Portfolio 2020-2021

Scope of Action Plan 2018-2019 through 2022-2023

Riverside Middle School

Katherine Malone
Principal

Greenville County Schools
School System

Dr. W. Burke Royster
Superintendent

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Riverside Middle School

SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 ***(five years)***

SCHOOL RENEWAL ANNUAL UPDATE FOR 2021-2022 ***(one year)***

Required Signature Page
The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans
The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

SUPERINTENDENT

Dr. W. Burke Royster	W Burke Royster	**April 13, 2021**
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Ms. Kate Malone	K Malone	April 13, 2021
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lynda Leventis-Wells	Lynda Leventis-Wells	**April 13, 2021**
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mr. Barry Horst	B Horst	April 13, 2021
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Merle Faulk	Merle Faulk	April 13, 2021
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS: 615 Hammett Bridge Road, Greer, SC 29650

SCHOOL TELEPHONE: (864) 355-7900

PRINCIPAL E-MAIL ADDRESS: kamalone@greenville.k12.sc.us

Stakeholder Involvement for School Renewal

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

OTHERS (May include school board members, district or school administrators, students, PTSA members, community partners, etc.). Must include the School Literacy Leadership Team for Read to Succeed

Instructional Leadership Team: Kate Malone, Chris Guth, Yolanda Crittendon-Jones, Danielle Orgavon, Merle Faulk

Principal Advisory Committee: Gaelyn Jenkins, Kate Malone, Natalie Rohaley, Kathy Thrasher, Pam Varner, Kerry Highsmith, Angela Rex, Sarah Goodnough, Chris Guth, Merle Faulk, Theresa Teeple, Manny Fountain, Leisa Guest, Lynn Truitt, Brad Johnson, Raigenn Rivers, Yolanda Crittendon-Jones

School Leadership Team for Read to Succeed: Kate Malone, Merle Faulk, Gaelyn Jenkins, John Hatchell, Theresa Teeple, Kristi Mathis, David Williams, Erin Landry

SIC: Danielle Orgovan, Gaelyn Jenkins, Tatiana Jenkins, Pam Wall, Barry Horst, Marjorie Hintalla, Merle Faulk, Kate Malone, Amberly Chirolla, Andrew Clemmons, Kim Mauro, Tatiana Jenkins, Scott Mollison, Andrea Creech, Wendy Cookward,

PTSA Board: President: Amberly Chirolla, VP Volunteers: Lauren Ramirez, VP Ways and Means: Shelly Johnson, Secretary: Caroline Bean, Treasurer: Marilyn Jones

ASSURANCES FOR SCHOOL RENEWAL PLANS

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all federal and state applicable statute and regulation requirements, including those listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances
[S.C. Code Ann §59-139-10 *et seq*. (Supp. 2004)]

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

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

__☑__ **Parent Involvement**
The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the district's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.

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

_☑__ **Technology**
The district integrates technology in professional development and classroom instruction in order to improve teaching and learning.

_☑__ **Innovation**
The district funds innovative activities to improve student learning and accelerate the performance of all students.

_☑__ **Collaboration**
The district (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.

_☑__ **Developmental Screening**
The district ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.

_NA_ **Half-Day Child Development**

The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.

_NA_ **Developmentally Appropriate Curriculum for PreK–3**

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

_NA_ **Parenting and Family Literacy**

The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes 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; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.

_NA_ **Recruitment**

The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

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

The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

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INTRODUCTION

Riverside Middle School has, from the opening of the school, in the fall of 1999, been a school striving for improvement for the sake of the students. Throughout the school's history Riverside Middle School has developed the school improvement plan with the investment of all stakeholders via a common process. The school portfolio is a living document that describes RMS and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of client demographics and needs, and school partnerships. The portfolio also describes how we build and utilize our overall school plan for the purpose of increasing student learning— our ultimate outcome.

The initial development and continual update of the portfolio originally involved the RMS community organized into committees based on the portfolio sections and working under the Baldridge model. In the fall of 2009, RMS applied for, and was accepted into, the Making Middle Grades Work (MMGW) program, a part of the Southern Regional Education Board (SREB) middle grades initiative. RMS used this model for continual improvement until state funding was eliminated for the program.

In the fall of 2015 the RMS community selected the National Forum to Accelerate Middle-Grades Reform Schools to Watch initiative as a basis for continued school improvement. Member schools believe that three things are true of high- performing middle-grades schools. Schools to Watch are academically excellent, developmentally responsive and socially equitable. During the 2015-2016 school year RMS began the Schools to Watch process with a detailed self-assessment.

The following school year, ten focus teams of stakeholders were formed based on the results of this self-assessment process to address areas of need in the school. These focus teams developed action plans with specific goals and action steps which were executed during the 2016-2017 and 2017-2018 school years. The focus teams were asked to complete the cycle by collecting data and assessing effectiveness of the strategies implemented in order to develop a continuing action plan for coming school years. The focus teams are listed below. Each team was comprised of 10-15 faculty and staff members.

- Capturing Kids Hearts: The School Environment
- Coaching and Mentoring
- Discipline and Data
- Interdisciplinary Studies
- Professional Learning Communities
- Project Based Learning
- Student Incentives
- Scheduling and Intervention

- School and Community Connections

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

Regardless of the improvement process being implemented, as a learning community, RMS collects necessary data, solicits input from the staff, SIC Committee, student representatives, PTSA representatives and community representatives, disaggregates and analyses data, researches current literature and best practices, surveys as needed, develops or modifies goals and school practices, updates the portfolio as needed, and reports to various community groups concerning the entire process. When further direction and input is needed, RMS calls on a variety of sources including district professionals, community leaders, other school experts, state educational representatives, and consultants.

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

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

The Staff of Riverside Middle School

EXECUTIVE SUMMARY

Riverside Middle School is a collaborative school community where stakeholders work together for the success of all students. Striving for and attaining excellence is a persistent desire among faculty, staff, and the community and the only point of satisfaction for Riverside Middle School. In our pursuit of excellence, faculty and staff use all available data to identify areas of growth and the strategies most likely to lead to student achievement.

Student Achievement

With student achievement at the forefront, significant resources are allocated to studying the needs of our students. Overall, the students at RMS historically have performed at a higher level than the district and state averages as evidenced by the mean averages for the various state assessments. Even within subgroups RMS students perform, on average, better than district and state average. However, on each assessment, certain subgroups, did not perform at the same level as the general RMS population. Of particular note is the subgroup of "With Disabilities" which has achieved a lower mean score relative to non-disabled peers, but above the state and district average for students with disabilities. Also of concern are the subgroups of African-American, Limited English Proficient, and Students in Poverty. These subgroups are the target for many of the strategies developed with the Schools to Watch focus teams including a schedule that allows for an intervention (Flex) period, teacher-staffed extra help labs, increased student-incentives beyond traditional academic achievement, building relationships through the Capturing Kids Hearts model, and increased awareness of best practices for diverse student populations. Quarterly benchmark data analysis, Student Work Analysis Protocols (SWAP), as well as the teachers' annual Student Learning Objectives reflect a focus on these identified student needs.

Teacher and Administrator Quality

Having a qualified certified staff is paramount to attaining the student achievement goals set for our school. RMS currently has 78.9% of the teaching staff has advanced degrees, with two of those being Doctorate level degrees. Nine teachers are "National Board" certified. 100% of academic, related arts, and special education classes are taught by teachers certified in that specific area. As staff members retire or elect to take other positions, great effort is placed on hiring new staff highly qualified to meet the demands of a middle school environment. In addition, all staff members are provided with a variety of staff development opportunities designed to help meet the school goals. All administrators have principal certification among other supervisor and subject areas certifications. The guidance counselors all have state guidance certification and career development certification, with one counselor being certified by the National Board of Certified Counselors. The media specialist holds media specialist certification, and the instructional coach is National Board certified and is highly qualified in two middle level areas. Among the academic support staff there is a total of 90 years of experience in education.

School Climate

The overall school climate of RMS continues to be positive. In state report card results provided by the state department teachers, students, and parents have an encouraging view of the school. In the past, when questioned if satisfied with the learning environment, teachers gave 82% satisfactory rating while students gave 76% and parents, 84%. The percent satisfied with the social and physical environment reported at 91% for teachers, 77% for students, and 87% for parents. Asked if satisfied with school-home relations, teachers reported 87% satisfaction, students 80% and parents at 67%.

Challenges

While these statistics are considered acceptable by most, RMS is not content to accept anything less than 100%. Significant challenges over the past few years continue to be the various subgroups that perform lower than the total population of RMS on various state assessments. RMS has implemented processes and activities that we believe will assist in this effort. We have established an intervention and remediation period during the school day called Flex time. Teachers are able to meet with students who need extra help or who need to make up work. In response to the Covid-19 pandemic, we have implemented an afterschool remediation program to help get students back on track academically. We offer a full spectrum of Special Education services that focuses on inclusive practices and targeted interventions, in which students with special needs are included in the general education setting to the greatest extent possible while also provided with a continuum of special education support services based on their individual needs. This model has been effective in increasing the on- grade level instruction for students, and students with special needs have demonstrated growth toward grade level standards on school-wide benchmarks and embedded assessments in intervention programs, however, we have not seen that growth translate into higher achievement school-wide on state standardized tests.

Another challenge faced by the school has been the need for improved communication to the home and community. RMS continues to emphasize the importance of a strong partnership with our families and community. While the survey results in this area would not necessarily be considered low scores to most, RMS prides itself on nothing but the best. Much conversation and work has gone into improving these areas. More announcements home, a stronger public relations drive, a redesigned website, a stronger social media presence, and continued development of teacher websites to include specific classroom information have been some of the focused efforts. In non-pandemic years, additional opportunities for community involvement, including a Community Spirit Fest and Family Literacy Night have served to strengthen home-school connections, as well. Preliminary results indicate that these perceptions are improving but more work is need in this area.

Accomplishments

Challenges allow Riverside Middle School to accomplish much. RMS has had a growth rating of "Excellent" on two of the three most recent school report cards where ratings were issued. RMS has won the Palmetto Gold Award for many years in the area of General Performance and the Palmetto Silver or Gold Award in the area of Closing the Gap several times over the same time period. RMS has been a Red Carpet Award winner and the Palmetto's Finest Middle School in the past. Several students and faculty have won various competitions, events, honors, and awards and the state and national level. The school was also awarded the National PTSA School of Excellence designation in 2015, and multiple times, an RMS teacher has been named the SC PTSA State Teacher of the Year. In the Spring of 2018, RMS Principal, Ms. Kate Malone, was named the SC PTSA State Middle Level Administrator of the Year, and RMS PTSA President, Mrs. Jennifer Phillips was named the SC PTSA State Volunteer of the Year. Mrs. Natalie Ingle was awarded the 2021 South Carolina Association of School Librarians Library Paraprofessional of the Year award. During the 2017-2018 school year, RMS was nominated as both a South Carolina School to Watch and a Capturing Kids Hearts National Showcase School, distinctions the faculty and staff are excited to continue to pursue in the coming years.

Exceptional student accomplishments include the highest number of all-state, region and county orchestra participants from a middle school in the district in both Orchestra and Band, multiple Superior Ratings in both band and orchestra at state level competitions, the Outstanding Performance Award from the SC Association of Band Directors, SC Junior Scholars/Duke TIP Scholars, PTSA district and state Reflections Winners, Math

Counts Regional Competition, Special Olympics Unified School, and Model United Nations Distinguished Delegation, among others.

Though always proud to discuss successes, faculty, staff, parents and students realize that excellence is the vision and not a destination. As a community, we will continue to assess our progress, adjust goals as necessary, and hold ourselves accountable to meet these goals through rigorous and intense yearly review.

SCHOOL PROFILE

Riverside Middle School is a suburban middle school serving approximately 1122 students in the northeastern part of Greenville County. Due to the rapid growth on the eastside of our county in the mid-1990s, a new middle school was necessary to accommodate the community. The school building plan started with an initial budget of

$14,953,000 situated on land valued at $805,800. The school quickly took shape as the new area middle school and opened its classrooms to the community in the fall of 1999, bringing together 692 students reassigned from three surrounding middle schools.

Our School Community

The school facility was designed to accommodate 1,050 students and consists of the following: 137,000 square feet of space and contains . . .

- 50 classrooms
- 9 science labs
- Fine Arts rooms including Art, Band, Strings, and Chorus 1 Food and Nutrition Services lab
- 2 technology lab rooms
- 1 computer lab/industrial technology expansion room
- 1 gymnasium with seating capacity of 350
- cafetorium seating 364 for dining and 444 for assemblies 3 softball/baseball fields
- football/soccer/lacrosse fields 2 lighted softball fields
- 1 track
- 4 paved basketball courts
- 4 tennis courts
- 2 gaga ball pits

The administration area houses the principal, secretary, attendance clerk, workroom, and a volunteer/PTSA room. The health room, Instructional Coach, Technical Assistance Coordinator, and the media center occupy other spaces in this area. The three assistant principals and guidance counselors are housed on each grade level hall.

The school is very functional and flexible. Every effort has been made to design the school to be attractive and inspiring. This was accomplished with skillful use of windows, open areas, color and arrangement of drives, sidewalks, walkways, and athletic fields. The site provides a beautiful campus with landscaped areas at entrances and in the courtyard. In 2019, school safety was enhanced by placing a fence around the majority of the campus' perimeter.

School Leaders

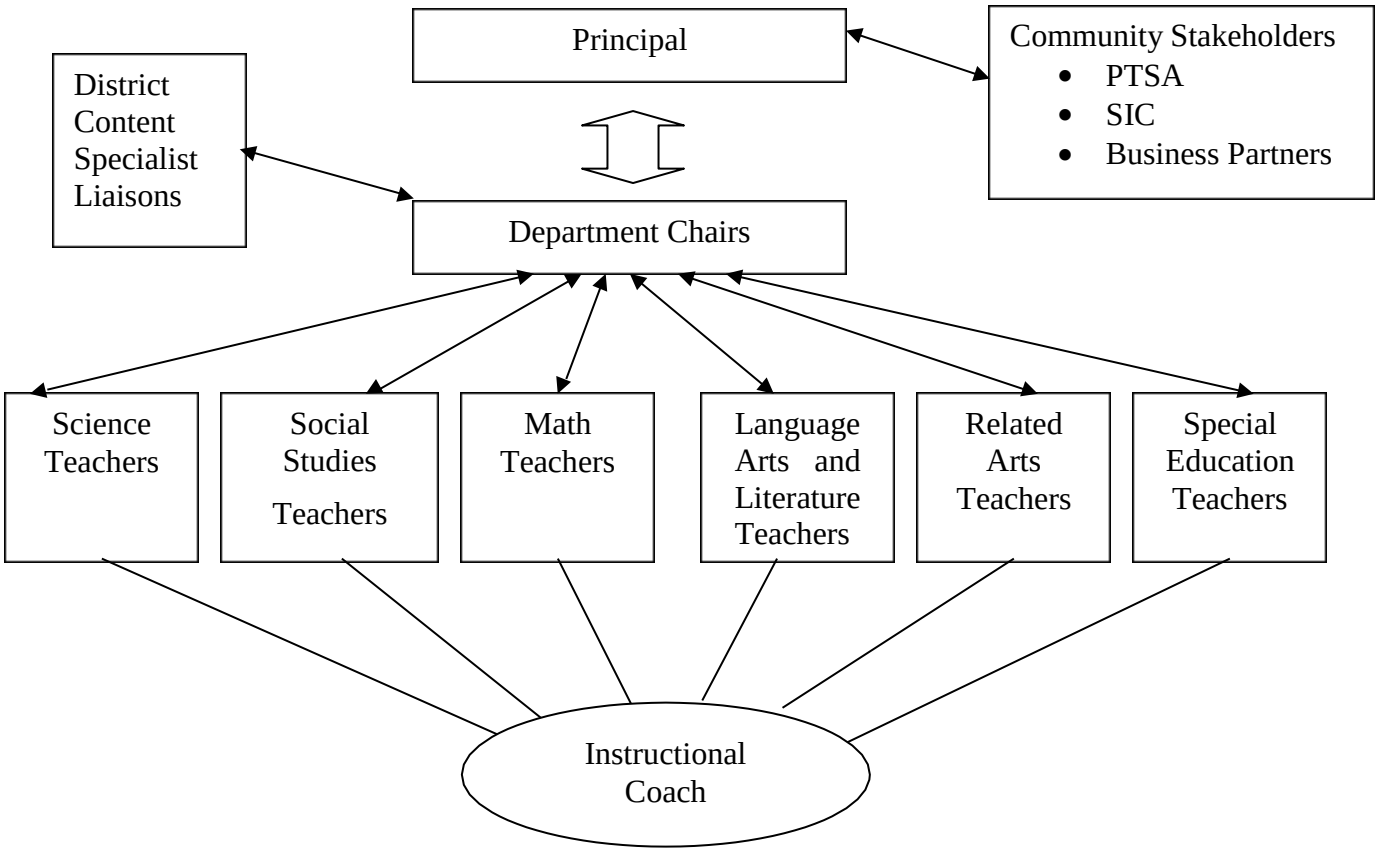
Ms. Katherine Malone was selected in the spring of 2014 as the fourth principal of the school. She was an assistant principal and interim principal at another district middle school before accepting the principal position at the start of the 2014-2015 school year. The administrative team also includes three assistant principals. Mr. Christopher Guth became assistant principal at the beginning of the 2016-2017 school year after having taught social studies at another district middle school. Mrs. Yolanda Crittendon-Jones joined Riverside Middle for the 2019-2020 school year with 12 years' experience from multiple counties in South Carolina. Mrs. Danielle

Orgovan is the newest addition to our Riverside Middle administrative staff. She came to RMS this year with 8 years of educational experience from South Carolina and New York combined.

The daily operations of the school were established in accordance with the School Board Policies and adapted to better meet the needs of our student body. The School Board and our administrative team work in a reciprocal relationship that allows the leadership of the school to make local decisions that maximize student achievement.

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

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



Academic department meetings are scheduled each month and published in the staff handbook. During department meetings, teachers in all content areas discuss ways to implement teaching and learning strategies that reflect best practices, changes in curriculum, and events or programs that may lead to greater student achievement, including vertical articulation and data analysis. Department chairs disseminate information or

materials that are relevant to the department. Vertical teaming discussions help teachers gauge how to implement the state standards, build on the students' prior knowledge and provide differentiated instruction that is appropriately on grade level. Teachers in each department also work with elementary and secondary teachers to improve curriculum alignment to better prepare students that are entering the middle grades or moving on to high school. Departments also meet with elementary and secondary teachers to assist in aligning the middle school curriculum to better prepare students that are entering the middle grades or moving on to the high school. Department minutes are emailed to the administrative team.

Decision-Making Process/Principal's Advisory

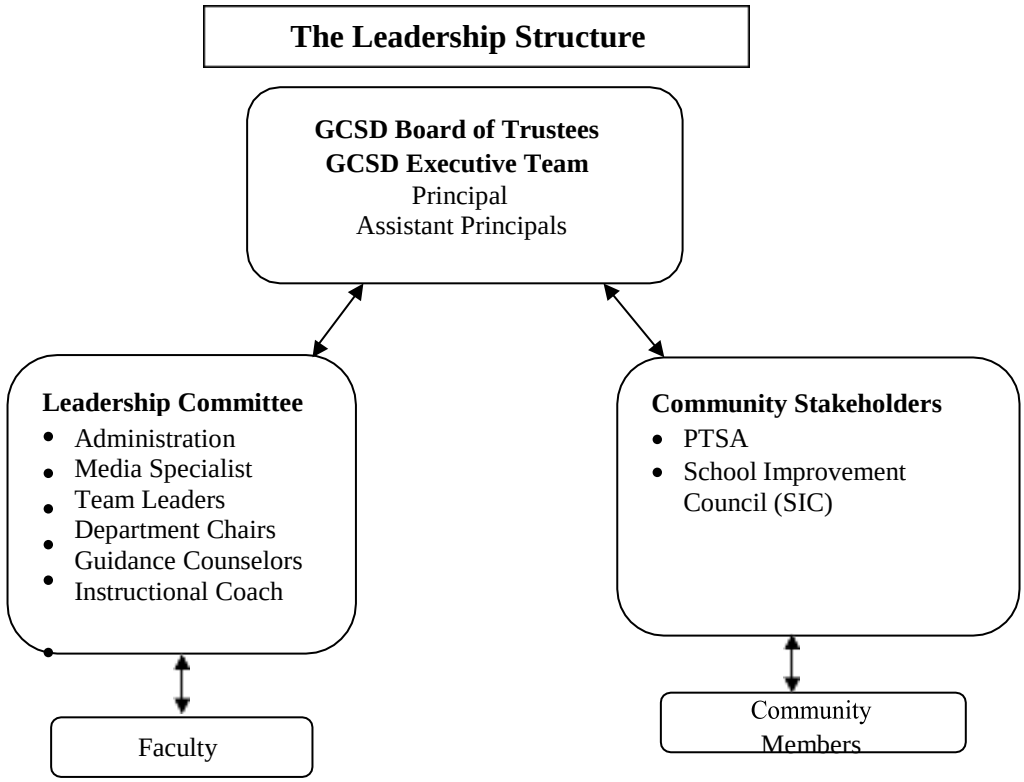
The Principal's Advisory committee consists of the principal, three assistant principals, a guidance counselor, the media specialist, the instructional coach, grade level team leaders, department chairs, and related art representatives who meet each month on a date and time conducive to the whole group.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

School-Wide Information Dissemination

Administrative meetings are held, as needed, on Wednesday of each week during morning planning periods. Faculty meetings, if needed, are after school on the first Wednesday of the month. These meetings serve to unite the staff through professional development and collegiality and broaden the school-wide awareness of up-coming events and activities. These meetings also provide opportunities to strengthen one area of the school-wide focus: maximizing literacy instruction across the curriculum.

Each Tuesday is set aside for Grade Level meetings during planning periods. Curriculum or professional development meetings are scheduled for Wednesday mornings during first planning. Thursdays of each week are for grade level academic Professional Learning Communities to collaborate and plan. These various meetings are used for a variety of informational or professional development topics as they arise throughout the year.

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



Grade Level Teams

Riverside Middle School has various teams in place to support students: grade level teams (all grades), academic teams (all grades), and interdisciplinary teams (three at each grade level). Dissemination of information is just one way teams work collaboratively towards improved student achievement in all subject areas. Each grade level team meets periodically throughout the week during a common planning period to discuss cross-curricular planning, student work, effective teaching strategies that address varied learning modalities, student issues (social, academic, emotional, behavioral, etc.) that may impede student learning, grade level business, and school topics. Beginning in the 2017-2018 school year, grade level teams also participated in On-Track meetings aimed at creating interventions for students who demonstrate a need in either academics, behavior, or attendance. Allowing time for teachers to discuss successful strategies as well as their experiences in the classroom helps each team focus on areas that are strong and areas that need improvement. During each team meeting, information that is discussed is recorded and sent in minute form via email to the leadership team. Members of the leadership team will respond with comments or concerns for the team leader to discuss at the next team meeting. Teams meet with the Instructional Coach to create a shared vision for the school and for professional development and training. Team minutes are e-mailed to other teams to keep each team informed of other team decisions.

Community Stakeholders

As an integral part of the decision-making process, our Parent Teacher Student Association Board and School Improvement Council meet monthly to provide input from the community's view point. The PTSA Board consists of 40 members who work diligently to ensure that the needs within the classroom are being met. During the PTSA meetings, the President and other committee leaders ask for input from the teacher and student representatives on how PTSA can assist in the daily and financial functioning of the school. The PTSA coordinates tea sales, school store, volunteers, dances, fundraisers, spirit days, teacher luncheons, and many other areas that allow the school to operate efficiently each day. Teachers, parents, business leaders, students, and a school administrator comprise the School Improvement Council. During the SIC meetings, the committee works to improve student and teacher life and morale as well as discuss and brainstorm solutions to challenges facing the school. In recent years, our SIC has been responsible for conducting a community study of transportation routes to school that resulted in the community expanding the walking paths adjacent to the school, resulting in a Silver Level Partnership with the Safe Routes to Schools Initiative of the SCDOT. SIC and PTSA have also partnered to increase the social justice in our school through efforts to incorporate meaningful multi-cultural activities, and to raise awareness of important issues facing our students including digital citizenship and the effect of technology on students' lives.

Personnel Data

With an outstanding faculty (78.9% with advanced degrees), Riverside is able to offer a rigorous academic program for the academically gifted, the average learner, and students labeled "at risk." Currently, there are nine National Board Certified teachers among our faculty. The administrative staff consists of one principal and three assistant principals. The support staff consists of four guidance counselors, an ESOL teacher, a media specialist, one instructional coach, one licensed speech therapist, one nurse, one resource police officer, one social worker, a secretary/bookkeeper, one attendance clerk, one guidance clerk, one receptionist, two special education aides, one plant engineer, one food services manager, one library clerk, one technical assistance coordinator, seven custodians, and eight food services workers. The entire staff is dedicated to providing quality education for all students in grades six through eight.

The following is a demographic profile of the RMS Staff:

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

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

2019-2020	Minority		White		Female		Male	
Administration/% of Group	1	25%	3	75%	3	75%	1	25%
Certified Staff/% of Group	8	11%	64	89%	63	87%	9	13%
Other Staff/% of Group	11	35%	20	65%	26	84%	5	16%
Totals	18	17%	88	83%	91	86%	15	14%

2020-2021	Minority		White		Female		Male	
Administration/% of Group	1	25%	3	75%	3	75%	1	25%
Certified Staff/% of Group	8	11%	65	89%	63	86%	10	14%
Other Staff/% of Group	5	20%	20	80%	21	84%	4	16%
Totals	14	14%	88	86%	87	85%	15	15%

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

Teachers participate in professional development programs offered by the district as well as in-house professional development and offerings through colleges, universities, and technical schools in the area. The instructional coach provides support for faculty in the areas of curriculum, technology, and research. The school's technology plan provides direction for future efforts in technology integration, including RMS's participation in the Discover Education Digital Leadership Corps which is helping to build capacity among teachers in preparation for the implementation of the GCSD Personalized Learning Initiative in the Fall of 2019. Technology goals address increasing accessibility, offering more frequent opportunities for education and

training, upgrading and replacing existing systems, and expanding the types of technology made available to students and staff members.

In keeping with the school's tagline, "*Learning Today, Leading Tomorrow*," the Riverside Middle faculty and staff strive to work together to educate every student. Along with core subject areas, the arts are viewed as equally important components of a well-balanced education. As a part of that commitment, each student participates in two related arts classes each day.

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

Other staff members participate in a variety of professional development activities such as custodial college, food service certification programs, technology training courses, and Continuing Growth for Office Professionals. RMS teachers have been awarded Alliance, EIA, SCIRA and PTSA grants, selected for Space Camp scholarship, published research, and have presented at state and national conventions. Several teachers at RMS have won scholarships to participate in the Upstate Writing Project Summer Institute. Two teachers have won fellowships from SCDE, Carnegie, and Greenville County Schools to attend Bread Loaf School of English. Two teachers participated in a two-day Master Teacher seminar with the Anne Frank Center in NYC and the Anne Frank House in Amsterdam, Netherlands. One teacher received a scholarship for a six-week summer study abroad from the Consulat Francais (French Consulate). One teacher was chosen to participate in the Teaching Asia seminar and has been selected in a study tour of China and Japan. One was also selected by the Goethe Institute to participate in the Transatlantic Outreach program to study and travel in Germany for two weeks. Two others were also selected by the Riley Institute at Furman to study government at Furman University and in Washington DC. Three have been chosen Greenville County Top Ten Teachers of the Year. One RMS teacher was a Christa McAuliffe Fellowship state finalist. Another teacher has been recognized as the State and National Social Studies Teacher of the Year. Others have been recognized as Distinguished Teachers of Reading and Science Teachers of the Year. One Fine Arts teacher has won three SC DOE Arts Curriculum Innovation Grants of the Target 2000 grant series and a grant to attend the Music Technology institute at Petrie School of Music at Converse College and a Greenville Music Club grant. These grants have been used to purchase technology and other equipment to provide in-service opportunities in the Fine Arts. The school nurse was a finalist in the Diabetic nurse of the year awarded by the juvenile diabetic association.

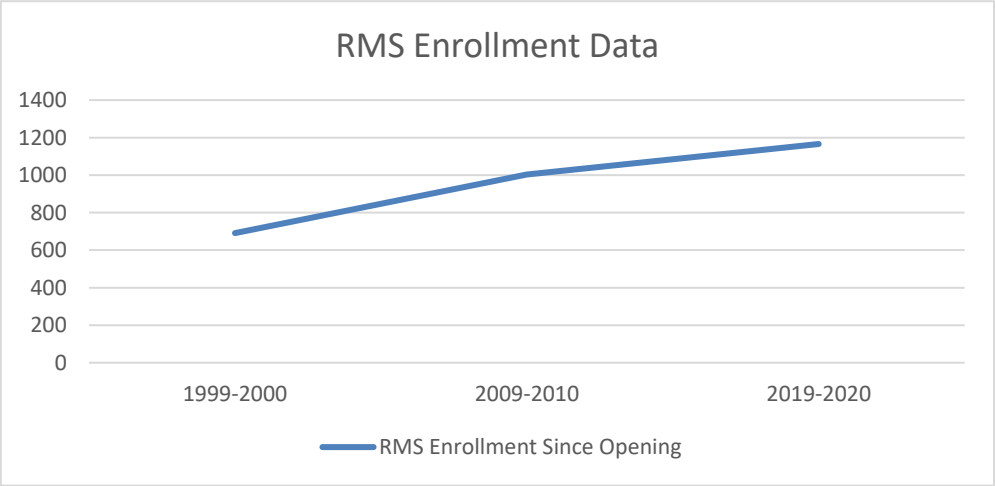
Recently, a teacher received a $5,000 Best Buy Grant. The RMS MakerSpace received a grant through Global Promise Initiative and was featured in that organization's documentary about the impact of MakerSpaces in schools.

The RMS faculty members attend numerous workshops on such topics as: gifted and talented, ADEPT, writing skills, vertical teaming, SAT improvement plan, implementing the state standards, classroom management and assessment, and incorporating technology in the curriculum. Several teachers have presented at local, state, and national conferences like EdTech, SCIRA, SCAMLE, South Carolina Social Studies Conference and the National Social Studies Conference, NECC, and the SCASA iMagine Conference. RMS teachers have been published in national journals and magazines. Continuous technology training is provided for teachers to help

them incorporate computer literacy and research, while giving them access to the Internet and students possessing school distributed Chromebooks. One teacher was selected to participate in writing the state social studies standards. Several teachers have been selected to write curriculum for the district. One teacher has won the Yale Distinguished Music Educator Award, and another was recognized as the The RMS Band and Strings performing groups received Disney Music Festival Superior ratings and the Chorus earned an "Excellent" rating. A record number of orchestra students qualified for SCMEA All State Orchestra and Upstate West Region Orchestra.

Student Population Data

The school serves a community with an area of approximately 36.84 square miles. This area has seen a major increase in the number of households and a significant population growth. According to the most recent available U.S. Bureau of Census statistics, the population in this area has grown approximately 29% since the school opened. The mean adult age for the area is approximately 37 years old. The ethnic composition of the area is 89% White, approximately 7% Black, 3% Hispanic, and 1% Asian, which is less diverse than the ethnic composition of RMS. The education composition of this area is 90.1% of the population completing a minimum of a high school education with 38.5% having a minimum of a bachelor's degree. Income levels vary with approximately 10.6% of the population living in poverty and a median household income of $67,083. The area has a diversity of businesses affording a variety of community partnerships, shadowing programs, and guest speakers, including partnerships with Michelin, Milliken, BWM Manufacturing, WiredMinds, local churches, and more.

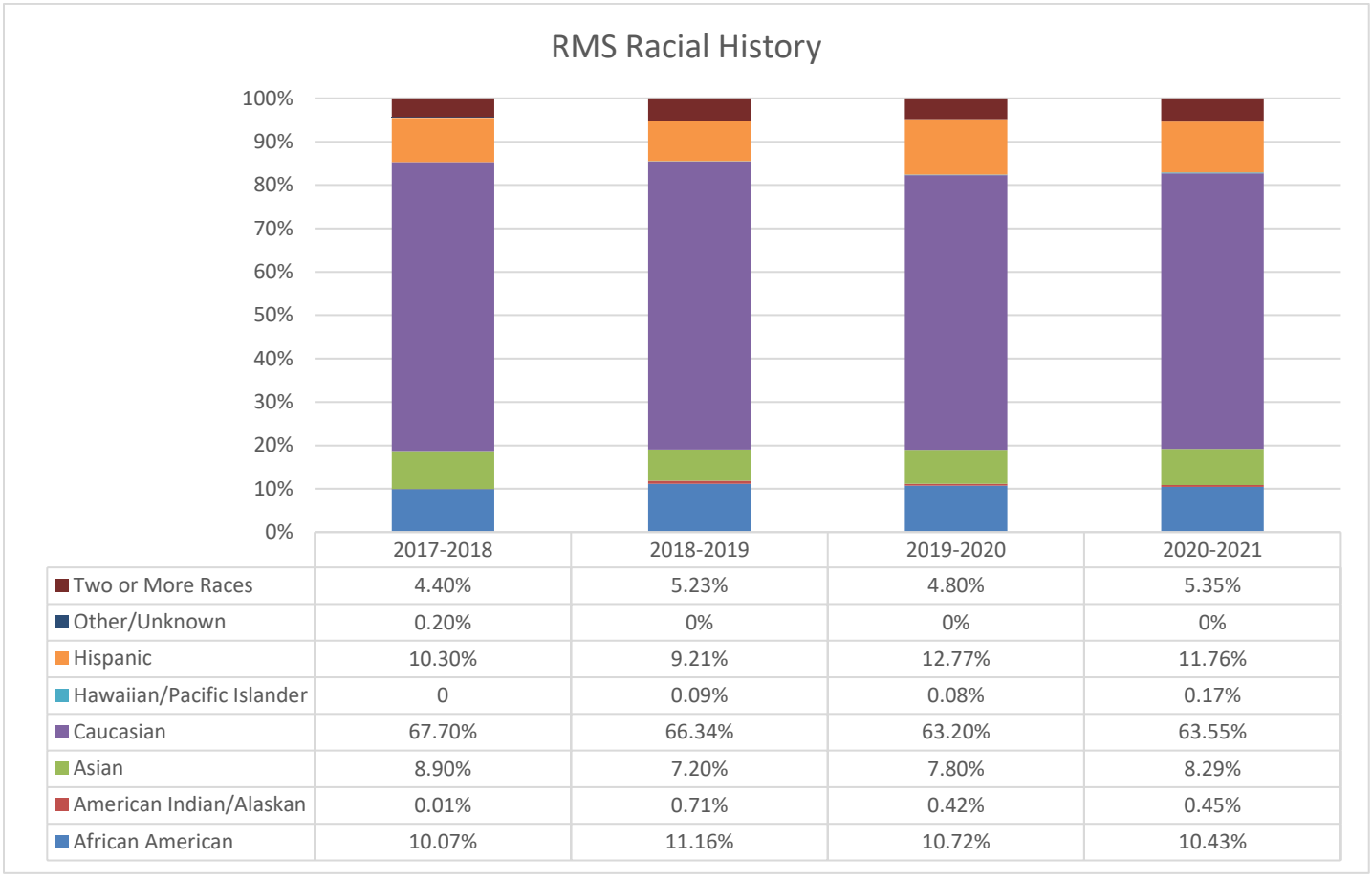


As can be seen in the above chart, the student enrollment has increased steadily since the opening of the school. Our total population for the 2020-2021 school year is 1,122 students. Currently, 765 of our students (349 boys & 416 girls) are being served in 5-day a week, face-to-face services by four administrators, 56 teachers, and 33 support staff. In response to the Covid Global Pandemic, 357 of our students (163 boys & 194 girls) have chosen to participate in the Greenville County School's Virtual Program, but are still part of the RMS family.

Riverside Middle School's current enrollment is:

Grade	2017-2018 Enrollment	2018-2019 Enrollment	2019-2020 Enrollment	2020-2021 Enrollment
Grade 6	334	362	378	360 (257 in person & 103 virtual)
Grade 7	427	396	374	383 (247 in person & 136 virtual)
Grade 8	369	371	414	379 (261 in person & 118)

The current ethnicity of the school is African Amercian-10.43%, Asian-8.29%, Hispanic-11.76, Two or more ethnicities-5.35%, American Indian or Alaska Native-<0.5%, Native Hawaiian or Other Pacific Islander-<0.2%, and Caucasin-63.35%. Approximately, 37% of our students are "pupils in poverty." Since the school opened, we have become a more diverse community.



	2017-2018	2018-2019	2019-2020	2020-2021
Two or More Races	4.40%	5.23%	4.80%	5.35%
Other/Unknown	0.20%	0%	0%	0%
Hispanic	10.30%	9.21%	12.77%	11.76%
Hawaiian/Pacific Islander	0	0.09%	0.08%	0.17%
Caucasian	67.70%	66.34%	63.20%	63.55%
Asian	8.90%	7.20%	7.80%	8.29%
American Indian/Alaskan	0.01%	0.71%	0.42%	0.45%
African American	10.07%	11.16%	10.72%	10.43%

There are 88 students being served with Individual Educational Plans (IEPs) this year in either the virtual or in-person setting. Of these, nine are in a self-contained setting for students with moderate to severe intellectual disabilities and 79 are in some form of inclusion setting (either virtual or in-person). Co-taught classes are offered in English/Language Arts classes and mathematics classes for all three grade levels.

Approximately 42.5% of the total school population has been identified as Gifted and Talented. These students are served, for funding purposes, through the ELA classroom in GT ELA and English I Honors. However, there are multiple opportunities for students to excel in all areas of their academic life, including three levels of math at each grade level and over a dozen high school credit classes in core and related arts subjects.

There are one hundred plus students with chronic long-term health issues. Some of them include diabetes, epilepsy, asthma, Asperger's syndrome, severe allergies, migraines, hypoglycemia, sickle cell trait, ADD/ADHD, heart, kidney, concussions, ulcerative colitis, anxiety, OCD, eating disorders and various other diseases. Five students come to the health room for daily medications. Twenty-seven students have thirty-one emergency medications for asthma, hypoglycemia, seizures or anaphylactic shock. We also have 15 students who are administered medications on an as needed basis. Our average student visits per day is approximately twelve, and our yearly visits are about two thousand. The activity level and acuity in our health room is steady on a daily basis.

The 2019-2020 school year student body attendance rate was 96.76%. The out-of-school expulsion rate for violent and/or criminal offenses was 0.0% of the total school population.

School Features

Library Learning Commons

At the beginning of each school year, the library staff provides instruction to all students concerning the availability and use of resources in the library. Throughout the year, special events are scheduled by the library staff to promote and encourage reading for pleasure, as well as learning. Programs include South Carolina Junior Book Award activities, guest author visits, Library Club, Scholastic Book Fairs, Summer Reading, the Greenville Drive All-Stars reading program and the end of the year book exchange. Collaborative planning and teaching with the faculty through subject areas allows students to receive integrated instruction in technology and information literacy skills. Students learn to access information from a variety of resources including books, DISCUS databases and Internet sources to support and enrich class assignments. Early in the school year, the librarian provides hands-on-training to all sixth graders on the use of student home directories, the school district's Acceptable Use Policy and student email accounts. Students are allowed to visit the library on an as needed basis throughout the day. This year, in response to Covid-19, our library is also taking online book reservations and delivering those to the classrooms each week. The library is open thirty minutes before and after school and by appointment. Students may browse, check out books, read and complete research using the library resources during these times. They may also utilize library technology to produce assignments. The library also serves as the venue for special activities such as SAT workshops for students, Library Book Club, Book Fair, author visits, SIC and PTA board meetings, and faculty and other committee meetings, and for this reason is currently undergoing a multi-year update including the purchase of flexible furnishings and a reorganization of the catalog to be more student-friendly. The library also provides opportunities for students in Service Learning classes and Beta Club to work as student assistants to perform such tasks as shelving books, organizing shelves and preparing books for processing.

Counseling and Other Student Support Services

Riverside Middle School provides a variety of academic supports for students in order to help "Build a Better Graduate." Teachers, administrators, guidance counselors, and parents work together to identify the supports needed. Academic supports include:

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

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

- Shadowing program
- Guest speakers from various career fields
- Eighth grade day at the local technical college and Bonds Career Center

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

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

The Student Council, Beta Club, Stories and Swords, and other clubs provide opportunities and experiences for leadership skills. Writers' Block meets weekly to promote the student as a writer. Local businesses provide classroom speakers who share work related experiences and their relationships to the study of language arts, mathematics, science, social studies, and the arts.

Parent Involvement

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

- Riverside Middle School Agenda/Student Handbook delineate parent and student expectations Individual teacher syllabi and introductory letters provide individual class expectations for both parents and students
- All teachers provide classroom websites for parents and students, including a Weekly Planners.
- PTSA Open House once a year and PTSA programs five times a year Sixth rade orientation which encourages parental involvement PTSA volunteer response forms invite parental involvement
- Eighth Grade IGP Conferences
- Weekly PTSA/Administrative newsletter encourages parent involvement
- Articles in the local newspapers, the Greenville News-City People East, Greer Citizen, and Greenville News communicate need for parental involvement
- PTSA e-newsletter
- Increased social media presence by individual teachers and the school as a whole Parent volunteers
- Parent conferences School Website Parent Portal Google Classrooms Parent email groups

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

MISSION, VISION, AND BELIEFS

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

Our Vision: "Learning Today, Leading Tomorrow"

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

Our Beliefs:

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

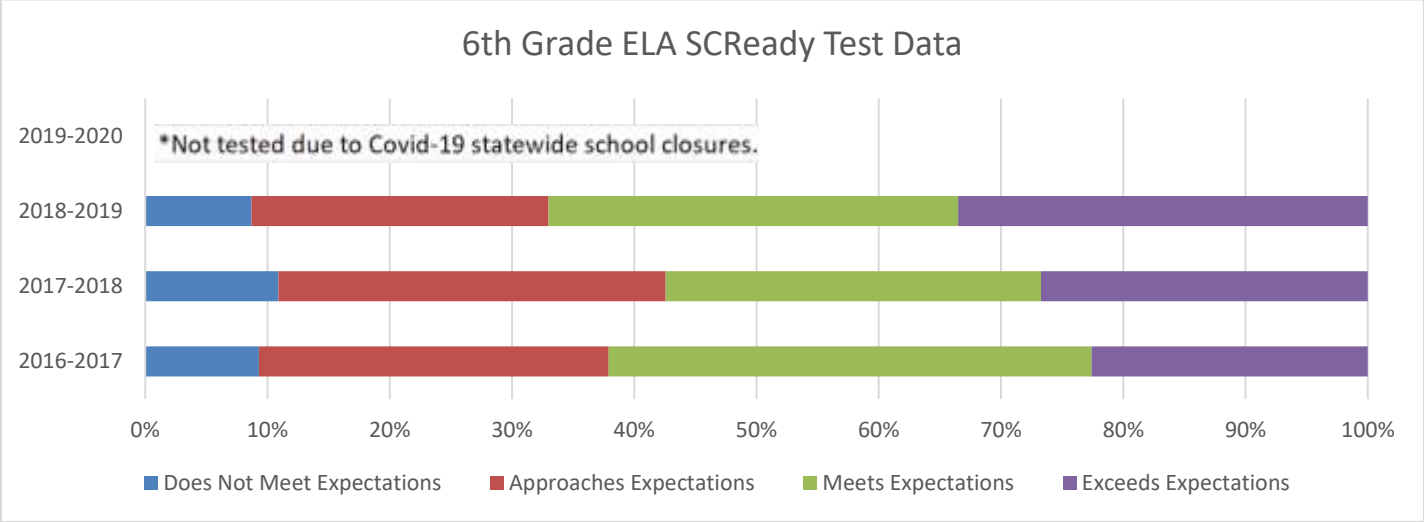
DATA ANALYSIS AND NEEDS ASSESSMENT

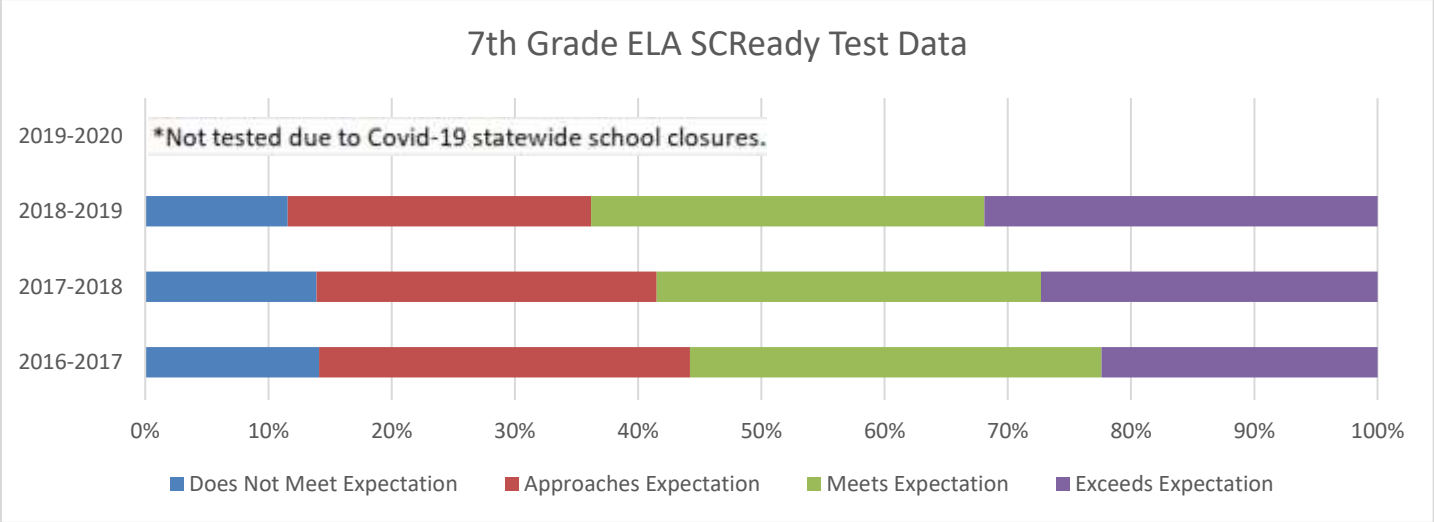
The focus of school improvement is on creating a comprehensive learning organization that understands, cares about, and works for students. In a comprehensive learning organization focused on students, leadership works to *prevent* student failure as opposed to reactively implementing the latest innovations.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

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

Student Achievement Needs Assessment

The following is a fundamental progression of data analysis that takes place each year during program review and portfolio updating.


6th Grade ELA SCReady Test Data
2019-2020
*Not tested due to Covid-19 statewide school closures.
2018-2019
2017-2018
2016-2017
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Does Not Meet Expectations
Approaches Expectations
Meets Expectations
Exceeds Expectations


7th Grade ELA SCReady Test Data
2019-2020
*Not tested due to Covid-19 statewide school closures.
2018-2019
2017-2018
2016-2017
0%
10%
20%
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70%
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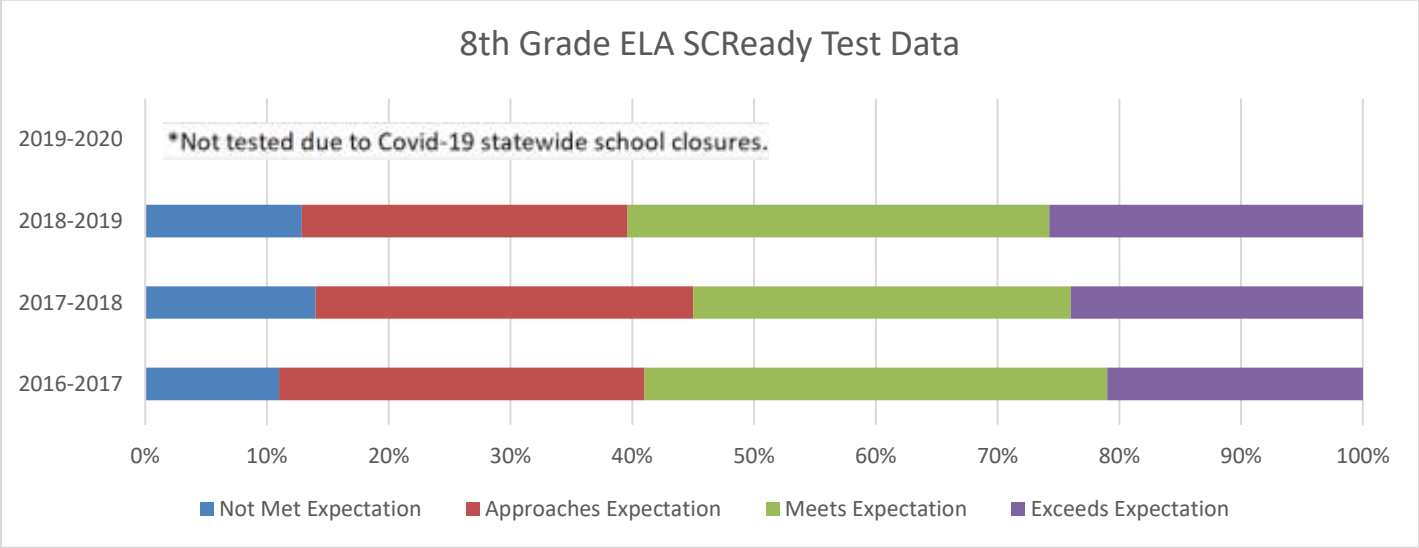
100%
Does Not Meet Expectation
Approaches Expectation
Meets Expectation
Exceeds Expectation


8th Grade ELA SCReady Test Data
2019-2020
*Not tested due to Covid-19 statewide school closures.
2018-2019
2017-2018
2016-2017
0%
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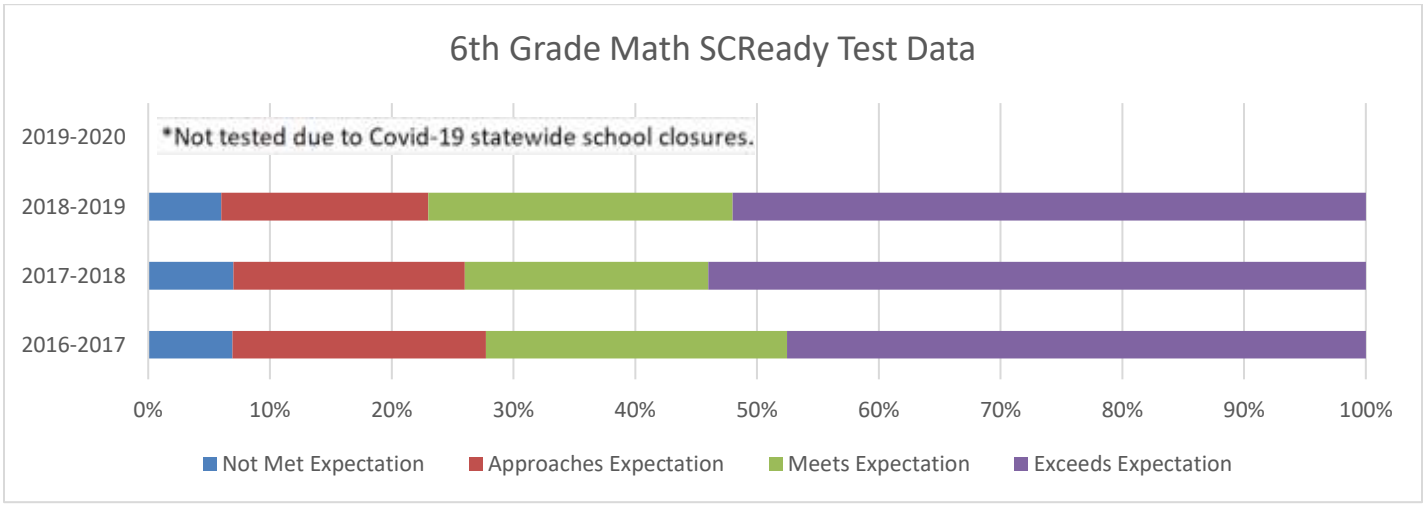
Not Met Expectation
Approaches Expectation
Meets Expectation
Exceeds Expectation


6th Grade Math SCReady Test Data
2019-2020
*Not tested due to Covid-19 statewide school closures.
2018-2019
2017-2018
2016-2017
0%
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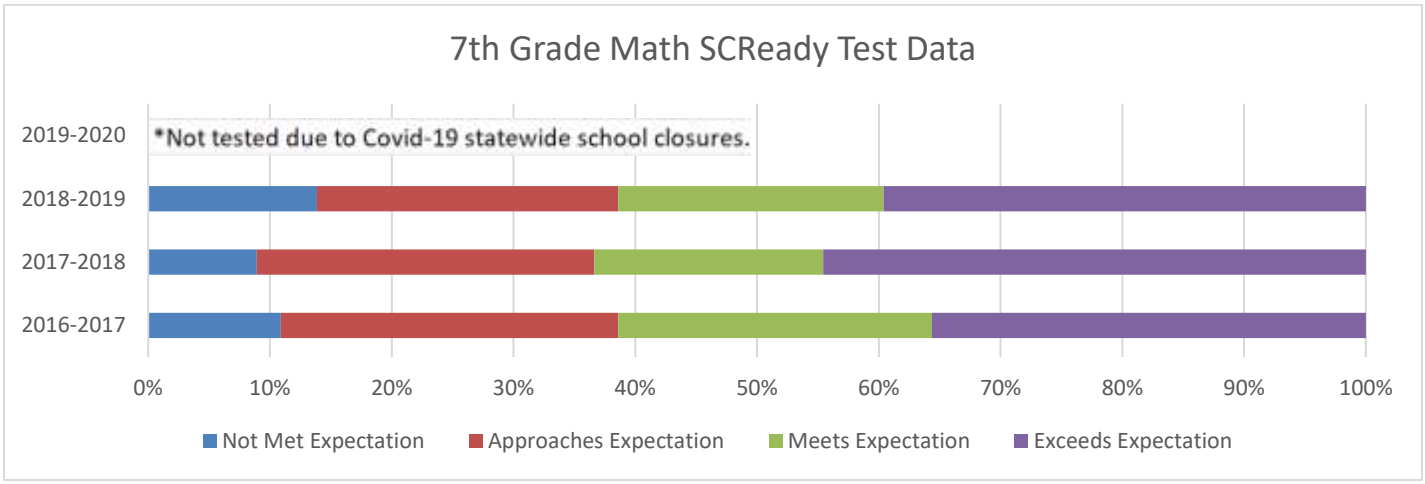
90%
100%
Not Met Expectation
Approaches Expectation
Meets Expectation
Exceeds Expectation


7th Grade Math SCReady Test Data
2019-2020
*Not tested due to Covid-19 statewide school closures.
2018-2019
2017-2018
2016-2017
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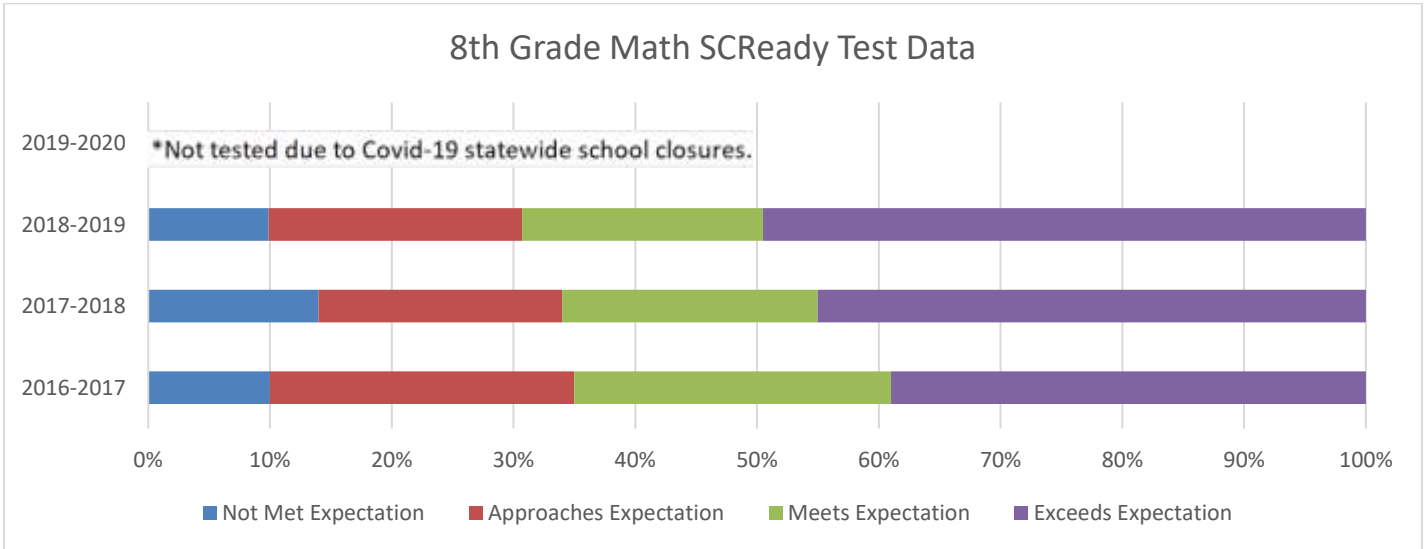
Not Met Expectation
Approaches Expectation
Meets Expectation
Exceeds Expectation


8th Grade Math SCReady Test Data
2019-2020
*Not tested due to Covid-19 statewide school closures.
2018-2019
2017-2018
2016-2017
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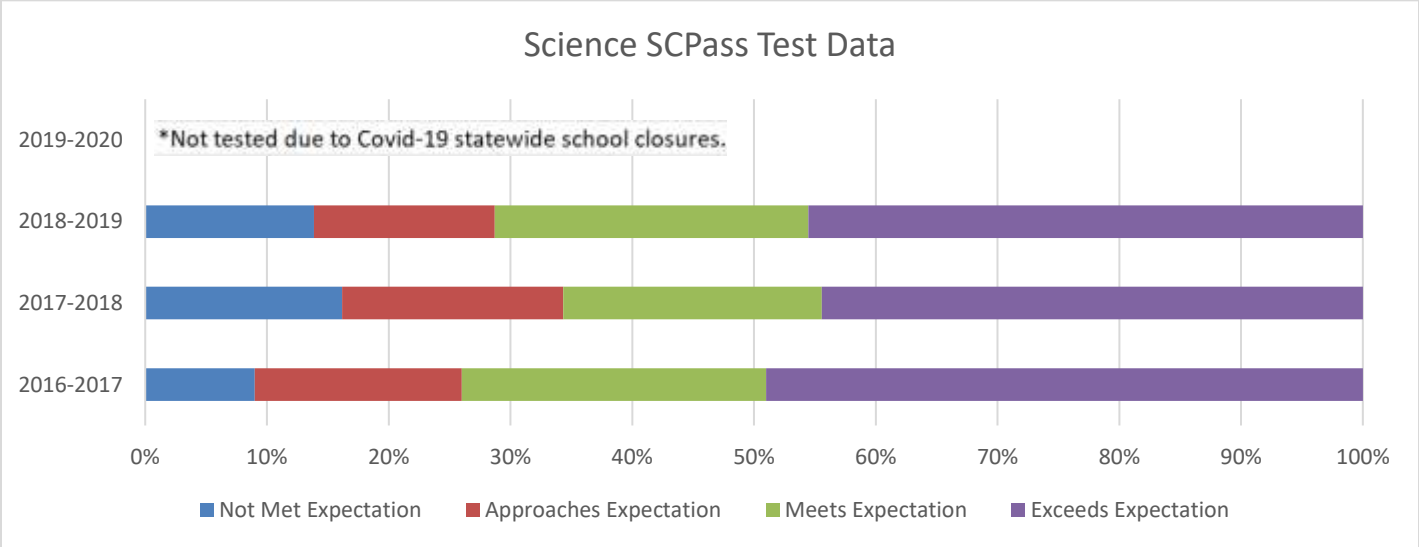
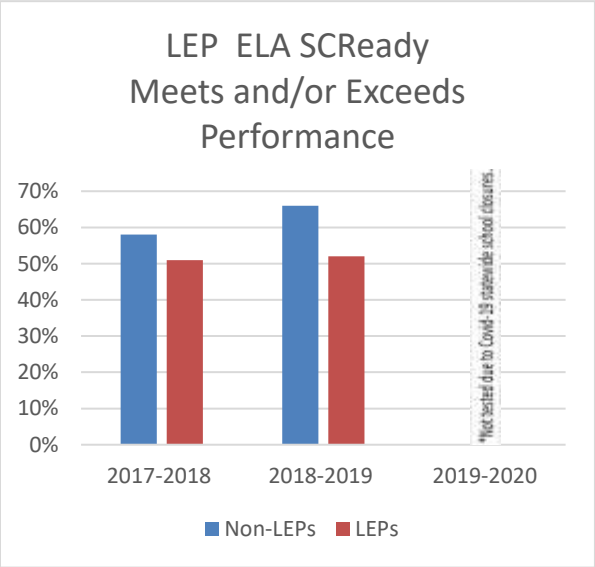
Not Met Expectation
Approaches Expectation
Meets Expectation
Exceeds Expectation

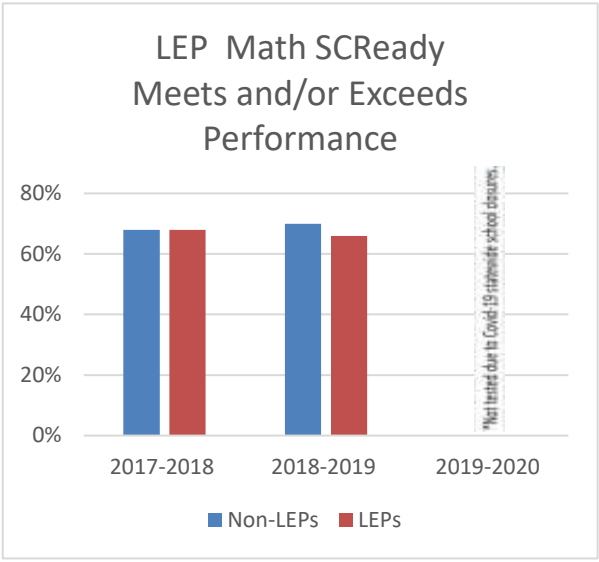


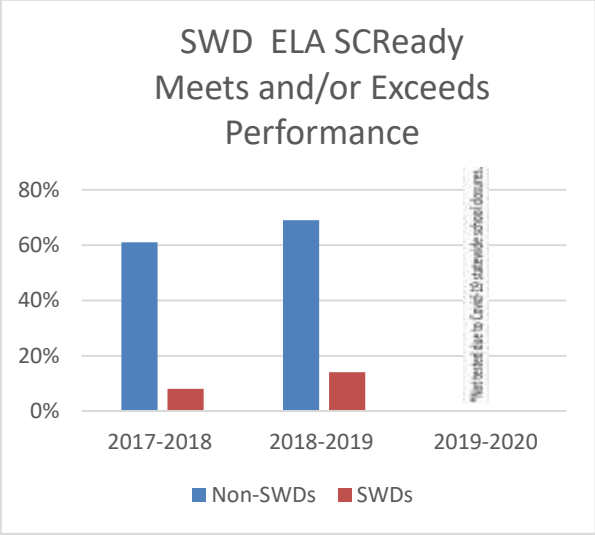
Percent of tests with scores of 60 or above on EOC Exams in:	RMS 2016-2017	RMS 2017-2018	RMS 2018-2019	RMS 2019-2020
Algebra 1/Math for the Technologies 2	100%	99%	100%	No EOCs given due to Covid-19 statewide school closures
English 1	100%	100%	100%	No EOCs given due to Covid-19 statewide school closures

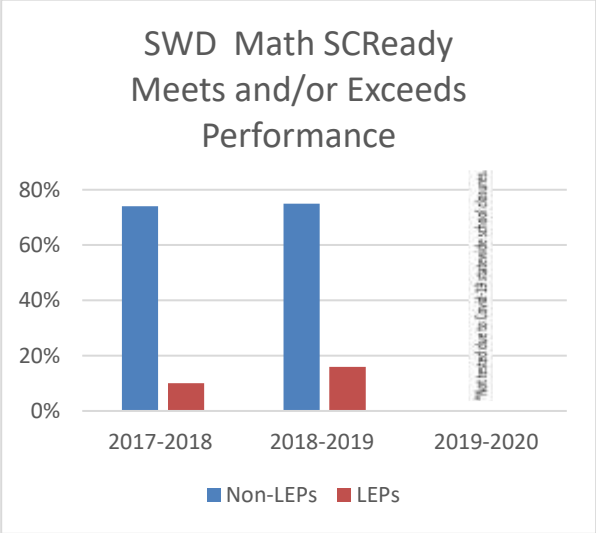
As can be seen from the graphs above, RMS percentages for all tests show a higher percentage in the Met and Exceeds/Exemplary categories in all subjects and at all grade levels. RMS shows a very low Not Met or Approaches percentage and a very high Exemplary or Exceeding percentage.

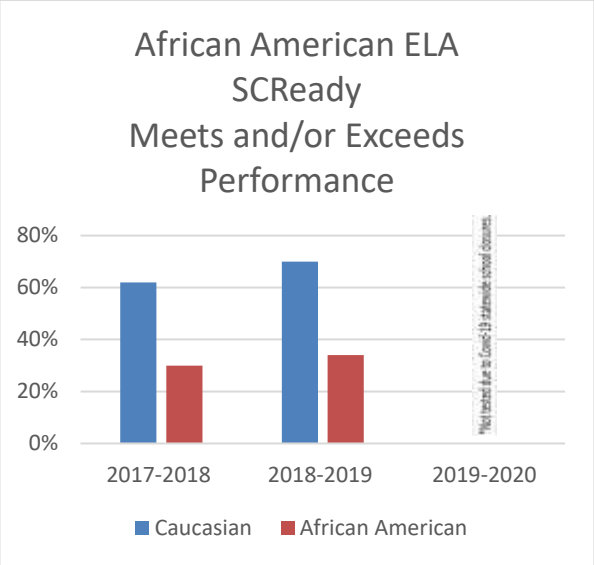
However, as shown below, students with disabilities and students with Limited English Proficiency are performing below their non-disabled peers and those who speak fluent English. African American Students and Hispanic students, who are also disproportionately represented in the LEP and Disabled subgroups in our school, also show significant performance gaps compared to their non-minority peers.










African American ELA
SCReady
Meets and/or Exceeds
Performance
80%
60%
40%
20%
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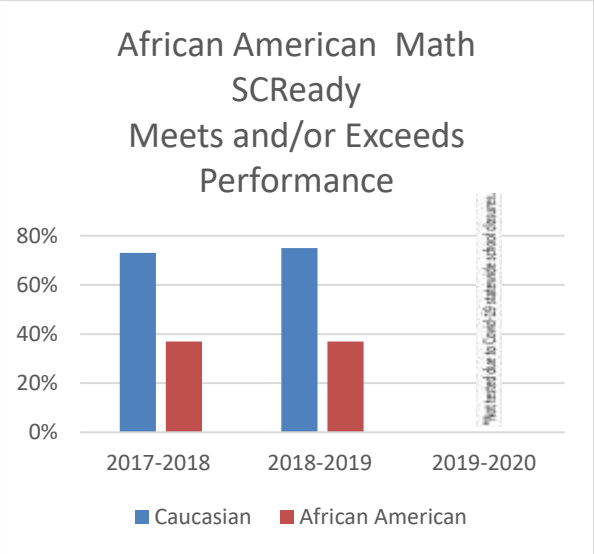
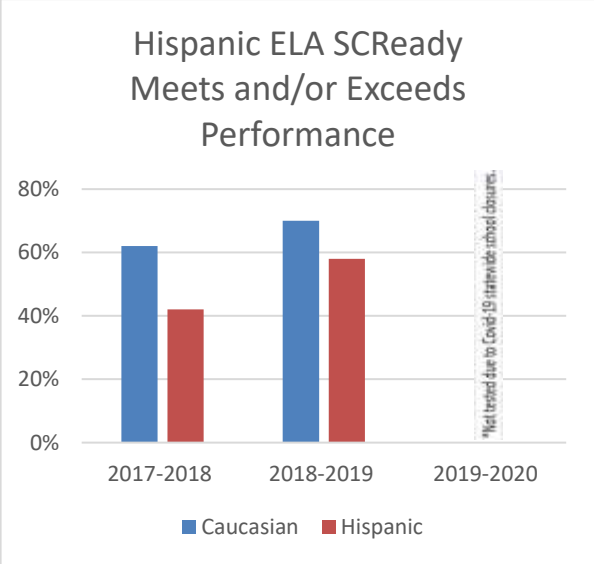
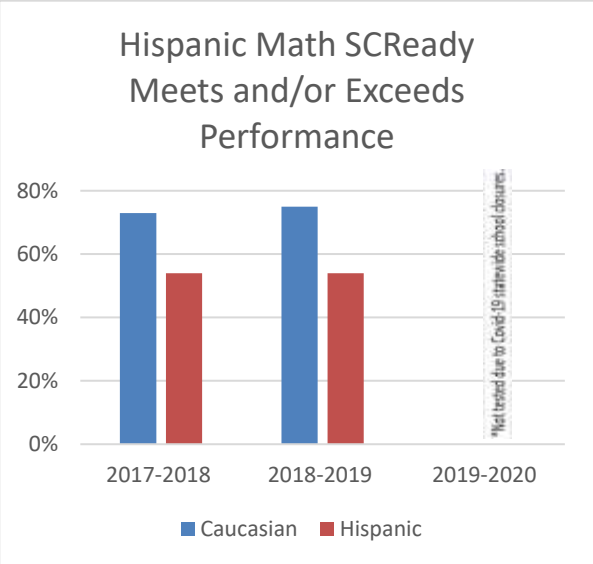
2017-2018
2018-2019
2019-2020
Caucasian
African American


African American Math
SCReady
Meets and/or Exceeds
Performance
80%
60%
40%
20%
0%
2017-2018
2018-2019
2019-2020
Caucasian
African American


Hispanic ELA SCReady
Meets and/or Exceeds
Performance
80%
60%
40%
20%
0%
2017-2018
2018-2019
2019-2020
Caucasian
Hispanic


Hispanic Math SCReady
Meets and/or Exceeds
Performance
80%
60%
40%
20%
0%
2017-2018
2018-2019
2019-2020
Caucasian
Hispanic

Teacher and Administrator Quality

The main goal of professional development is to support student achievement. To accomplish this RMS staff realizes a need to continually improve, professional development is extremely important to the learning community. To maximize limited resources, a professional development plan is a fundamental part of the RMS school improvement model.

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

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

General school professional development occurs in a wide range of settings including faculty meetings, monthly departmental meetings, weekly curriculum meetings with the Instructional Coach, specialty classes like Promethean Board training, and daily grade level meetings. Professional development at Riverside Middle School is designed to address the annual school-wide student achievement goals, and some activities support multiple goals. There is a focus on analysis of student data to inform instructional decisions. By including various types of professional development opportunities, RMS staff remains current on educational trends and research, as evidenced by the following staff development plan.

Professional Development for 2020-2021
These goals and strategies were developed based on teacher responses to the Needs Inventory Survey.

Date	PD Activity	Audience	Cost	Funding Source	Leader(s)
Goal: Improved, student-centered Instruction in all subject areas, especially online and in the target areas of Math and ELA.					
8/6/2020	New Teacher Training	All Teachers and Staff new to RMS	0	N/A	Instructional Leadership (IL) Team & IC
8/11 & 8/12/2020	Preparing for eLearning (Flipped model - virtual pre-loading & in-person instruction, then follow up extension/application)	All Teacher	0	N/A	IC
9/4	Effective GoogleClassroom Use Part I: Self-Reflection	All Teachers	0	N/A	IC
9/11	Effective GoogleClassroom Part II: Virtual Peer Observation	All Teachers	0	N/A	IC
9/10-9/24/2020	Virtual 504 Training	All teachers	0	N/A	Counselors
9/18/2020	Instructional Delivery Online: Using Kami in the Classroom & Review of Best Practices/Non-negotiables	All Teachers	0	N/A	IC/Principal
October 2020	PAS-T & SLO Training for teachers	All Teachers	0	N/A	Assistant Principal
Q1	Instructional Delivery Online: Teacher SWAP activities focused on student artifacts	Content & Department PLC's	0	N/A	Department Chairs, IC
Q2	Online Formative Online Assessment PD	All Teachers	0	N/A	Teacher Leaders, IC

Q3	Online Authentic Assessments	All Teachers	0	N/A	Teacher Leaders, IC
Q2	Virtual Morning Moseys with Merle #2: GoogleMeet Peer Observation	All Teachers - Grade Level PLC's	0	N/A	IC
Q3	Morning Moseys with Merle #3: Potential Classroom Observation (depending on COVID restrictions)	All Teachers - Grade Level PLC's	0	N/A	IC
Q4	Morning Moseys with Merle #4: Focus on authentic assessment	All Teachers - Grade Level PLC's	0	N/A	IC
On-going (see attached schedule)	Carnegie Support and Consulting Visits	All Math teachers	$	District Funded	Carnegie Learning Staff
Monthly	Department Meeting including district content specialists, as needed.	All Teachers	0	N/A	Department Chairs
3/4/2021	Disciplinary Literacy in the Classroom	All Teachers	0	N/A	IC
Spring	Online Training Tools - State Testing	Content PLC	0	N/A	STC
Spring	SCPASS & SCREADY Training	School-wide PLC	0	N/A	STC
Goal: Teacher and student use of data to drive student growth.					
Summer	CKH 2-Day Introductory Training	New Employees or those not previously trained	$5000	SCDOE & DOJ funded grant	Flippen Group

On-going	On-Track & Student Interventions	Instructional Leadership PLC + Guidance PLC	Unknown	District Funded	P. Wall
8/11 & 8/12/2020	CKH Refresh/Refocus: EXCELing Virtually	All Staff	$6000	SCDOE & DOJ funded grant	Flippen Group
9/18-9/29/2020	Hands-on application: Student Led progress reports and conferences using individual data	All HR Teachers	0	N/A	IC, Teacher Leaders, Admin. Team
Various dates	Virtual CPI Training - Refresh for team members	Necessary Staff	0	District Funded	District Special Ed. Staff
October 13	Teacher Leader Training: Using protocols to analyze student artifacts to drive instruction.	PAC/ Department Chairs	0	N/A	Instructional Leadership Team
October 21	Analysis of Student Artifacts to Inform Instruction	Department PLC	0	N/A	Department Chairs
On-going	Read 180/System 44 Training and on-site visits and coaching from company representative	Special Ed. teachers	Unknown	District Funded	Jones
Ongoing	Special Education: Specialized Instruction in the General Ed. Setting Data Collection PWN's (Monthly Sped PPT's and admin. checklists)	Special Ed. Department PLC	0	N/A	SES IC ILT
Goal: Collaborative Leadership					
8/10/2020	RMS Nuts & Bolts - SEL, COVID, etc.	All staff	0	N/A	Principal
Monthly	Principal Advisory PLC: Responding to STW & CKH Feedback	PAC PLC	0	N/A	Principal

8/6 - 9/4/2020	Virtual Self-care for Teachers and their Students Video and GoogleForm	All Staff	0	N/A	Principal/IC

Revised Reading Plan for 20-21

PD focus:
Q1: Virtual Instruction & enhance virtual delivery (selecting and focusing on Power Standards)
Q2: Authentic Assessment (clarifying meaning; skills they are assessing vs. Tools needed; rigor, quality, choice, skills, content)
Q3: Using Data to inform instruction (Kids diving into own data, teachers analyzing)
Q4: Authentic Assessment-Cater to needs of how the year develops, as information is brought forth with data analysis & teacher.

School Climate Needs Assessment

Student Questionnaire Results

The eighth-grade students attending Riverside Middle School responded to a pre-designed questionnaire from the South Carolina State Department of Education. The results of this survey were used to help compile the South Carolina School Report Card. The following chart lists the responses that were less than 80% of "Mostly Agree" or above. Of the forty-four questions, twenty- eight were shown in this category.

Levels of Student Engagement	**2017-2018**	**2018-2019**	**2019-2020**
Percentage of "Committed" Students	53.0%	66.8%	This data was not collected due to Covid-19 state-wide school closures.
Percentage of "Cognitively Engaged" Students	45.4%	64.5%	This data was not collected due to Covid-19 state-wide school closures.
Percentage of "Behaviorally Engaged" Students	61.0%	72.5%	This data was not collected due to Covid-19 state-wide school closures.
Percentage of "Emotionally Engaged" Students	52.6%	63.5%	This data was not collected due to Covid-19 state-wide school closures.

Opinion Survey Results-Students	**2017-2018**	**2018-2019**	**2019-2020**
Percent satisfied with learning environment	71.4%	76.3%	This data was not collected due to Covid-19 state-wide school closures.
Percent satisfied with social and physical environment	71.6%	77.3%	This data was not collected due to Covid-19 state-wide school closures.
Percent satisfied with school-home relations	80.5%	79.9%	This data was not collected due to Covid-19 state-wide school closures.

In addition to these positive responses, students could select terms that they associate with our school. The most common ones that appear each year are "Helpful," "Respectful," "Comfortable," and "Open."

Parent Questionnaire Results

Parents whose children were attending the eighth grade at Riverside Middle School were asked to respond to a pre-designed questionnaire from the South Carolina State Department of Education. The survey was designed to measure how they feel about their learning environment. The results of this survey were used to help compile the South Carolina School Report Card.

Opinion Survey Results-Parents	**2017-2018**	**2018-2019**	**2019-2020**
Percent satisfied with learning environment	87.9%	83.8%	This data was not collected due to Covid-19 state-wide school closures.
Percent satisfied with social and physical environment	88.1%	86.7%	This data was not collected due to Covid-19 state-wide school closures.
Percent satisfied with school-home relations	76.2%	67.3%	This data was not collected due to Covid-19 state-wide school closures.
Percent who agree or strongly agree that their child feels safe at school	89.6%	91.3%	This data was not collected due to Covid-19 state-wide school closures.
Percent who agree or strongly agree that their child's teachers and school staff prevent or stop bullying at school	56.3%	57.2%	This data was not collected due to Covid-19 state-wide school closures.

In addition to these positive responses, parents could select terms that they associate with our school. The most common ones that appear each year are "Helpful," "Supportive," "Brief," and "Respectful."

Most parents rate RMS in a favorable manner. Noted in the section concerning what parents do, RMS has a very high rate of participation in activities like Open House and student performances. Over 80% of the parents responded that they attend events at school. A high percentage of parents also report involvement in their students' lives, including assistance with homework.

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

Teacher Questionnaire Results

All non-administrative staff with a current educational certificate were asked to respond to a pre-designed questionnaire from the South Carolina State Department of Education.

Opinion Survey Results-Teachers	**2017-2018**	**2018-2019**	**2019-2020**
Percent satisfied with learning environment	74.4%	82.6%	This data was not collected due to Covid-19 state-wide school closures.
Percent satisfied with social and physical environment	82.1 %	90.5%	This data was not collected due to Covid-19 state-wide school closures.
Percent satisfied with school-home relations	84.7%	87.3%	This data was not collected due to Covid-19 state-wide school closures.
Percent who agree or strongly agree that they feel safe at their school	92.3%	100%	This data was not collected due to Covid-19 state-wide school closures.
Percent who agree or strongly agree that rules for behavior at their school are enforced	79.5%	68.3%	This data was not collected due to Covid-19 state-wide school closures.

Most teachers rate RMS in a favorable manner. Morale has turned in a positive direction after a few years of decline. Changes in State and District directives, new standardized testing, and continued increases in staff requirements on paperwork and staff development seem to be contributing factors in several areas having a lower satisfaction rating.

While using the individual data points extracted above from the complete survey as a guide to specific points to consider in the improvement process, certain data points addressed in the above Satisfaction survey help to synthesize the total survey.

2020 SC State Report Card Link for Riverside Middle School

https://www.screportcards.com/overview/?q=eT0yMDIwJnQ9TSZzaWQ9MjMwMTExMQ

ACTION PLAN ON FOLLOWING PAGES

Impact of COVID-19:

On March 27, 2020, the U.S. Department of Education approved the SC Department of Education's request to waive statewide assessment, accountability, and reporting requirements of in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to COVID-19.

For spring 2020, South Carolina did not administer any of the following assessment programs:

- SC READY (English language arts and mathematics in grades 3–8);
- SCPASS (science in grades 4 and 6);
- End-of-Course Examination Program (English, Algebra, Biology, United States History
- and the Constitution) the requirement that these examinations count 20 percent has been
- waived;
- Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness
- Literacy Screening (PALS Pre-K™), Individual Growth and Development Indicators
- (myIGDIs™), and Teaching Strategies® GOLD); and
- Alternate Assessments – some students have already taken the alternate assessments.

The following assessments were unable to be administered due to COVID-19 and required a waiver

- Grade 10 PSAT
- Ready to Work
- ACT, SAT
- AP, IB, Cambridge International

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

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

PERFORMANCE GOAL 1: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from __59___% in 2016-17 to ___64__% in 2022-23.
Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

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

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by ___1__% annually.

DATA SOURCE(s):	**2016-17**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SC READY ELA SDE website and School Report Card	59 % Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Middle**	**60**	**61**	**62**	**63**	**64**
		School Actual Middle 56	**64**	*waiver*			
SC READY ELA SDE website and School Report Card	43% Meets Expectations and Exceeds Expectations (2016-17)	**District Projected Middle**	**46**	**49**	**52**	**55**	**58**
		District Actual Middle 44	49	*waiver*			

ACTION PLAN FOR STRATEGY #1: Provide targeted reading and writing instruction for all students					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. ELA teachers will meet for collaborative planning as PLC's each week to plan SCCCS standards-based best practices instruction following the GCSD instructional protocol that • identifies learning targets • develops comprehensive units of instruction with engaging texts to build stamina • developing instruction at higher DOK levels • plan for scheduled and sustained independent reading times and teacher book talks • modeling and think alouds through mentor/anchor texts • interactive notebooking Teachers will examine, monitor, and analyze student performance using both formative and summative assessments in MasteryConnect with the instructional coach, special education staff, and administrators to • revise strategies for closing the gaps in literacy for African American, male, and special education students • inform instructional changes needed for all level of learners Students requiring intensive literacy interventions will be identified and enrolled in Read 180/System44 or Language Live!	2018-2023	Principal ELA Teachers SPED Staff Instructional Coach Administrators	None	None PTSA Book Fair Proceeds, Grants, and Local Funds	Greater percentage of students that meet or exceed the standard on SC Ready and closing the gap for African-American, male, and special education students Observations of teachers Unit Leeson Plans Agenda notes from content PLC's MasteryConnect charts and spreadsheets for both formative and summative assessments and benchmarks as required Increase of varied and diverse texts in classroom libraries for independent reading that meet student needs and interests Formative and summative assessments to identify students in need of intervention and to track student growth. Reading Program Benchmark Results

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

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

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

PERFORMANCE GOAL 2: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from __66___% in 2016-17 to __71___% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by ___1__% annually.

DATA SOURCE(s):	**2016-17**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SC READY Math SDE website and School Report Card	66 % Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Middle**	**67**	**68**	**69**	**70**	**71**
		School Actual Middle 68	**69**	*waiver*			
SC READY Math SDE website and School Report Card	40% Meets Expectations and Exceeds Expectations (2016-17)	**District Projected Middle**	**43**	**46**	**49**	**52**	**55**
		District Actual Middle 43	44	*waiver*			

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

2. Carnegie and district provided professional development for Math teachers will focus on • engaging students in mathematical reasoning and real world problem solving • teaching critical thinking skills • closing the gap through: student centered differentiated instruction and intervention • project based and blended learning initiatives • effective strategies used with Carnegie Learning Teacher PD and administrative teams use instructional observational rounds and reflective conversations to inform **needed** instructional changes and support.	2018-2023	Principal Instructional Coach Math Teachers SPED Staff Math District Coordinator Summer Academy	None	None	Greater percentage of students that meet or exceed the standard on SC Ready meth assessment and closing the gap for African-American, male, and special education students Observations Unit Lesson Plans Agenda notes from content meetings Agendas from PD trainings and Weekly PLC meetings Assessment charts and data reports from MasteryConnect
3. Math teachers will continue to use formative assessments to inform FLEX sessions and to reteach content and provide second chances for students to relearn missed concepts and retest for mastery, especially those scoring lower than 70% on assessments.	2018-2023	Principal Instructional Coach Math Teachers Administrators	None	None	FLEX Observations MasteryConnect, Edulastic, Mathia, and Benchmark Data Analyses

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

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

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

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by ___1__% annually.

DATA SOURCE(s):		**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 6 only	**School Projected Middle**	**66**	**67**	**68**	**69**	**70**
		School Actual Middle 65	66	*waiver*			
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 6 only	**District Projected Middle**	**56**	**59**	**62**	**65**	**68**
		District Actual Middle 53	53	*waiver*			

*Beginning in 2019-20, grade 6 will be administered SCPASS Science.

ACTION PLAN FOR STRATEGY #1: Provide targeted science core instruction for all students					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Science teachers will meet for collaborative planning as Content PLC's each week to plan SCCCS standards-based best practices instruction following the GCSD instructional protocol that • identifies learning targets • develops comprehensive units of instruction with DE Techbook • develops instruction at higher DOK levels and using Technology based simulations • incorporates the use of modeling and "think alouds" to support independence • uses tasks and activities that promote reasoning and problem solving • use real world problems as a part of daily class instruction • integrates intentional teaching of content vocabulary • models and instills thinking like a scientist • integrates project based and blended learning (Gizmos) • utilizes interactive notebooking	2018-2023	Principal Science Teachers Instructional Coach Administrators	None	None	Greater percentage of students that meet or exceed the standard on SC PASS science assessment Observations Unit Leeson Plans Agenda content PLC meetings

They will examine, monitor, and analyze student performance using both formative and summative assessments in MasteryConnect with the instructional coach, and administrators to • revise strategies for closing the gaps in science • inform instructional changes needed for all level of learners • use SSC SDE state support documents to prioritize science indicators					Agendas from PD trainings and Weekly PLC meetings Assessment charts and data reports from MasteryConnect used with PLCs for analysis Reflection Logs from instructional round observations.
2. Professional development for Science teachers will focus on • engaging students in reasoning and real world problem solving • teaching critical thinking skills • closing the gap through student-centered differentiated instruction and intervention • project based and blended learning initiatives • increasing the use of digital learning Teacher PD, Morning Moseys with Merle, and administrative teams use instructional observational rounds and reflective conversations to inform needed instructional changes and support.	2018-2023	Principal Instructional Coach Science Teachers Science District Coordinator Summer Academy	None	None	Greater percentage of students that meet or exceed the standard on SCPASS Science Observations & Unit Plans Agenda notes from content meetings, PD trainings, and Weekly PLC meetings Assessment charts and data reports from MasteryConnect
3. Science teachers will continue to use formative assessments to inform weekly FLEX sessions to reteach content and provide second chances for students to relearn missed concepts and retest for mastery.	2018-2023	Principal Instructional Coach Science Teachers Administrators	None	None	FLEX Observations MasteryConnect and Benchmark Analyses

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

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

PERFORMANCE GOAL 4: Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for standardized tests in English Language Arts and Math (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	**2016-17**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SC READY ELA SC SDE Website	42 % Meets Expectations and Exceeds Expectations	**School Projected Hispanic**	**43.5**	**45**	**46.5**	**48**	**49**
SC READY ELA SC SDE Website		**School Actual Hispanic 42**	**47**	*waiver*			
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	**District Projected Hispanic 36**	**36**	**39**	**42**	**45**	**48**
SC READY ELA SC SDE Website		**District Actual Hispanic 34**	40	*waiver*			

SC READY ELA SC SDE Website	37 % Meets Expectations and Exceeds Expectations	**School Projected AA**	**39.9**	**40.8**	**42.7**	**44.6**	**46.5**
SC READY ELA SC SDE Website		**School Actual AA 30**	**34**	*waiver*			
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	**District Projected AA 25**	**25**	**28**	**31**	**34**	**37**
SC READY ELA SC SDE Website		**District Actual AA 25**	31	*waiver*			
SC READY ELA SC SDE Website	10 % Meets Expectations and Exceeds Expectations	**School Projected SWD**	**13.3**	**16.6**	**19.9**	**23.2**	**26.5**
SC READY ELA SC SDE Website		**School Actual SWD 8**	14	*waiver*			
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	**District Projected SWD 14**	**14**	**17**	**20**	**23**	**26**

SC READY ELA SC SDE Website		**District Actual SWD 12**	21	*waiver*			
SC READY ELA SC SDE Website	43.3 % Meets Expectations and Exceeds Expectations	**School Projected LEP**	**45.9**	**48.5**	**51.1**	**53.7**	**56.3**
SC READY ELA SC SDE Website		**School Actual LEP 51**	52	*waiver*			
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	**District Projected LEP 35**	**35**	**38**	**41**	**44**	**47**
SC READY ELA SC SDE Website		**District Actual LEP 33**	44	*waiver*			
SC READY ELA SC SDE Website	37 % Meets Expectations and Exceeds Expectations	**School Projected PIP**	**39.6**	**42.2**	**44.8**	**47.6**	**50**
SC READY ELA SC SDE Website		**School Actual PIP 37**	39	*waiver*			

SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	**District Projected PIP 38**	**38**	**41**	**44**	**47**	**50**
SC READY ELA SC SDE Website		**District Actual PIP 33**	45	*waiver*			
SC READY Math SC SDE Website	42 % Meets Expectations and Exceeds Expectations	**School Projected Hispanic**	**43.5**	**45**	**46.5**	**48**	**49.5**
SC READY Math SC SDE Website		**School Actual Hispanic 54**	54	*waiver*			
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	**District Projected Hispanic 39**	**39**	**42**	**45**	**48**	**51**
SC READY Math SC SDE Website		**District Actual Hispanic 42**	43	*waiver*			
SC READY Math SC SDE Website	35 % Meets Expectations and Exceeds Expectations	**School Projected AA**	**36.9**	**38.8**	**40.7**	**42.6**	**44.5**

SC READY Math SC SDE Website		**School Actual AA 37**	37	*waiver*			
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	**District Projected AA 27**	**27**	**30**	**33**	**36**	**39**
SC READY Math SC SDE Website		**District Actual AA 28**	30	*waiver*			
SC READY Math SC SDE Website	11 % Meets Expectations and Exceeds Expectations	**School Projected SWD**	**14.3**	**17.6**	**20.9**	**24.2**	**27.5**
SC READY Math SC SDE Website		**School Actual SWD 10**	16	*waiver*			
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	**District Projected SWD 18**	**18**	**21**	**24**	**27**	**30**
SC READY Math SC SDE Website		**District Actual SWD 16**	20	*waiver*			

SC READY Math SC SDE Website	56.3% Meets Expectations and Exceeds Expectations	**School Projected LEP**	**58.2**	**60.1**	**62**	**63.9**	**65.8**
SC READY Math SC SDE Website		**School Actual LEP 68**	66	*waiver*			
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	**District Projected LEP 40**	**40**	**43**	**46**	**49**	**52**
SC READY Math SC SDE Website		**District Actual LEP 42**	46	*waiver*			
SC READY Math SC SDE Website	46 % Meets Expectations and Exceeds Expectations	**School Projected PIP**	**47**	**48**	**49**	**50**	**51**
SC READY Math SC SDE Website		**School Actual PIP 46**	47	*waiver*			
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	**District Projected PIP 36**	**36**	**39**	**42**	**45**	**48**
SC READY Math SC SDE Website		**District Actual PIP 38**	43	*waiver*			

ACTION PLAN FOR STRATEGY #1: Increase the effectiveness of data-based core instruction					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Teachers will meet for collaborative planning as Content PLC's each week to plan SCCCS standards-based best practices instruction following the GCSD instructional protocol that • identifies learning targets • develops comprehensive units of instruction • developing instruction at higher DOK levels	2018-2023	Teachers Instructional coach Principal Administrators	None	None	Agendas from PLC meetings Observations Lesson plans Instructional rounds for observation and reflection
2. They will use data driven conversations to examine, monitor, and analyze student performance using: • formative and summative assessments in MasteryConnect with the instructional coach, special education staff, and administrators to meet the needs of all learners. • Reteach and offer students second chances to master content through Flex, early morning and afterschool help, and in class. • Use the On-Track System to identify at- risk students, log interventions, and monitor student progress in the areas of Attendance, Behavior, and Academic Performance.	2018-2023	Teachers Instructional coach Principal Administrators	None	None	Agendas from PLC meetings Observations Lesson Plans Instructional rounds for observation and reflection MasteryConnects and benchmark data reports and charts FLEX observations
3. Participate in professional development trainings on best practices on diverse learners	2018-2023	Principal Instructional Coach GCS Academic Specialists	None	None	PD calendar District PD offerings Agendas from PD

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

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

PERFORMANCE GOAL 5: 100% of middle schools will have targeted literacy intervention classes by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	**2016-17**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
PowerSchool		**School Projected**					
PowerSchool		**School Actual Yes**	**Yes**	**Yes**			
PowerSchool	**50**	**District Projected**	**75**	**100**	**100**	**100**	**100**
PowerSchool		**District Actual 89**	100	100			

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	**BASELINE**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
Employment report		**School Projected**			**Gender Diversity= Increase or Maintain Ethnic Diversity= Increase or Maintain**	**Gender Diversity= Increase or Maintain Ethnic Diversity= Increase or Maintain**	**Gender Diversity= Increase or Maintain Ethnic Diversity= Increase or Maintain**
GCS Human Resources Department	Baseline established in 2019-2020	**School Actual**	Baseline established in 2019-2020	Gender Diversity = Yes Ethnic Diversity = Yes			
Employment report		**District Projected**	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%
GCS Human Resources Department	Baseline established in 2017-2018	**District Actual** Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%			

ACTION PLAN FOR STRATEGY #1: To increase our opportunities to hire diverse teachers					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Attend Shining Stars recruitment event	2018-2023	Administration	None	None	Contacts made at Shining Stars Follow up interviews from meetings
2. Reach out to diverse teachers who are in the applicant pool	2018-2023	Administration	None	None	Phone calls made from resumes Interviews
3. Be involved in the community to network with those who may be or know potential new diverse applicants	2018-2023	Administration	None	None	RMS Community Fest attendance GCS Sporting event attendance Face-to-face or phone conversations with people considering applying to GCS and specifically, Riverside

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	**2016-17**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SC SDE School Report Card Survey	83.7	**School Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Students 84.6	**91.3**	*Data point not available due to state-wide school closures on March 17, 2020 – Covid-19 pandemic.*			
SC SDE School Report Card Survey	93.2	**School Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Teachers 89.8	**100**	*Data point not available due to state-wide school closures on March 17, 2020 – Covid-19 pandemic.*			

SC SDE School Report Card Survey	89.5	**School Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Parents 89.6	91.3	*Data point not available due to state-wide school closures on March 17, 2020 – Covid-19 pandemic.*			
SC SDE School Report Card Survey	**92**	**District Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Students 86	89	*Data point not available due to state-wide school closures on March 17, 2020 – Covid-19 pandemic.*			
SC SDE School Report Card Survey	**98**	**District Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Teachers 97	97	*Data point not available due to state-wide school closures on March 17, 2020 – Covid-19 pandemic.*			
SC SDE School Report Card Survey	**91**	**District Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Parents 88	89	*Data point not available due to state-wide school closures on March 17, 2020 – Covid-19 pandemic.*			

ACTION PLAN FOR STRATEGY #1: To increase the percentage of parents, teachers, and students that feel safe during school hours and to communicate safety measures with all stakeholders					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Communicate clearly and effectively with all stakeholders that district/school-wide emergency response plans are in place and include explanations of the training and drills that take place at school in various languages • Continue to promote safety protocols at school through the development of a School-wide Safety Day during each semester, , including cafeteria or outside provisions • Implement D.O.G.S. (Dads of Great Students) or similar program to recruit male role models to greet students at the beginning of the school day at each of our three entry points.	2018-2023	Principal Administration Office Staff SRO	None	NA	Newsletters, Social Media Posts, SIC and PTA Agendas. And Phone Blasts logs and emails Safety Day Plan
2. Be proactive by periodically pushing out information about the safety measures that we take at school including: • Background checks for Volunteers • Provide directions to become level 2 certified volunteers • Training front office staff to recognize and de-escalate situations	2018-2023	Principal Administration Office Staff	None	NA	Newsletters, Social Media Posts, SIC and PTA Agendas. and Phone Blasts logs and emails

• SRO officer interaction with students on campus- provides a law enforcement presence and information on issues • School Safety Days					
3. Continue to utilize social media, tip lines, phone blasts and media outlets to encourage parents, students, teachers and community members to report any concerns or issues.	2018-2023	Principal Administration	None	NA	Newsletters, Social Media Posts, SIC and PTA Agendas. and Phone Blasts logs and emails

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	**2016-17**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
GCS Expulsion Report from Kent Owens	(2016-17) 1.3	**School Projected**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**
		School Actual 0.5	0.5	0.0			
GCS Expulsion Report from Kent Owens	(2016-17) **0.7**	**District Projected**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**

		District Actual 0.8	1.5	0.9			

Annual Expulsion Rate

DATA SOURCE(s):	**2016-17**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
GCS Expulsion Report from Kent Owens	(2016-17) 1.3	**School Projected**	**≤ .07**	**≤ .07**	**≤ .07**	**≤ .07**	**≤ .07**
		School Actual 0	0	0			
GCS Expulsion Report from Kent Owens	(2016-17) **0.04**	**District Projected**	**≤ .07**	**≤ .07**	**≤ .07**	**≤ .07**	**≤ .07**
		District Actual 0.04	0.10	0.03			

ACTION PLAN FOR STRATEGY #1: Identify at risk students for behavior, attendance, and grades by implementing OnTrack and using GCSource and provide needed support and intervention for these students with guidance and mental health programs and services.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Train staff on using OnTrack, GCSource, and Intervention Connection to identify and monitor at-risk students for behavior, attendance, and grades.	2018-2023 July 2018 Training	Principal Leadership Team Guidance	NA	NA	July 2018 Training
2. Use peer buddies, such Royal Ambassadors to help students transferring after the beginning of the school year to adjust and provide empathy.	2018-2023	Principal Guidance Staff Leadership Team Student Ambassadors Student Council	NA	NA	Program in place and used each year.
3. Continue to train all staff in **Capturing Kids Hearts** model to promote ongoing proactive and positive support to help guide student decisions, deescalate situations, and build a positive, mutually-accountable school culture. This program helps to insure that every student has a connection to a caring and supportive adult in the building.	2018-2023 Additional staff trained in July and August 2018	Principal Administrative Team All Staff CKH Process Champs	NA	NA	In place and on-going.
4. Continue to provide positive incentive programs to encourage students to attend school and be engaged in learning such as: • Quarterly Incentive Awards	2018-2023	Principal Administrative Leadership Team Guidance Staff	Not Known	PTSA Funds	Incentive programs are in place and used each year.

• FLEX Reward Day each week for students who meet targets for Behavior, Grades, and Attendance • Royal Day at the end of the year to promote good behavior and attendance, and positive academic performance • Monthly Spotlight Students for each grade level • PE Bucks for positive character recognition • Guidance intervention • Clear expectations and consistently enforcing discipline policies • Staff/administration mentorships for struggling students		PTSA			

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other
PERFORMANCE GOAL 4: The school will demonstrate a caring environment as indicated by an increase in the percent of middle school students who describe their teacher as caring on the Cognia Culture and Climate Survey.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	**School Projected**	**54**	**58**	**62**	**66**	**70**
		School Actual 51	**49**	**62**	*Data point not available due to state-wide school closures on March 17, 2020 – Covid-19 pandemic.*		
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	**District Projected**	**54**	**58**	**62**	**66**	**70**
		District Actual 52	50	52	*Data point not available due to state-wide school closures on March 17, 2020 – Covid-19 pandemic.*		

ACTION PLAN FOR STRATEGY #1: Empower all adults (teachers, custodians, bus drivers, resource officers, administrators etc.) to establish a positive rapport with students.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Continue to train all staff in Capturing Kids Hearts model to promote ongoing proactive and positive support to help guide student decisions, deescalate situations, and build a positive, mutually-accountable school culture. This program helps to ensure that students have a connection to a caring and supportive adult in the building.	2018-2023 July August 2018 training for all staff	Principal Administrative Team All Staff CKH Process Champs	NA	NA	Training in place for July/August 2018 for all staff to learn and apply the principles of CKH.
2. Continue school programs to form student connections: Use peer buddies, Royal Ambassadors, On Track Teacher Mentors, SpEd check in/out process, Student of the Month, Kindness Club, Candy-grams	2018-2023	Principal Guidance Staff Leadership Team Student Ambassadors Student Council	NA	NA	Program in place and used each year.
3. Enhance professional development to increase staff awareness and understanding of community and student population being served (Adverse Childhood Experiences, Social-Emotional Learning, etc).	2018-2023	Principal Administrative Leadership Team	NA	NA	Visits to community

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other
PERFORMANCE GOAL 5: Achieve and maintain a student attendance rate of 95% or higher.
INTERIM PERFORMANCE GOAL: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(s):	**2016-17**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
180th day Attendance Report	(2016-17) 96.3	**School Projected**	**95**	**95**	**95**	**95**	**95**
		School Actual 96.32	95.66	96.76			
180th day Attendance Report	(2016-17) **95**	**District Projected**	**95**	**95**	**95**	**95**	**95**
		District Actual 95	95	96			

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		**Baseline 2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	**School Projected**	**Afraid ≤5 Lonely ≤ 9 Angry ≤ 7**	**Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7**	**Afraid ≤5 Lonely ≤ 8 Angry ≤ 6**	**Afraid ≤5 Lonely ≤ 8 Angry ≤ 6**	**Afraid ≤5 Lonely ≤ 7 Angry ≤ 7**
		School Actual Afraid – 8% Lonely – 15% Angry – 11%	**Afraid ≤11 Lonely ≤12 Angry ≤17**	*Data point not available due to state-wide school closures on March 17, 2020 – Covid-19 pandemic.*	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	**District Projected Secondary**	**Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14**	**Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14**	**Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13**	**Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13**	**Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 12**
		District Actual Secondary Afraid – 7% Lonely –	**Afraid – 7% Lonely – 16% Angry – 14%**	*Data point not available due to state-wide school closures on March 17, 2020 – Covid-19 pandemic.*	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**

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