Academic Excellence

- High, quality common formative assessments with data analysis in Mastery Manager.
- School-wide Academic Intervention Model to assist struggling and intentional non-learners.
- Multiple opportunities for students to demonstrate mastery of content through re-teaching and re-assessing.
- Teacher collaboration in content planning to determine effective instructional strategies, develop common formative assessments, and discuss best practices.
- “Essential Learning” posted in student-friendly terms in each classroom.
- Academic Math Lab to assist struggling learners within a variety of levels of Math curricula.
- Special Education mainstreaming with students in self-contained classes enrolled in regular education Science and Social Studies.
- Extensive opportunities in Fine Arts and foreign language.
- AVID College Readiness System transforms environment into a college-going culture and is a framework for high-yield instructional strategies for all students.
- Homeroom Tutoring is an embedded opportunity for students to receive additional assistance on Tuesday, Wednesday, and Thursday mornings.

(Continued)
R.H. Fulmer Middle School

- Lunch Learning Center (LLC) is used as an opportunity for students to complete missed assignments, since failure is not an option.
- Special Education Co-Teaching model in all grade levels allows for immediate and relevant special education services.
- Incorporation of content literacy (reading, writing, and speaking) evident in all subject areas.

Developmental Responsiveness
- Advisory small group sessions where student groups loop from year to year.
- School-wide college and career readiness days.
- Administration and School Resource Officer available and visible on a daily basis at lunch and during student transitions.
- Career Development Facilitator invites guest speakers, Career Fairs, SCOIS, etc.
- Family involvement through open-door policy, School Improvement Council, Parent Portal, ParentLink, PlanetHS, Falcon Flash, Falcon Club and social media (Facebook & Instagram).
- “Take Flight” transition orientation for rising 6th grade students and parents.
- Rotating academic schedule to allow students and teachers to engage at different times during the school day.
- Multiple opportunities for student involvement in Athletics at the middle school and high school level.
- Guidance small groups formed based on students’ social and emotional needs.
- Student-led organizations – Fellowship of Christian Athletes, Teen Talk, Girls for Tomorrow, Run Hard, Boys and Girls Club of the Midlands.
- School-wide Behavior Intervention Plan to promote the modification of student behavior.

Social Equity
- Student perception survey administered annually to all students to provide feedback on their experiences at school.
- Collaboration with guidance in grade level team meetings once per week to discuss student needs.
- Special Education mainstreaming with students in self-contained classes enrolled in regular education Science and Social Studies.
- Special Education mainstreaming with students in self-contained classes enrolled in regular education Science and Social Studies.
- Maintaining high expectations for all learners.

Organizational Support
- Collaboration through PLC teams, content planning, and teacher leadership meetings.
- PASS Data breakdown and analysis each summer.
- Use of Mastery Manager to collect and disaggregate common formative assessment data.
- “Daily News” emails from the Principal to efficiently disseminate information to the faculty.
- 40 students from the University of South Carolina completing practicum or student internships.
- District-wide early release cohort model for professional development.
- Transition programs for rising 6th grade students and 8th grade students as they transition to high school.
- “My Learning Plan” allows a teacher to select and track their professional development needs.
- Departmental peer classroom observations
- Teacher organizations including SC-AMLE, AMLE, ASCD, SCASA, SC2, PSTA, NSTA, SCEA, NEA, NCTM, Teaching Fellows, NBPTS, etc.