

**River Springs Elementary  
School Improvement Council Members  
2013-2014**

Michael Schlenk – Chair, Elected  
Elizabeth Madden – Parent, Elected  
Barbara Oliver- Parent, Elected  
Laura Phipps – Parent, Elected  
Courtney Daniels – Parent, Elected  
Marlo Wright – Parent, Elected  
Ric Favati Parent, Elected  
Greg Bates – Teacher Representative  
Jennifer Porter – Teacher Representative  
Melanie Cohen – Principal, Ex-officio Member  
Matt Gams – Assistant Principal, Ex-officio Member  
Frances Aponte – PTO President, Ex-officio Member  
John Moore – Community Member  
Fred Splittgerber – Community Member

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**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. As reported on the Annual School Report Card, River Springs continues to receive the designation as a Palmetto Gold Award recipient for overall school achievement.

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*School District Five of Lexington and Richland Counties does not discriminate on the basis of race, color, national origin, sex, or disability, in admission to, treatment in or employment in its programs and activities. The following persons have been designated to handle inquiries regarding the nondiscrimination policies: Dr. Angela Bain, Title IX Coordinator, and Ms. Marlene Metts, 504/ADA Coordinator, 1020 Dutch Fork Rd., Irmo, South Carolina, 29063, (803) 476-8000.*

**River Springs Elementary**

**School Improvement Council  
Annual Report  
Spring 2014**



***Working Together to Build the Future***

**River Springs Elementary School**

115 Connie Wright Road  
Irmo, South Carolina 29063  
803-476-4400

[www.lexrich5.org/RiverSprings.cfm](http://www.lexrich5.org/RiverSprings.cfm)

School District Five of Lexington and Richland Counties

**Our Mission**

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.

## Our Beliefs

- ❖ Students' academic, emotional and physical 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

- ✓ The faculty continues to focus professional development on the South Carolina State Adopted Standards. This year, the staff has focused on the area of writing.
- ✓ School wide- implementation of a Positive Behavior Intervention and Supports (PBIS) program through our Gator Goals has proven to provide a common language for expectations across all grade levels. Over 1200 students have been recognized for making good choices at RSES since the inception of this program. The school PBIS team, Gator Gurus, continues to have a constant focus on the learning environment and high student expectations at RSES.
- ✓ River Springs continues to offer a wide variety of intervention services to ensure student's academic, emotional, physical and social needs are met.
- ✓ Our grade level teams have continued studying and analyzing their instruction and student performance through the five-step Data Team process specifically focusing on the area of writing. Data from this process has shown consistent growth among all grade levels in the quality of student writing.

## General School Statistics

	2011-2012	2012-2013	2013-2014
<b>Student Population</b>	643	641	619
<b>Free/Reduced Lunch</b>	16.3%	16.4%	20%
<b>Minority Population</b>	23.3%	20.6%	25%
<b>Special Education**</b>	4.8%	4.7%	5%

\*\*Disabilities other than speech

## Measure of Academic Progress (MAP)

Percentage of students meeting or exceeding their target RIT score.

	Spring 2011 MAP	Spring 2012 MAP	Spring 2013 MAP
<b>ELA</b>	63.6%	56.2%	55%
<b>Math</b>	65.1%	62.5%	62%

\*These are the same measures by which we measure our annual progress on our goals set forth in the *Annual School Improvement Report*.

## School Effectiveness

<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>Student Survey 5<sup>th</sup> Grade (percentage)</b>		<b>Parent Survey 5<sup>th</sup> Grade (percentage)</b>	
	'12	'13	'12	'13	'12	'13
<b>Strand I:</b> I am satisfied with the learning environment in my school.	97	90	91	96	88	93
<b>Strand II:</b> I am satisfied with the social and physical environment at my school.	100	94	88	98	97	93
<b>Strand III:</b> I am satisfied with home-school relations.	100	100	91	96	91	95