

RSIA is one of the fastest growing lower academy schools in Beaufort county.

We have: 719 students

Population:

Pre-Kindergarten: 28	Fourth Grade: 39
Kindergarten: 47	Fifth Grade: 38
First Grade: 41	Sixth Grade: 139
Second Grade: 45	Seventh Grade: 149
Third Grade: 42	Eighth Grade: 151

Demographics:

Advanced Students: 9% Teacher Attendance: 96%

Student/Teacher Ratio: 17:1

Our Mission

The mission of Robert Smalls International Academy, a school committed to excellence in education, is to provide challenging globally educational opportunities for students so they become active, passionate, and project-based learners who in turn become advanced, reflective, open-minded, members of our community and the larger world.

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*“Globalization has shown in the global crisis that we are all in the same boat. If we do not choose wise captains, then the storm will harm us all .”*

*- Hassan Ruhani*

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**Robert Smalls International Academy**

Where *Engagement*, *Environment*, and *Empowerment*  
Create a Global Education

**Annual School Improvement Council  
“Report to the Parents”  
2016-2017**



*Nicole Holloman, Principal*

*Lorene Pryor, Assistant Principal*

*Jeremiah Young, Assistant Principal*

*Virginia Bellinger, SIC Chairperson*

**Robert Smalls International Academy**

**43 WK Alston Drive**

**Beaufort, SC 29906**

**(843) 322-2500**

**<http://rsia.beaufort.k12.sc.us/pages/RobertSmallsIA>**

## Principal's Message

We embrace a Project Based Learning concept to provide engaging and meaningful educational experiences for all students. By providing an emphasis on gaining knowledge and skills through investigation and response to complex problems and challenges, a globally connected curriculum develops empowered learners. We engage and develop students and all stakeholders through rigorous learning, creative thinking, and globally-minded problem solving.

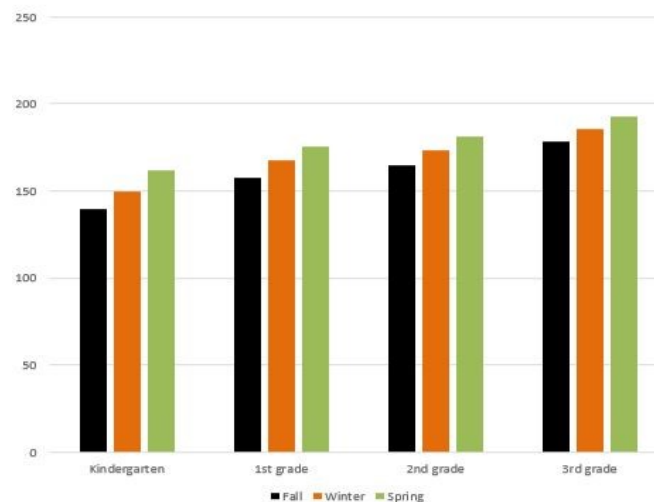
Robert Smalls International Academy delivers a curriculum that is framed by the South Carolina Common Core Standards and driven by data indicators of student and teacher performance. Teachers strive to meet the unique needs of individual students based on performance data. We provide ongoing professional development delivered in a variety of formats including world renowned practitioners, district leaders, administrators, instructional coaches, and building leaders, in addition to professional development throughout the United States. We have fully implemented Response to Intervention (RTI) in our school. RTI is a tiered intervention system implemented to meet academic or behavioral challenges for individual students including a team approach, targeted goals and interventions, and progress monitoring. Interdisciplinary global lessons, service learning projects, project based learning from K-8th grade, and educational technology have not only challenged our students to work together but also challenged our faculty through collaboration and problem solving opportunities.

Nicole Holloman, *Principal*

## RSIA Accomplishments

- Palmetto Silver Performance Winner
- Highest MAP growth in 8th grade ELA and 5th grade Science
- Highest level possible, Value Added 5, for 2015-16 School Performance
- Top 5 District Teacher of the Year Finalist: Kelly Goudy
- State Science Award winning team
- WSAV focus for International Women's Day
- Robert Smalls Celebration Ceremony and Annual Dinner
- Five teacher Education Foundation Grant winners.
- Boys soccer champion finalist
- Girls basketball champion finalist
- Duke TIP and Junior Scholar recognition
- Increase from 2015-2016 Honor Roll

Student ELA Score Growth Grades K-3  
2015-2016 MAP



## RSIA Initiatives for Progress

- Continued implementation of GANAG professional development with world education consultant, Dr. Pollock
- Coastal Savannah Writing Project teacher courses to improve student writing performance and instruction
- Committed participation in Math Design Collaborative Cohort; BCSD EdTech Cohort, and DRIVE Educational System School.
- 100% fidelity with Response to Intervention via Enrich and reduction of student suspensions.
- Afterschool tutorial, before-school virtual education tutoring, student study teams, and student progress monitoring from academic interventionists
- Continued PBIS implementation with goal of seeking state-wide recognition.
- Increase of teacher engagement with essential maps regarding curriculum mapping for instructional pace using one page unit documents and GANAG
- Increase family learning opportunities at RSIA

Student ELA Score Growth Grades 4-8  
2015-2016 MAP

