

## River Springs Elementary School Improvement Council Members 2019-2020

Ric Favati	Parent, Elected, Chairman
Cooper Lynn	Parent, Elected
Kevin Scully	Parent, Elected
Kelly Brown	Parent, Elected
Sara Bonner	Parent, Elected
Laura Phipps	Parent, Elected, Secretary
Ellen Hinrichs	Teacher Representative
Lisa Ingram	Teacher Representative
Matt Gams	Principal, Ex-officio
Danielle Hance	Assistant Principal, Ex-officio
Christy Pollock	PTO Co-President, Ex-officio
John Moore	Community Member, Vice Chairman
Maxcy Westmoreland	Community Member
Fred Splittgerber	Community Member
David Anderson	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 2020

*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](http://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 continued a professional development plan to improve math scores. During the 2019-2020 school year, our teachers with the support of administration and grade level teachers, used the Data Team process to focus instruction around math power standards.

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. This school year, our school focused on initiating Purpose Filled Breaks or mindfulness activities to give students a brain break to clear their minds for the next academic task.

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 continued their focus on math power standards this school year to align their instructional practices in math workshop. Through deliberately planned instruction, students thrived.

The 2019-2020 school year brought a new focus for parent and community involvement in our classrooms. Administration and teachers added new events to our calendar for parent involvement in our classrooms. We hosted school wide events such as Grandparent's Day, Kindness Out Loud, Career Talks, and our Community Involvement Celebration. Classroom teachers invited parents in for Science Fair presentations, book talks, writing celebrations, and math games. Family involvement shows our students that school is important.

## School Statistics

	2017-2018	2018-2019	2019-2020
<b>Student Population</b>	558	534	520
<b>Students in Poverty</b> *Free/reduced lunch numbers are no longer used as a measure for school report cards.	25% * as listed on the state report card.	25% * as listed on the state report card.	24% *as listed on the state report card
<b>Minority Population</b>	28.5%	31%	34.8%
<b>Special Education**</b>	6.1%	8.6%	9.6%

\*\*Disabilities other than speech

## Student Achievement

	Reading (SC Ready)		Math (SC Ready)	
	RSES	District	RSES	District
<b>Grade 3</b>	64.7%	60.2%	71.6%	63.9%
<b>Grade 4</b>	65.8%	63.1%	73.2%	57.6%
<b>Grade 5</b>	57%	52.2%	48.4%	51.5%

## School Statistics

<b>Strands:</b> 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> .	<b>Teacher Survey (percentage)</b>		<b>5<sup>th</sup> Grade Student Survey (percentage)</b>		<b>5<sup>th</sup> Grade Parent Survey (percentage)</b>	
	'18	'19	'18	'19	'18	'19
<b>Strand I:</b> I am satisfied with the learning environment in my school.	100	100	93.4	92.7	93	94.3
<b>Strand II:</b> I am satisfied with the social and physical environment at my school.	100	100	93.2	94.8	96.5	94.3
<b>Strand III:</b> I am satisfied with home-school relations.	100	100	92.3	95.8	75.4	81.1