# River Springs Middle School

**2021-22 Schoolwide Improvement Plan**

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# 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**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Middle School<br>6-8 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2020-21 Title I School** | No |
| **2020-21 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 89% |
| **2020-21 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners*<br>Asian Students<br>Black/African American Students<br>Hispanic Students*<br>Multiracial Students<br>White Students<br>Economically Disadvantaged Students* |
| **School Grades History** | 2018-19: B (55%)<br><br>2017-18: B (55%)<br><br>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.](http://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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# River Springs Middle School

## 900 W OHIO AVE, Orange City, FL 32763

### http://myvolusiaschools.org/school/riverspringsmiddle/pages/default.aspx

## School Demographics

| School Type and Grades Served (per MSID File) | 2020-21 Title I School | 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|---|---|---|
| Middle School 6-8 | No | 59% |

| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 41% |

## 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

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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 |
| Fratus, 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 | | |
| 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 | | | | |
|---|---|---|---|---|
| **English Language Arts** | Number/% Proficiency | Fall | Winter | Spring |
| | 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 |
| **Mathematics** | Number/% Proficiency | Fall | Winter | Spring |
| | 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 |
| **Science** | Number/% Proficiency | Fall | Winter | Spring |
| | 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 |

## 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.<br>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.<br>ELA LQ will increase at least from 30% to 35% including SWD and AA Subgroups.<br>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.<br>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%.<br>Increase SWD Math Ach from 33% to 40%.<br>Increase Science Ach from 29% to 40%.<br>Increase AA Math Ach 29% to 40%.<br>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, 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 |