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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: 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	56%
2021-22 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	2021-22: C (51%) 2018-19: B (59%) 2017-18: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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 11/14/2022.

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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Riversprings Middle School

800 SPRING CREEK HWY, Crawfordville, FL 32327

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	56%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	24%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C	C	B	B

School Board Approval

This plan was approved by the Wakulla County School Board on 11/14/2022.

SIP Authority

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

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

<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Sandgren, Joshua	Principal	
Pafford, Bethany	Assistant Principal	
Thaxton, Jennifer	Teacher, K-12	SAC Chairperson
Dykes, Kelly	Teacher, K-12	AVID School Coordinator
Spivey, Katherine	Other	
Wester, Rebecca	Dean	

Demographic Information

Principal start date

Monday 6/1/2020, Joshua Sandgren

Number of teachers with a 2022 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.*

3

Number of teachers with a 2022 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.*

13

Total number of teacher positions allocated to the school

35

Total number of students enrolled at the school

545

Identify the number of instructional staff who left the school during the 2021-22 school year.

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	171	182	188	0	0	0	0	541
Attendance below 90 percent	0	0	0	0	0	0	47	52	65	0	0	0	0	164
One or more suspensions	0	0	0	0	0	0	50	51	47	0	0	0	0	148
Course failure in ELA	0	0	0	0	0	0	10	10	13	0	0	0	0	33
Course failure in Math	0	0	0	0	0	0	10	18	12	0	0	0	0	40
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	45	33	43	0	0	0	0	121
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	64	36	41	0	0	0	0	141
Number of students with a substantial reading deficiency	0	0	0	0	0	0	1	3	1	0	0	0	0	5

Using the table above, complete the table below with the number of students by current grade level who have 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	54	44	49	0	0	0	0	147

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	1	1	0	0	0	0	0	2

Date this data was collected or last updated

Monday 9/12/2022

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	176	191	188	0	0	0	0	555
Attendance below 90 percent	0	0	0	0	0	0	60	64	55	0	0	0	0	179
One or more suspensions	0	0	0	0	0	0	0	0	4	0	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	18	11	15	0	0	0	0	44
Course failure in Math	0	0	0	0	0	0	18	24	14	0	0	0	0	56
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	24	35	26	0	0	0	0	85
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	36	39	44	0	0	0	0	119
Number of students with a substantial reading deficiency	0	0	0	0	0	0	21	27	23	0	0	0	0	71

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	36	36	0	0	0	0	101

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	1	1	1	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1

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	176	191	188	0	0	0	0	555
Attendance below 90 percent	0	0	0	0	0	0	60	64	55	0	0	0	0	179
One or more suspensions	0	0	0	0	0	0	0	0	4	0	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	18	11	15	0	0	0	0	44
Course failure in Math	0	0	0	0	0	0	18	24	14	0	0	0	0	56
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	24	35	26	0	0	0	0	85
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	36	39	44	0	0	0	0	119
Number of students with a substantial reading deficiency	0	0	0	0	0	0	21	27	23	0	0	0	0	71

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	36	36	0	0	0	0	101

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	1	1	1	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	54%	57%	50%				60%	62%	54%
ELA Learning Gains	44%						51%	52%	54%
ELA Lowest 25th Percentile	36%						46%	48%	47%
Math Achievement	54%	36%	36%				63%	69%	58%
Math Learning Gains	47%						57%	61%	57%
Math Lowest 25th Percentile	42%						40%	52%	51%
Science Achievement	45%	58%	53%				52%	61%	51%
Social Studies Achievement	73%	55%	58%				74%	80%	72%

Grade Level Data Review - State Assessments

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	2022					
	2019	56%	53%	3%	54%	2%
Cohort Comparison						
07	2022					
	2019	53%	56%	-3%	52%	1%
Cohort Comparison		-56%				
08	2022					
	2019	65%	64%	1%	56%	9%
Cohort Comparison		-53%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	68%	63%	5%	55%	13%
Cohort Comparison						
07	2022					
	2019	53%	59%	-6%	54%	-1%
Cohort Comparison		-68%				
08	2022					
	2019	30%	48%	-18%	46%	-16%
Cohort Comparison		-53%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	51%	58%	-7%	48%	3%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	80%	-80%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	73%	78%	-5%	71%	2%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	86%	58%	28%	61%	25%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	72%	28%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	27	39	33	31	44	37	29	68			
BLK	41	39	38	31	38	56	42	67			
HSP	19	33		44	50						
MUL	67	47		52	52		60	70			
WHT	57	45	36	58	48	38	47	76	68		
FRL	41	37	28	42	43	39	32	63	49		

2021 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 2019-20	C & C Accel 2019-20
SWD	29	38	45	35	47	43	21	43			
BLK	42	55	44	40	55	50	19	80			
HSP	50	61		72	67						
MUL	56	61	46	53	44	43	33				
WHT	62	56	40	65	54	37	51	73	69		
FRL	43	46	38	47	44	39	38	54	45		

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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	51
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	461
Total Components for the Federal Index	9
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
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	44
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	37

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	58
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	53
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	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
 Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

ELA proficiency measured above the state average in 7th grade and 8th grade, and in all grades combined.
 School average ELA proficiency decreased from 59% to 52%.
 Math proficiency was above the state average in 7th grade, Algebra, and Geometry.
 School average Math proficiency decreased from 62% to 53%.
 ESSA for SWD improved from 36% to 39% (still below the 41% needed)

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELA and Math proficiency need improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Our school lost several experienced teachers in critical areas of ELA and Math. 6th grade math had one experienced teacher, and one of the teaching positions was filled after the start of the year and then vacated in January. Our experienced Algebra teacher passed away 3 days before the beginning of school. ELA also had several vacancies. We still had a high number of absences when compared with pre-COVID years.

To address this need for improvement, administrators are taking a more active role in the school. Professional Learning Communities will meet once a month to share data and talk about progress. Teacher Coaches are leading some PLC meetings and are providing teachers with mentoring and professional development. The Instructional Coach is helping to identify students who are not making progress in mastering the standards and helping teachers work through the RtI process to make sure the students get the instructional differentiation they need to be successful.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

ELA proficiency measured above the state average in 7th grade and 8th grade, and in all grades combined. Math proficiency was above the state average in 7th grade, Algebra, and Geometry.

What were the contributing factors to this improvement? What new actions did your school take in this area?

For students identified as struggling through progress monitoring in ELA, we continued to use READ 180 and Achieve 3000 programs and to monitor those students throughout the year. We also held two after school sessions, in October and in April, to help address deficits in students' mastery of math and ELA standards.

What strategies will need to be implemented in order to accelerate learning?

We will continue using the READ 180 and program as well as the Achieve 3000 program, and will modify the structure of the Achieve 3000 program to better fit the needs of the students. We will schedule students who were not proficient in math (but were proficient in ELA) into an additional math class to help address the areas of math where they need improvement. All math students will spend one day a week practicing math skills through their social studies class. We will monitor student progress on the standards through the FAST reporting periods 1 and 2.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Training for teachers in READ 180 and Achieve 3000
District Collaboration Teams (DCT) in all core subject areas to set common curriculum and produce materials that activate higher order thinking skills.
PLC meetings monthly to share data and work on common goals.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Continue progress monitoring so that teachers have a range of data to help identify students who may be struggling with a concept or skill.
Continue using READ 180 and Achieve 3000 with ELA classes.
Introduction of POWER BI access to data to help administrators monitor school data.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

**Area of Focus
Description and
Rationale:
Include a
rationale that
explains how it
was identified
as a critical
need from the
data reviewed.**

School average ELA proficiency decreased from 59% to 52% as measured by the FSA in 2022.

**Measurable
Outcome:
State the
specific
measurable
outcome the
school plans to
achieve. This
should be a
data based,
objective
outcome.**

School average ELA proficiency will measure above the state average and ELA proficiency will increase from 52% to 55% as measured by the FAST during the 3rd reporting period.

**Monitoring:
Describe how
this Area of
Focus will be
monitored for
the desired
outcome.**

FAST testing
STAR testing
DSBA

**Person
responsible for
monitoring
outcome:**

Bethany Pafford (bethany.pafford@wcsb.us)

**Evidence-
based Strategy:
Describe the
evidence-based
strategy being
implemented
for this Area of
Focus.**

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, and REWARDS are evidence-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. 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.

**Rationale for
Evidence-
based Strategy:
Explain the
rationale for
selecting this
specific
strategy.**

AVID is an evidence-based program that improves instruction and student engagement. This program increases student achievement and engagement by scaffolding academic and social structures that build critical reading and thinking skills as well as fostering collaboration among students and teachers.

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. Teacher coaches and instructional coaches will provide support for teachers in data analysis, instructional planning, program implementation, and much more.

Describe the resources/ criteria used for selecting this strategy.

Achieve 3000, Read 180, iReady, Khan Academy, Study Island and Generation Genius are all research-based programs that provide students with a standard-based, customized learning experience. Teachers are able to focus on specific standards or provide general content and review to all students in order to address all standards. Achieve 3000 and Read 180 are used with Tier 2 and Tier 3 students in ELA as described in the district Reading Plan.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Summer professional development during DLC for classes instructing students below proficiency in reading (Read 180, Achieve 3000), evidenced through sign-in sheets and feedback in ePDC.

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

Enroll all FSA Reading Level 1 students in Read 180 classes, and 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 FAST, STAR, DSBA, and Read 180 and Achieve 3000 data through quarterly data meetings with the Instructional Coach, and monthly PLC meetings, evidenced through FAST, STAR, FOCUS, Read 180, and Achieve 3000 reports, and PLC and Literacy Leadership Team meetings minutes.

Person Responsible Joshua Sandgren (joshua.sandgren@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)

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)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed. The federal percent of points index for the ESSA subgroup representing Students with Disabilities rose from 36% to 39% but remained below the 41% minimum.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. The ESSA subgroup representing Students with Disabilities will increase their percentage of achievement from 39% to 41% or more as measured by the FAST during the 3rd reporting period.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome. FAST testing
STAR testing
DSBA

Person responsible for monitoring outcome: Katherine Spivey (katherine.spivey@wcsb.us)

Evidence-based Strategy: Describe the evidence-based strategy being implemented 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, REWARDS, iReady, Khan Academy, Study Island and Generation Genius are evidence-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. Students with disabilities will meet periodically with members of the school leadership team to review their data.

for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

AVID is an evidence-based program that improves instruction and student engagement. This program increases student achievement and engagement by scaffolding academic and social structures that build critical reading and thinking skills as well as fostering collaboration among students and teachers.

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. Teacher coaches and instructional coaches will provide support for teachers in data analysis, instructional planning, program implementation, and much more.

Achieve 3000, Read 180, iReady, Khan Academy, Study Island and Generation Genius are all research-based programs that provide students with a standard-based, customized learning experience. Teachers are able to focus on specific standards or provide general content and review to all students in order to address all standards. Achieve 3000 and Read 180 are used with Tier 2 and Tier 3 students in ELA as described in the district Reading Plan. iReady and Khan Academy are used with all students in math. Study Island and Generation Genius are used with all students in science.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Identify the students with disabilities at RMS, evidenced through FOCUS class lists and student test data.

Person Responsible Katherine Spivey (katherine.spivey@wcsb.us)

Provide professional development during DLC in the summer for teachers assigned to work with Students with Disabilities, evidenced through teacher sign in sheets and ePDC transcripts.

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

Provide supplemental/remedial instruction for students not showing proficiency on the FSA ELA and/or Math, including Read 180 and ACHIEVE 3000 classes as listed in the District Reading Plan, and evidenced through FOCUS class lists and student test data.

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

Monitor the academic progress of students with disabilities specifically through grade checks, data from Khan Academy, Read 180, Achieve 3000, and/or Accelerated Reader completed bimonthly by ELA and math teachers, evidenced through STAR, FOCUS, Read 180, and Achieve 3000 reports.

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

Conduct periodic "data chats" with students with disabilities to review their progress monitoring test scores, evidenced through FOCUS, FAST and STAR data.

Person Responsible Katherine Spivey (katherine.spivey@wcsb.us)

#3. Instructional Practice specifically relating to Math

**Area of Focus
Description and
Rationale:
Include a
rationale that
explains how it
was identified as
a critical need
from the data
reviewed.**

School average Math proficiency decreased from 62% to 53%.

**Measurable
Outcome:
State the
specific
measurable
outcome the
school plans to
achieve. This
should be a data
based, objective
outcome.**

Math proficiency will be above the state average in all grade levels and school average Math proficiency will increase from 53% to 56% as measured by the FAST during the 3rd reporting period.

**Monitoring:
Describe how
this Area of
Focus will be
monitored for
the desired
outcome.**

FAST testing
STAR testing
DSBA

**Person
responsible for
monitoring
outcome:**

Joshua Sandgren (joshua.sandgren@wcsb.us)

**Evidence-based
Strategy:
Describe the
evidence-based
strategy being
implemented for
this Area of
Focus.**

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. Students not proficient in math will be given additional instruction during the school day. All students will use iReady or Khan Academy weekly to 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.

**Rationale for
Evidence-based
Strategy:
Explain the
rationale for
selecting this
specific strategy.
Describe the
resources/**

AVID is an evidence-based program that improves instruction and student engagement. This program increases student achievement and engagement by scaffolding academic and social structures that build critical reading and thinking skills as well as fostering collaboration among students and teachers.

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. Teacher coaches and

instructional coaches will provide support for teachers in data analysis, instructional planning, program implementation, and much more.

criteria used for selecting this strategy.

iReady and Khan Academy are research-based programs that provide students with a standard-based, customized learning experience. Teachers are able to focus on specific standards or provide general content and review to all students in order to address all standards.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

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

Identify students who are not proficient in math and whose priority is math proficiency and enroll them in a additional math class focusing on math strategies, evidenced through FOCUS class lists and student test data.

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

Monitor progress of students using FAST, STAR and DSBA data, evidenced through STAR and FOCUS reports. Progress monitoring results are made available to parents and students through FOCUS.

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

Collaboration during PLC meetings between general/ inclusion teachers and ESE teachers for the creation of lessons that benefit all learners, evidenced by PLC meeting minutes.

Person Responsible Joshua Sandgren (joshua.sandgren@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)

#4. ESSA Subgroup specifically relating to Hispanic

**Area of Focus
Description
and Rationale:
Include a
rationale that
explains how it
was identified
as a critical
need from the
data reviewed.**

The federal percent of points index for the ESSA subgroup representing Hispanic students fell below 41% to 37%.

**Measurable
Outcome:
State the
specific
measurable
outcome the
school plans to
achieve. This
should be a
data based,
objective
outcome.**

The ESSA subgroup representing Hispanic students will increase their percentage of achievement from 37% to 41% or more as measured by the FAST during the 3rd reporting period.

**Monitoring:
Describe how
this Area of
Focus will be
monitored for
the desired
outcome.**

FAST testing
STAR testing
DSBA

**Person
responsible for
monitoring
outcome:**

Bethany Pafford (bethany.pafford@wcsb.us)

**Evidence-
based
Strategy:
Describe the
evidence-
based strategy
being
implemented
for this Area of
Focus.**

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, REWARDS, iReady, Khan Academy, Study Island and Generation Genius are evidence-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.

**Rationale for
Evidence-
based
Strategy:
Explain the
rationale for**

AVID is an evidence-based program that improves instruction and student engagement. This program increases student achievement and engagement by scaffolding academic and social structures that build critical reading and thinking skills as well as fostering collaboration among students and teachers.

Teacher coaches, collaborative teaching, and the use of instructional coaches will

selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

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. Teacher coaches and instructional coaches will provide support for teachers in data analysis, instructional planning, program implementation, and much more.

Achieve 3000, Read 180, iReady, Khan Academy, Study Island and Generation Genius are all research-based programs that provide students with a standard-based, customized learning experience. Teachers are able to focus on specific standards or provide general content and review to all students in order to address all standards. Achieve 3000 and Read 180 are used with Tier 2 and Tier 3 students in ELA as described in the district Reading Plan. iReady and Khan Academy are used with all students in math. Study Island and Generation Genius are used with all students in science.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Identify the Hispanic students at RMS, evidenced through FOCUS class lists and student test data.

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

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

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

Provide supplemental/remedial instruction for Hispanic students not showing proficiency on the FSA ELA and/or Math, including Read 180 and ACHIEVE 3000 classes as listed in the District Reading Plan, and evidenced through FOCUS class lists and student test data.

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

Monitor the academic progress of Hispanic students specifically through grade checks, data from Khan Academy, Read 180, Achieve 3000, and/or Accelerated Reader completed bimonthly by ELA and math teachers, evidenced through STAR, FOCUS, Read 180, and Achieve 3000 reports.

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Riversprings Middle School works each year to create and maintain a positive and inviting school community and culture. Each student on campus has an adult advocate in their TAP teacher, and AVID students also have their adoptive parent that they can seek out as well if they have a concern or a question. (Aligns with District Focus Areas D and E). 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 built a positive rapport 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 a counselor available Monday - Thursday to assist with counseling needs.

RMS 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 and progress monitoring assessment scores readily available. RMS electronically publishes 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 parents informed on their child's progress. (BPIE Indicator 26) We host several events each year, including Open House, as well as various banquets and awards ceremonies that parents are encouraged to attend. Parents and community members are also encouraged to be volunteers at our school and to become 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. In addition, we send out emails to parents through FOCUS to inform them about what's happening at our school.

Identify the stakeholders and their role in promoting a positive school culture and environment.

The stakeholders for Riversprings Middle School include our students, teachers, staff, parents, and community members. Our students' role in promoting a positive culture at our school includes helping each other and the teachers and staff. We try to communicate the negative effects of bullying to all our students and help them make positive choices that benefit themselves and the school community. Our school holds students to the expectation that they will take care of the physical aspects of the school, such as picking up their trash and not vandalizing school property. Teachers create a positive classroom atmosphere and help guide students to be better citizens in their learning and school community. Teachers also communicate the progress of the school's efforts in creating a positive culture with other stakeholders, such as parents and community members. School staff includes Administrators and Deans, paraprofessionals, secretaries and data personnel, custodial staff, lunch room staff, and bus drivers. These staff work to help create positive classroom and school environments by supporting teachers, assisting students with their needs, and maintaining a secure and clean school campus. Parents and community members support the school by being an advocate for students and assisting them academically, socially, and emotionally, by attending school functions such as sporting events, plays, concerts, awards ceremonies, and meetings, and by supporting the school financially.