
Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	20
Positive Culture & Environment	24
Budget to Support Goals	25

River Springs Middle School

900 W OHIO AVE, Orange City, FL 32763

<http://myvolusiaschools.org/school/riverspringsmiddle/pages/default.aspx>

Demographics

Principal: Thomas Vaughan W

Start Date for this Principal: 7/1/2011

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	89%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: B (55%) 2017-18: B (55%) 2016-17: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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 Volusia 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	20
Title I Requirements	0
Budget to Support Goals	25

River Springs Middle School

900 W OHIO AVE, Orange City, FL 32763

<http://myvolusiaschools.org/school/riverspringsmiddle/pages/default.aspx>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Middle School 6-8</p>	<p>2020-21 Title I School</p> <p>No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>59%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>41%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

School Board Approval

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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.

At River Springs Middle School, all students will move forward career and college ready.

Provide the school's vision statement.

River Springs Middle School will provide an inclusive school community committed to academic excellence.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Gotlib, Stacy	Principal	Facilitate school leadership meetings, facilitate data analysis in PLC's, monitor SIP progress
Ezell, Candace	Assistant Principal	ESE/Title II/SAC Administrator; Facilitate data analysis during PLC's, monitor SIP progress, participate in school leadership meetings
Fratius, Melissa	Assistant Principal	Data Administrator; Facilitate data analysis during PLC's, monitor SIP progress, participate in school leadership meetings
Boone, Erin	Teacher, K-12	SIP Co-Chair; SAC Co-Chair
Whited, Brandon	Dean	SIP Co-Chair; SAC Co-Chair; Student Relations; Dean of Student Relations, facilitate data analysis during PLC's, monitor SIP progress, participate in school leadership meetings
Darby, John	Instructional Media	DLTL; Media/Learning Commons; facilitate data analysis during PLC's, monitor SIP progress, participate in school leadership meetings
Harper, Jacob	Teacher, K-12	Social Studies Department Chair; facilitate data analysis during PLC's, monitor SIP progress, participate in school leadership meetings
Hurtado, Jose	Teacher, K-12	ESE Department Chair; facilitate data analysis during PLC's, monitor SIP progress, participate in school leadership meetings
Marchione, Lauren	Instructional Coach	Facilitate data analysis during PLC's, monitor SIP progress, participate in school leadership meetings, provide professional learning and support for teacher-led small group instruction
McLeod, Debbie	Teacher, K-12	Electives Department Chair; monitor SIP progress, participate in school leadership meetings
Mohr, Jennifer	Teacher, K-12	Math Department Chair; facilitate data analysis during PLC's, monitor SIP progress, participate in school leadership meetings
Parker, Susan	Teacher, K-12	Science Department Chair; facilitate data analysis during PLC's, monitor SIP progress, participate in school leadership meetings
Anderson, Nathaniel	Assistant Principal	AVID Administrator; Facilitate data analysis during PLC's, monitor SIP progress, participate in school leadership meetings

Name	Position Title	Job Duties and Responsibilities
Weiss, Trae	Teacher, K-12	Monitor Positive Referral Data
Collins, Jacquelynn	Teacher, K-12	AVID Coordinator

Demographic Information

Principal start date

Friday 7/1/2011, Thomas Vaughan W

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.*

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.*

Total number of teacher positions allocated to the school

75

Total number of students enrolled at the school

1,294

Identify the number of instructional staff who left the school during the 2020-21 school year.

20

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

22

Demographic Data

Early Warning Systems

2021-22

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	423	389	474	0	0	0	0	1286
Attendance below 90 percent	0	0	0	0	0	0	80	79	105	0	0	0	0	264
One or more suspensions	0	0	0	0	0	0	13	11	16	0	0	0	0	40
Course failure in ELA	0	0	0	0	0	0	27	14	24	0	0	0	0	65
Course failure in Math	0	0	0	0	0	0	35	39	20	0	0	0	0	94
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	99	100	138	0	0	0	0	337
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	116	117	128	0	0	0	0	361
Number of students with a substantial reading deficiency	0	0	0	0	0	0	27	18	30	0	0	0	0	75

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	62	77	70	0	0	0	0	209

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	24	14	4	0	0	0	0	42
Students retained two or more times	0	0	0	0	0	0	7	4	7	0	0	0	0	18

Date this data was collected or last updated

Thursday 9/30/2021

2020-21 - 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	360	374	375	0	0	0	0	1109
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	11	7	18	0	0	0	0	36
Course failure in Math	0	0	0	0	0	0	15	3	14	0	0	0	0	32
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	70	55	71	0	0	0	0	196
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	73	58	77	0	0	0	0	208

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	15	7	20	0	0	0	0	42

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	3	2	11	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	2	8	7	0	0	0	0	17

2020-21 - 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	360	374	375	0	0	0	0	1109
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	11	7	18	0	0	0	0	36
Course failure in Math	0	0	0	0	0	0	15	3	14	0	0	0	0	32
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	70	55	71	0	0	0	0	196
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	73	58	77	0	0	0	0	208

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	15	7	20	0	0	0	0	42

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	3	2	11	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	2	8	7	0	0	0	0	17

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				52%	51%	54%	52%	51%	53%
ELA Learning Gains				48%	51%	54%	48%	53%	54%
ELA Lowest 25th Percentile				37%	42%	47%	38%	43%	47%
Math Achievement				56%	54%	58%	60%	54%	58%
Math Learning Gains				47%	51%	57%	52%	55%	57%
Math Lowest 25th Percentile				39%	42%	51%	43%	46%	51%
Science Achievement				60%	58%	51%	64%	61%	52%
Social Studies Achievement				72%	71%	72%	65%	69%	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	2021					
	2019	52%	50%	2%	54%	-2%
Cohort Comparison						
07	2021					
	2019	47%	47%	0%	52%	-5%
Cohort Comparison		-52%				
08	2021					
	2019	52%	50%	2%	56%	-4%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	52%	48%	4%	55%	-3%
Cohort Comparison						
07	2021					
	2019	51%	47%	4%	54%	-3%
Cohort Comparison		-52%				
08	2021					
	2019	17%	29%	-12%	46%	-29%
Cohort Comparison		-51%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	58%	57%	1%	48%	10%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	69%	68%	1%	71%	-2%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	82%	54%	28%	61%	21%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	90%	55%	35%	57%	33%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

6th Science District Interim Assessment (Fall tests 1&2, Winter Tests 3&4, Spring Tests 5,6,7,&8);
 7th Science DIAs (Fall tests 1&2, Winter Tests 3&4, Spring Tests 5,6,&7);
 8th Science DIAs (Fall tests 1&2, Winter Tests 3&4, Spring Tests 5&6);
 6th Writing Volusia Literacy Tests (Fall test 1, Winter Test 2, Spring Test 3);
 7th Writing VLTs (Fall test 1, Winter Test 2, Spring Test 3);
 8th Writing VLTs (Fall test 1, Winter Test 2, Spring Test 3);
 6th Math DIAs (Fall tests 1 & 2, Winter Tests 3 & 4, Spring Test 5);
 7th Math DIAs (Fall tests 1 & 2, Winter Tests 3 & 4, Spring Test 5);
 8th Math DIAs (Fall tests 1 & 2, Spring Tests 3 & 4);
 Algebra DIAs (Fall tests 1 & 2, Winter Tests 3 & 4, Spring Test 5 & 6);
 Geometry DIAs (Fall test 1, Winter Tests 2 & 3, Spring Test 5);
 6th ELA DIAs (Fall test 1, Winter Test 2, Spring Test 3);
 7th ELA DIAs (Fall test 1, Winter Test 2, Spring Test 3);
 8th ELA DIAs (Fall test 1, Winter Test 2, Spring Test 3);
 7th Civics DIA (Fall tests 1 & 2, Winter Tests 3 & 4, Spring Tests 5,6,7, & 8);

6th Math Standards Monitoring Test (Fall diagnostic, Winter formative);
 7th Math SMT (Fall diagnostic, Winter formative);
 8th Math SMT (Fall diagnostic, Winter formative);
 6th ELA SMT (Fall diagnostic, Winter formative);
 7th ELA SMT (Fall diagnostic, Winter formative);
 8th ELA SMT (Fall diagnostic, Winter formative).

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	649/27	629/35	316/8
	Economically Disadvantaged	400/24	395/31	196/6
	Students With Disabilities	117/7	104/11	61/2
	English Language Learners	60/18	55/25	35/3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	646/30	637/15	144/60
	Economically Disadvantaged	411/24	398/10	73/56
	Students With Disabilities	128/13	120/3	5/60
	English Language Learners	71/21	71/13	6/33

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	722/40	756/48	386/27
	Economically Disadvantaged	449/31	474/40	242/21
	Students With Disabilities	148/16	163/18	85/9
	English Language Learners	97/22	100/29	51/16
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	702/14	476/20	209/25
	Economically Disadvantaged	434/12	273/16	209/25
	Students With Disabilities	147/5	84/5	15/20
	English Language Learners	94/13	52/12	10/30
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	623/53	674/49	1459/47
	Economically Disadvantaged	393/48	413/42	876/41
	Students With Disabilities	124/30	124/31	279/27
	English Language Learners	77/43	81/40	191/32

Grade 8					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		577/37	667/39	314/23
	Economically Disadvantaged		322/30	388/30	175/14
	Students With Disabilities		89/8	106/17	48/2
	English Language Learners		58/14	77/14	33/3
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		567/11	320/28	382/8
	Economically Disadvantaged		341/11	135/17	209/3
	Students With Disabilities		101/7	15/20	59/0
	English Language Learners		67/6	16/6	42/0
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		658/54	704/51	738/61
	Economically Disadvantaged		384/41	418/40	439/53
	Students With Disabilities		108/20	115/25	126/31
	English Language Learners		76/17	81/19	79/43
		Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

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	17	34	34	21	31	30	11	39	56		
ELL	22	36	32	20	28	30	12	49	53		
ASN	33	40		50	62				91		
BLK	29	35	29	29	30	29	27	50	63		
HSP	36	47	38	36	34	28	29	50	57		
MUL	56	39		43	33			62	73		
WHT	53	46	29	52	34	30	61	68	73		
FRL	39	42	31	39	34	29	40	54	67		
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	14	35	34	20	32	30	23	37	50		
ELL	25	41	36	34	45	46	24	50	67		

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
ASN	54	46		75	50						
BLK	31	35	28	36	35	22	40	50			
HSP	46	48	43	47	48	53	57	68	68		
MUL	61	62	27	55	31		43	82			
WHT	55	49	37	61	49	38	64	75	85		
FRL	42	45	36	45	44	38	48	62	75		
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	15	29	29	23	40	33	31	25	50		
ELL	16	41	42	31	51	38	27	39			
ASN	48	68		81	82						
BLK	31	34	24	36	39	29	52	44	75		
HSP	46	49	50	53	57	45	55	62	62		
MUL	59	48		71	45			57			
WHT	55	48	35	64	51	45	68	67	79		
FRL	43	45	38	51	49	42	57	56	69		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	470
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	55
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	51
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	50
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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?

FSA: Math LQ went from 39% to 30% and ELA LQ went from 37% to 30%. Math LG went from 47% to 34%.

Discipline: Individual SWD and AA students had multiple suspensions. These suspensions drastically increased from Q1 to Q4 as the year progressed. SWD suspensions were 14 in Q1 and increased to 56 in Q4. AA suspensions were 33 in Q1 and increased to 113 in Q4.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our LQ for Math and ELA, Math LG. We are seeing slight gains between 1-3% on SWD subgroups on FSA, but a significant decrease amongst our AA subgroups. Achievement in Science dropped 13% amongst our AA population and 11% in our SWD population. Math Achievement dropped 7% in our AA population.

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

The contributing factors included: new Teachers to subject, especially in Math, and teachers new to teaching different grade level content, hybrid classes (LIVE students not being monitored at home), large class numbers, going 1:1, using new platforms (like CANVAS), attendance, and discipline.

New actions include: implementation of WIN Time to absorb non-instructional activities, increased training and usage of technology, reallocation of teaching units to better utilize resources, reinforced Positive Behavioral Interventions and Supports (PBIS) strategies, and addition of AVID Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

SWD improved 8th Pre-Algebra during the pandemic. AA had a 1-2% jump in Math LG and maintained a 50% achievement in Social Studies Achievement.

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

Communication between the ESE support facilitation teachers and the Gen Ed Teachers. There were a lot of remediation efforts.

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

Small group instruction, implementation of AVID strategies, Professional development of teachers in AVID, PBIS strategies in the classroom to keep students IN the classroom. Professional learning about the brain and developmental needs of middle school students.

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.

AVID strategies, PBIS training, Student engagement, teacher clarity, More focused data dives in PLC, district support planned in content areas. Professional learning about the brain and developmental needs of middle school students.

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

Development of teacher leaders by creating an AVID team;
What I Need Time, where students can participate in non-curriculum studies and have additional time for enrichment/remediation;
Swamp Time, an on-going initiative where select early-release Wednesdays are utilized for enrichment and remediation;
Advancement Via Individual Determination (AVID), a nationally-acclaimed program designed to boost student interest and success probability in post-secondary opportunities;
Teacher Clarity, another on-going initiative where teachers use academic language to inform students what they are learning, why it is important, and how students know that they have mastered the content;
Piloting Middle School Teaming with author Jack Berckemeyer, based on the "Middle School Nuts and Bolts" symposiums;
Finally, moving PLCs to data room to allow easier access for administration and a more collaborative atmosphere.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: The area of focus aligns to strategic plan goal three, which is provide a safe, healthy, and supportive environment. As a result of our needs assessment and analysis, the panorama data revealed that 75% of students had an overall negative perception of the social and learning climate of the school. Additionally, 77% of the school said that the school had negative energy.

Measurable Outcome: We would like to make statistically measurable gains of 5% of the positive perception of the social and learning climate of the school.

Monitoring: This area of focus will be monitored through the Panorama survey and monthly meetings with the PBIS team. The person responsible will be Brandon Whited. We will track positive behaviors through a positive referral system. Mr. Weiss will create a revised positive referral system that generates positive referrals.

Person responsible for monitoring outcome: Brandon Whited (bwwhited@volusia.k12.fl.us)

Evidence-based Strategy: Our evidence-based strategy is PBIS. It will be monitored through Panorama survey results, monthly discipline and positive referral data tracking.

Rationale for Evidence-based Strategy: PBIS is a research/evidence based 3-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed.

Action Steps to Implement

A panorama survey will be administered to all parents and students throughout the year to track their satisfaction with the school climate.

Person Responsible Candace Ezell (clezell@volusia.k12.fl.us)

A team of teachers will be created to monitor progress in the PBIS strategy. This team will help track Discipline Data and answer questions other teachers may have about PBIS. Open forums will be provided for the staff to develop professional learning on PBIS standards and protocol.

Person Responsible Brandon Whited (bwwhited@volusia.k12.fl.us)

Mr. Weiss created a digital Positive Referral form for teachers to track positive behaviors encountered on campus.

Person Responsible Trae Weiss (tmweiss@volusia.k12.fl.us)

The data gathered from disciplinary reports and positive referrals will be share in PLC meetings with teachers.

Person Responsible Lauren Marchione (lemarchi@volusia.k12.fl.us)

#2. Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale: The area of focus aligns to strategic plan goal one, engage all students in high levels of learning every day. As a result of our needs assessment and analysis, the SIP Team determined that Math LQ, Math LG, and ELA LQ metrics decreased by 9%, 13%, and 7% respectively. Also, we had an increase of new teachers in all core content areas. There was a lack of face-to-face professional learning opportunities due to the pandemic.

Measurable Outcome: Math LQ will increase at least from 30% to 35% including SWD and AA Subgroups. ELA LQ will increase at least from 30% to 35% including SWD and AA Subgroups. Math LG will increase at least from 34% to 47% including SWD and AA Subgroups.

Monitoring: Administrators (Mrs. Gotlib, Ms. Ezell, Ms. Fratus, and Mr. Anderson), Coach (Mrs. Marchione), and TOA (Mr. Whited) will monitor through frequent walkthroughs using the walkthrough tool, and data chats at PLCs using the data analysis protocol sheet. Finally, the coach will engage in continuous coaching cycles with our faculty. Ms. Mohr will monitor the Math SMT and DIA data. Ms. Baker will monitor DIA and VLT data.

Person responsible for monitoring outcome: Melissa Fratus (mmfratus@volusia.k12.fl.us)

Evidence-based Strategy: Our professional learning will focus on the implementation of the researched based AVID strategies. This will be monitored through observations from classroom walk-throughs, the data from district assessments in monthly SLT meetings, and guidance tracking of student performance.

Rationale for Evidence-based Strategy: AVID's mission is to close the opportunity gap by preparing all students for college readiness and success in a global society. AVID incorporates many research proven techniques that we will use to improve teaching and learning.

Action Steps to Implement

An AVID team of teachers has been created to begin instruction in 6th grade. This team attended and will continue to attend training on AVID. They will share the AVID strategies in selected faculty meetings and ERPLs throughout the school year to the rest of the school teachers.

Person Responsible Nathaniel Anderson (nlanders@volusia.k12.fl.us)

Data will be gathered during periodic walk-throughs. It will be analyzed on adaptation of school initiatives by Gotlib, Ezell, Fratus, Anderson, Marchione, Whited

Person Responsible Stacy Gotlib (sjgotlib@volusia.k12.fl.us)

Professional development will be offered and led by the AVID team on the AVID strategies during faculty meetings and ERPLs throughout the school year by Beckmann, Chaves, Bergeron, Ostermann

Person Responsible Jacquelynn Collins (jmcollin@volusia.k12.fl.us)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:	The area of focus aligns to strategic plan goal one, engage all students in high levels of learning every day. As a result of our needs assessment and analysis, the SIP Team determined that SWD and AA decreased in the areas of ELA Ach, Math Ach, and Science Ach.
Measurable Outcome:	Increase SWD & AA ELA Ach from 29% to 40%. Increase SWD Math Ach from 33% to 40%. Increase Science Ach from 29% to 40%. Increase AA Math Ach 29% to 40%. Increase Science Ach from 27% to 40%
Monitoring:	Department chairs, Harper (SS), Mohr (Math), Baker (ELA), Parker (Science), will monitor students DIA/SMT/VLT and other interim assessment data.
Person responsible for monitoring outcome:	Lauren Marchione (lemarchi@volusia.k12.fl.us)
Evidence-based Strategy:	The evidence-based strategy is teacher clarity, Learning Goals and Success Criteria, clear explanations, sequenced lessons and learning events. This will be monitored through observations from classroom walk-throughs. Department chairs, Harper (SS), Mohr (Math), Baker (ELA), Parker (Science), will monitor the data from district assessments in monthly SLT meetings, and guidance tracking of student performance.
Rationale for Evidence-based Strategy:	Teacher Clarify is a vital key to helping students understand the relationships between topics in a curriculum and to make connections between what is taught and their own experiences. This is a district wide initiative that we have seen produce results with identified subgroups.

Action Steps to Implement

Department Chairs will monitor and share assessment data in PLCs.

Person Responsible Lauren Marchione (lemarchi@volusia.k12.fl.us)

Classroom data will be collected from occasional walk-throughs. This data will be analyzed and compared with the assessment data collected by department chairs.

Person Responsible Melissa Fratus (mmfratus@volusia.k12.fl.us)

Data collected above will direct the development of professional development days on teacher clarity standards; making sure teachers are posting standards and targets.

Person Responsible Lauren Marchione (lemarchi@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

After comparing our school's SESIR incident and discipline data to other schools across the state, we have identified threats and fighting as an area of concern. It is ranked as high. Our school plans to reduce these incidents by implementing the following:

School will:

- train teachers in Restorative Circle strategy**
- identify mentors for students with high incidents in fighting**
- provide incident data to teachers monthly at faculty meetings**

Teachers will:

- stand at door to monitor students at beginning and end of school and/or during class changes.**
- develop clear expectations with students and other strategies to solve a conflict without fighting.**
- monitor students closely when transitioning in the hallways and during recess.**

Data chats will take place quarterly during faculty meetings to discuss the above implementation plan (what's working and what's not) based on the data.

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.

River Springs Middle School creates engagement opportunities for faculty and staff that demonstrate both appreciation for their pursuit of high levels of student achievement and the importance of fostering a culture that celebrates each student as an individual. Common Planning, Professional Learning Communities and Academic Coaching are essential practices utilized to help build positive, collaborative relationships on campus amongst teachers as well. Family and community involvement play a large role in the academic success of the students who attend River Springs Middle School. River Springs Middle School engages both families and the community at large by hosting special events that celebrate achievement of the school's students and the creative outlets produced by sports, clubs, and electives.

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

Our school has reformed our Parent-Teacher-Student Association (PTSA) which will be utilized to celebrate the achievement of the school by offering both increased business partner presence, as well as hosting school spirit nights to assist in finding unique ways to engage students in an effort to maximize student achievement.

Our School Advisory Council is also used to solicit and retain community and stakeholder development.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Professional Learning	\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
Total:			\$0.00