

River Springs Elementary School Improvement Council Members 2017-2018

Ric Favati	Chair, Elected
Melissa Gary	Parent, Elected
Rebecca Patterson	Parent, Elected
Laura Phipps	Secretary, Elected
Ellen Hinrichs	Teacher Representative
Lisa Ingram	Teacher Representative
Melanie Cohen	Principal, Ex-officio
Matt Gams	Assistant Principal, Ex-officio
Christy Pollock	PTO Co-President, Ex-officio
John Moore	Vice Chair, Community Member
Renee Johnson	Community Member
Fred Splittgerber	Community Member

Accreditation

River Springs Elementary School is fully accredited by the State Board of Education and the Southern Association of Colleges and Schools. In the annual report to the SC Department of Education, no deficiencies were cited.

School District Five of Lexington and Richland Counties does not discriminate on the basis of age, race, creed, color, disability, spousal affiliation, sex, national origin, sexual orientation, religion, pregnancy, service to the armed forces, or status with regard to admission to, treatment in, or employment in its programs and activities as required by Title II of ADA, Title VI, Title IX and Section 504, or any other protected characteristic, as may be required by law. Non-discrimination inquiries regarding students should be addressed to the Director of Special Services/504 & ADA Student Coordinator. Non-discrimination inquiries regarding employees and adults should be directed to the Chief Human Resources Officer/ Title IX & 504/ADA Employee Coordinator. Either can be contacted at 1020 Dutch Fork Road, Irmo, South Carolina 29063, [\(803\) 476-8000](tel:8034768000).

Working together to build the future



School Improvement Council Annual Report Spring 2018

The mission of River Springs Elementary School, in partnership with parents and community, is to ensure that all students become productive citizens of a global society and confident lifelong learners through a challenging and developmentally appropriate curriculum that encompasses the intellectual, emotional and physical needs of children in a stimulating and safe environment.

River Springs Elementary School
115 Connie Wright Road
Irmo, South Carolina 29063
803-476-4400
www.lexrich5.org/rses

Our Beliefs

- * Students' academic, physical and emotional well-being guides all decisions
- * A strong commitment to continuous improvement is imperative for enabling students to become confident, self-disciplined, lifelong learners.
- * Effective teaching and learning are the major priorities for our school. Students learn through different modalities; therefore, a variety of instructional approaches must be used to address individual learning needs.
- * Administrators, teachers, parents and community share the responsibility for student learning and well-being.
- * Each student is a valued individual with unique intellectual, emotional and physical needs that must be met in order for the student to have a positive self-image.
- * Setting appropriately challenging expectations increases student performance and contributes to self-confidence.
- * Communication between school and home enhances learning. Collaborative teamwork between faculty and staff positively impacts student learning.
- * Effective leadership must be shared by administrators, teachers, support staff, parents and students.

Promoting Teaching and Learning

- ✓ RSES teachers continued their implementation of math workshop. During the 2017-2018 school year, our teachers with the support of administration and our district's math coordinator we continued planning how to create a successful environment for math workshop. Students are observed rotating through math stations aligned to grade level standards. Student engagement and rigor are at a higher rate than ever.
- ✓ Positive Behavior Interventions and Supports (PBIS) continues to bring a positive commitment to following school-wide expectations at RSES. Teachers acknowledge our students using Gator Slips to reinforce positive choices. We added Giant Jenga, Giant Pick-up Sticks, and Giant Tic Tac Toe to our long list of Gator Events. We believe that students should be rewarded with positive experiences.
- ✓ Using data to drive our decision making is a focus at RSES. Our teachers continue to use the Data Team Process to help guide the instructional decisions they make to influence student achievement. Our teachers have focused on math power standards this school year and they align their instructional practices to the math workshop. Student engagement and achievement are observed daily.
- ✓ RSES continued to build upon technological access for students. During this school year, we were able to go 1:1 with Google Chromebooks in grades 3-5. This effort has been supported through PTO and strategic school and district funding. Through the use of Chromebooks, students have access to Google Classroom and a variety of online resources to help support their learning. RSES will continue to seek opportunities to grow our technological access for students.

School Statistics

	2015-2016	2016-2017	2017-2018
Student Population	577	585	558
Students in Poverty *Free/reduced lunch numbers are no longer used as a measure for school report cards.	20.7% *Free/reduced lunch percentage	25.1% * Percentage of students in poverty as listed on the state report card.	25% * Percentage of students in poverty as listed on the state report card.
Minority Population	26%	27.8%	28.5%
Special Education**	6%	6.8%	6.1%

**Disabilities other than speech

Student Achievement

	Reading		Math	
	RSES	District	RSES	District
Grade 2	175.5	174.2	176.3	175.4
Grade 3	190.3	189.8	190.2	190.4
Grade 4	202.9	201.2	204.9	203.8
Grade 5	210.7	208.7	216.5	213.8

School Statistics

Strands: A number of questions were asked for each strand. Percentages reflect a combination of those who responded <i>Mostly Agree</i> and <i>Agree</i> .	Teacher Survey (percentage)		5th Grade Student Survey (percentage)		5th Grade Parent Survey (percentage)	
	'16	'17	'16	'17	'16	'17
Strand I: I am satisfied with the learning environment in my school.	100	100	95.1	93.4	90.1	90.6
Strand II: I am satisfied with the social and physical environment at my school.	100	100	89.4	93.3	93.1	96.2
Strand III: I am satisfied with home-school relations.	100	100	90.1	95.4	86.9	86.8