

Wakulla County Schools

# Riversprings Middle School



2018-19 Schoolwide Improvement Plan

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## Riversprings Middle School

800 SPRING CREEK HWY, Crawfordville, FL 32327

<https://rms.wakullaschooldistrict.org/>

### School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	57%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	21%

### School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	B	A	A*

### School Board Approval

This plan was approved by the Wakulla County School Board on 11/13/2018.

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

RMS shares the District's Purpose, which is, "A rigorous and appropriate education that results in success for all students."

#### Provide the school's vision statement.

RMS shares the District's Direction, which is, "COMMITTED TO SUCCESS for students, teachers, staff and our school system."

### School Leadership Team

#### Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Falk, Michele	Principal
Smith, Shannon	Assistant Principal
Thaxton, Jennifer	Instructional Media
Sandgren, Joshua	Administrative Support
Dykes, Kelly	Teacher, Career/Technical
Davis, Deana	Instructional Coach
Pafford, Bethany	Administrative Support

#### Duties

##### Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Principal Michele Yeomans and Assistant Principal Shannon Smith are both frequently seen throughout the hallways, in teachers' classrooms, in AVID tutorials, in the media center, in the gym, in the lunchroom, and at extracurricular activities. They share the responsibility of conducting informal classroom walkthroughs multiple times a month. They are constantly interacting with students and teachers, sharing ideas and asking for feedback. They get to know their students and their staff on an individual level, which greatly contributes to the family atmosphere of our school. Both encourage school-wide literacy on a daily basis. Several times a day, Mrs. Yeomans and Mr. Smith have students in their offices reading to increase their word count or help them discover authors or a book series that is of interest to the students. They each have a personal library from which they loan out books to students. Each administrator checks on the grades and word counts of students on a weekly basis. As a former math teacher, Mr. Smith also spends time tutoring students in math as needed.

Mrs. Thaxton provides teachers with reading strategies and reading enhancement opportunities to help with student comprehension. As both a librarian and teacher, she encourages reading across grade levels and curriculum areas and helps students find appropriate books that are both challenging and enjoyable. She collaborates with teachers on a daily basis to help with reading lesson planning, and serves as a Teacher Coach and a Teacher Leader.

Mr. Sandgren and Mrs. Pafford interact with students through the Student Services office. They are responsible for collaborating with teachers concerning test scores, both standardized and district testing, and they work with credit recovery students. They also help coordinate the Teacher Coaches on campus.

Deana Davis is the Instructional Coach for both middle schools in the district. She is responsible for helping teachers with reading instruction as well as modeling lessons as needed. She provides professional development to teachers on research-based and data-driven instructional practices. She also works closely with the Achieve 3000 and READ 180 classes that serve to remediate the students who are not yet reading at proficiency.

Kelly Dykes is the AVID Site Team Coordinator and works closely with all teachers to ensure teachers are aware of and are trained in AVID strategies and that AVID strategies are being used in each classroom.

## Early Warning Systems

### Year 2017-18

#### The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	35	42	44	0	0	0	0	121	
One or more suspensions	0	0	0	0	0	0	12	18	8	0	0	0	0	38	
Course failure in ELA or Math	0	0	0	0	0	0	26	9	30	0	0	0	0	65	
Level 1 on statewide assessment	0	0	0	0	0	0	32	34	35	0	0	0	0	101	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

#### The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	29	24	30	0	0	0	0	83

#### The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### Date this data was collected

Tuesday 5/29/2018

### Year 2016-17 - As Reported

#### The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	45	41	35	0	0	0	0	121	
One or more suspensions	0	0	0	0	0	0	8	7	13	0	0	0	0	28	
Course failure in ELA or Math	0	0	0	0	0	0	3	16	10	0	0	0	0	29	
Level 1 on statewide assessment	0	0	0	0	0	0	33	26	36	0	0	0	0	95	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	17	16	23	0	0	0	0	56	

### Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	45	41	35	0	0	0	0	121	
One or more suspensions	0	0	0	0	0	0	8	7	13	0	0	0	0	28	
Course failure in ELA or Math	0	0	0	0	0	0	3	16	10	0	0	0	0	29	
Level 1 on statewide assessment	0	0	0	0	0	0	33	26	36	0	0	0	0	95	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	17	16	23	0	0	0	0	56	

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

Learning gains of the lowest quartile in ELA and math; not a trend, but LQ learning gains are usually an area focus and concern

**Which data component showed the greatest decline from prior year?**

6th grade ELA 8 points (15-16 to 17-18), 2 points (16-17 to 17-18)  
Algebra 11 points (15-16 to 17-18), 9 points (16-17 to 17-18)  
7th grade math 6 points (15-16 to 17-18), 7 points (16-17 to 17-18)

**Which data component had the biggest gap when compared to the state average?**

7th and 8th grade math are each one point below the state average for number of students level three and above; all other areas were above the state average; 6th grade math was 15 points above the state average, 6th ELA was 5 points above, 7th grade ELA was 18 points above, and 8th grade ELA was 13 points above

**Which data component showed the most improvement? Is this a trend?**

7th grade ELA 14 points (15-16 to 17-18), 12 points (16-17 to 17-18)  
8th grade Math 11 points (15-16 to 17-18), 14 points (16-17 to 17-18)

**Describe the actions or changes that led to the improvement in this area.**

Achieve 3000 and Teengagement in 7th grade ELA  
Using Khan Academy in 8th grade math; returning to PreAlgebra standards instead of Algebra IA

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	66%	67%	53%	63%	61%	52%
ELA Learning Gains	62%	63%	54%	61%	57%	53%
ELA Lowest 25th Percentile	45%	50%	47%	51%	45%	45%
Math Achievement	64%	69%	58%	67%	62%	55%
Math Learning Gains	54%	59%	57%	61%	58%	55%
Math Lowest 25th Percentile	53%	56%	51%	53%	50%	47%
Science Achievement	60%	59%	52%	58%	56%	50%
Social Studies Achievement	76%	82%	72%	71%	75%	67%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	35 (45)	42 (41)	44 (35)	121 (121)
One or more suspensions	12 (8)	18 (7)	8 (13)	38 (28)
Course failure in ELA or Math	26 (3)	9 (16)	30 (10)	65 (29)
Level 1 on statewide assessment	32 (33)	34 (26)	35 (36)	101 (95)
	0 (0)	0 (0)	0 (0)	0 (0)

**Grade Level Data**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	57%	56%	1%	52%	5%
	2017	59%	58%	1%	52%	7%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2018	69%	66%	3%	51%	18%
	2017	58%	60%	-2%	52%	6%
Same Grade Comparison		11%				
Cohort Comparison		10%				
08	2018	70%	74%	-4%	58%	12%
	2017	60%	55%	5%	55%	5%
Same Grade Comparison		10%				
Cohort Comparison		12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	67%	63%	4%	52%	15%
	2017	64%	63%	1%	51%	13%
Same Grade Comparison		3%				
Cohort Comparison						
07	2018	53%	58%	-5%	54%	-1%
	2017	60%	61%	-1%	53%	7%
Same Grade Comparison		-7%				
Cohort Comparison		-11%				
08	2018	44%	57%	-13%	45%	-1%
	2017	31%	35%	-4%	46%	-15%
Same Grade Comparison		13%				
Cohort Comparison		-16%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	59%	56%	3%	50%	9%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					



CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	76%	79%	-3%	71%	5%
2017	69%	76%	-7%	69%	0%
Compare		7%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	82%	68%	14%	62%	20%
2017	84%	78%	6%	60%	24%
Compare		-2%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	68%	32%	56%	44%
2017	100%	74%	26%	53%	47%
Compare		0%			

### Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	28	42	25	31	41	34	38	45			
BLK	54	62	57	43	56	48	50	53			
HSP	62	67		46	33						
MUL	52	63		52	63						
WHT	68	62	42	68	54	55	61	78	79		
FRL	56	57	44	49	49	51	49	66	61		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	34	38	29	32	36	28	47	56	80		
BLK	36	43	44	48	43	26	20	85			
HSP	77	69		62	46						
MUL	54	46		71	58						
WHT	61	55	45	65	55	42	55	69	86		
FRL	46	50	47	51	47	37	38	59	77		

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

#### Areas of Focus:

##### Activity #1

**Title** Increase ELA proficiency in grades 6-8

**Rationale** 6th grade ELA declined 8 points (15-16 to 17-18), 2 points (16-17 to 17-18)  
Grades 7 and 8 increased in proficiency in 17-18; want to continue to improve  
Reading is always an area of concern

**Intended Outcome** ELA proficiency will be above state average in all grade levels.  
School average ELA proficiency will increase from 66% to 68%

**Point Person** Joshua Sandgren (joshua.sandgren@wcsb.us)

##### Action Step

##### Description

All students who are not proficient according to the 17-18 ELA FSA will be remediated using Achieve 3000 (level 2 students) and READ 180 (level 1 students). AVID strategies, such as Focused Note-Taking, planners and binders, will be used school wide. Kagan structures will be used school wide to increase student engagement. Collaborative teaching, teacher coaches, and the instructional coach will be used to provide support for all levels of teachers.

**Person Responsible** Michele Falk (sabrina.falk@wcsb.us)

##### Plan to Monitor Effectiveness

##### Description

As a school we will use classroom observations and walkthroughs to monitor teaching. STAR Reading data and DSBA scores will be used to monitor the progress of students throughout the school year. The effectiveness of targeted interventions through the MTSS process will be evaluated through multiple data sources such as STAR Reading, READ 180, and Achieve.

**Person Responsible** Michele Falk (sabrina.falk@wcsb.us)

Activity #2	
<b>Title</b>	Increase Math proficiency in grades 6-8
<b>Rationale</b>	Algebra declined 11 points (15-16 to 17-18), 9 points (16-17 to 17-18) 7th grade math declined 6 points (15-16 to 17-18), 7 points (16-17 to 17-18)
<b>Intended Outcome</b>	Math proficiency will be above state average in all grade levels. School average Math proficiency will increase from 64% to 66%
<b>Point Person</b>	Joshua Sandgren (joshua.sandgren@wcsb.us)
Action Step	
<b>Description</b>	All students who are not proficient according to the 17-18 Math FSA will be remediated using Accelerated Math, Khan Academy, Moby Max, and Remedial Math classes. AVID strategies, such as Focused Note-Taking, planners and binders, will used school wide. Kagan structures will be used school wide to increase student engagement. Collaborative teaching, teacher coaches, and the instructional coach will be used to provide support for all levels of teachers.
<b>Person Responsible</b>	Michele Falk (sabrina.falk@wcsb.us)
Plan to Monitor Effectiveness	
<b>Description</b>	As a school we will use classroom observations and walkthroughs to monitor teaching. STAR Math data and SBA scores will be used to monitor the progress of students throughout the school year. The effectiveness of targeted interventions through the MTSS process will be evaluated through multiple data sources such as STAR Math, AM, and online programs such as Khan Academy and Moby Max.
<b>Person Responsible</b>	Michele Falk (sabrina.falk@wcsb.us)

Activity #3	
<b>Title</b>	Increase the average number of days students are present by 2 days.
<b>Rationale</b>	Students who are present in school receive necessary instruction to be successful in all academic areas. Last year, students missed 6,948 days out of 101,520, or 7%. This averages to approximately 12 days absent per student. That means that students were present on average 168 school days.
<b>Intended Outcome</b>	Increase the number of days students are present (school-wide average) from 168 days to 170 days.
<b>Point Person</b>	Joshua Sandgren (joshua.sandgren@wcsb.us)
Action Step	
<b>Description</b>	We are using a PBS system of rewarding students who have weekly perfect attendance with Bear Bucks, which can then be spent in the school store once a month. RMS also follows the district plan for addressing excessive absenteeism and truancy. Parent contact is made for students who have multiple absences. This contact is made first by the TAP teacher, and followed up by Student Services. A letter is sent home to students when they miss ten days of school. If a student's attendance does not improve after the letter has been sent home, the resource officer is asked to do a wellness check on the student.
<b>Person Responsible</b>	Shannon Smith (shannon.smith@wcsb.us)
Plan to Monitor Effectiveness	
<b>Description</b>	Attendance is checked each week by the Data Entry personnel (Denise Smith, Samantha Jacobs) and by the Assistant Principal for perfect attendance and to monitor for truancy issues.
<b>Person Responsible</b>	Shannon Smith (shannon.smith@wcsb.us)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Riversprings Middle School works towards developing positive relationships with parents and other family members to increase involvement at our school. RMS provides updated information on FOCUS so parents have their child's grades readily available. Teachers make parent/guardian contact via telephone or email regarding behavior and grades to keep them informed on their child's progress. We host several events each year, including Open House, Parent Night for 6th grade and for 7th and 8th grades, Family Fun Day, AVID Induction, Orientation for 5th grade students coming into 6th grade, and various banquets and award ceremonies that parents are encouraged to attend.

### **PFEF Link**

The school completes a Parental Involvement Plan (PFEF), which is available at the school site.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

Students are given the opportunity to come to our Student Services office for counseling purposes if they feel the need. Students in need are also referred to the district social worker for evaluation, who then coordinates referrals for services. Riversprings Middle School has counselors come in from nearby Florida State University to assist with counseling needs. There are support groups available for students who may be dealing with a parent being incarcerated, a death or terminal illness and/or having severe medical difficulties. We also have volunteers who are able to serve as mentors to students who need the guidance of a mentor. Students have the opportunity to sign up for support for New Horizons, a counseling program made available to our school during all school hours. New Horizons is a substance abuse prevention program that also serves to assist students in learning to make good choices and promotes positive self-esteem. Each student on campus has an adult advocate in their TAP teacher, and AVID students also have their adoptive parent that they can seek out as well if they have a social or emotional need.

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

RMS allows opportunities for the guidance counselors from Wakulla High School to provide an orientation and parent night for current eighth grade students that will provide information and/or advice about transitioning to the high school. Eighth grade students receive a curriculum guide from WHS, a tour of some elective classes available at WHS, and an explanation of what courses they need for graduation. Students have the opportunity to ask the eighth grade and TAP teachers for assistance in filling out their course request forms.

RMS provides a parent night for those parents whose children will attend middle school the following year. Upcoming sixth grade orientation allows fifth graders to visit our school and receive academic and other necessary information for making the transitional period easier for the students. Sixth grade teachers and Student Services meet with fifth grade teachers at each elementary school to find out information about each incoming class of fifth grade students.

For students who have Individualized Education Plans (IEPs or EPs), transitional IEP/ EP meetings are scheduled for students transitioning from 5th to 6th grade and from 8th to 9th grade. These meetings are set up to ensure that students have a successful transition from elementary to middle school or from middle to high school, and to ensure that their individual needs are being addressed in the classroom at both schools.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

The School Leadership Team meets at the end of the school year and the summer to design the master school schedule. The master schedule is designed to meet the needs of all students, offering the maximum number of high school credit classes available while at the same time making sure to offer remediation to all students that are in need of it. Certification and expertise are closely examined in order to match personnel with all classes needed for the school year (BPIE Indicator 17). Throughout the school year, the SLT collaborates with teachers to find the best resources for each student's individual educational needs. School staff are assigned to keep an inventory of resources, and data collection is used to determine the effectiveness of resources used throughout the year (BPIE Indicator 14).

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

As part of the Unified Arts (UA) rotation for sixth grade students, as well as one of the elective opportunities for seventh and eighth grade students, RMS offers Personal, Career and School Developmental Skills 1, 2, and 3. This class, in part, assists students with researching and identifying possible career choices. Also, as part of our AVID School-wide Initiative, we promote college and career readiness in all classrooms and in all subject areas in all grade levels. In TAP classes, students are taken on a virtual tour of a college campus once a month. This is designed to expose students to colleges outside of our immediate area. Our AVID classes visit multiple college campuses throughout the year, and use college students as tutors twice a week, as well as have numerous guest speakers from the community throughout the year. College pennants are displayed in every classroom and throughout the hallways. There is a large display in one hallway listing where each teacher attended college. RMS also provides students with the opportunity to earn computer industry certifications through our technology courses, which not only count for high school credits but also prepare students for advanced certifications at the high school level.

### Part V: Budget

**Total:**

**\$2,500.00**