

R.H. FULMER MIDDLE SCHOOL



2017-2018 SCHOOL STATISTICS

Designated in 2011

Re-designated in 2014, 2017

Community Size - Suburban

School Enrollment - 620

Grade Levels - 6, 7, 8

School Calendar -Traditional

Free and Reduced Lunch - 72.4%

English Learners - 9.6%

Students With Disabilities - 17.8%

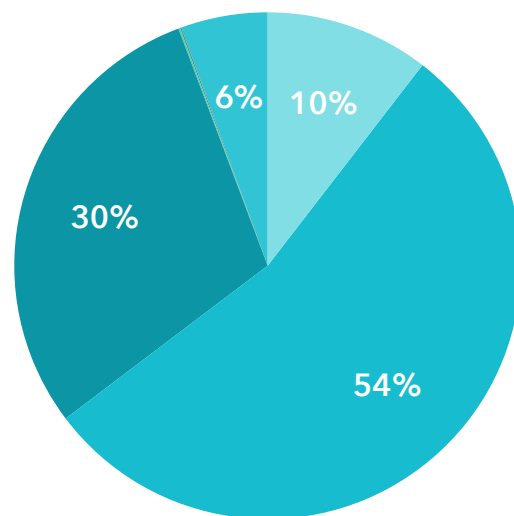
R.H. Fulmer Middle School
Lexington School District 2
1614 Walterboro St West Columbia, SC 29170
Tel (803) 822-5660
Principal - Megan Carrero
www.fms.lex2.org

School Characteristics and Replicable Practices

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.

2017-2018 School Demographics



- | | |
|------------------------|---------------------|
| Hispanic 10.4% | White 53.9% |
| African American 29.4% | Asian 0.1% |
| Native American 0.1% | Pacific Islander 0% |
| Filipino 0% | Two or More 5.5% |
| Other 0% | |

- 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.
- Special Education mainstreaming with students in self-contained classes enrolled in regular education Science and Social Studies.
- Extensive opportunities in Fine Arts
- 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.
- 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.
- Weekly and monthly curriculum development in conjunction with Busbee Creative Arts Academy, a sister middle school within the district.

Developmental Responsiveness

- Advisory small group sessions where students choose their small group based on similar interests with adults in the school.
- 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, Falcon Flash, Falcon Club and social media (Facebook, Twitter, & 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.
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- Maintaining high expectations for all learners.

Organizational Support

- Collaboration through PLC teams, content planning, and teacher leadership meetings.
- SC READY/PASS (State Summative Assessments) 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.
- 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.
- Professional Development School partnership with the University of South Carolina, to include a clinical liaison, a middle grades education professor