Wakulla County Schools

Riversprings Middle School

2020-21 Schoolwide Improvement Plan

Table of Contents

Riversprings Middle School

800 SPRING CREEK HWY, Crawfordville, FL 32327

https://rms.wakullaschooldistrict.org/

Demographics

Principal: Joshua Sandgren

Start Date for this Principal: 6/1/2020

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	56%
2019-20 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%)
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 is pending approval by the Wakulla County School Board.

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)	2019-20 Title I School	2019-20 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	2019-20	2018-19	2017-18	2016-17
Grade	B	B	A	B

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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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Sandgren, Joshua	Principal	
Thaxton, Jennifer	Instructional Media	
Dykes, Kelly	Teacher, Career/Technical	
Davis, Lara	Instructional Coach	
Pafford, Bethany	Assistant Principal	
Wells, Jessica	Administrative Support	
Smit, Camden	Administrative Support	

Demographic Information

Principal start date
Monday 6/1/2020, Joshua Sandgren

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
14

Total number of teacher positions allocated to the school
35

Demographic Data

2020-21 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
2019-20 Title I School	No
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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](#).	

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	191	172	198	0	0	0	0	561
Attendance below 90 percent	0	0	0	0	0	0	29	28	28	0	0	0	0	85
One or more suspensions	0	0	0	0	0	0	0	6	8	0	0	0	0	14
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	16	11	23	0	0	0	0	50
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	19	23	23	0	0	0	0	65

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	14	16	20	0	0	0	0	50

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	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	1	2	1	0	0	0	0	4

Date this data was collected or last updated

Thursday 9/10/2020

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	
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

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	
Number of students enrolled	0	0	0	0	0	0	191	172	198	0	0	0	0	561
Attendance below 90 percent	0	0	0	0	0	0	10	16	23	0	0	0	0	49
One or more suspensions	0	0	0	0	0	0	11	36	45	0	0	0	0	92
Course failure in ELA or Math	0	0	0	0	0	0	11	7	5	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	0	0	0	35	34	46	0	0	0	0	115

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	18	21	32	0	0	0	0	71

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	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	1	2	1	0	0	0	0	4

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**	
	(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	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%
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%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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			

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
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						
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	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

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%	0

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%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

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%	0

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%	0

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%	0

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%	0

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%	0
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%	0

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 in 2018-2019. Both areas were below the state and district average. This seemed be a trend the past 2 years of testing. Last year, before schools were shut down, our STAR scores used for progress monitoring indicated that our students were making significant strides in gains for both math and reading at all levels.

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% in 2018-2019. 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. STAR scores used for progress monitoring indicated that our students in 6th grade increased their scale score from 709 to 747, and 7th grade students from 722 to 735. 8th grade students' average scale score decreased from 745 to 725.

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 in 2018-2019 due to high teacher turnover.

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

In 2018-2019, 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. In 2019-2020, STAR results showed Actions taken were implementation of the strategies listed on the School Improvement Plan.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

115 students scoring Level 1 in 2018-2019

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 proficiency
4. Students with disabilities achievement
5. Multiracial achievement

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Increase ELA proficiency in grades 6-8 ELA achievement in 2018-2019 dropped from 66% to 60% Aligns to District Goal A2.
Measurable Outcome:	ELA proficiency will measure above the state average in all grade levels. School average ELA proficiency will increase from 60% to 62%.
Person responsible for monitoring outcome:	Lara Davis (lara.davis@wcsb.us)
Evidence-based Strategy:	Supplemental/ Remedial Instruction: Level 1 students - Read 180; Level 2 students - Achieve 3000 Response to Intervention Process School-wide implementation of AVID strategies: focused note-taking, planners, binders School-wide implementation of Kagan Structures Teacher Coaches Collaborative Teaching Instructional Coaches Ongoing Progress Monitoring
Rationale for Evidence-based Strategy:	Supplemental/remedial instruction for students not showing proficiency on the FSA will address learning gaps that may be hindering students' understanding of grade-level standards. Read 180 and Achieve 3000 will be offered both in the classroom and as part of the distance learning curriculum to serve all students; these are research-based programs that provide students with standards-based, customized learning experiences that bridge gaps toward mastery. Students in the classroom and online who are 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 individual student needs to maximize learning and growth. Student progress towards mastery of standards is monitored using STAR reading according to the district plan. 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. These programs have developed strategies for implementing their structures online, which were shared with teachers through staff development trainings this summer. Teacher coaches, collaborative teaching, and the use of instructional coaches will increase student achievement by providing teachers with needed professional development and mentoring. This year all teacher coaches received training on the Canvas platform so that they can provide additional assistance to teachers. The biggest influence on student achievement is effective instruction. These systems will provide support for teachers in data analysis, instructional planning, program implementation, distance teaching, and much more.

Action Steps to Implement

Provide professional development during the summer for teachers assigned to Read 180 and Achieve 3000 classes, evidenced through teacher sign in sheets and ePDC transcripts.

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

Enroll all FSA Reading Level 1 students in Read 180 classes, evidenced through FOCUS class lists and student test data.

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

Enroll all FSA Reading Level 2 students in Achieve 3000 classes, evidenced through FOCUS class lists and student test data.

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

Identify students in need of tiered intervention through ongoing progress monitoring and provide supports as determined by the district's Response to Intervention process, evidenced through FOCUS class lists and student test data.

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

Monitor progress of students using STAR, DSBA, and Read 180 and Achieve 3000 data through quarterly data meetings (Instructional Coach), evidenced through STAR, FOCUS, Read 180, Achieve 3000, and Schoolzilla reports.

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

Collaboration between general/ inclusion teachers and ESE teachers for the creation of lessons that benefit all learners (Teacher Coaches/ ESE Team Leader), evidenced by teacher sign in sheets and Teacher Coach logs.

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

Collaboration between grade level and subject area teachers to maintain pacing and create standards-based materials in all content areas (Teacher Coaches), evidenced by teacher sign in sheets and Teacher Coach logs.

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

Model reading/ math lessons as needed (Instructional Coach/Teacher Coach), evidenced by Teacher Coach logs.

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

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. Evidenced by AVID lesson plans submitted in AVID Faculty Handbook.

Person Responsible Joshua Sandgren (joshua.sandgren@wcsb.us)

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), evidenced by teacher Week at a Glance.

Person Responsible Joshua Sandgren (joshua.sandgren@wcsb.us)

Blast ELA test preparation 1 month before the FSA, evidenced by Blast attendance records.

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

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Increase Math proficiency in grades 6-8 Math lower quartile in 2018-2019 dropped from 53% to 40% Aligns to District Goal A1
Measurable Outcome:	Math proficiency will be above the state average in all grade levels. School average Math proficiency will increase from 63% to 65%.
Person responsible for monitoring outcome:	Joshua Sandgren (joshua.sandgren@wcsb.us)
Evidence-based Strategy:	Response to Intervention Process Supplemental/ Remedial Instruction using Computer-based Interactive Math programs: Freckle, Khan Academy School-wide implementation of AVID strategies: focused note-taking, planners, binders School-wide implementation of Kagan structures Teacher Coaches Collaborative Teaching Instructional Coaches Ongoing Progress Monitoring 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. Freckle Math and Khan Academy are research-based programs that provide students, both traditional and distance learning, with a standards-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 in both the classroom and through distance learning to maximize learning and growth.
Rationale for Evidence-based Strategy:	Student progress towards mastery of standards is monitored using STAR math according to the district plan. 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. These programs have developed strategies for implementing their structures online, which were shared with teachers through staff development trainings this summer. Teacher coaches, collaborative teaching, and the use of instructional coaches will increase student achievement by providing teachers with needed professional development and mentoring. This year, all teacher coached received training on the Canvas platform so that they can provide additional assistance to teachers. The biggest influence on student achievement is effective instruction. These systems will provide support for teachers in data analysis, instructional planning, program implementation, distance teaching, and much more.

Action Steps to Implement

Provide SATL professional development during the summer for math teachers, evidenced through teacher sign in sheets and ePDC transcripts.

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

Enroll all students in Freckle Math, evidenced by Freckle Math enrollment reports.

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

Provide supplemental/remedial instruction for students not showing proficiency on the FSA, evidenced through FOCUS class lists and student test data.

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

Monitor progress of students using STAR and SBA data, evidenced through STAR, FOCUS, and Schoolzilla reports.

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

Collaboration between general/ inclusion teachers and ESE teachers for the creation of lessons that benefit all learners (Teacher Coaches/ ESE Team Leader), evidenced by teacher sign in sheets and Teacher Coach logs.

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

Collaboration between grade level and subject area teachers to maintain pacing and create standards-based materials in all content areas (Teacher Coaches), evidenced by Teacher Coach logs.

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

Model reading/ math lessons as needed (Instructional Coach/Teacher Coach).

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

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. Evidenced by AVID lesson plans submitted in AVID Faculty Handbook.

Person Responsible	Joshua Sandgren (joshua.sandgren@wcsb.us)

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), evidenced by teacher Week at a Glance.

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

Blast math test preparation 1 month before the FSA, evidenced through Blast attendance records.

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

#3. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Increase the academic performance of students with disabilities. Academic performance of students with disabilities in 2018-2019 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%.
Measurable Outcome:	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:	Supplemental/ Remedial Instruction: Read 180, Achieve 3000, Learning Ally Supplemental/Remedial Instruction using Computer-based interactive math programs: Freckle Math, Khan Academy School-wide implementation of Kagan Structures Teacher Coaches Collaborative Teaching Instructional Coaches
Rationale for Evidence-based Strategy:	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 and will be offered in the classroom as well as be part of the distance learning curriculum to serve all students.. 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. 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. Due to the increase in distance learning nation-wide, these programs have developed strategies for implementing their structures online, which were shared with teachers through staff development trainings this summer. 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. This year all teacher coaches received training on the Canvas platform so that they can provide additional assistance to teachers. The biggest influence on student achievement is effective instruction. These systems will provide support for teachers in data analysis, instructional planning, program implementation, distance learning, and much more.

Action Steps to Implement	
Identify the students with disabilities at RMS, evidenced through FOCUS class lists and student test data.	
Person Responsible	Bethany Pafford (bethany.pafford@wcsb.us)

Provide professional development during the summer for teachers assigned to Read 180 or Achieve 3000 classes, evidenced through teacher sign in sheets and ePDC transcripts.

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

Provide SATL professional development during the summer for math teachers, evidenced through teacher sign in sheets and ePDC transcripts.

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

Enroll all students in Freckle Math, evidenced through Freckle Math enrollment reports.

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

Provide supplemental/remedial instruction for students not showing proficiency on the FSA Math, evidenced
through FOCUS class lists and student test data.

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

Enroll all level 1 ELA students in Read 180. Enroll all level 2 ELA students in Achieve 3000. Evidenced through FOCUS class lists and student test data.

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

Provide instructions for all teachers on how to access IEPs through FOCUS, evidenced through teacher sign in sheets and ePDC transcripts.

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

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, evidenced through STAR, FOCUS, Read 180, Achieve 3000, and Schoolzilla reports.

Person Responsible Charlotte McCormick (charlotte.mccormick@wcsb.us)

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), evidenced through STAR, FOCUS, Read 180, Achieve 3000, PEER, and Schoolzilla reports.

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

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), evidenced by teacher sign in sheets and Teacher Coach logs.

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

Collaboration between grade level and subject area teachers to maintain pacing and create standards-based materials in all content areas (Teacher Coaches), evidenced by Teacher Coach logs.

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

Model reading/ math lessons as needed (Instructional Coach/Teacher Coach), evidenced by teacher sign in sheets and Teacher Coach logs.

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

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. Evidenced by AVID lesson plans submitted in AVID Faculty Handbook.

Person Responsible Joshua Sandgren (joshua.sandgren@wcsb.us)

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), evidenced by teacher Week at a Glance.

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

Blast ELA and Math test preparation 1 month before the FSA, evidenced through Blast attendance records.

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

#4. ESSA Subgroup specifically relating to Multi-Racial	
Area of Focus Description and Rationale:	Increase the academic performance of multiracial students. Academic performance of multiracial students was 39% in ELA and 34% in math. The overall federal percent of points index for this subgroups is 40% which is 1% below the minimum federal percent of points threshold of 41%.
Measurable Outcome:	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:	Supplemental/Remedial Instruction in ELA: Level 1 – Read 180, Level 2 – Achieve 3000 Response to Intervention Process Supplemental/Remedial Instruction using Computer-based interactive math programs: Freckle Math, Khan Academy Schoolwide implementation of AVID Strategies: focused note-taking, planners, binders Schoolwide implementation of Kagan Structures Teacher Coaches Collaborative teaching Instructional Coaches
Rationale for Evidence-based Strategy:	Supplemental/remedial instruction for students not showing proficiency on the FSA will address any learning gaps students have that may be hindering understanding of grade-level standards. Read 180 and Achieve 3000 will be offered in the classroom and as part of distance learning curriculum to serve all students. These research-based programs provide students with standards-based, customized learning experiences that bridge gaps toward mastery. Students both in the classroom and online identified through ongoing data review as not meeting grade-level mastery will receive targeted interventions according to the district's RtI process. This differentiated, targeted instruction meets individual student needs, maximizing learning and growth. 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. Due to the increase in distance learning nation-wide, these programs have developed strategies for implementing their structures online, which were shared with teachers through staff development trainings this summer. 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. This year all teacher coaches received training on the Canvas platform so that they can provide additional assistance to teachers. The biggest influence on student achievement is effective instruction. These systems will provide support for teachers in data analysis, instructional planning, program implementation, distance learning, and much more.

Action Steps to Implement

Identify the students coded as multiracial, evidenced through FOCUS reports.

Person Responsible Jennifer Thaxton (jennifer.thaxton@wcsb.us)

Provide professional development during the summer for teachers assigned to Read 180 and Achieve 3000 classes, evidenced through teacher sign in sheets and ePDC transcripts.

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

Provide SATL professional development during the summer for math teachers, evidenced through teacher sign in sheets and ePDC transcripts.

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

Enroll all students in Freckle Math, evidenced through Freckle Math enrollment records.

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

Provide supplemental/remedial instruction for students not showing proficiency on the FSA Math, evidenced
through FOCUS class lists and student test data.

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

Enroll all level 1 ELA students in Read 180. Enroll all level 2 ELA students in Achieve 3000. Evidenced through FOCUS class lists and student test data.

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

Identify students in need of tiered intervention through ongoing progress monitoring and provide supports as determined by the district's Response to Intervention process, evidenced through FOCUS class lists and student test data.

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

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, evidenced through STAR, FOCUS, Read 180, Achieve 3000, and Schoolzilla reports.

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

Monitor progress of multiracial students using STAR, DSBA/SBA, and Read 180 and Achieve 3000 data through quarterly data meetings (Instructional Coach), evidenced through STAR, FOCUS, Read 180, Achieve 3000, and Schoolzilla reports.

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

Collaboration between grade level and subject area teachers to maintain pacing and create standards-based materials in all content areas (Teacher Coaches), evidenced by teacher sign in sheets and Teacher Coach logs.

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

Model reading/ math lessons as needed (Instructional Coach/Teacher Coach), evidenced by Teacher Coach logs.

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

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. Evidenced by AVID lesson plans submitted in AVID Faculty Handbook.

Person Responsible Joshua Sandgren (joshua.sandgren@wcsb.us)

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), evidenced by teacher Week at a Glance.

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

Blast ELA and Math test preparation 1 month before the FSA, evidenced through Blast attendance records.

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Industry certifications
Teacher familiarity with Canvas

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Riversprings Middle School works towards developing positive relationships with families to increase involvement. 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 for both traditional and distance learning students, including reporting the progress of students with exceptionalities and how they

are progressing in inclusive classrooms. Teachers also make parent/ guardian contact via telephone or email regarding behavior and grades. Teachers make contact with Distance Learning students a minimum of once each week. (BPIE Indicator 32) We host several events each year, including Open House, and Orientation for 5th grade students coming into 6th grade (hosted virtually in 2020 due to pandemic concerns), and various banquets and awards ceremonies that parents are encouraged to attend, some of which are being hosted virtually in 2020-2021. Parents and community members are also encouraged to be members of and attend School Advisory Council meetings. The School Advisory Council is made up of various stakeholders in the school and community that meet quarterly to vote, implement, and progress monitor the School Improvement Plan throughout the year.

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.

RMS has both a School Resource Officer (SRO) and a School Guardian who interact with students and parents daily. 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.

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. 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.

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

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.