

Wakulla County Schools

Riversprings Middle School



2019-20 Schoolwide Improvement Plan

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Riversprings Middle School

800 SPRING CREEK HWY, Crawfordville, FL 32327

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

Demographics

Principal: Joshua Sandgren

Start Date for this Principal: 8/15/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	56%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (59%) 2017-18: A (62%) 2016-17: B (58%) 2015-16: A (63%) 2014-15: A (64%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Wakulla County School Board on 10/21/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	B	A	B	A

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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	Job Duties and Responsibilities
Falk, Michele	Principal	
Thaxton, Jennifer	Instructional Media	
Sandgren, Joshua	Assistant Principal	
Dykes, Kelly	Teacher, Career/Technical	
Pafford, Bethany	Administrative Support	
Lilly, Daniel	Administrative Support	
Davis, Lara	Instructional Coach	
Wells, Jessica	Teacher, K-12	

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	190	189	198	0	0	0	0	577	
Attendance below 90 percent	0	0	0	0	0	0	20	24	36	0	0	0	0	80	
One or more suspensions	0	0	0	0	0	0	6	7	4	0	0	0	0	17	
Course failure in ELA or Math	0	0	0	0	0	0	10	21	6	0	0	0	0	37	
Level 1 on statewide assessment	0	0	0	0	0	0	28	32	46	0	0	0	0	106	

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	10	20	14	0	0	0	0	44	

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	33	27	16	0	0	0	0	76
Students retained two or more times	0	0	0	0	0	0	1	1	0	0	0	0	0	2

FTE units allocated to school (total number of teacher units)

31

Date this data was collected or last updated

Wednesday 9/11/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	60%	62%	54%	59%	59%	52%
ELA Learning Gains	51%	52%	54%	54%	56%	54%
ELA Lowest 25th Percentile	46%	48%	47%	43%	43%	44%
Math Achievement	63%	69%	58%	64%	64%	56%
Math Learning Gains	57%	61%	57%	54%	59%	57%
Math Lowest 25th Percentile	40%	52%	51%	40%	47%	50%
Science Achievement	52%	61%	51%	53%	50%	50%
Social Studies Achievement	74%	80%	72%	70%	76%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	190 (0)	189 (0)	198 (0)	577 (0)
Attendance below 90 percent	20 (35)	24 (42)	36 (44)	80 (121)
One or more suspensions	6 (12)	7 (18)	4 (8)	17 (38)
Course failure in ELA or Math	10 (26)	21 (9)	6 (30)	37 (65)
Level 1 on statewide assessment	28 (32)	32 (34)	46 (35)	106 (101)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	56%	53%	3%	54%	2%
	2018	57%	56%	1%	52%	5%
Same Grade Comparison		-1%				
Cohort Comparison						
07	2019	53%	56%	-3%	52%	1%
	2018	69%	66%	3%	51%	18%
Same Grade Comparison		-16%				
Cohort Comparison		-4%				
08	2019	65%	64%	1%	56%	9%
	2018	70%	74%	-4%	58%	12%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-5%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	68%	63%	5%	55%	13%
	2018	67%	63%	4%	52%	15%
Same Grade Comparison		1%				
Cohort Comparison						
07	2019	53%	59%	-6%	54%	-1%
	2018	53%	58%	-5%	54%	-1%
Same Grade Comparison		0%				
Cohort Comparison		-14%				
08	2019	30%	48%	-18%	46%	-16%
	2018	44%	57%	-13%	45%	-1%
Same Grade Comparison		-14%				
Cohort Comparison		-23%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	51%	58%	-7%	48%	3%
	2018	59%	56%	3%	50%	9%
Same Grade Comparison		-8%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	80%	-80%	67%	-67%
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	73%	78%	-5%	71%	2%
2018	76%	79%	-3%	71%	5%
Compare		-3%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	86%	58%	28%	61%	25%
2018	82%	68%	14%	62%	20%
Compare		4%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	72%	28%	57%	43%
2018	100%	68%	32%	56%	44%
Compare		0%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	32	45	41	35	37	29	22	47			
BLK	48	53	41	38	37	38	24	61			
HSP	44	53		63	67						
MUL	39	41		34	44	27	33	64			
WHT	63	51	49	69	60	42	58	76	86		
FRL	50	48	46	52	49	37	44	67	79		
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						

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
WHT	61	55	45	65	55	42	55	69	86		
FRL	46	50	47	51	47	37	38	59	77		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	527
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA and Math lower quartile learning gains showed the lowest performance. Both areas were below the state and district average this year. This seems to be a trend the past 2 years.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math lower quartile learning gains dropped from 53% to 40%. Some factors that may have contributed to this include several teachers going out on maternity leave before testing, and two teachers who teach these students leaving just before testing to take other employment.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math lower quartile learning gains -11% below the state average due to high teacher turnover.

Which data component showed the most improvement? What new actions did your school take in this area?

Math overall learning gains +3% over last year's average. Actions RMS took in this area included using Accelerated Math and SBA to monitor student progress on specific skills and using data to better differentiate students among math classes.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

106 students scoring Level 1
80 students below 90% attendance

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA lower quartile
2. Math lower quartile
3. ELA learning gains
4. Students with disabilities achievement
5. Multiracial student achievement

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase ELA proficiency and lowest quartile learning gains in grades 6-8.
Rationale	<p>ELA learning gains dropped from 62% to 51%</p> <p>ELA achievement dropped from 66% to 60%</p> <p>Aligns to District Goal A2.</p>
State the measurable outcome the school plans to achieve	<p>ELA proficiency will measure above the state average in all grade levels.</p> <p>School average ELA proficiency will increase from 60% to 62%</p> <p>School average ELA lower quartile learning gains will increase from 51% to at least 53%.</p>
Person responsible for monitoring outcome	Lara Davis (lara.davis@wcsb.us)
Evidence-based Strategy	<p>Supplemental/Remedial Instruction: Level 1 Students – Read 180, Level 2 Students – Achieve 3000</p> <p>Response to Intervention Process</p> <p>Schoolwide implementation of AVID Strategies: focused note taking, planners, binders</p> <p>Schoolwide implementation of Kagan Structures</p> <p>Teacher Coaches</p> <p>Collaborative teaching</p> <p>Instructional Coaches</p> <p>Supplemental/remedial instruction for students not showing proficiency on the FSA will address any learning gaps students may have that may be hindering their understanding of grade-level standards. Achieve 3000 and Read 180 are research-based programs that provide students with a standard-based, customized learning experience that will bridge gaps toward mastery. Students identified through ongoing data review as not meeting grade-level mastery will receive targeted interventions according to the district's Response to Intervention process. This differentiated, targeted instruction will meet individualized student needs to maximize learning and growth.</p>
Rationale for Evidence-based Strategy	<p>AVID and Kagan are research-based programs that improve instruction and student engagement. These programs increase student achievement and engagement by scaffolding academic and social structures that build critical reading and thinking skills as well as foster collaboration among students and teachers.</p> <p>Teacher coaches, collaborative teaching, and the use of instructional coaches will increase student achievement by providing teachers with the professional development and mentoring they need to become effective teachers. The biggest influence on student achievement is effective instruction. These systems will provide support for teachers in data analysis, instructional planning, program implementation, and much more.</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide professional development during the summer for teachers assigned to Read 180 and Achieve 3000 classes. 2. Enroll all level 1 students in Read 180. 3. Enroll all level 2 students in Achieve 3000. 4. Identify students in need of tiered intervention through ongoing progress monitoring and provide supports as determined by the district's Response to Intervention process.

5. Monitor progress of students using STAR, DSBA, and Read 180 and Achieve 3000 data through quarterly data meetings (Instructional Coach).
6. Collaboration between general/ inclusion teachers and ESE teachers for the creation of lessons that benefit all learners (Teacher Coaches/ ESE Team Leader).
7. Collaboration between grade level and subject area teachers to maintain pacing and create standards-based materials in all content areas (Teacher Coaches).
8. Model reading/ math lessons as needed (Instructional Coach/Teacher Coach).
9. Use AVID strategies, such as Focused Note Taking, Close and Careful Reading, Graphic Organizers, Summarizing, Levels of Thinking, Questioning, Reflections, and Binders and Planners, in all ELA classrooms. AVID strategies are recorded in the AVID Faculty Handbook and submitted to the principal monthly.
10. Use Kagan structures, such as Quiz-Quiz-Trade, Fan-N-Pick, Rally Robin or Rally Coach, Think Pair Share or Timed Pair Share, and Stand Up, Hand Up, Pair Up, in ELA classrooms. Kagan structures are monitored by Kagan Coach (L. Jamison).
11. Blast ELA test preparation 1 month before the FSA.

Person Responsible Lara Davis (lara.davis@wcsb.us)

#2	
Title	Increase Math proficiency and lowest quartile learning gains in grades 6-8.
Rationale	Math lower quartile dropped from 53% to 40% Aligns to District Goal A1.
State the measurable outcome the school plans to achieve	Math proficiency will be above the state average in all grade levels. School average Math proficiency will increase from 63% to 65%. School average Math lower quartile learning gains will increase from 40% to at least 42%.
Person responsible for monitoring outcome	Joshua Sandgren (joshua.sandgren@wcsb.us)
Evidence-based Strategy	<p>Response to Intervention Process Supplemental/Remedial Instruction using Computer-based interactive math programs: Accelerated Math, Khan Academy Schoolwide implementation of AVID Strategies: focused note taking, planners, binders Schoolwide implementation of Kagan Structures Teacher Coaches Collaborative teaching Instructional Coaches</p> <p>Supplemental/remedial instruction for students not showing proficiency on the FSA will address any learning gaps students may have that may be hindering their understanding of grade-level standards. Accelerated Math and Khan Academy are research-based programs that provide students with a standard-based, customized learning experience that will bridge gaps toward mastery. Students identified through ongoing data review as not meeting grade-level mastery will receive targeted interventions according to the district's Response to Intervention process. This differentiated, targeted instruction will meet individualized student needs to maximize learning and growth.</p>
Rationale for Evidence-based Strategy	<p>AVID and Kagan are research-based programs that improve instruction and student engagement. These programs increase student achievement and engagement by scaffolding academic and social structures that build critical reading and thinking skills as well as foster collaboration among students and teachers.</p> <p>Teacher coaches, collaborative teaching, and the use of instructional coaches will increase student achievement by providing teachers with the professional development and mentoring they need to become effective teachers. The biggest influence on student achievement is effective instruction. These systems will provide support for teachers in data analysis, instructional planning, program implementation, and much more.</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide SATL professional development during the summer for math teachers. 2. Enroll all students in Accelerated Math. 3. Provide supplemental/remedial instruction for students not showing proficiency on the FSA 4. Identify students in need of tiered intervention through ongoing progress monitoring and provide supports as determined by the district's Response to Intervention process. 5. Monitor progress of students using STAR and SBA data.

6. Collaboration between general/ inclusion teachers and ESE teachers for the creation of lessons that benefit all learners (Teacher Coaches/ ESE Team Leader).
7. Collaboration between grade level and subject area teachers to maintain pacing and create standards-based materials in all content areas (Teacher Coaches).
8. Model reading/ math lessons as needed (Instructional Coach/Teacher Coach).
9. Use AVID strategies, such as Focused Note Taking, Close and Careful Reading, Graphic Organizers, Summarizing, Levels of Thinking, Questioning, Reflections, and Binders and Planners, in all math classrooms. AVID strategies are recorded in the AVID Faculty Handbook and submitted to the principal monthly.
10. Use Kagan structures, such as Quiz-Quiz-Trade, Fan-N-Pick, Rally Robin or Rally Coach, Think Pair Share or Timed Pair Share, and Stand Up, Hand Up, Pair Up, in math classrooms. Kagan structures are monitored by Kagan Coach (L. Jamison).
11. Blast math test preparation 1 month before the FSA.

Person Responsible Bethany Pafford (bethany.pafford@wcsb.us)

#3	
Title	Increase the average number of days students are present by 2 days.
Rationale	Students who are present in school receive necessary instruction to be successful in all academic areas. Last year, students missed 7,062 days out of 99,994, or 7%. This averages to approximately 12 days per student. That means students were present an average of 168 school days. Aligns to District Goal A6.
State the measurable outcome the school plans to achieve	Increase the number of days students are present (school-wide average) from 168 to 170 days.
Person responsible for monitoring outcome	Bethany Pafford (bethany.pafford@wcsb.us)
Evidence-based Strategy	PBS system of rewarding students who have perfect attendance with Bear Bucks which can then be spent in the school store once a nine weeks. RMS follows the district plan for addressing excessive absenteeism and truancy. 5 hours of Mental and Emotional Health education.
Rationale for Evidence-based Strategy	PBS is recognized as an evidence-based strategy. Mental and Emotional Health education has also been shown to increase attendance as well as increase motivation, self-esteem, confidence, self-awareness, and educate students on the consequences of their actions.
Action Step	
Description	<ol style="list-style-type: none"> 1. Stress attendance policy to students and parents during the first few weeks of school using online and print resources. 2. Familiarize students with Bear Bucks during the first few weeks of school. Announce in TAP and on morning announcements. 3. Set up a school store display to encourage students to earn Bear Bucks. 4. Print a Perfect Attendance list weekly. 5. Pass out rewards in lunch (maximum visibility for students). 6. Reward students who maintain Perfect Attendance at the end of each nine weeks. 7. Provide education in Mental and Emotional Health through Student Services office. 8. Give awards to students who maintain Perfect Attendance all year.
Person Responsible	Joshua Sandgren (joshua.sandgren@wcsb.us)

#4	
Title	Increase academic performance of students with disabilities.
Rationale	Academic performance of students with disabilities was 32% in ELA and 35% in math. The overall federal percent of points index for SWD was 36% which is 5% below the minimum federal percent of points threshold of 41%.
State the measurable outcome the school plans to achieve	Increase the academic performance of students with disabilities from a federal percent of points index of 36% to 41% or higher.
Person responsible for monitoring outcome	Bethany Pafford (bethany.pafford@wcsb.us)
Evidence-based Strategy	<p>Supplemental/Remedial Instruction in ELA: Level 1 Students – Read 180, Level 2 Students – Achieve 3000</p> <p>Supplemental/Remedial Instruction using Computer-based interactive math programs: Accelerated Math, Khan Academy</p> <p>Schoolwide implementation of AVID Strategies: focused note taking, planners, binders</p> <p>Schoolwide implementation of Kagan Structures</p> <p>Teacher Coaches</p> <p>Collaborative teaching</p> <p>Instructional Coaches</p> <p>Supplemental/remedial instruction for students not showing proficiency on the FSA will address any learning gaps students may have that may be hindering their understanding of grade-level standards. Achieve 3000, Read 180, Accelerated Math, and Khan Academy are research-based programs that provide students with a standard-based, customized learning experience that will bridge gaps toward mastery. Students with disabilities will receive educational accommodations as listed in their IEPs to provide access to curriculum and meet individualized student needs to maximize learning and growth.</p>
Rationale for Evidence-based Strategy	<p>AVID and Kagan are research-based programs that improve instruction and student engagement. These programs increase student achievement and engagement by scaffolding academic and social structures that build critical reading and thinking skills as well as foster collaboration among students and teachers.</p> <p>Teacher coaches, collaborative teaching, and the use of instructional coaches will increase student achievement by providing teachers with the professional development and mentoring they need to become effective teachers. The biggest influence on student achievement is effective instruction. These systems will provide support for teachers in data analysis, instructional planning, program implementation, and much more.</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. Identify the students with disabilities at RMS. 2. Provide professional development during the summer for teachers assigned to Read 180 and Achieve 3000 classes. 3. Provide SATL professional development during the summer for math teachers. 4. Enroll all students in Accelerated Math. 5. Provide supplemental/remedial instruction for students not showing proficiency on the

FSA Math

6. Enroll all level 1 ELA students in Read 180.
7. Enroll all level 2 ELA students in Achieve 3000.
8. Provide instructions for all teachers on how to access IEPs through FOCUS.
9. Monitor the academic progress of students with disabilities specifically through grade checks, data from Accelerated Math, Khan Academy, Read 180, Achieve 3000, and/or Accelerated Reader completed bimonthly by ELA and math teachers
10. Monitor progress of students with disabilities using STAR, DSBA/SBA, and Read 180 and Achieve 3000 data as well as IEP goal progress reports/consultation logs through quarterly data meetings (Instructional Coach/ ESE Team Leader).
11. Collaboration between general/ inclusion teachers and ESE teachers for the creation of lessons that benefit all learners and implementation of classroom accommodations (Teacher Coaches/ ESE Team Leader).
12. Collaboration between grade level and subject area teachers to maintain pacing and create standards-based materials in all content areas (Teacher Coaches).
13. Model reading/ math lessons as needed (Instructional Coach/Teacher Coach).
14. Use AVID strategies, such as Focused Note Taking, Close and Careful Reading, Graphic Organizers, Summarizing, Levels of Thinking, Questioning, Reflections, and Binders and Planners, in all classrooms. AVID strategies are recorded in the AVID Faculty Handbook and submitted to the principal monthly.
15. Use Kagan structures, such as Quiz-Quiz-Trade, Fan-N-Pick, Rally Robin or Rally Coach, Think Pair Share or Timed Pair Share, and Stand Up, Hand Up, Pair Up, in ELA and math classrooms. Kagan structures are monitored by Kagan Coach (L. Jamison).
16. Blast ELA and Math test preparation 1 month before the FSA.

Person

Responsible

Charlotte McCormick (charlotte.mccormick@wcsb.us)

#5	
Title	Increase academic performance of multiracial students.
Rationale	Academic performance of multiracial students was 39% in ELA and 34% in math. The overall federal percent of points index for this subgroup is 40% which is 1% below the minimum federal percent of points threshold of 41%.
State the measurable outcome the school plans to achieve	Increase the academic performance of multiracial students from a federal percent of points index of 40% to 41% or higher.
Person responsible for monitoring outcome	Bethany Pafford (bethany.pafford@wcsb.us)
Evidence-based Strategy	<p>Supplemental/Remedial Instruction in ELA: Level 1 Students – Read 180, Level 2 Students – Achieve 3000</p> <p>Response to Intervention Process</p> <p>Supplemental/Remedial Instruction using Computer-based interactive math programs: Accelerated Math, Khan Academy</p> <p>Schoolwide implementation of AVID Strategies: focused note taking, planners, binders</p> <p>Schoolwide implementation of Kagan Structures</p> <p>Teacher Coaches</p> <p>Collaborative teaching</p> <p>Instructional Coaches</p> <p>Supplemental/remedial instruction for students not showing proficiency on the FSA will address any learning gaps students may have that may be hindering their understanding of grade-level standards. Achieve 3000, Read 180, Accelerated Math, and Khan Academy are research-based programs that provide students with a standard-based, customized learning experience that will bridge gaps toward mastery. Students identified through ongoing data review as not meeting grade-level mastery will receive targeted interventions according to the district's Response to Intervention process. This differentiated, targeted instruction will meet individualized student needs to maximize learning and growth.</p>
Rationale for Evidence-based Strategy	<p>AVID and Kagan are research-based programs that improve instruction and student engagement. These programs increase student achievement and engagement by scaffolding academic and social structures that build critical reading and thinking skills as well as foster collaboration among students and teachers.</p> <p>Teacher coaches, collaborative teaching, and the use of instructional coaches will increase student achievement by providing teachers with the professional development and mentoring they need to become effective teachers. The biggest influence on student achievement is effective instruction. These systems will provide support for teachers in data analysis, instructional planning, program implementation, and much more.</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. Identify the 41 students coded as multiracial. 2. Provide professional development during the summer for teachers assigned to Read 180 and Achieve 3000 classes. 3. Provide SATL professional development during the summer for math teachers.

4. Enroll all students in Accelerated Math.
5. Provide supplemental/remedial instruction for students not showing proficiency on the FSA Math
6. Enroll all level 1 ELA students in Read 180.
7. Enroll all level 2 ELA students in Achieve 3000.
8. Identify students in need of tiered intervention through ongoing progress monitoring and provide supports as determined by the district's Response to Intervention process.
9. Monitor the academic progress of multiracial students specifically through grade checks, data from Accelerated Math, Khan Academy, Read 180, Achieve 3000, and/or Accelerated Reader completed bimonthly by ELA and math teachers
10. Monitor progress of multiracial students using STAR, DSBA/SBA, and Read 180 and Achieve 3000 data through quarterly data meetings (Instructional Coach).
11. Collaboration between grade level and subject area teachers to maintain pacing and create standards-based materials in all content areas (Teacher Coaches).
12. Model reading/ math lessons as needed (Instructional Coach/Teacher Coach).
13. Use AVID strategies, such as Focused Note Taking, Close and Careful Reading, Graphic Organizers, Summarizing, Levels of Thinking, Questioning, Reflections, and Binders and Planners, in all classrooms. AVID strategies are recorded in the AVID Faculty Handbook and submitted to the principal monthly.
14. Use Kagan structures, such as Quiz-Quiz-Trade, Fan-N-Pick, Rally Robin or Rally Coach, Think Pair Share or Timed Pair Share, and Stand Up, Hand Up, Pair Up, in ELA and math classrooms. Kagan structures are monitored by Kagan Coach (L. Jamison).
15. Blast ELA and Math test preparation 1 month before the FSA.

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

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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. RMS sends home progress reports and report cards at regular intervals to make sure students and parents are aware of their progress in all classes. These include reports of the progress of students with exceptionalities and how they are progressing in inclusive classrooms, as well as what practices are being used to help them be successful. Teachers also make parent/guardian contact via telephone or email regarding behavior and grades to keep them informed on their child's progress. (BPIE Indicator 32) We host several events each year, including Open House, Parent Night for 6th and 7th/8th grades (BPIE Indicator 32), Family Fun Day, AVID Induction,

Orientation for 5th grade students coming into 6th grade, and various banquets and awards ceremonies that parents are encouraged to attend.

RMS regularly updates the school website and hosts a Facebook page for information about upcoming events. Also, we send out emails to parents through FOCUS to inform them about what's happening at our school. We have started a periodic newsletter that is emailed to parents that contains dates and timely information.

RMS has both a School Resource Officer (SRO) and a School Guardian who interact with students and parents on a daily basis. They can be seen before and after school where students are being dropped off and picked up, as well as around the halls during the school day. Our SRO attends most school sporting events and after school activities and is widely known throughout the community. Both the SRO and the Guardian have a positive rapport built with parents and students, and both stress school safety.

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 from 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 the 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. (Aligns with District Goal C2). In addition, eighth grade students have a specific mental health curriculum that they work on during the year, and all students in grades six through eight have five hours of mental health education during the school year.

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 (SLT) meets at the end of the school year and during 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. School administrators and the SLT analyze data to identify professional development and technical assistance needed for school personnel to implement effective inclusive practices, and this professional development is suggested for professional development days. 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). Special, electives and career technical education (CTE) teachers have opportunities to consult with special education teachers and related service providers to implement strategies that support the learning of all students with disabilities during professional development days as well as after school from 2:30 until 3:00 each day.

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.