Sebastian River Middle School

2022-23 Schoolwide Improvement Plan

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Sebastian River Middle School

9400 FELLSMERE RD, Sebastian, FL 32958

www.indianriverschools.org

Demographics

Principal: Robert Riskin

Start Date for this Principal: 7/2/2018

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	67%
2021-22 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	2021-22: C (53%) 2018-19: B (56%) 2017-18: C (50%)
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	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Indian River County School Board on 10/24/2022.

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.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	67%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of SRMS is to develop citizens who are nationally and globally conscious, possess personal integrity and pursue academic excellence through content area literacy. Our efforts will create life-long self-motivated learners who actively serve their communities.

Provide the school's vision statement.

At SRMS, we read, innovate, collaborate, and achieve!

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Racine, Todd	Principal	
Garrick, Nichole	Assistant Principal	
Keen, Jeramy	Assistant Principal	
Wright, Alissa	Reading Coach	
Wright, Melody	Math Coach	

Demographic Information

Principal start date
Monday 7/2/2018, Robert Riskin

Number of teachers with a 2022 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.*
4

Number of teachers with a 2022 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.*
20

Total number of teacher positions allocated to the school
57

Total number of students enrolled at the school
866

Identify the number of instructional staff who left the school during the 2021-22 school year.
15

Identify the number of instructional staff who joined the school during the 2022-23 school year.
7

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	308	263	288	0	0	0	0	859
Attendance below 90 percent	0	0	0	0	0	0	89	80	94	0	0	0	0	263
One or more suspensions	0	0	0	0	0	0	1	16	32	0	0	0	0	49
Course failure in ELA	0	0	0	0	0	0	6	3	28	0	0	0	0	37
Course failure in Math	0	0	0	0	0	0	2	38	73	0	0	0	0	113
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	60	38	55	0	0	0	0	153
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	76	51	60	0	0	0	0	187
Number of students with a substantial reading deficiency	0	0	0	0	0	0	89	0	0	0	0	0	0	89

Using the table above, complete the table below with the number of students by current grade level who have 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	51	70	113	0	0	0	0	234

Using current year data, complete the table below with the number of students identified as being "retained.":

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	0	0	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	2	0	0	0	0	2

Date this data was collected or last updated
Friday 10/21/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		
Number of sutdents with a substantial reading deficiency		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

The number of students by grade level that exhibit each early warning indicator:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	250	280	280	0	0	0	0	810
Attendance below 90 percent	0	0	0	0	0	0	42	55	90	0	0	0	0	187
One or more suspensions	0	0	0	0	0	0	2	19	27	0	0	0	0	48
Course failure in ELA	0	0	0	0	0	0	0	39	77	0	0	0	0	116
Course failure in Math	0	0	0	0	0	0	1	51	81	0	0	0	0	133
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	38	56	88	0	0	0	0	182
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	51	63	70	0	0	0	0	184
Number of sutdents with a substantial reading deficiency	0	0	0	0	0	0	38	56	88	0	0	0	0	182

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	20	54	78	0	0	0	0	152

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	0	1	1	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	1	5	0	0	0	0	6

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	44%	48%	50%				49%	54%	54%
ELA Learning Gains	42%						51%	55%	54%
ELA Lowest 25th Percentile	32%						39%	42%	47%
Math Achievement	54%	33%	36%				62%	60%	58%
Math Learning Gains	57%						67%	59%	57%
Math Lowest 25th Percentile	58%						61%	50%	51%
Science Achievement	44%	51%	53%				46%	53%	51%
Social Studies Achievement	63%	53%	58%				72%	72%	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	2022					
	2019	46%	52%	-6%	54%	-8%
Cohort Comparison						
07	2022					
	2019	48%	51%	-3%	52%	-4%
Cohort Comparison		-46%				
08	2022					
	2019	51%	53%	-2%	56%	-5%
Cohort Comparison		-48%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	57%	53%	4%	55%	2%
Cohort Comparison						
07	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	53%	53%	0%	54%	-1%
Cohort Comparison		-57%				
08	2022					
	2019	51%	47%	4%	46%	5%
Cohort Comparison		-53%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	45%	49%	-4%	48%	-3%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	70%	69%	1%	71%	-1%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	90%	58%	32%	61%	29%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	53%	47%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	15	24	23	26	51	52	6	35			
ELL	19	25	18	31	46	50	16	36	64		
ASN	80	64		87	79						
BLK	28	39	36	33	57	64	28	55	73		
HSP	33	36	22	43	54	52	28	48	85		
MUL	65	53		74	56						
WHT	54	47	41	66	58	64	59	77	82		
FRL	37	40	31	46	55	54	36	51	83		
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	16	25	15	18	25	17	27	32			
ELL	23	29	24	32	27	18	6	32	45		
ASN	75	73		92	73						
BLK	29	27	20	28	24	25	25	48	44		
HSP	36	36	29	42	37	29	43	47	60		
MUL	56	47		50	53						
WHT	54	45	29	55	52	39	58	73	68		
FRL	39	38	27	39	36	29	42	54	52		
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	16	30	28	28	54	62	21	50			
ELL	20	36	30	40	59	58	16	32	27		
BLK	31	38	32	35	58	59	21	67			
HSP	41	47	36	57	64	61	35	64	40		
MUL	58	53		70	71		60	75	50		
WHT	59	56	49	71	71	64	58	80	65		
FRL	40	45	36	55	63	57	38	66	49		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI

ESSA Federal Index	
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	477
Total Components for the Federal Index	9
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
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%	0
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%	0
Asian Students	
Federal Index - Asian Students	78
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	62
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

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%	0

White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Significant gap disparities were identified for Economically Disadvantaged students as well as ESSA subgroups ESE & ELL. Focus on strategies that can improve these subgroups will significantly improve overall achievement in each tested area. In order for Math and ELA gains to increase percent proficient students in the 2.5 -3.0 range must demonstrate growth to proficiency.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Significant gap disparities were identified for Economically Disadvantaged students as well as ESSA subgroups ESE & ELL. Focus on strategies that can improve these subgroups will significantly improve overall achievement in each tested area. List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified. ELL: 34% Overall ELA MATH SCI SS 19% 31% 16% 36% ESE: 29% Overall ELA MATH SCI SS 15% 26% 6% 35%

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

Staff Attendance was 94% and Student Attendance was 90%. Research shows students who attend school regularly have higher achievement than those with chronic attendance. Research shows chronic staff attendance negatively affects student achievement.
Every 1st period teacher will call their students within the first 8 days of school.
Reinstitute SWAG Committee (Students With Attendance Goals)
Weekly overall adequate staff attendance.
Recognize adequate staff attendance.
Chronic student attendance will be monitored by grade level guidance counselor.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math learning gains and bottom quartile made significant gains and the most improvement

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

Small group interventions, after school tutoring, increased number of foundational classes.

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

Students scoring a level 3 on ELA state assessments have been given Critical Thinking courses for ELA.
Students scoring a level 3 on Math state assessments have been provided accelerated coursework.

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.

Professional development opportunities for monitoring and formative assessment instruction.
PowerBi and iReady professional development to assist teachers with data analyzation.
Participation in the 90 X 9 incentive grant for providing tools for teachers to improve students passing the Algebra EOC by 9th grade.

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

Student Activity Days Activity Days Scheduled for 9/23 (8/15-9/16)
No more than one lunch detention and 90% ADA
Implemented student systems to promote schoolwide expectations
100% of our Math, ELA, Intensive Reading, Critical Thinking, Social Studies, and Science teachers will show evidence of documentation of monitoring in lesson plans and during walkthroughs monitoring will be clearly established as a norm within daily lessons in order to decrease the achievement gap of our ESSA subgroups.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Economically Disadvantaged

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Significant gap disparities were identified for Economically Disadvantaged students as well as ESSA subgroups ESE & ELL. Focus on strategies that can improve these subgroups will significantly improve overall achievement in each tested area.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Goal: Staff Attendance will be >95% in the 2nd 9 weeks. Student Attendance will be >95% in the First 9 weeks. Student Disproportionate Discipline ratios will be 1.0 for all demographic subgroups.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Communicate weekly overall staff attendance. Celebrate Department with highest bi-weekly attendance. Recognize teachers with Perfect Attendance at monthly Faculty Meeting. Recognize students through SWAG Committee (Students With Attendance Goals). Student Activity Days Activity Days Scheduled for November 10 No discipline consequences and 95% ADA. Coordinate Student Services Resources to attend our weekly Frequent Flyer meetings to problem solve solutions for students with high number of referrals.
Person responsible for monitoring outcome:	Todd Racine (todd.racine@indianriverschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Research shows students who attend school regularly have higher achievement than those with chronic attendance. Research shows chronic staff attendance negatively affects student achievement. Research shows students who attend school regularly have higher achievement than those with chronic attendance.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Significant gap disparities were identified for Economically Disadvantaged students as well as ESSA subgroups ESE & ELL. Focus on strategies that can improve these subgroups will significantly improve overall achievement in each tested area. In order for Math and ELA gains to increase percent proficient students in the 2.5 -3.0 range must demonstrate growth to proficiency.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Student Activity Days Activity Days Scheduled for 9/23 (8/15-9/16)
No more than one lunch detention and 90% ADA

Person Responsible	Todd Racine (todd.racine@indianriverschools.org)

Chronic student attendance will be monitored by grade level guidance counselor.

Person Responsible	Todd Racine (todd.racine@indianriverschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Data Findings:
Attendance
Student
6th – 90%
7th – 89.7%
8th – 88.2%
Staff
23/51 = Adequate >95%
9/51 = Severe 90 – 95%
20/51 = Chronic <90%

Rationale for Selection of Data
- Research shows students who attend school regularly have higher achievement than those with chronic attendance.
- Research shows chronic staff attendance negatively affects student achievement.

High Yield Strategy: Relationships

Goal: Staff Attendance will be >95% in the 1st 9 weeks. Student Attendance will be >93% in the First 9 weeks.

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

(1st Period Classroom Teachers)
- Every 1st period teacher will call their students within the first 8 days of school.

(Administration)
- Weekly overall adequate staff attendance.
- Recognize adequate staff attendance.

(Guidance Secretary)
- Reinstitute SWAG Committee (Students With Attendance Goals)

(Guidance Counselor assigned to each grade level)
- Chronic student attendance will be monitored by grade level guidance counselor.

(PBIS Team)

- Student Activity Days Activity Days Scheduled for 9/23 (8/15-9/16)
- No more than one lunch detention and 90% ADA

(Administration and Teachers)
- Implemented student systems to promote schoolwide expectations.