15.

EOCEP % ENGLISH I

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

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

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

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

Baseline data to be established in 2014-15.

EOCEP % ALGEBRA I

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

ANNUAL OBJECTIVE: Maintain a minimum of 96 percentage point(s) annually in students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I.

DATA SOURCE(S): SDE School Report Card

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

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

ACT ASPIRE % TESTED

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

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

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

% Tested ELA – School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested ELA – District Grades 6-8	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested Math – School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested Math – District – Grades 6-8	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

SCPASS SCIENCE

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

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

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

SCPASS SOCIAL STUDIES

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

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

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

PROFESSIONAL DEVELOPMENT

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

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

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

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

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

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

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

Professional Development focal points (2014-2015 and 2015-2016)	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Hire highly qualified personnel for any vacant positions	As needed	Rita Mantooth	0	NA	Staff qualifications
Provide professional development opportunities to Professional Learning Communities on <i>technology, student engagement, classroom culture, assessment, and instruction</i>	On-going	Instructional Leadership Team, Teachers	0	NA	Professional Development Calendar PD attendance records
Provide staff development on State Standards	On-going	Instructional Leadership Team, District Specialists, Department Chairs	0	NA	Professional Development Calendar PD attendance records
Implement ACT Aspire Writing practice school-wide to expose students to the format, structure, and expectations of the new, timed state assessment	Establish April 2015	Instructional Leadership Team, ELA Department	\$50 for paper and pencil supplies	Local funds	Effectiveness as measured by proficiency on ACT Aspire Writing
Analysis of formative assessment scores to guide remediation, extension, and acceleration	On-going	All Teachers, Instructional Leadership Team	0	NA	Data disaggregation meetings Evidence of appropriate lesson adaptation
Interdisciplinary planning	On-going	All Teachers	0	NA	Lesson Plans/Unit Plans
Hands-on & Project Based Learning (math manipulatives, labs, DBQs)	On-going	All Teachers	0	NA	Observations Coaching notes

Implementation of the student-centered coaching model, inclusive of student-centered instruction and assessment	Established 2014-2015 On-going	Instructional Leadership Team, LAC, and Teachers	0	NA	Professional Development attendance records Observations
Collaborative planning (Includes content, grade level, and teams)	On-going	All Teachers, Instructional Leadership Team, Media Specialist	0	NA	Lesson Plans/Unit Plans Observations
Google Certification	Spring-Summer 2015	All Teachers	0	NA	PD attendance records Documentation in PAS-T Portfolio
Implementation of paperless alternatives	On-going	All Teachers, Instructional Leadership Team, Media Specialist	0	NA	PD Calendar PD attendance records Observations Lesson Plans/Unit Plans
Integration of AMLE's <i>This We Believe</i> components for culture and community	On-going	All Teachers, Instructional Leadership Team, Media Specialist, School Counselors	0	NA	Advisory Program implementation with fidelity

STUDENT ATTENDANCE

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

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

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

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

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

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

STUDENT EXPULSION

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

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

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

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

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

PARENT SATISFACTION – LEARNING ENV.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

SDE has not yet provided GCS with the District’s Parent Survey results for 2011-12. Info is from 10-11.

STUDENT SATISFACTION – LEARNING ENV.

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 80.9% in 2012 to 82.9% by 2018.

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

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

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

TEACHER SATISFACTION – LEARNING ENV.

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 92.3% in 2012 to 94.3% by 2018.

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

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

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

PARENT SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

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

STUDENT SATISFACTION – SAFETY

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 86.7% in 2012 to 88.7% by 2018.

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

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

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

TEACHER SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

Appendix A

Our 2013-2014 School Report Card can be found at the following link:

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

Information about the ESEA waiver (Federal Accountability System) can be found at the following link: <http://ed.sc.gov/data/esea/>

Our specific 2013-2014 ESEA rating information can be found at the following link:

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