

SCHOOL RENEWAL PLAN

Scope of Action Plan
2024-25 through 2028-29

ANNUAL UPDATE

2025-2026



Riverside Middle School

Matthew Keith

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 2024-25 through 2028-29 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2025-26 (*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.

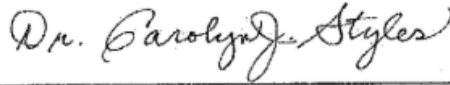
SUPERINTENDENT

Dr. W. Burke Royster		3/13/2025
PRINTED NAME	SIGNATURE	DATE


PRINCIPAL

Mr. Matthew Keith		3/13/2025
PRINTED NAME	SIGNATURE	DATE


CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles		3/13/2025
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Ms. Sara Williams		3/13/2025
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Merle Faulk		3/13/2025
PRINTED NAME	SIGNATURE	DATE

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

SCHOOL TELEPHONE: (864) 355-7900

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

Stakeholder Involvement for School Renewal

Position and Name

1. Principal: Matthew Keith
2. Teacher: Samantha Litcher
3. Parent/Guardian: Brigitte Adley
4. Community Member: Lauren Flinte
5. Paraprofessional: Kim Mauro
6. School Improvement Council Member: Sara Williams
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: Sarah Glenn

OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

**** Must include the School Literacy Leadership Team for Read to Succeed**

Instructional Leadership Team: Matthew Keith, Danielle Orgavon, Manny Fountain, Brooke Oxendine, Merle Faulk

School Leadership Team: Jen Berkley, Angela Caldwell, Nicole Capps, Merle Faulk, Anderea Franklin, Sara Glenn, Stacy Hall, April Haynes, Brad Johnson, Matthew Keith, Dr. Shannon Kojah, Samantha Litcher, Johnna Malici, Raigenn Rivers, Sarah Sharpton, Theresa Teeple, Jared Turner, Pam Varner

School Literacy Team for Read to Succeed: Merle Faulk, Sara Glenn, Kaci Roper, Christine Rainey, Greg Torbert, Anna Hart, Kristi Mathis, Gretchen Moore, Theresa Teeple, Anna Allen-Farrell, Maisie Hansen, Jeffrey Gordon, Oksana Smal

School Improvement Committee: Sara Williams, Sara Glenn, Matthew Keith, Stacy Edwards, Marilyn Jones, Brigitte Adley, Amberly Chirolla, Rebecca Hartsell, Stacy Hall, Kim Mauro, Erin Greiner, Cameron Pollock, Lauren Flinte, David Merhib, Cara Fern, Qena Jennings

PTSA Executive Board: President: Brigitte Adley; Secretary: Lauren Flinte; Treasurer: Cara Ferneyhough; Vice President of Volunteers: Barna Gupta

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

N/A	<p><u>Academic Assistance, PreK–3</u></p> <p>The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).</p>
Yes	<p><u>Academic Assistance, Grades 4–12</u></p> <p>The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).</p>
Yes	<p><u>Parent Involvement</u></p> <p>The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.</p>
Yes	<p><u>Staff Development</u></p> <p>The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.</p>
Yes	<p><u>Technology</u></p> <p>The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</p>

Yes	<p><u>Innovation</u></p> <p>The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</p>
Yes	<p><u>Collaboration</u></p> <p>The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).</p>
N/A	<p><u>Developmental Screening</u></p> <p>The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
N/A	<p><u>Half-Day Child Development</u></p> <p>The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
N/A	<p><u>Developmentally Appropriate Curriculum for PreK–3</u></p> <p>The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>

N/A	<p><u>Parenting and Family Literacy</u></p> <p>The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
N/A	<p><u>Recruitment</u></p> <p>The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
Yes	<p><u>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</u></p> <p>The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>

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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.

Coming off of the heels of an international pandemic, RMS recognizes the need to do something different. Many of our students and their families experienced a great deal of tragedy and trauma throughout the course of the past few years. Our staff and administration continue to put the students' needs first. We have been working hard to ensure that our practices, procedures, and everyday schooling is fit for all students. RMS staff have developed innovative classroom practice to engage students and have developed a deeper understanding of the roles they have in helping students feel successful with their social-emotional growth.

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.

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 always at the forefront of every decision, significant resources are allocated to studying the needs of our students. RMS staff have been working diligently to redefine student achievement to show the importance of individual student growth as achievement. 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 “Students 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 before school extra help labs, teacher-staffed academic remediation programs after school, 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 59% of the teaching staff has advanced degrees, with one of those being Doctorate level degrees. Five teachers are “National Board” certified. All academic, essential 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 more than a total of 90 years of experience in education.

School Climate

The overall school climate of RMS continues to be positive. The staff work on committees striving to maintain the positive culture. Our Instructional Coach works with new teachers specifically on helping them understand the positive atmosphere we promote.

Challenges

RMS is not content to accept anything less than 100%. Significant challenges over the past few years continue to relate back to learning loss and social maturity loss through Covid-19. RMS has implemented processes and activities that we believe will assist in this increasing student growth academically and socially-emotionally. We have reexamined our 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. 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. RMS prides itself on nothing but the best. Much conversation and work has gone into improving these areas. More announcements sent home via email, a stronger public relations drive, a stronger social media presence, teacher communication to parents 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 Fall for Riverside have served to strengthen home-school connections, as well. Preliminary results indicate that these perceptions are improving but more work is needed in this area.

Accomplishments

Challenges allow Riverside Middle School to accomplish much. RMS has had a growth rating of “Excellent” on two of the four most recent school report cards. 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 at the state and national level.

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, Special Olympics Unified School, as well as many more.

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

School profile from Greenville County School's website:

<https://www.greenville.k12.sc.us/Schools/profile.asp?schoolid=rms>

School Community Description

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 2 Art, Band, Strings, and Chorus
- 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, the Technical Assistance Coordinator, and the Library occupy other spaces in this area. The three assistant principals and school counselors are housed on each grade-level hall, while the instructional coach is centrally located on the 7th-grade 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

Mr. Mathew Keith was selected in the spring of 2023 as the fifth principal of the school. He was A principal at a Middle School in New Jersey before becoming the principal at Riverside. The administrative team also includes three assistant principal positions. Ms. Brooke Oxendine became assistant principal at the beginning of the 2024-2025 school year after having worked as a teacher and administrator in another district. Mrs. Danielle Orgovan joined the Riverside Middle administrative staff in 2020 with eight years of educational experience from South Carolina and New York combined. Additionally, Mr. Manny Fountain, who previously taught 8th Grade Social Studies at Riverside, joined our administrative staff as an Administrative Assistant at the beginning of 2022.

The daily operations of the school were established in accordance with School Board Policies and adapted to better meet the needs of our student body. The School Board and our administrative teamwork 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 to 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.

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 who 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 who are entering the middle grades or moving on to high school. Department minutes are emailed to the administrative team.

Decision-Making Process/School Leadership Team

The School Leadership Team consists of the principal, three assistant principals, school counselors, the librarian, 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 shared decision-making process. During the meetings, members express concerns about school-wide issues, present new ideas to better the school or maximize student achievement, and suggest solutions to problems that impact the entire school. The leadership team is then responsible for taking the discussions to each team or

department and acquiring further input from the faculty. Further input from teams and departments is then provided to the administrative team to make sound decisions that maintain the mission and the school vision. This effective method ensures that all faculty and staff are informed and have input and are thus held accountable and responsible for the shared information and decision-making process.

School-wide information Dissemination

Grade-level administrative meetings are held every other Wednesday during 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 upcoming events and activities. These meetings also provide opportunities to strengthen one area of the school-wide focus: maximizing literacy instruction across the curriculum.

Instructional professional development meetings, led by our instructional coach, are held every Tuesday during morning planning periods. Tuesdays, Fridays, and every other Wednesday are set aside for grade-level academic Professional Learning Communities (PLCs) to collaborate and plan. One Tuesday per month is devoted to district-wide PLC meetings. These various meetings are used for a variety of informational or professional development topics as they arise throughout the year.

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. Dissemination of information is not 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 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 viewpoint. 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 spiritwear 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.

School Personnel Data

With an outstanding faculty (67% with advanced degrees and 62% with 10+ years of educational experience) who loves a challenge (10% are currently pursuing advanced degrees, and an additional member acquiring their doctorate in 2024), Riverside is able to offer a rigorous academic program for the academically gifted child, the average learner, and the struggling student. As of 2/9/2025, our current year's teacher attendance is 97.01. Currently, there are seven National Board Certified teachers among our faculty. The administrative staff consists of one principal, two assistant principals, and one administrative assistant. The support staff consists of five school counselor, an ML teacher, a media specialist, one instructional coach, one part-time licensed speech therapist, one nurse, one resource police officer, one social worker, a secretary/bookkeeper, one attendance clerk, one school counselor clerk, one receptionist, four special education aides, two in-house substitutes, one plant engineer, one food services manager, one library clerk, one technical assistance coordinator, five custodians, and seven food services workers. The entire staff is dedicated to providing quality education for all students in grades six through eight.

The following shows the RMS certified staff demographics for 2024-2025:

	Minority	White	Female	Male
Administration/% of Group	0%	100%	50%	50%
Certified Staff/% of Group	8%	92%	80%	20

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, which included RMS's participation in the Instructional Innovation Committee, and a district technology specialist. 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 essential arts classes each day.

The Riverside Middle faculty commitment to personal excellence is seen by a majority affiliating with professional educational associations and participating in national, state, and local conferences such as: GT endorsement classes at Converse College, SCAMLE, SC Arts Conference, Kids3Conference, SC Dept. of Ed. ELA Instructional Materials Caravan, GCS 2023 ELA Standards Implementation Team, Upstate Schools Consortium, GCS Summer Academy, Induction Institute Summer Session, Take Action, Project Learning Tree, and Project Wild, SCMEA, SC ASTA Fall Conference, SCMESA Professional Development Conference, National ASTA Conference, SC Council for the Social Studies, ActivInspire, South Carolina Association of School Librarians Conference, Ron Clark Academy, National Arts Integration, Carolina Tip, Carnegie Learning National Institute, PLTW – Automation and Robotics, SCCTM, Capturing Kids Hearts, Trauma Skilled Schools, Science Plus, State Symposium for Alternative

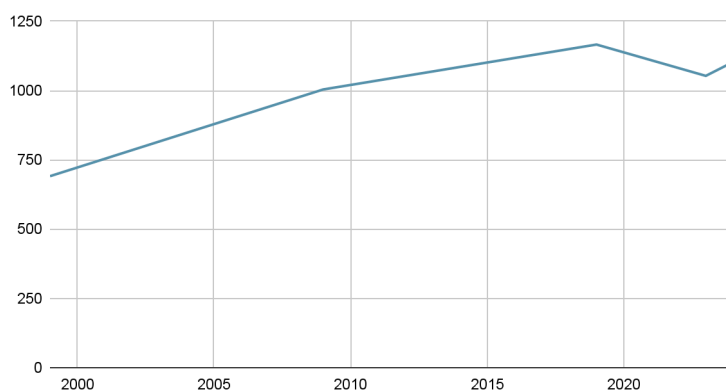
Education, Eric Jensen’s Brain Based Learning, LETRS, ASCA, SCHSL Spring Sports, EdWeb, America School Counselor Association Conference, SCCSS. The RMS faculty members attend numerous workshops and conferences on such topics as: gifted and talented, ADEPT, writing skills, vertical teaming, SAT improvement plan, implementing the state standards, classroom management and assessment, and incorporating technology in the curriculum.

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.

Student Population Data

The school serves a community with an area of approximately 25.56 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 from approximately 15,222 adults in 1999 when the school first opened to 38,865 adults in 2021 (latest data available). The mean adult age for the area is approximately 35 years old. The ethnic composition of the surrounding community is 58% White, approximately 16% Black, 16% Hispanic, 5% Asian, and 5% mixed race, which is more slightly more diverse than the school itself. The education composition of this area indicates that close to 40% of the adults have a bachelor’s degree or beyond, while the other 60% have a high school diploma or less. Approximately 10% of the population lives in poverty, and there’s a median household income of \$73,534. The area has many businesses and non-profits, affording a variety of community partnerships, shadowing programs, and guest speakers.

RMS Student Enrollment

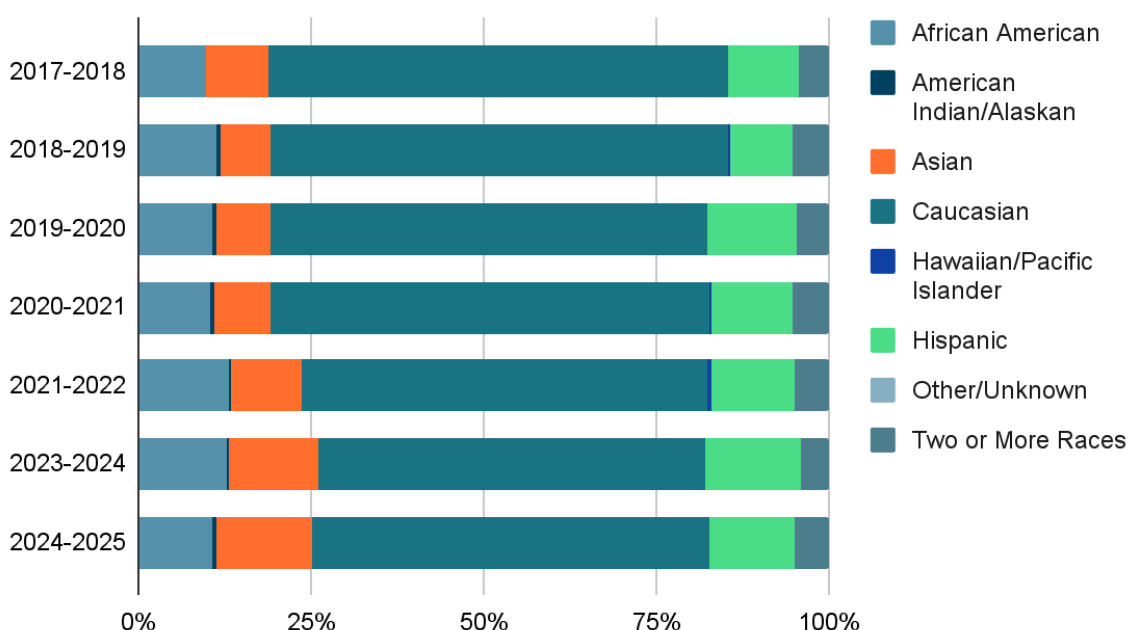


As can be seen in the above chart, the student enrollment increased and leveled out since the opening of the school. Our total population for the 2024-2025 school year is 1,103 students (as of 3/3/2025). Below we see the grade level distribution of our 550 boys and 553 girls being served at Riverside Middle.

Riverside Middle School's Current Enrollment by Grade and Gender

Grade	2024-2025 Enrollment (as of 3/3/2025)
Grade 6	359 (167 Males & 192 Females)
Grade 7	372 (197 Males & 175 Females)
Grade 8	372 (186 Males & 186 Females)

RMS Student Racial Composition



Approximately, 34% of our students are “pupils in poverty,” 16% are characterized as English Language Learners, 43% are served in Gifted & Talented classes, 10% are supported by a special education specialist, and 5% have a 504 plan in place for a variety of reasons. During this past school year (2023-2024), our student body attendance rate was 94.44%, while the out-of-school expulsion rate for violent and/or criminal offenses was 0%. This data indicates that Riverside Middle School is truly a diverse community where students regularly attend to obtain a world class education.

Our students are quite talented and are recognized for their efforts. In the fine arts department, 24 students were accepted to All-County orchestra; 16 students accepted to All-Region orchestra; 9 students accepted to All-State orchestra; and 6 students were highlighted at the Greer Cultural Arts Fall Showcase. From our Career and Technology fields, 3 of our robotics teams competed at the SC state level, while one qualified for and competed in Dallas, Texas at the World's Vex IQ competition.

Athletically, we've had students achieve great things, such as making the All-Region Middle School Basketball team, receiving varsity letters for Cross Country, and going undefeated in D-Team football. Academically, we have state-wide winners in Beta Club and PTSA Reflections contests, along with students chosen as local community essay contests winners for the City of Greer. Our students are also recognized routinely in our district for their academic achievement, particularly for their mastery of Mathia. These recognitions are just a glimpse at the excellence students experience at Riverside Middle School.

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, teachers schedule their classes to visit and work in the library and students visit as needed to check out books, use the MakerSpace, work on assignments, or read. 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, author visits, book fairs, summer reading programs, the Greenville Drive All-Stars reading program, Battle of the Books competitions, and more. 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. Students are allowed to visit the library throughout the day. Teachers and library staff also collaborate on activities such as book tasting, book speed dating, genre personality quizzes, book talks, escape rooms, "Build and Tells," and more. The library is available all day for students to browse, check out books, read, print, work on assignments, and complete research using the library resources. Students and teachers may also utilize library technology, such as the green screen studio, to produce assignments. Teachers and students collaborate with the library staff to create projects using the library's 3d printer, button-making supplies, and MakerSpace materials. The library serves as the venue for special activities such as Library Club, Book Fair, guest speakers, author visits, and faculty meetings. The flexible furnishings and organization of the books by genre are student-friendly and available for students and teachers to use throughout the day to work together or independently on projects and assignments. 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, social/emotional, and career and college readiness resources for students in order to help “Build a Better Graduate.” Teachers, administrators, school counselors, and parents work together to identify and provide supports and opportunities for all students. Various supports and opportunities include:

Academic:

- Parent teacher conferences
- Teams provide NHI in the the morning to work on completion of assignments with a teacher
- Computer-assisted self paced learning instruction (Mathia, IXL, No Red Ink, Mastery Connect, etc)
- Teacher directed small group instruction and remediation during Flex time.
- Individual assistance offered by teachers before,during, and after school hours
- MakerSpace providing opportunities for critical thinking, creative exploration, and innovation
- Reading & Math intervention programs: Read180
- Redo/Retake opportunities for student success
- Co-taught classes and additional adult support in academic subjects
- On-Track Teams to identify root cause and interventions for students struggling with academics, attendance, or behavior
- Specialized instruction for students with special needs, exceptional abilities, and Multilanguage Learners
- Embedded virtual school opportunities for high school credit
- Extended Day Program
- Student incentives for success

Overall Well-Being:

- Backpack Blessings program providing food for the weekends to students and families in need
- Sensory Room and Zen Den offering calm, safe spaces
- Intramurals and team sports
- Variety of clubs and organizations
- Recess reward time

- Royal Ambassadors-students as leaders in the building
- School counseling classroom lessons and small groups for skill building
- School-based Mental Health Counselor
- On-site mentoring with MentorGreenville Mentors
- Free breakfast for all students
- Teaming at all grade levels to ensure that all students have a team of adults advocating for their needs.
- Community-based partnerships
- Staggered hallway transitions so grades levels are transitioning at different times

Career/College Readiness:

- Career Education and Teen Leadership classes at all grade levels including mock interviews and resume building
- High school credit course offerings
- Interest exploration through elective and core classes
- Guest speakers from various career fields/career clusters
- School Links program to facilitate exploration of personal interests, various careers, career clusters and colleges
- Specialized field trips planned by teams, individual teachers, and school counselors to supplement/enhance academic standards and career exploration experiences (ie. career centers, specialized centers for the arts, etc)
- District wide Career Fair field trip for all 7th graders
- Individualized Graduation Plan (IGP) conference held with every 8th grade student and parent
- Registration and course planning meetings with parents
- Junior Achievement (JA) Inspire program for 7th graders

Parent Involvement

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

- Riverside Middle School Student Handbook delineates 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 Weekly Planners.
- PTSA Open House once a year, Sixth-grade orientation which encourages parental involvement, PTSA volunteer response forms invite parental involvement
- Eighth Grade IGP Conferences

- Open invitations to our School Improvement Committee meetings
- Increased social media presence
- Parent conferences, School Website, Parent Portal, Google Classrooms, Parent email group, Backpack
- Community events to connect with local families and businesses

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 serve students through the On-Track and STAR programs as a positive and proactive mentor, and decreased the number of hours students were out of class due to disciplinary issues 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.

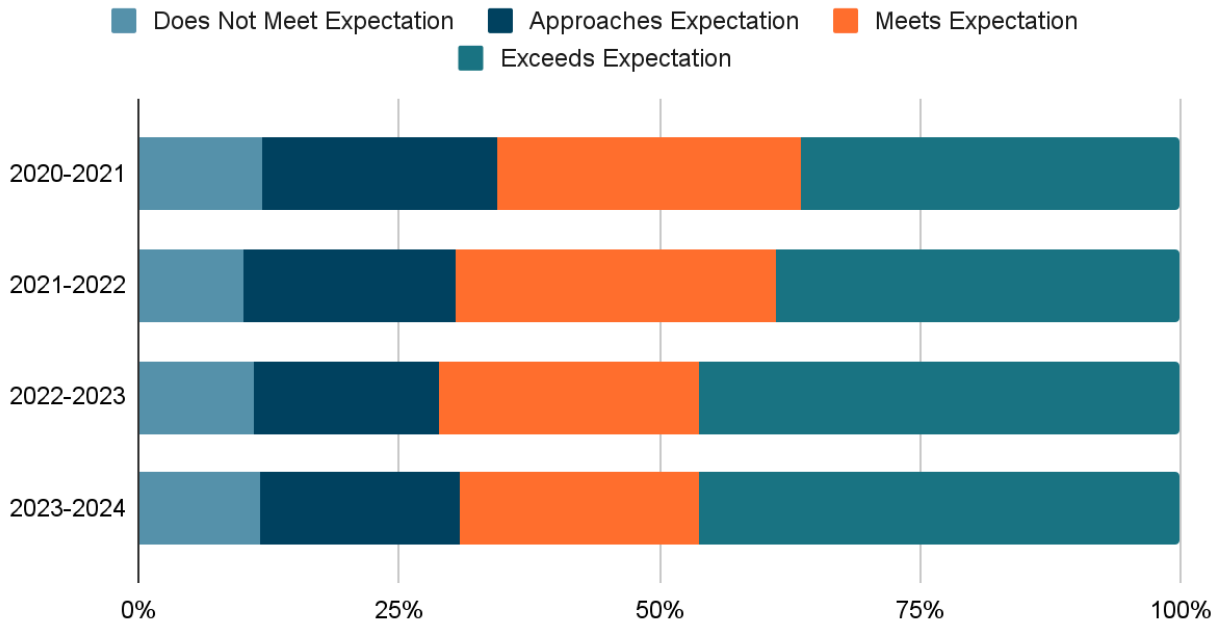
To institute changes that are long lasting and effective, historical and current data are disaggregated and analyzed to isolate and better understand areas of need. When those needs have been discovered, an action plan is formulated based on experience, current research, ability, and inspiration. The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

Student Achievement Needs Assessment

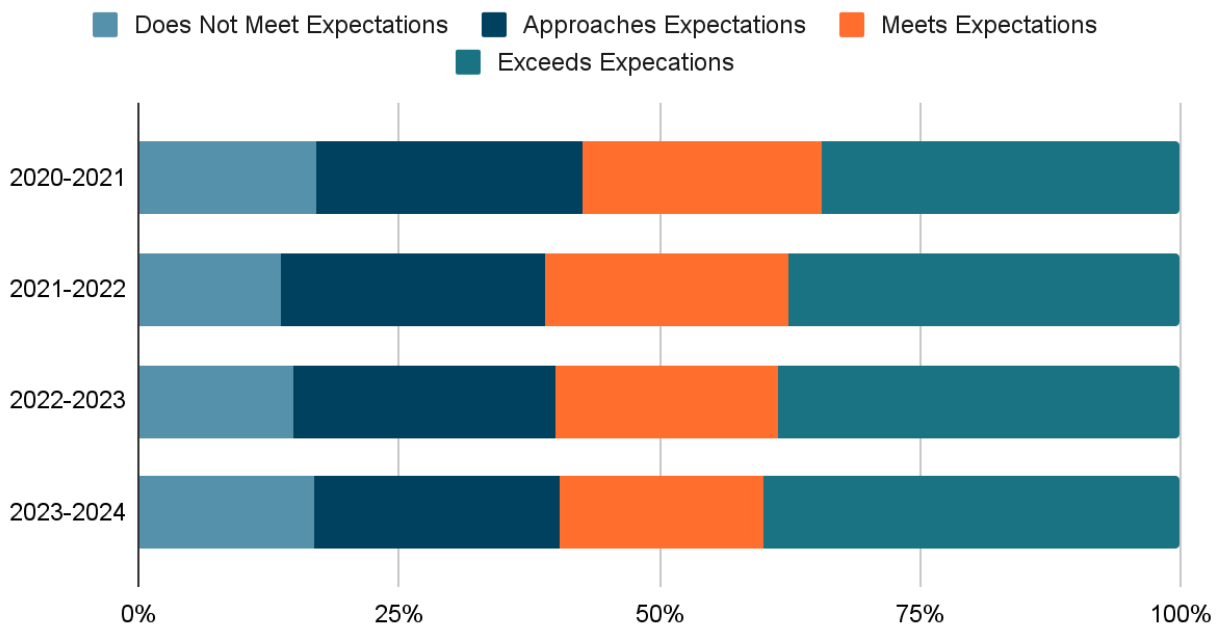
The next few pages are a fundamental progression of data analysis that takes place each year during program review and portfolio updating.

School Wide Yearly Trend Data

SCReady ELA

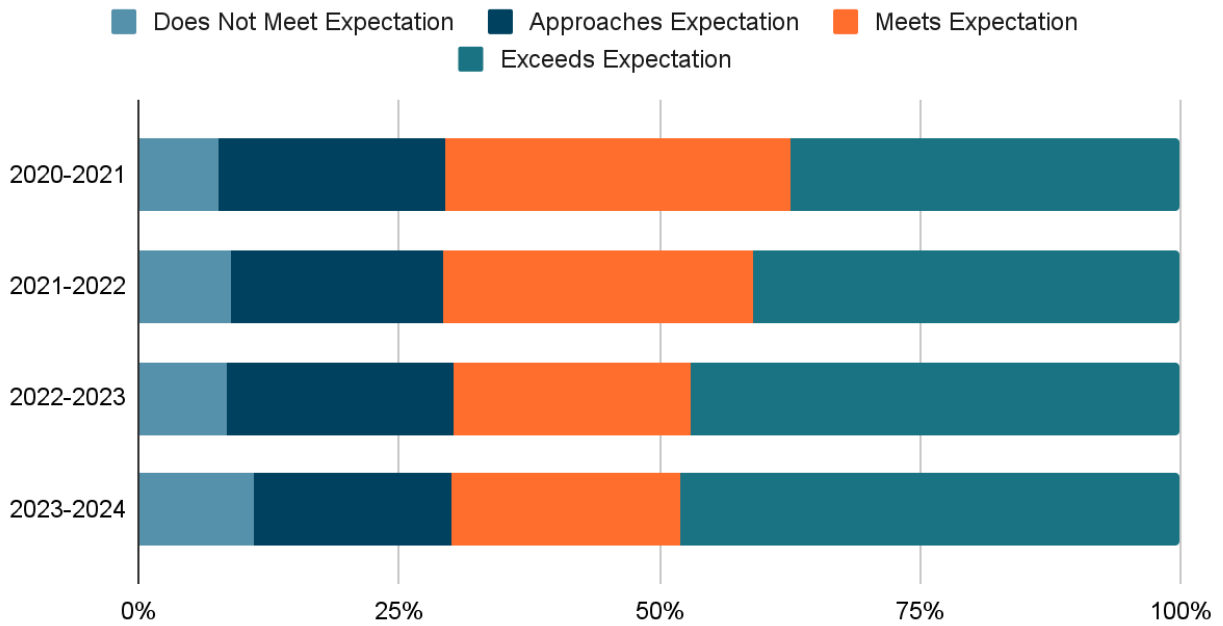


SCReady Math

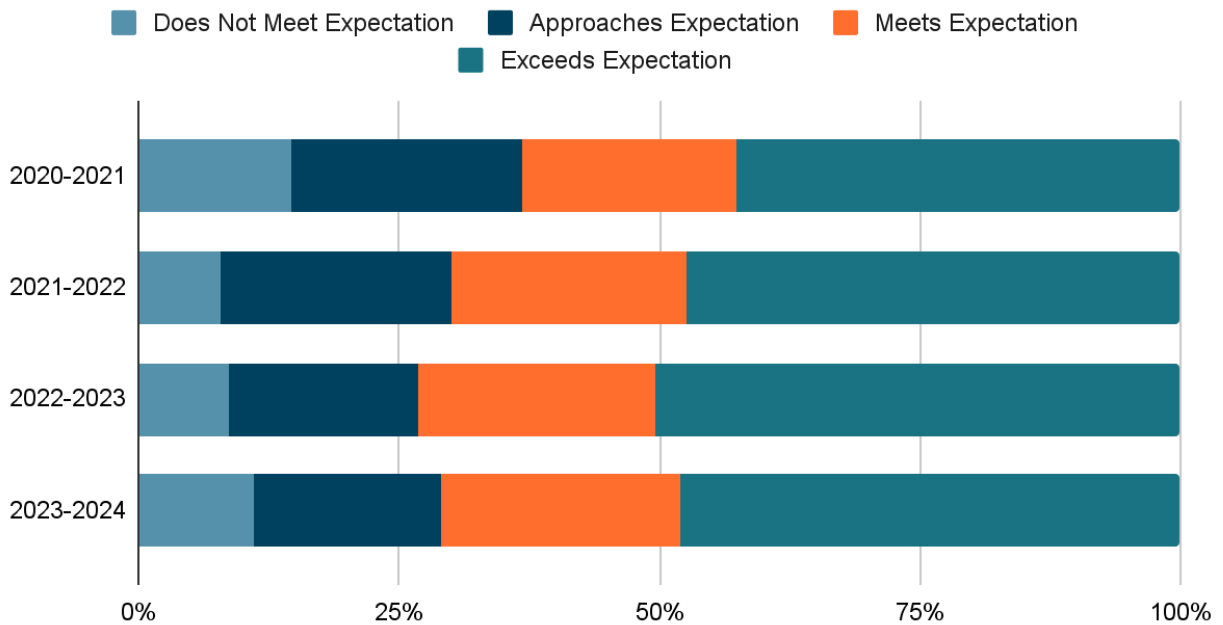


Grade Level Yearly Trend Data

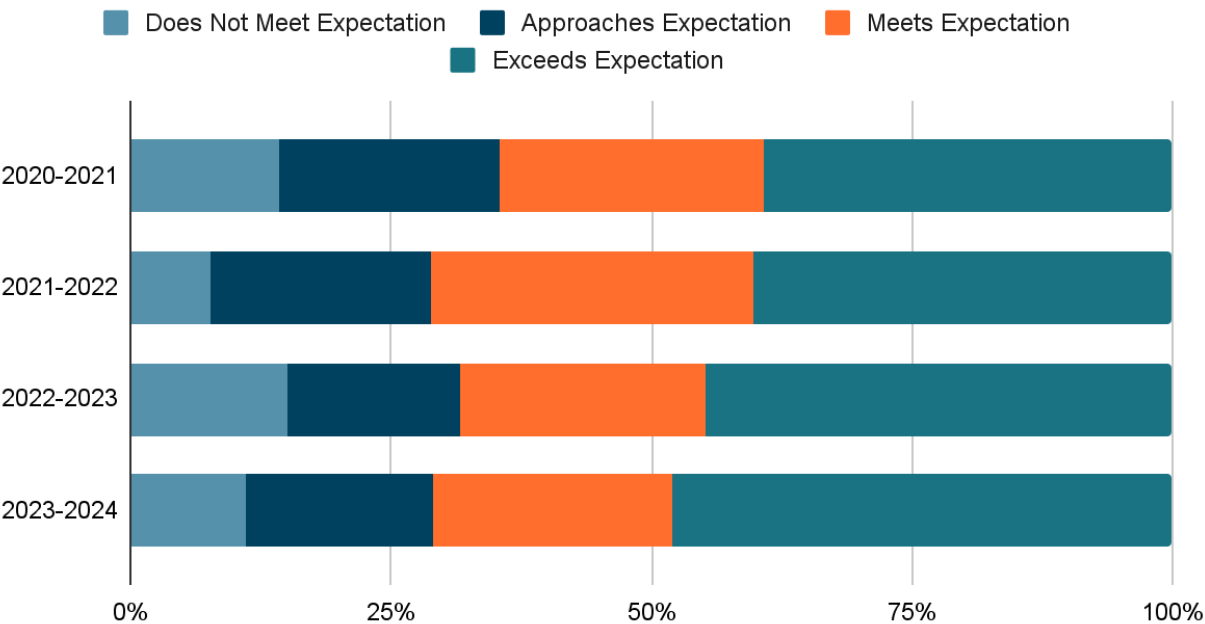
SCReady Yearly Trends - 6th Grade ELA



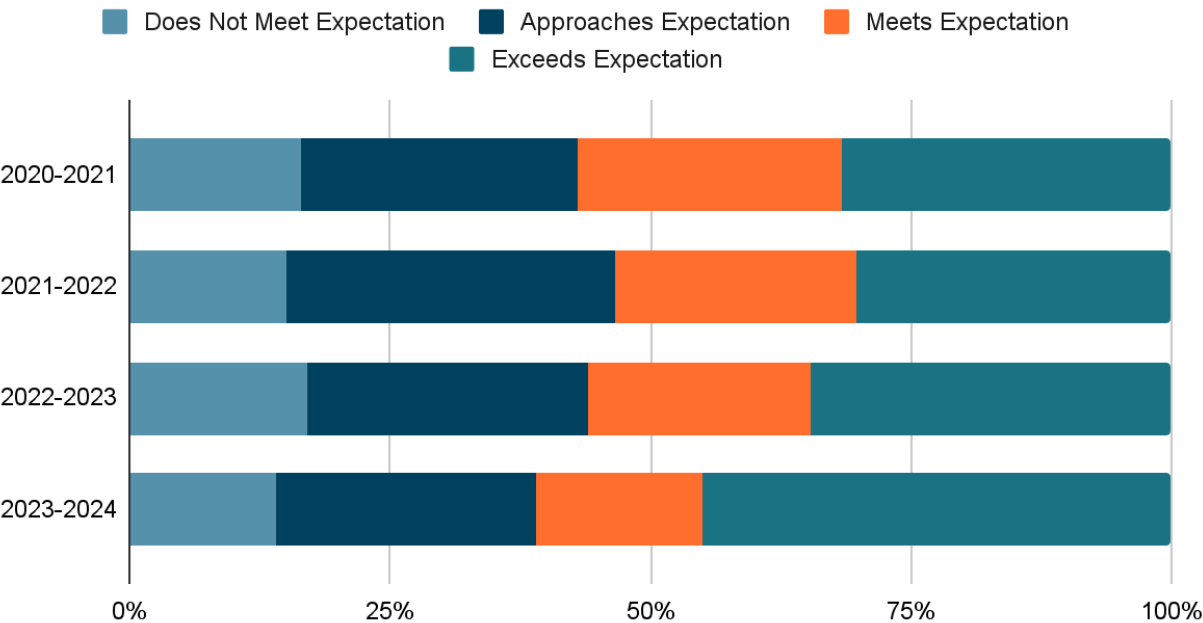
SCReady Yearly Trends - 6th Grade Math



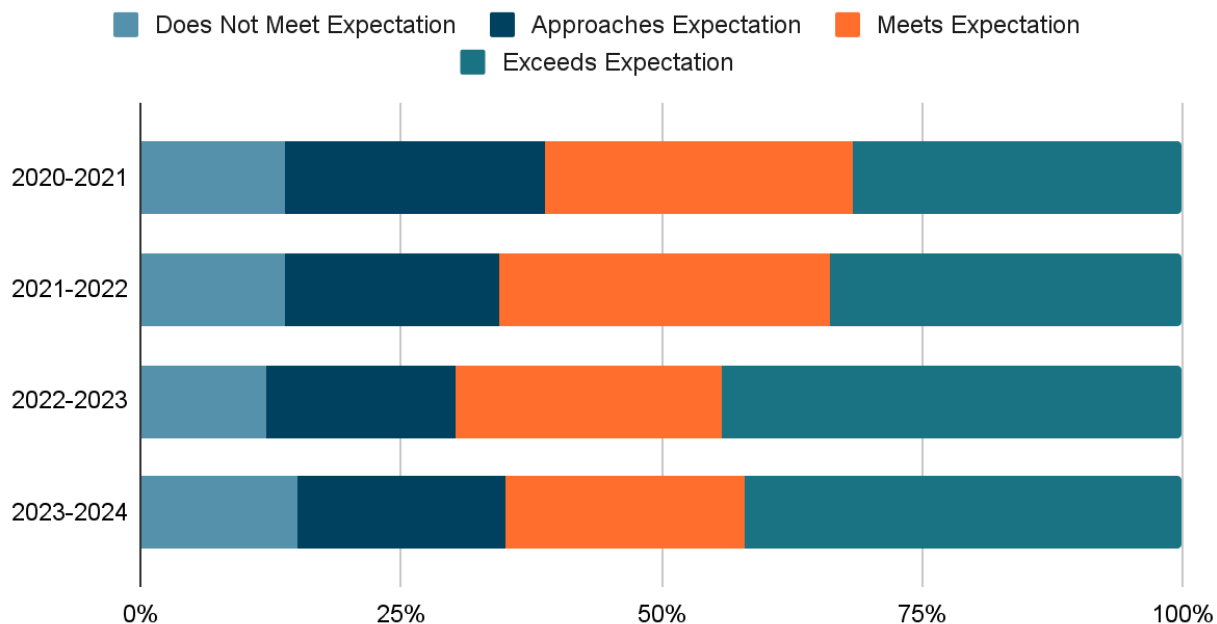
SCReady Yearly Trends - 7th Grade ELA



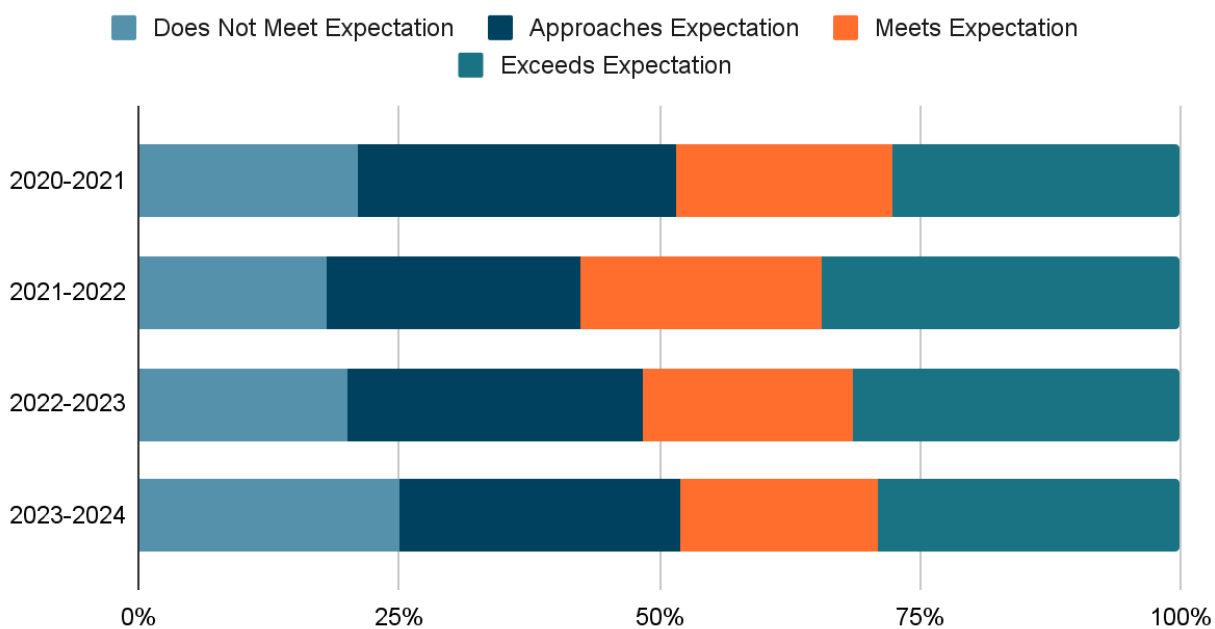
SCReady Yearly Trends - 7th Grade Math



SCReady Yearly Trends - 8th Grade ELA



SCReady Yearly Trends - 8th Grade Math



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 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.

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 Artificial Intelligence training, and weekly 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 Plan for 2024-2025

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 1st Plan Per	Team PLC Time	Content PLC (IC w/ ELA)	Grade level (w/Admin)	Team PLC (IC w/ #1)	Content PLC
Week 2 1st Plan Per	Team PLC Time	Content PLC (IC w/ Math)	Content or Admin PD (After School Faculty Mtg Day)	Team PLC (IC w/ #2)	Content PLC
Week 3 1st Plan Per	Team PLC Time	Content PLC (IC w/ Sci)	Grade level (w/Admin)	Team PLC (IC w/ #3)	Content PLC
Week 4 1st Plan Per	Team PLC Time	Content PLC (IC w/ SS)	Content or Admin PD (AfterSchool Dept Mtg Day)	Team PLC	Content PLC

During PLC times, teachers will participating in the following development session with the Administrative Team and Instructional Coach:

Month	Professional Development Focus
August	<ul style="list-style-type: none"> • New Teacher Orientation (Mentor/Mentee/Buddy support) • PowerSchool, MasteryConnect Refresher • Rigor and Differentiation follow up • 504 Training • Magic School training with Lance Curry on 8/30. • PLC Progression Template
September	<ul style="list-style-type: none"> • Introduction to our PLC PD focus for the year: Energize your Team (PLC) <ul style="list-style-type: none"> ◦ Review of the 4 questions and purpose of PLCs • AI Literacy training with Lance Curry on 9/13. • Data Dives with SCReady results
October	<ul style="list-style-type: none"> • Highly Effective Collaborative Teams • Team Interdisciplinary focus • *NEW* Student Work Analysis Protocols
November	<ul style="list-style-type: none"> • Guaranteed and Viable Curriculum • Q1 Data Conferences (IC)
December	<ul style="list-style-type: none"> • Balanced and Coherent System of Assessment • PLC Reboot 6-part series (begins)
January	<ul style="list-style-type: none"> • Q2 Data Conferences (IC) • Productive Data Conversations • PLC Reboot 6-part series (continues) • Jack Berckemeyer comes to RMS; topic: Effective Teaming and Teaching Today's Adolescents (1/6)
February	<ul style="list-style-type: none"> • PLC Reboot 6-part series (ends) • The Pyramid of Interventions • Math PD with Alex Kajitani "Empowering ALL Students to Achieve in Math" via the Furman's Upstate Schools Consortium (Faulk, Black, Goodell; 2/5) • Student Registration & Identification (guidance)
March	<ul style="list-style-type: none"> • SCAMLE
April	<ul style="list-style-type: none"> • Q3 Data Conferences (IC) • Spring Testing Training (admin)
May	<ul style="list-style-type: none"> • Limited due to testing

School Climate Needs Assessment

- **Student Behavior Data**

For the 2023-2024 school year, there were referrals earned by 50% of our students. The majority of those (56%) were earned by males. When looking at these referrals, there were some areas of concern: 76% of our Black population, 57% of our Hispanic population, 66% of our Pupils in Poverty, and 68% of our Students with Disabilities received referrals. When the overall school rate is 50%, those numbers indicate disparity. This is a concern that our administration is currently looking into (why is it happening? What can be done to correct it? etc)

RMS's top three reasons for referrals last year in 2023-2024 (in order) were truancy (21%), phone violations (10%), disruptions to class (8%), inappropriate behavior (7%), and bus violations (6%).

In-School-Suspension hours totaled approximately 626 hours for the 2023-2024 school year, while Out-of-School suspension totaled 512 days for that same year. Our In-School-Suspension hours are comprised of After School and Saturday School detentions served.

- **Attendance, absenteeism, and chronic truancy**

Per district's metrics, in 2023-2024 RMS's absentee rate was 5.54% and 14.7% of our students were considered chronically absent with 3 or more unexcused absences. So far, as of March 3, 2025, we have 31 students considered truant, with 10 or more unexcused absences in the 2024-2025 school year.

- **Parent/teacher conferences**

In the first semester of 2024-2025 school year, we hosted 182 in-person parent conferences across grades 6-8.

- **Volunteer hours**

Over the course of the current school year (2024-2025), Riverside Middle has had 87 volunteers give their time to our school. These volunteers include PTSA members, student mentors, outside vendors, and families of students supporting school wide initiatives. These 87 volunteers have logged 1,715 hours total as of March 1st, 2025.

- RMS Parent Backpack:

As of March 1st of the 2024-2025 school year, 95.01% of our 1103 students have a Parent Backpack account, and 65.72% of our parents have used their account at least twice this year.

2023-2024 SC State Report Card Link for Riverside Middle School

<https://screportcards.com/overview/?q=eT0yMDI0JnQ9TSZaWQ9MjMwMTExMQ>

ACTION PLAN ON FOLLOWING PAGES

GOAL AREA 1 – Performance Goal 1

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

Performance Goal 1: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from **59.7%** in 2022-23 to **69.7%** in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by **2%** annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (MS)	61.7%	63.7%	65.7%	67.7%	69.7%
	59.7%	59.5%	Actual (MS)					
	40.2%	42.1%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.					
1. Develop annual academic growth targets based on the principal and school goal setting process.	2024-2029	<input type="checkbox"/> RMS Admin, IC	\$0	NA	C
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	<input type="checkbox"/> RMS Admin, IC, Teachers	\$0	NA	C
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).	2024-2029	<input type="checkbox"/> GCS Academic Specialists	\$0	NA	C
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	<input type="checkbox"/> GCS Academic Specialists	\$0	NA	C
2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	<input type="checkbox"/> GCS Academic Specialists	\$0	NA	C
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	<input type="checkbox"/> RMS Teachers	\$0	NA	C
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029	<input type="checkbox"/> RMS Admin, IC	\$0	NA	C
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	<input type="checkbox"/> RMS Admin, IC	\$0	NA	C
Action Plan for Strategy 3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	<input type="checkbox"/> RMS Admin, IC	\$0	NA	C
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	<input type="checkbox"/> RMS Admin, IC	\$0	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	<input type="checkbox"/> RMS Admin, IC	\$0	NA	C
4. Foster a collaborative relationship between schools and parents.	2024-2029	<input type="checkbox"/> RMS Admin	\$0	NA	C
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	<input type="checkbox"/> RMS Teachers, school counselor	\$0	NA	C

GOAL AREA 1 – Performance Goal 2

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* <i>(* required)</i>
Performance Goal 2: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from <u>70.7%</u> in 2022-23 to <u>80.7%</u> in 2028-29.
Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by <u>2_</u> % annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA SCDE School Report Card			Projected (MS)	72.7%	74.7%	76.7%	78.7%	80.7%
	70.7%	69.2%	Actual (MS)					
	56.9%	56.3%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure all students acquire prerequisite ELA skills at each level.					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	<input type="checkbox"/> RMS Admin, IC	\$0	NA	C
2. Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success.	2024-2029	<input type="checkbox"/> GCS Academic Specialists	\$0	NA	C
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	<input type="checkbox"/> RMS Admin, IC	\$0	NA	C
4. Progress monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	<input type="checkbox"/> RMS Admin, IC, Teachers	\$0	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
5. Implement a range of assessment methods that measure student understanding.	2024-2029	<input type="checkbox"/> RMS Teachers, IC	\$0	NA	C
6. Ensure vertical articulation of grade level content and practices.	2024-2029	<input type="checkbox"/> RMS ELA Dept Chair, IC	\$0	NA	C
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	<input type="checkbox"/> RMS Admin, IC, Librarian	\$0	NA	C
Action Plan for Strategy #2: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	<input type="checkbox"/> RMS Admin, IC	\$0	NA	C
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	<input type="checkbox"/> RMS Teachers, Librarian, IC	\$0	NA	C
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	<input type="checkbox"/> RMS Teachers, IC	\$0	NA	C
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	<input type="checkbox"/> RMS Teachers, IC	\$0	NA	C
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	<input type="checkbox"/> RMS Admin, IC	\$0	NA	C
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	<input type="checkbox"/> RMS Teachers, Librarian	\$0	NA	C
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
1. Ensure that professional learning and coaching help all teachers develop the	2024-2029	<input type="checkbox"/> RMS Admin, IC	\$0	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
knowledge and skills to support all students in building necessary reading skills.					
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	☐ RMS Admin, IC, Teachers	\$0	NA	C
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	☐ RMS Admin, IC, Teachers, ELA Dept chair	\$0	NA	C
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	☐ RMS Teachers, IC	\$0	NA	C
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	☐ RMS Admin, IC	\$0	NA	C

GOAL AREA 2 – Performance Goal 1

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* <i>(* required)</i>
Performance Goal 1: 100% of classroom teacher positions will be filled on the first day of school by highly qualified educators (through 2029).
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	100%	100%	100%	100%	100%
	100%	100%	Actual (District)					
			Projected (School)	100%	100%	100%	100%	100%
	100%	100%	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.					
1. Share with students and community members pathways and alternative pathways to education.	2024-2029	<input type="checkbox"/> RMS Admin, school counselor	\$0	NA	C
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and other opportunities for a path to education.	2024-2029	<input type="checkbox"/> RMS Admin, school counselor	\$0	NA	C
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
1. Continue to expand with middle and high school students - early exposure to teaching as a career choice through internal and external programs.	2024-2029	<input type="checkbox"/> RMS Admin, IC, school counselor, Teachers	\$0	NA	C

GOAL AREA 2 – Performance Goal 2

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 2: Reduce teacher turnover by 0.5 percentage points annually through 2029.
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	10.4%	10.1%	Actual (District)					
			Projected (School)	11.5%	11%	10.5%	10%	9.%
	12%	6%	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
1. SEL Cart	2024-2029	<input type="checkbox"/> SEL Committee	\$100	P-Card \$	C
2. Teacher of the Month	2024-2029	IC	\$360	PTSA Grant	C
3. Social/Building Community Events	2024-2029	Admin	\$500	Local Funds	C

GOAL AREA 3 – Performance Goal 1

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* <i>(* required)</i>
Performance Goal 1: Ensure an environment where positive relationships, consistent behavior expectations, consequences, and interventions foster healthy student and adult interactions, resulting in, by 2029, a 10-point decrease in the percentage of students receiving more than one incident referral in a single school year.
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	61.5%	54.1%	Actual (District)					
			Projected (School)	63%	61%	58%	56%	54%
	58.69%	65%	Actual (School)					

**On average, 21% of all students have misbehavior resulting in a disciplinary referral. Of those students, 60.5% receive additional behavior referrals.*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.	2024-2029	<input type="checkbox"/> RMS Admin, School Leadership Team, Innovation Committee	\$0	NA	C
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing	2024-2029	<input type="checkbox"/> RMS Admin, School Leadership Team, Teachers	\$0	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
custom, school-based programming to meet this goal.					
3. Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.	2024-2029	<input type="checkbox"/> RMS Staff, school counselor	\$0	NA	C
4. Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents.	2024-2029	<input type="checkbox"/> RMS Admin, IC, School Behavior Committee	\$0	NA	C
5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	<input type="checkbox"/> RMS Admin, school counselor	\$0	NA	C
6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.	2024-2029	<input type="checkbox"/> RMS school counselor, Curriculum Night Team (<input type="checkbox"/> Student Council <input type="checkbox"/> Walking Club <input type="checkbox"/> Team Impact <input type="checkbox"/> Conferences <input type="checkbox"/> Parent Input BOY survey	\$0	NA	C
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	<input type="checkbox"/> RMS Teachers, Admin	\$0	NA	C
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	<input type="checkbox"/> RMS Staff	\$0	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	<input type="checkbox"/> RMS Admin, Teachers, school counselors	\$0	NA	C
Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.					
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	<input type="checkbox"/> RMS Staff	\$0	NA	C
2. Increase leadership opportunities within the school during the school day.	2024-2029	<input type="checkbox"/> RMS Staff, school counselors <input type="checkbox"/> School Impact Team <input type="checkbox"/> Royal Ambassadors	\$0	NA	C
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	<input type="checkbox"/> RMS school counselors	\$0	NA	C
Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	<input type="checkbox"/> RMS Admin, school counselors, School Resource Officer	\$0	NA	C
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024-2029	<input type="checkbox"/> RMS Admin, school counselors, School Resource Officer	\$0	NA	C
3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.	2024-2029	<input type="checkbox"/> RMS Admin, Teachers, School Leadership Team	\$0	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	<input type="checkbox"/> RMS Teachers, school counselors	\$0	NA	C
5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills.	2024-2029	<input type="checkbox"/> RMS Admin, school counselors, School Resource Officer	\$0	NA	C

GOAL AREA 3 – Performance Goal 2

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* <i>(* required)</i>
Performance Goal 2: By 2029, reduce the percentage of students who are chronically absent* by 10 points.
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Student Services			Projected (District)	22%	20%	18%	16%	14%
	24.2%	23.9%	Actual (District)					
			Projected (School)	13.7%	11.7%	9.7%	7.7%	5.7%
	14.7%	15.7%	Actual (School)					

*A student is chronically absent when they miss 10% or more of the days they are enrolled at a school site, no matter the reason.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	<input type="checkbox"/> RMS Attendance Clerk, Principal	\$0	NA	C
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	<input type="checkbox"/> RMS Attendance Clerk, Principal	\$0	NA	C
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	<input type="checkbox"/> RMS Attendance Clerk, Principal	\$0	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	<input type="checkbox"/> GCS District Personnel, RMS Principal	\$0	NA	C
Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.					
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	<input type="checkbox"/> RMS Attendance Clerk, Admin, school counselors	\$0	NA	C
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	<input type="checkbox"/> RMS Attendance Clerk, Admin, school counselors	\$0	NA	C
3. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.).	2024-2029	<input type="checkbox"/> RMS Attendance Clerk, Admin, school counselors	\$0	NA	C

GOAL AREA 3 – Performance Goal 3

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

Performance Goal 3: Increase the engagement of families and community volunteers with school personnel, as measured by the number of school visitors and volunteers, by 3% annually.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Number of Visitors and Volunteers in Raptor System			Projected (District)	317,534	327,060	336,872	346,978	357,387
		308,285	Actual (District)					
			Projected (School)	1,055	1,086	1,118	1,151	1,185
		1,025	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack	2024-2029	<input type="checkbox"/> RMS Admin, school counselors, School Improvement Committee, PTSA	\$0	NA	C
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	<input type="checkbox"/> RMS Admin, school counselors, School Improvement Committee, PTSA	\$0	NA	C
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	<input type="checkbox"/> RMS Admin, school counselors, School Improvement Committee, PTSA	\$0	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.					
1. Identify community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.	2024-2029	<input type="checkbox"/> RMS Admin, school counselors, School Improvement Committee, PTSA	\$0	NA	C
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	<input type="checkbox"/> RMS Admin, school counselors, School Improvement Committee, PTSA	\$0	NA	C
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	<input type="checkbox"/> RMS Admin, school counselors, School Improvement Committee, PTSA	\$0	NA	C
Action Plan for Strategy #3: Increase two-way parent engagement at the school level.					
1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing)	2024-2029	<input type="checkbox"/> RMS Admin, school counselors, School Improvement Committee, PTSA, ESOL & SpEd Teachers	\$0	NA	C
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	<input type="checkbox"/> RMS Admin, school counselors, School Improvement Committee, PTSA, ESOL & SpEd Teachers	\$0	NA	C
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.	2024-2029	<input type="checkbox"/> RMS Admin, School Improvement Committee	\$0	NA	C