

School District of Indian River County

# Sebastian River Middle School



2020-21 Schoolwide Improvement Plan

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# Sebastian River Middle School

9400 FELLSMERE RD, Sebastian, FL 32958

[www.indianriverschools.org](http://www.indianriverschools.org)

## Demographics

**Principal: Todd Racine**

Start Date for this Principal: 7/1/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	51%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: B (56%) 2017-18: C (50%) 2016-17: C (50%) 2015-16: C (49%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I

\* 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 Indian River 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.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

Through the IB/MYP framework, the mission of Sebastian River Middle School 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.

We will achieve this mission by...

- recognizing and treating our students as our most prized resource. We will foster an environment of stability, teamwork, empowerment, and safety, and provide equal opportunities for learning and personal growth!
- providing the highest quality and value for each project we undertake. We will be reliable and accountable to our Cowboy families. We will strive to apply innovation, strategic thinking, as well as, demonstrate a passion for excellence in everything we do!
- building strong connections, we will be easy to talk with, and reach. We will work together to problem solve and address all concerns. We strive to deliver nothing but exceptional customer service!
- becoming a valuable resource for our SRMS families through our continuous research and development of strategic partnerships with our community!
- being trustworthy, we will form genuine and collaborative relationships that benefit the SRMS faculty, the students, parents and community alike!

As a result of these actions, our students, parents and the community will often prefer, recommend and even specify SRMS as the middle school of choice in Indian River County!

#### Provide the school's vision statement.

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

At Sebastian River Middle School, we also support the Guiding Principles outlined in the SDIRC 2020-2025 Strategic Plan, the five Guiding Principles are:

1. Invest in collaborative cultures that promote the growth of all.
2. Provide equitable access to high quality, rigorous instruction.
3. Communicate with transparency and integrity with all stakeholders.
4. Engage in innovative practices to optimize outcomes.
5. Empower problem solvers at every level of the organization.

### School Leadership Team

#### Membership

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

Name	Title	Job Duties and Responsibilities
Racine, Todd	Principal	To provide the leadership and vision necessary to develop and administer educational programs that optimize the human and material resources available for a successful and safe school program for students, staff, parents, and community.
Ward, Kelly	Assistant Principal	To assist the principal with administrative and instructional functions and development and implementation of the school improvement plan to carry out the mission and goals of the school and the district and to meet the needs of students.
Crespo, Robert	Teacher, K-12	To provide an educational experience in which students move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation.
Auger, Kim	Teacher, K-12	To provide an educational experience in which students move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation.
Patten, Twila	Teacher, K-12	To provide an educational experience in which students move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation.
Wright, Bradley	Teacher, K-12	To provide an educational experience in which students move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation.
Kurrus, Melissa	Instructional Coach	An instructional coach supports teachers by providing ongoing professional development, supporting growth in instructional effectiveness, and assisting teachers in applying new knowledge in the assigned area of content support.
Sarrasin, Crelle	Other	

Name	Title	Job Duties and Responsibilities
Kinkle, Ethan	Teacher, K-12	Knowledge of child growth and development and especially of characteristics of To provide an educational experience in which students move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation.
Holmes, Michele	Assistant Principal	To assist the principal with administrative and instructional functions and development and implementation of the school improvement plan to carry out the mission and goals of the school and the district and to meet the needs of students.
Brown, Kenneth	Other	Success Coach: To assist the principal in developing interventions which will support students academically and behaviorally creating and maintaining a safe and secure environment which is conducive to learning.
Wright, Melody	Instructional Coach	An instructional coach supports teachers by providing ongoing professional development, supporting growth in instructional effectiveness, and assisting teachers in applying new knowledge in the assigned area of content support.
Berchtold, Kasey	Instructional Coach	To provide an educational experience in which students move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation.

## Demographic Information

### Principal start date

Sunday 7/1/2018, Todd Racine

**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.*

5

**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.*

16

**Total number of teacher positions allocated to the school**

58

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
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<b>School Grades History</b>	2018-19: B (56%) 2017-18: C (50%) 2016-17: C (50%) 2015-16: C (49%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**Early Warning Systems**

**Current Year**



**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	276	289	301	0	0	0	0	866
Attendance below 90 percent	0	0	0	0	0	0	51	67	84	0	0	0	0	202
One or more suspensions	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	2	32	70	0	0	0	0	104
Course failure in Math	0	0	0	0	0	0	1	32	34	0	0	0	0	67
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	35	40	56	0	0	0	0	131
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	53	8	50	0	0	0	0	111

**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	18	33	52	0	0	0	0	103

**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	1	3	5	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected or last updated**

Monday 9/28/2020

**Prior Year - 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	279	287	331	0	0	0	0	897
Attendance below 90 percent	0	0	0	0	0	0	24	29	47	0	0	0	0	100
One or more suspensions	0	0	0	0	0	0	2	22	25	0	0	0	0	49
Course failure in ELA or Math	0	0	0	0	0	0	1	47	71	0	0	0	0	119
Level 1 on statewide assessment	0	0	0	0	0	0	65	72	119	0	0	0	0	256

**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	9	46	71	0	0	0	0	126

**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	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Prior Year - 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	296	303	349	0	0	0	0	948
Attendance below 90 percent	0	0	0	0	0	0	51	67	84	0	0	0	0	202
One or more suspensions	0	0	0	0	0	0	22	23	19	0	0	0	0	64
Course failure in ELA or Math	0	0	0	0	0	0	29	73	97	0	0	0	0	199
Level 1 on statewide assessment	0	0	0	0	0	0	50	110	180	0	0	0	0	340

**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	38	56	70	0	0	0	0	164

**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	5	4	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Part II: Needs Assessment/Analysis**

**School Data**

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	49%	54%	54%	45%	51%	52%
ELA Learning Gains	51%	55%	54%	47%	50%	54%
ELA Lowest 25th Percentile	39%	42%	47%	39%	37%	44%
Math Achievement	62%	60%	58%	49%	54%	56%
Math Learning Gains	67%	59%	57%	54%	56%	57%
Math Lowest 25th Percentile	61%	50%	51%	42%	44%	50%
Science Achievement	46%	53%	51%	43%	50%	50%
Social Studies Achievement	72%	72%	72%	66%	71%	70%

<b>EWS Indicators as Input Earlier in the Survey</b>				
<b>Indicator</b>	<b>Grade Level (prior year reported)</b>			<b>Total</b>
	<b>6</b>	<b>7</b>	<b>8</b>	
	(0)	(0)	(0)	0 (0)

**Grade Level Data**  
**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2019	46%	52%	-6%	54%	-8%
	2018	43%	48%	-5%	52%	-9%
Same Grade Comparison		3%				
Cohort Comparison						
07	2019	48%	51%	-3%	52%	-4%
	2018	39%	44%	-5%	51%	-12%
Same Grade Comparison		9%				
Cohort Comparison		5%				
08	2019	51%	53%	-2%	56%	-5%
	2018	46%	55%	-9%	58%	-12%
Same Grade Comparison		5%				
Cohort Comparison		12%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2019	57%	53%	4%	55%	2%
	2018	43%	51%	-8%	52%	-9%
Same Grade Comparison		14%				
Cohort Comparison						
07	2019	53%	53%	0%	54%	-1%
	2018	47%	52%	-5%	54%	-7%
Same Grade Comparison		6%				
Cohort Comparison		10%				
08	2019	51%	47%	4%	46%	5%
	2018	44%	51%	-7%	45%	-1%
Same Grade Comparison		7%				
Cohort Comparison		4%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
08	2019	45%	49%	-4%	48%	-3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	41%	53%	-12%	50%	-9%
Same Grade Comparison		4%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	70%	69%	1%	71%	-1%
2018	69%	65%	4%	71%	-2%
Compare		1%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	90%	58%	32%	61%	29%
2018	87%	61%	26%	62%	25%
Compare		3%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	53%	47%	57%	43%
2018	0%	50%	-50%	56%	-56%
Compare		100%			

**Subgroup Data**

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		

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
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		
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	17	37	40	25	44	38	18	30			
ELL	6	30	29	16	28	26		57			
ASN	67	55		83	82						
BLK	26	30	31	24	35	29	21	57	50		
HSP	35	43	38	44	49	41	26	59	67		
MUL	39	42		45	48		31				
WHT	53	50	36	64	65	42	61	78	69		
FRL	35	42	36	44	50	39	31	67	61		
2017 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 2015-16	C & C Accel 2015-16
SWD	10	31	23	10	28	28	15	32			
ELL	4	28	33	9	24	34		14			
ASN	83	73		82	75						
BLK	26	41	26	35	49	37	23	45	60		
HSP	35	41	36	36	45	45	36	57	52		
MUL	36	37		39	69	70	18	86			
WHT	56	54	47	61	61	38	50	76	73		
FRL	36	42	37	41	49	43	35	58	56		

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	55
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	50
Total Points Earned for the Federal Index	554
Total Components for the Federal Index	10
Percent Tested	99%

<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
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
<b>Native American Students</b>	
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
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	

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	64
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	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

**Analysis**

**Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The area with the lowest performance was SWD/ELA Lowest 25th Percentile which decreased from 40% to 28%. Panorama survey data demonstrated that students in the lower quartile showed low resiliency and self-efficacy. Students tend to give up more readily when faced with academic challenges which stem from a lack of reading skill necessary to navigate and perform well on the Florida Standards Assessment.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

The greatest decline from the prior year in the lowest quartile of ELA was with the SWD population, which decreased by 12 percentage points. This subgroup did not meet ESSA criteria and is part of our Targeted Support and Improvement, along with our other subgroups.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

The greatest gap was in the ELA lowest quartile, which was 8% below the state average. Many of our SWD and ELL students are included in the lowest quartile.

**Which data component showed the most improvement? What new actions did your school take in this area?**

The Math lowest quartile showed the greatest gains improving from 39% to 61%. The school implemented a semester of Intensive Math for students in 6th & 7th grade as well as full year for 8th

grade. 8th grade showed the biggest increase. Teachers also became more proficient in using the i-Ready Math software and disaggregating the student data to inform instruction.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

Our greatest area of concern was the number of course failures in ELA which is also the content area showing the slowest growth.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Academic Achievement for ALL students
2. Increase proficiency for SWD, ELL and Black students greater than 41% for each subgroup
3. Address the social/emotional needs of all students.
4. School Safety
5. Earn an A grade by increasing in all school grade components.

**Part III: Planning for Improvement**

**Areas of Focus:**



**#1. Instructional Practice specifically relating to ELA**

According to the 2018-19 assessment data, the ELA bottom quartile only increased by 3%.

**Area of Focus Description and Rationale:**

These subgroups (SWD - 40-28%, Black 31-32%, Hispanic 38-36%, ELL 29-30%) either demonstrated a decline in learning gains and in lower quartile or showed minimal growth. Furthermore, the 3% gain was carried by the white subgroup.

Increase ELA Learning Gains by strengthening literacy development for all teachers across all content areas by incorporating the use of five specific evidence-based strategies. Each subgroup's Learning Gain, as well as overall ELA scores, can be enhanced by the consistent use of these strategies.

**Measurable Outcome:**

**LEARNING GAINS - LOWEST QUARTILE INCREASE FEDERAL INDEX**

	2018	2019	2020	2019	2020
SWD	40	28	42%	36%	42%
ELL	29	30	38%	37%	43%
BLACK	31	32	40%	43%	48%
HISPANIC	31	36	43%		

**Person responsible for monitoring outcome:**

Todd Racine (todd.racine@indianriverschools.org)

**Evidence-based Strategy:**

- High 5 Reading Strategies:
- Activating Background Knowledge - connecting what students know to what they are learning
- Questioning - asks students to frame their reading with questions before during and after reading
- Analyzing Text Structure - students learn to identify the pattern in which a text is written
- Visualization - students create a mental image in their head as they read
- Summarizing - the ability to summarize, deleting unnecessary information and highlighting important information, helps increase comprehension

**Rationale for Evidence-based Strategy:**

The High 5 Reading Strategy is a simple and effective approach formulated to enhance the comprehensive abilities of students. By using this technique, students are able to understand the material and direct their attention to the details. It enhances students' learning and helps them prepare for an essay or report submission or even for a test.

**Action Steps to Implement**

Professional development on each strategy:

- Provide research based documents to teachers on each strategy.
- Provide ongoing support to teachers through observations by Instructional Coaches and Administrators.
- Create an electronic monitoring tool to collect data to formulate a baseline and measure teacher growth.
- Provide weekly data to teachers both by department and school-wide on current strategy based on electronic tool.
- Instructional Coaches meet with teachers to reflect and coach on current strategy.
- Analyze student performance data school-wide and by subgroup using iReady Diagnostic, ELA Unit Assessment, Grade Distribution (progress report and quarter report cards), to measure student impact.
- Implement the same routine for each strategy: Analyzing Text Structure, Visualization, and Summarizing as the staff progresses successfully through each strategy which will be demonstrated via the electronic collection tool and student performance data.

**Person Responsible** Michele Holmes (michele.holmes@indianriverschools.org)

Provide literacy interventions for struggling readers and writers through after-school and before school tutoring as part of our A2 (Acclimate and Accelerate) initiative. Book club, ELA Writing Camp, iReady Workshops, lunch time tutoring for small groups (3-5 BQ students). Services will be October-March based on funding from A2 request, Title 1 budget, and SAC budget.

- Each program will be advertised with a flyer identifying the opportunity.
- Students will be identified from 2019 data and iReady Diagnostic scores
- Attendance will be taken at each session
- Parents will be contacted via individual phone calls
- Incentives will be created to entice students to join and commit to the program
- Students will be progress monitored to identify gains using iReady Winter Diagnostic scores, Unit Assessments, progress reports and quarterly grades.
- Program will be adjusted and updated in January to reflect the student needs for January through March.

**Person Responsible** Kelly Ward (kelly.ward@indianriveschools.org)

Support teachers to improve instruction. Through the use of the Literacy Instructional Coach, we will provide continued support through the coaching cycle to develop the implementation of the five literacy strategies for teachers to meet student needs. Coaching involves a continuous cycle of observation, data collection, goal-setting, learning, collaborative planning, and reflection. The Literacy Instructional Coach will coordinate these activities with individual ELA and Reading Teachers.

**Person Responsible** Melissa Kurrus (melissa.kurrus@indianriverschools.org)

**#2. Instructional Practice specifically relating to Differentiation**

**Area of Focus Description and Rationale:**

Differentiation individualizes student learning to make it meaningful to the student and impact in their individual outcomes. Students are impacted because differentiated instruction strategies affect content, process and product. Differentiating the topic, activities and assessments can create better student engagement, scaffold the content, and provide a teacher with a truly meaningful outcome of student products while staying focused on Standards Based Instruction. Our lowest quartile students and subgroups have the greatest need for growth and this strategy is proven to raise student scores due to the individualized instruction.

**Measurable Outcome:**

Differentiation will be visible and monitored through classroom walkthroughs. Look fors will be established and ELA & Math Classes will demonstrate 50% visibility in first 9 weeks, 100% in 2nd nine weeks and remainder of year. Teacher planning will focus on student performance outcomes which will be measured by iReady and Unit Assessments. Teachers routinely evaluate this data based on subgroups and will use this information to change instruction to improve subgroup performance while simultaneously close the achievement gap by lower performing groups showing a greater increase in performance.

**Person responsible for monitoring outcome:**

Todd Racine (todd.racine@indianriverschools.org)

**Evidence-based Strategy:**

- Tomlinson (2005), a leading expert in this field, defines differentiated instruction as a philosophy of teaching that is based on the premise that students learn best when their teachers accommodate the differences in their readiness levels, interests and learning profiles. A chief objective of differentiated instruction is to take full advantage of every student’s ability to learn (Tomlinson, 2001a, 2001c, 2004c, 2005).
- Tomlinson (2000) maintains that differentiation is not just an instructional strategy, nor is it a recipe for teaching, rather it is an innovative way of thinking about teaching and learning.
- Research supports the view that curricula should be designed to engage students, it should have the ability to connect to their lives and positively influence their levels of motivation (Coleman, 2001; Guild, 2001; Hall, 2002; Sizer, 1999; Strong et al., 2001).

**Rationale for Evidence-based Strategy:**

Ben Johnson states, "Designed differentiation is the deliberate act of modifying instruction or an assignment in order to customize the effect to match the particular developmental level and skills of a student or group of students." Students at SRMS have varying needs, however, our recent assessment data indicates our student subgroups are not closing the achievement gap. Individualized instruction can meet the needs of our subgroups that are under performing.

**Action Steps to Implement**

- Professional Development by Instructional Coaches--Instructional Routines (Ongoing September-March)
- Professional Development by Director of Innovation for Formative Assessments & the Four Pieces --Instructional Routines in the 90 minute block
- Create Look fors that should be evident when differentiation is embedded in instruction. Such as Formative Assessments and Checks for understanding to determine which dents have mastered the lesson and next steps in the lesson
- Create, plan and utilize various types of Formative Assessments specific to subject area (How do we know if they learned the content?)
- Differentiation--Research and implement differentiation strategies to use when students don't

demonstrate understanding of the standard and what to do if students do demonstrate understanding of the standard. Activities should be planned for both groups of students utilizing engagement strategies and rigorous activities that match the student abilities.

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

**#3. Culture & Environment specifically relating to Social Emotional Learning**

**Area of Focus Description and Rationale:** Recognizing that this area is primarily driven by the behavior of adults, we will provide ongoing professional development to staff to empower students to develop self-efficacy and resiliency, which will ultimately improve academic performance. We identified this need upon review of Office Discipline Referrals, Panorama Survey Data, Counselor Referrals, Attendance Data, and African American Achievement Plan Data. A focus on students' social-emotional learning will improve academic performance, reduce behavior problems and emotional distress, and improve interactive social behavior. According to a 2015 study from Columbia University, there is an undeniable return on investment for using evidence-based SEL programs.

**Measurable Outcome:** Discipline = Reduction in ODRs - we will reduce ODRs by at least 50%; and out of school suspensions by at least 75%. Utilize our PowerBi along with the Priority Discipline plan for teachers and students to measure a decrease in teacher referrals and student frequency and intensity of referrals in pre-identified students.

Social Emotional Learning = We will have 80% of our staff trained in Youth Mental Health First Aid by the end of 2020.

Implicit Bias = All teachers and staff will be trained. Staff Development rosters will be used to measure outcome.

**Person responsible for monitoring outcome:** Michele Holmes (michele.holmes@indianriverschools.org)

**Evidence-based Strategy:** Ongoing Professional Development offered throughout the year - in person, online, weekly newsletter, family engagement: Culturally Responsive teaching; Implicit Bias training; - Youth Mental Health First Aid Training and Awareness (currently half of our staff has been trained); Trauma Informed teaching

**Rationale for Evidence-based Strategy:** CULTURALLY RESPONSIVE TEACHING: "Culturally responsive teaching (CRT) is a research-based approach that makes meaningful connections between what students learn in school and their cultures, languages, and life experiences. These connections help students access rigorous curriculum, develop higher-level academic skills, and see the relevance between what they learn at school and their lives."(<https://www.understood.org/en/school-learning/for-educators/universal-design-for-learning/what-is-culturally-responsive-teaching>)

IMPLICIT BIAS TRAINING: "...even when we want to promote tolerance, subconscious attitudes can prevent us from treating students fairly.[6] These attitudes are called implicit biases, and they often rely on inaccurate or stereotyped information. If we're unaware of them, however, they can be particularly difficult to correct." (<https://www.waterford.org/education/implicit-bias-in-education/>)

NAVIANCE for Middle School helps students discover their strengths and interests, and see how they can reach their goals. (<https://www.naviance.com/solutions/middle-schools>)

**Action Steps to Implement**

- Reduce ODRs
- Utilize student SEL Programs throughout the 2021 school year.
- 1. Positive Behavior Interventions & Supports: Schoolwide use of the 4Rs throughout building. SRMS will continue being a Model School

2. Morning Meeting--community building, Social-Emotional, and mindfulness activities. Lessons provided with a focus on SEL topics.
3. Mental Health. Erika's Lighthouse will be implemented in grades 6-8. Schedule will be used for evidence of program implementation.
4. Ripple Effects, intervention for Tier 2 interventions. Student roster to serve as evidence and MTSS Problem Solving Rosters
5. Naviance--online counseling program implemented by school counselors via classroom visitations and morning meetings. Student utilization will be used as evidence.
6. Discipline Priority Students--List will be monitored for academic and behavioral progress by the Student Success Coach. Students will experience passing grades for each marking period and experience a reduction in behaviors that necessitate referrals.
7. School Counselor--School counselors increase visibility and accessibility

**Person Responsible** Kenneth Brown (kenneth.brown@indianriverschools.org)

**Staff Professional Development:**

All teachers and support staff will attend professional development to gain a better understanding and implement strategies to improve student relationships. Staff will gain an understanding of individual bias's, trauma informed care, and lesson plan development that is culturally responsive which can assist us in creating more meaningful relationships with our diverse student population.

1. Implicit Bias Training (August 2020); Culturally Responsive Teaching: Fall 2020;
2. Youth Mental Health First Aid Training: Support and instructional. 42% of staff trained in 2020. Goal is to increase to 80% of staff in 2021
3. Implicit Bias Training
4. PBIS Digital Rewards system. We received a financial award from Education Foundation to purchase a PBIS digital distribution and tracking system to replace paper tickets. Teachers will be trained to implement and manage program.

**Person Responsible** Michele Holmes (michele.holmes@indianriverschools.org)

**#4. Other specifically relating to School Theme**

**Area of Focus Description and Rationale:**

Sebastian River Middle School has earned the International Baccalaureate World School status distinguished by the IB International education standards. The International Baccalaureate (IB) Middle Years Program provides a framework of academic challenge and life skills for students in grades 6-8. This three year program offers an educational approach that goes beyond traditional school subjects. Successful completion of the program will set a child on the road to success and can serve as an excellent preparation for the IB Diploma Programme currently offered at Sebastian River High School. As part of our recent IB MYP re-authorization last spring, we were advised to address our teacher collaborative planning practices to include interdisciplinary as well as vertical and horizontal articulation.

**Measurable Outcome:**

Every five years IB conducts an internal evaluation and provides feedback to schools. The feedback is termed at Matters to Be Addressed. Item C1.3: Collaborative planning and reflection addresses the vertical and horizontal articulation. Allocated planning time is used to plan and reflect upon the horizontal and vertical articulation of the curriculum. Thus, reflection on the plans should lead to and generate interdisciplinary connections through the delivery of unit plans. Grade level and subject area lesson planning and meeting agendas will clearly identify how the MYP Matters to be Addressed are being met for Collaborative Planning. Agendas will be collected monthly from October through March and reviewed by IB Coaches for feedback. Documentation will be submitted to IB evaluators in June 2021 for committee review and approval.

**Person responsible for monitoring outcome:**

Bradley Wright (bradley.wright@indianriverschools.org)

**Evidence-based Strategy:**

We will utilize a Professional Learning Community (PLC). Research demonstrates that more students attain academic achievement when educators assume collective responsibility for student learning. Effective PLC teams engage in cycles of continuous improvement developing collective responsibility and aligning work to goals. Effective PLCs have critical components including shared and supportive leadership, shared values/vision, and intentional collaborative learning. (Regional Educational Laboratory REL Mid Atlantic - Educator Effectiveness Webinar Series 2016 [https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/TechnicalAssistance/3\\_32\\_8\\_EE4\\_Creating\\_and\\_Sustaining\\_Professional\\_Learning\\_Communities.pdf](https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/TechnicalAssistance/3_32_8_EE4_Creating_and_Sustaining_Professional_Learning_Communities.pdf))

**Rationale for Evidence-based Strategy:**

PLC within school departments and teams has been proven effective based on numerous studies. For example, “PLCs are an indication of a broader trend toward professional development that is increasingly collaborative, data driven, and peer-facilitated, all with a focus on classroom practice” (Barber & Mourshed, 2009, pp. 30, 32). Teaching and learning in context - Students learn best when their learning experiences have context and are connected to their lives and their experience of the world that they have experienced. Conceptual understanding - MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically. Approaches to learning - A unifying thread throughout all MYP subject groups, approaches to learning (ATL) provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Service as action, through community service - Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of



the community who demonstrate a commitment to service—making a positive difference to the lives of others and to the environment.

### Action Steps to Implement

Submit a schedule with dedicated times for collaboration that includes frequency, duration, attendees and objective of the allocated time. When creating the meeting schedule for the semester the terms MYP Vertical (within the subject) Planning and MYP Horizontal (grade level, all subjects) Planning. Weekly planning meetings for each content area will be scheduled as MYP Horizontal Planning meetings. The Vertical Planning meetings will be scheduled once every three months. The Horizontal and Vertical Planning can also be scheduled on during school-based PD days. IB Coordinator will create an IB Collaborative Planning tool for teachers to implement daily lesson plans from their Unit Planners. Training on the Collaborative Planning tool will be conducted by the IB Coordinator and IB Subject Area Coaches. Agendas will focus on Approaches to Teaching Strategies and IB Frameworks in lessons. Teachers will use the tool to reflect upon vertical and horizontal articulation of the curriculum to develop interdisciplinary connections. Meeting Agendas documenting the meeting date, location, and topics will be submitted for review. Lesson plans will clearly identify the IB Approaches to Teaching Strategies and IB Frameworks.

**Person Responsible** Bradley Wright (bradley.wright@indianriverschools.org)

### Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**All areas of Needs Assessment were addressed.**

## 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 ensuring all stakeholders are involved.

Sebastian River Middle School has created a Focus Area in Section III which addresses Positive Culture and Climate in greater depth than required in this section; please reference that section of the plan for this information.

### Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

## Part V: Budget



<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>				<b>\$0.00</b>
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Differentiation</b>				<b>\$1,285.50</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	1110	510-Supplies	0171 - Sebastian River Middle School	School Improvement Funds	1.0	\$1,285.50
			<i>Notes: Purchase the book, Teaching with The Instructional Cha-Chas, by LeAnn Nickelsen. Book incorporates 4 magic steps that double the speed of learning through formative assessments. It will assist the teachers in developing their skills of reteaching focus through checks and change.</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Social Emotional Learning</b>				<b>\$0.00</b>
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Other: School Theme</b>				<b>\$1,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	1110	140-Substitute Teachers	0171 - Sebastian River Middle School	School Improvement Funds		\$1,500.00
			<i>Notes: Substitutes to provide planning time for teachers to adapt Unit planners into Interdisciplinary plans for each grade level.</i>			
					<b>Total:</b>	<b>\$2,785.50</b>