African American Achievement Plan 2023-2024
Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 2

School: Sebastian River Middle School

In October 2023, the School District of Indian River County initiated the implementation of the 2023-2024 African American Achievement Plan. To review and ensure compliance with progress of action steps associated with the African American Achievement Plan, the District provides quarterly updates related to action steps accomplished and quarterly outcomes.

The attached documentation provides school level evidence of progress towards accomplishing action steps incorporated into the 2023-2024 African American Achievement Plan. Documentation requirements have been designed to honor the full intent of the developed African American Achievement Plan while optimizing the efficiency and effectiveness of outlined actionable steps.

To support ongoing accountability of action step implementation, documentation, and progress the following assurances have been verified by the principal/supervisor of each school/location:

- Action steps included within the 2023-2024 African American Achievement Plan have been implemented with consistency and purpose to eliminate the achievement gap.
- Progress related to action steps has been monitored at designated intervals (e.g., monthly, quarterly) outlined in the African American Achievement Plan.
- Data reviews have been conducted to identify areas of strength and concern and disaggregated data will be provided upon request.
- Progress related to the elimination of the achievement gap has been monitored in an ongoing way and needed modifications have been made as identified.

These assurances have been reviewed and verified on December 20, 2023: (NG)

Quarterly Reflection

(Please summarize any reflections based upon action step implementation for the quarter. What are areas of progress or opportunities for growth? What are next steps based upon work accomplished?)

The implementation of our action steps reveal progress in the areas of teaching African American History which is evident in an increase average daily attendance among African American students. There are still opportunities for growth in the areas of targeted interventions and intentional planning for formative assessments and monitoring.

African American Achievement Plan 2023-2024
Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 2

Date of Summary: December 20, 2023

School: Sebastian River Middle School

Strategies: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4

Strategy AAAP 1.1 (ALL SCHOOLS): Ensure that African American History standards are implemented in alignment with established curriculum maps for grades K-12.	
Number of Walk-throughs to Observe Implementation of African American History Teachings	42
Date(s) of Support Provided to School Leadership Teams *(i.e., August 1, 2023)*	October 13, 2023 - Instructional Leadership Meeting October 23, 2023 - Instructional Leadership Meeting November 8, 2023- School-Based Leadership Meeting November 29, 2023-School-Based Leadership Meeting December 4, 2023-Instructional Leadership Meeting December 11, 2023- School Based Leadership Meeting
Summary of Observation(s):	The following African American teachings were implemented in alignment with SDIRC's established curriculum maps: **Social Studies:** • 6th Grade: The impact of key African figures such as the Queen of Sheba in ancient Israel/Hebrews culture. • 7th Grade: During a discussion on how the Constitution distinguished safeguards and limits individual rights, students were informed that from the nation's founding, African Americans regarded themselves as citizens and the U.S. Constitution was ratified in 1788, it did not restrict citizenship based on race. • 8th Grade: Students examined the contributions of slaves in the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war. **ELA:** 7th and 8th Grade: Teachers engaged students in lesson that focused on the writings of both famous and lesser-known Americans who were critically, intellectually, and physically engaged in that debate during the Civil War time. These lessons allow students to dive into important texts, with a clear focus on how each writer reflects on specific questions, while giving students opportunities to reflect on, discuss, write about, and debate ideas of equality, opportunity, justice, and freedom.

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Strategy AAAP 1.2 (ELEMENTARY ONLY): Ensure that African American students who show a substantial deficiency in reading in grades K-3 per i-Ready, receive targeted reading intervention as defined by the District's Reading Plan.	
Date of Quarterly School-Based Data Reviews of Students Performing in the Lowest Quartile in Grades K-3 *(i.e., August 1, 2023)*	

African American Students Receiving Interventions for Substantial Reading Deficiencies

Kindergarten			First			Second			Third		
Ct Need Fun Read & Scheduled	*Ct Need Fun Read*	Percent (%)	*Ct Need Fun Read & Scheduled*	*Ct Need Fun Read*	Percent (%)	*Ct Need Fun Read & Scheduled*	*Ct Need Fun Read*	Percent (%)	*Ct Need Fun Read & Scheduled*	*Ct Need Fun Read*	Percent (%)

**Data should be retrieved from the Power BI ES Leadership Compliance – ScheduleAudit.*

Strategy AAAP 1.3 (SECONDARY ONLY): Use Florida Early Warning Indicators to support secondary School Leadership Teams in developing and implementing interventions for African American students who are not on-track to graduate.	
Date(s) of School Level Review(s) of Early Warning Indicators for African American Students: *(i.e., August 1, 2023)*	October 13, 2023 - Instructional Leadership Meeting November 14, 2023- School-Based Leadership Meeting December 11, 2023- School Based Leadership Meeting
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	• Weekly check-in sessions with our African American male Success Coach were and referrals to guidance counselors were given as needed. • Intentional planning for formative assessments during collaborative planning • Targeted intervention groups were established to address reading deficiencies • Science and Social Studies teachers collaboratively plan with the literacy coach/reading interventionist • Daily check-in with attendance monitors and guidance counselors.

Strategy AAAP 1.4(SECONDARY ONLY): Implement processes to ensure that advanced and accelerated courses in middle school and high school are accessible to African American students.	
Percentage of Racial Subgroup Enrolled in Advanced/Accelerated Courses During the Quarter All Grade Levels Served by the School (Combined)	
Black/African American (%)	White, Non-Hispanic (%)
12.24%	44%

African American Achievement Plan 2023-2024
Assurances of Implementation of Strategies/Action Steps

Strategy AAAP 2.1 (ALL SCHOOLS): Implement data-driven problem solving and provide needs-based supports to schools to specifically address identified discipline and achievement disparities.	
Discipline	
Date(s) of Problem-Solving Session(s) for Discipline:	October 13, 2023 - Instructional Leadership Meeting October 23, 2023 - Instructional Leadership Meeting November 8, 2023- School-Based Leadership Meeting December 11, 2023- School Based Leadership Meeting
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for Discipline:	• Classroom and schoolwide PBIS incentives • Weekly check-in sessions with Success Coach were and referrals to guidance counselors were given as needed. • Daily check-in with attendance monitors and guidance counselors. • Referrals to weekly MTSS sessions are made as needed.
Achievement	
Date(s) of Problem-Solving Session(s) for Achievement:	October 13, 2023 - Instructional Leadership Meeting October 23, 2023 - Instructional Leadership Meeting November 8, 2023- School-Based Leadership Meeting December 11, 2023- School Based Leadership Meeting
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for Achievement:	• Weekly check-in sessions with Success Coach were established. • Intentional planning for formative assessments during collaborative planning • Targeted intervention groups were established to address reading deficiencies. • Science and Social Studies teachers collaboratively plan with the literacy coach/reading interventionist. • Daily check-in with attendance monitors and guidance counselors. • Honor Roll assembly to recognize academic achievement.

Strategy AAAP 2.2 (SECONDARY ONLY): Implement alternative discipline interventions and supports for African American students identified as off-track according to disciplinary Early Warning Indicators.	
Number of Students in Racial Subgroup Supported by an Alternative Intervention Measures (A.I.M.) Advocate or Alternative School-based Program to Inspire Renewed Excellence (A.S.P.I.R.E.) Teacher During the Quarter All Grade Levels Served by the School (Combined)	
Black/African American (%) 6.2%	White, Non-Hispanic (%) 9.0%

African American Achievement Plan 2023-2024
Assurances of Implementation of Strategies/Action Steps

Strategy AAAP 2.4 (ALL SCHOOLS): Ensure that School Improvement Plans for all schools specifically address how schools are providing interventions related to achievement gaps for African American students.		
Date of Quarterly Review of School Improvement Plan: *(i.e., August 1, 2023)*	November 1, 2023	
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	☒Yes ☐No*	* If no, what modifications will be made to address the achievement gap?
Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews):	• All interventions students are being progress monitored using Standards Mastery. • Teachers used the data provided to intentional group their students to provide targeted small group instruction at least two days per week. • Schoolwide "Learning Walks" • Classroom Walkthroughs 2 -3 times weekly • Schoolwide iReady Reading incentives to has reduce the number of students with "zero" minutes from 205 to 42. • Additional planning on Wednesday to demonstrate "How" the lesson will be delivered and monitored. • Monthly engagement strategy • Video Tapping – as a professional learning opportunity	

Strategy AAAP 3.1 (ALL SCHOOLS): Engage in ongoing communication regarding the availability of extracurricular activities through the provision of a resource that provides information for individual schools.		
Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:		
Total Count of African American Students Participating in One or More Extracurricular Activities (#)	Total Count of African American Students Enrolled (#)	Total Percent of African American Students Participating in One or more Extracurricular Activities (%)
27	103	26%

Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	• Weekly Lasso- Weekly updates of school wide events • Facebook post • Twitter post
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)	4 African American students on the SRMS Student Council.

**Data should be retrieved from the Power Bi Extracurricular Activities public-facing dashboard.*

Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.	
Number of Interviews Conducted by the Interview Committee:	1
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
50	50
(OPTIONAL) Additional information:	

Nichole

Instructional Team Agenda
Friday, October 13, 2023
9:00 am

I. Academic Data
   a. Science
      i. Collaborative Planning
      ii. Walkthrough Data
      iii. Intervention Groups
         1. Bubble
   b. Civics
      i. Collaborative Planning
      ii. Walkthrough Data
      iii. Intervention Groups
         1. Bubble
   c. ELA
      i. Collaborative Planning
      ii. Walkthrough Data
      iii. Intervention Groups
         1. Bottom Quartile
         2. Bubble
      iv. iReady Participation Rates
   d. Math Performance
      i. Collaborative Planning
      ii. Walkthrough Data
      iii. Intervention Groups
         1. Bottom Quartile
         2. Bubble
      iv. iReady Participation Rates
         1. Grade
         2. Teacher
         3. Recognition
   e. SIP plan Phase Due
      i. Review possible updates.
      ii. Due for submission on November 2.

Phase C Draft.

Time frame	What will be done	What evidence	How and Who
Monthly	Professional Learning on: Thinking Routines Engagements Strategies Monitoring Strategies Pacing	Evidence of one new monitoring strategy being implemented each month by participants. Roster of participants	Alissa Wright and Christine Sturgeon will present, and Dr. Garrick will collect roster of participants. An expectation of using one strategy in the next week will be reviewed in walkthroughs
Weekly	Leadership Team Meetings	Leadership Team meetings occur weekly and discuss agendas containing PowerBI walkthrough trends and next steps, assessment data, teachers who need support, collaborative planning next steps	Principal and APs will review weekly during leadership meetings. Trends will be shared monthly in the faculty newsletter.
Weekly	During classroom walkthroughs teachers will receive feedback on the Collective Walkthrough Tool based on impact walk tool	Individual feedback shared within 24 hours and trends reviewed at leadership meeting	Principal and all Aps will review during leadership meetings as evidenced by agenda
Monthly	ESSA Subgroup: ESE & ELL resource teachers attend monthly data meetings	Standards based interventions and skills will be the focus to increase SWD proficiency	Assistant Principal L. Bailey will monitor SWD proficiency towards 41%
Monthly	ESSA Subgroup: Data Chats with students using data sheets	SWDs will be able to speak to and progress on skills focused on	Assistant Principal L. will review evidence of data chats with ESE Support Facilitation teachers during collaborative planning
Monthly	Data Chat w/teachers October: Proficiency, BQ and ESE Proficiency November: iReady/Achieve diagnostic review. December: PM2 data to be reviewed and changes in Tier 2 groups will be created	Wednesday Department Agendas, Attendance, and minutes kept by administrator or Instructional Coach	Admin- Outlook invitation and attendance, follow up with action steps created by department for interventions to increase proficiency, learning gains, and learning gains in BQ.
Monthly	Monitoring Goal Evident practices as of Impact Walk 1: XX% SIP Goal for Q2: XX%	Using the walkthrough tool, Instructional Leadership Team will discuss next steps and	Instructional Leadership Team will review Walkthrough Data in PowerBi biweekly and

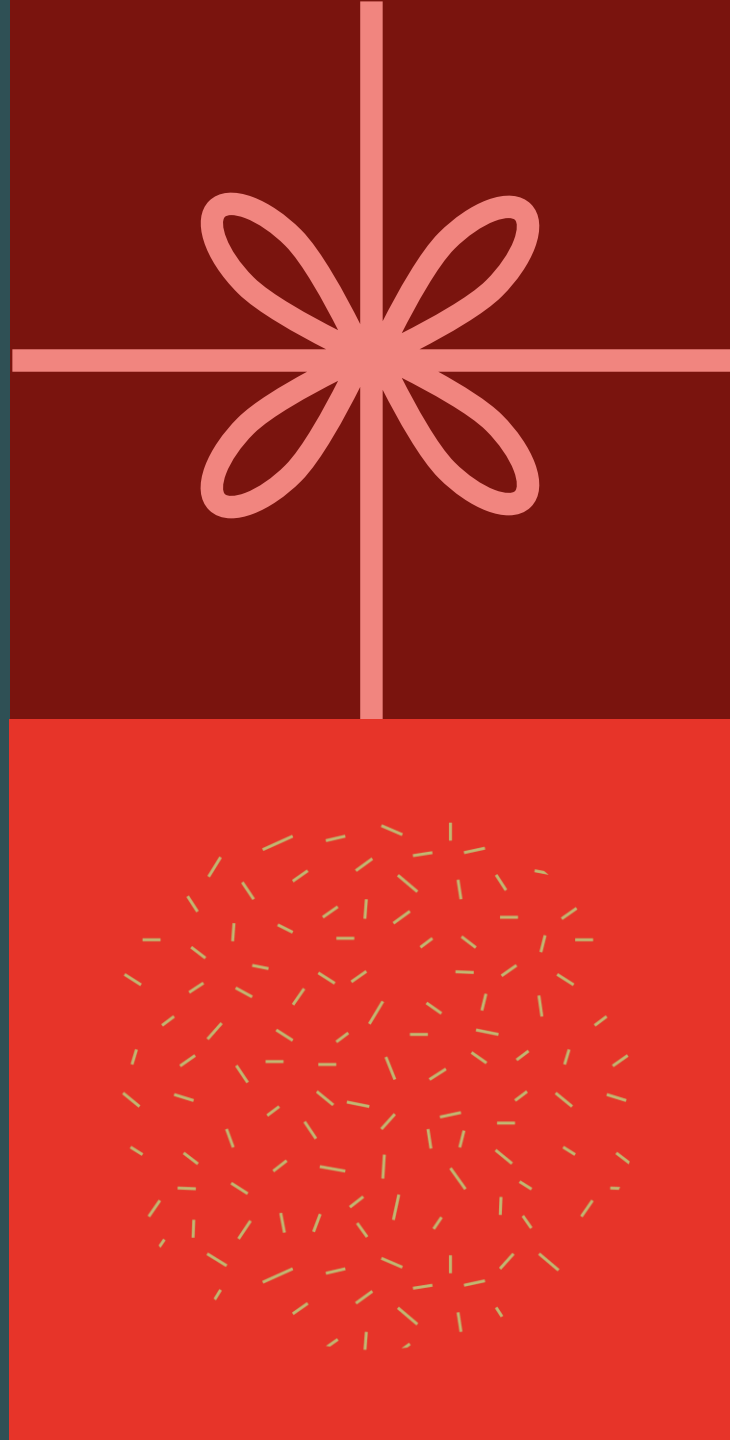
		instruction. Walkthrough Data will be collected and shared via faculty newsletter.	practices. Instructional Coaches and Administrators will divide the department and conduct walkthroughs then debrief after each classroom visit.
Weekly	Collaborative Planning	Sign in sheets, lesson plans. Administrators and Instructional Coaches will work together with departments to deepen understanding and follow through with lesson planning, monitoring, and engagement strategies.	Use Administrative Meeting Time to provide departments with additional Collaborative Planning or independent training and planning.

Faculty Meeting

November 8, 2023

WELCOME TO COWBOY COUNTRY!

- Mr. Cypress ~ custodial staff
- Ms. Hutton ~ PE
- Mrs. Meyers ~ Math
- Mr. Sawyer ~ Social Studies
- Mr. Tetreault ~ Social Studies
- Mr. Riskin - Administration



Discipline Team & Procedures

Dean: Mrs. Johnson

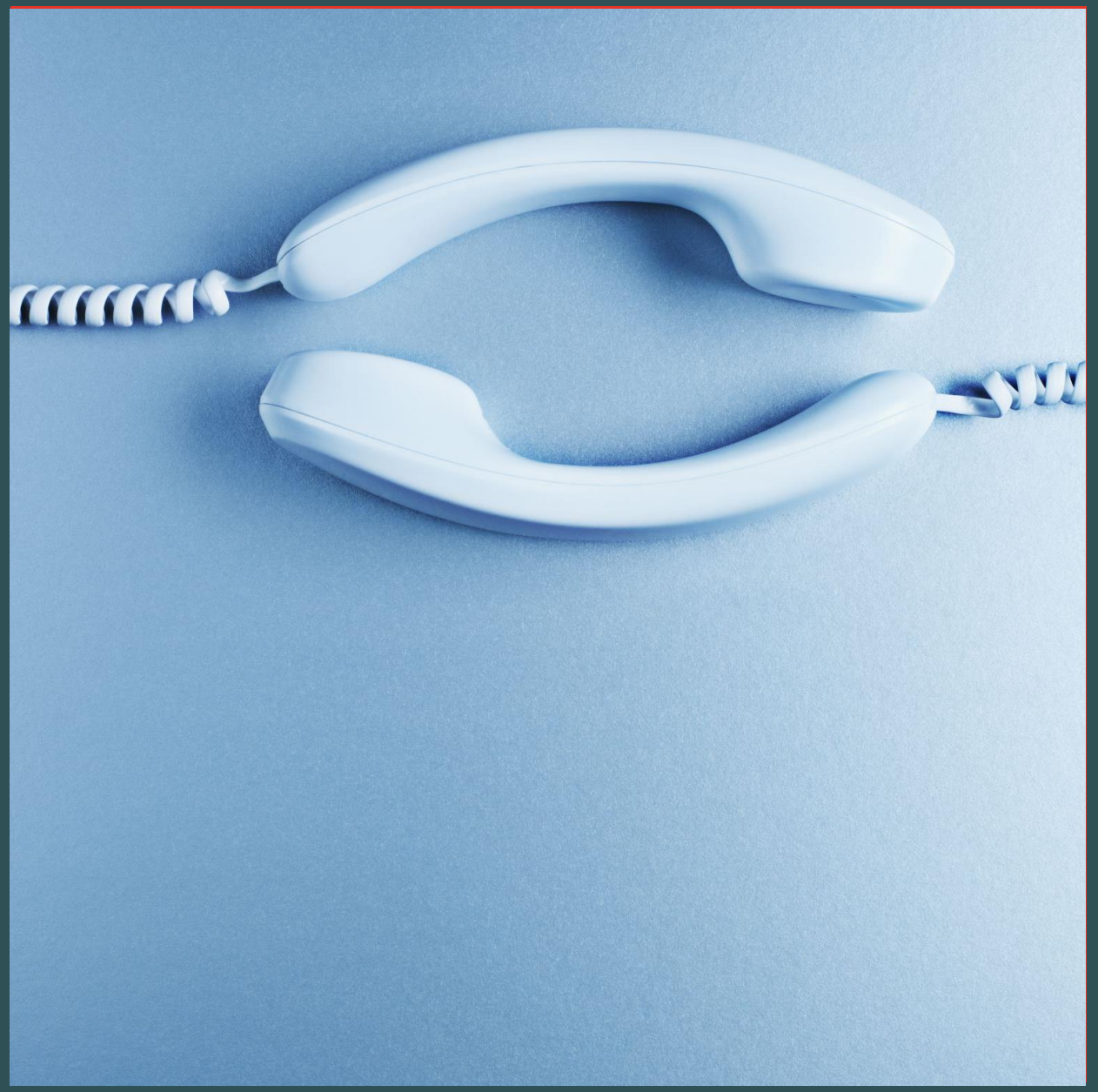
Success Coach: Mr. Benyola

ASPIRE Teacher: Mr. Lee

→ Tier 1 intervention

→ Code Calls Procedure

→ Class Removals & Referral Procedure



Grades

- Tier 1 interventions
- 1 grade per week minimum
- Nov 16th at 8 a.m. - Teachers Post Grades/Lock
- F/D grades – must call parent and have a conversation and document phone call in Focus. If using email or Focus message you must receive a response.

Bell Schedule

THIS JUST IN…..

30 second warning is being added to the bell schedule.

Freeze Time

Testing

- Training for the new staff

10/25/23 update

DECEMBER 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3 PM2 - Dec 4 - Dec 15	4 6th Grade SCI BM3	5 Modified Bell ELA PM2 6th Grade SCI BM3	6 ELA PM2 Make ups 6th Grade SCI BM3	7 ELA PM2 Make ups 6th Grade SCI BM3	8 4th gr Field trip ELA PM2 Make ups 6th Grade SCI BM3	9
10	11 ELA PM2 Make ups Cumulative SCI/CIVICS	12 Cumulative SCI/CIVICS	13 Modifed Bell MATH PM2 ALG 1/GEO CUMULATIVE Cumulative SCI/CIVICS	14 MATH PM2 MAKE UPS Cumulative SCI/CIVICS	15 MATH PM2 MAKE UPS Cumulative SCI/CIVICS	16
17	18 MATH PM2 MAKE UPS 7th Grade Civics BM4	19 7th Grade Civics BM4	20 7th Grade Civics BM4	21 Winter Break	22 Winter Break	23
24	25 Christmas Day Winter Break	26 Kwanzaa begins Winter Break	27 Winter Break	28 Winter Break	29 Winter Break	30

Diagnostic Follow Up

- Celebrations
- Data chats with students
- What's next- Tash Otto will be here on November 16th all day focus on resources and next steps.
- SIP GOALS- monitoring and engagement

Diagnostic Follow Up

For Teachers

Tips & Tools for

Engaging Middle School Students in Data Chats

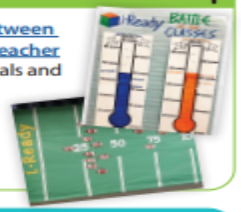
Make Data Chats Fun

Make data chats special, extraordinary, and fun by offsetting what you usually do in class. Allow students to sit where they choose, give permission to eat snacks, or have a themed party for your data chats days.

Choose props and take pictures, too!

Engage in Friendly Competition

Have friendly competitions between your classes or with another teacher to support students in their goals and action steps. This will help students realize that the goals they set with you during data chats affect class goals, too.



Have Whole Class or Small Group Data Chats

Instead of meeting with each student individually before, after, and in between Diagnostics, turn some of those meetings into 15-minute whole class or small group data chats. Provide Data Chat Worksheets to each student, and give access to the data you want students to review. Then use sample data when discussing with the class, and have students reflect on their own data using questions and prompts of your choice.

Dedicate Time Each Week to Meet with a Few Students

Dedicate 15 minutes each week for personalized data chats. Have a sign-up sheet for students seeking more support, and reserve a few spots for students you note who may benefit from more individualized support.

Have Students Lead Data Chats

When you engage with students during a data chat, let them start the conversation. This will empower them to take even more ownership over their learning, knowing that they are the ones sharing their own data with you. If they have trouble starting the conversation, start with a question like, "What do you notice?" to get them talking.

Help students lead the data chats by:

- Empowering them to dig into their own data and talking to them about it in a clear and honest way

STAFF SHOUT OUTS

Faculty Meeting

November 29, 2023

FAST TESTING PM2 & INCENTIVES

- PM2 TEST DATES
  - ELA THURSDAY, DEC 7TH
  - MATH TUESDAY, DEC 12TH
    - ALGEBRA AND GEOMETRY STUDENTS WILL TAKE CUMULATIVE EXAM ON THE 12TH
    - THEY WILL BE IN THE SAME TESTING ROOM WHERE THEY TOOK ELA FAST
- INCENTIVES
  - ANY GROWTH (PAJAMA DAY PASS)
  - TOP 50% (LUNCH PARTY IN THE COURTYARD)
  - TOP 25% (TAKIS/SNACKS)
  - TOP 3 FROM EACH GRADE LEVEL (CHIC-FIL-A LUNCH)

- Test are adaptive gets harder/ easier based on how student answers questions.
- Only 1 session for each subject Reading & Math (no Algebra or Geometry)
- Calculators for gr 6 – 4 function / 7 & 8 -scientific Students do not need to do practice test but please display the practice test to class as whole so that they can see.
- You can also send link home so students can practice. https://flfast.org/families.html
- Notification of test dates will be going out on FOCUS to families.

On Testing Day:

Come to Testing Room (WOOD's TESTING ROOM IN MEDIA CENTER) to pick up testing bin. Bin will contain:

- Test tickets, pencils, scrap paper & Reference sheets for math
- Attendance List
- Seating Chart (PM3)
- Security Log (PM3)
- Cell phone log (PM3)

Post do not disturb sign on door
Post No Cellphones sign in room
Post FL- ####- ## (test group code) once you log in

Once ALL students have completed testing collect the following:

-Test Tickets

-Pencils

-Scrap Paper

-Reference Sheets

Place everything in bin along with

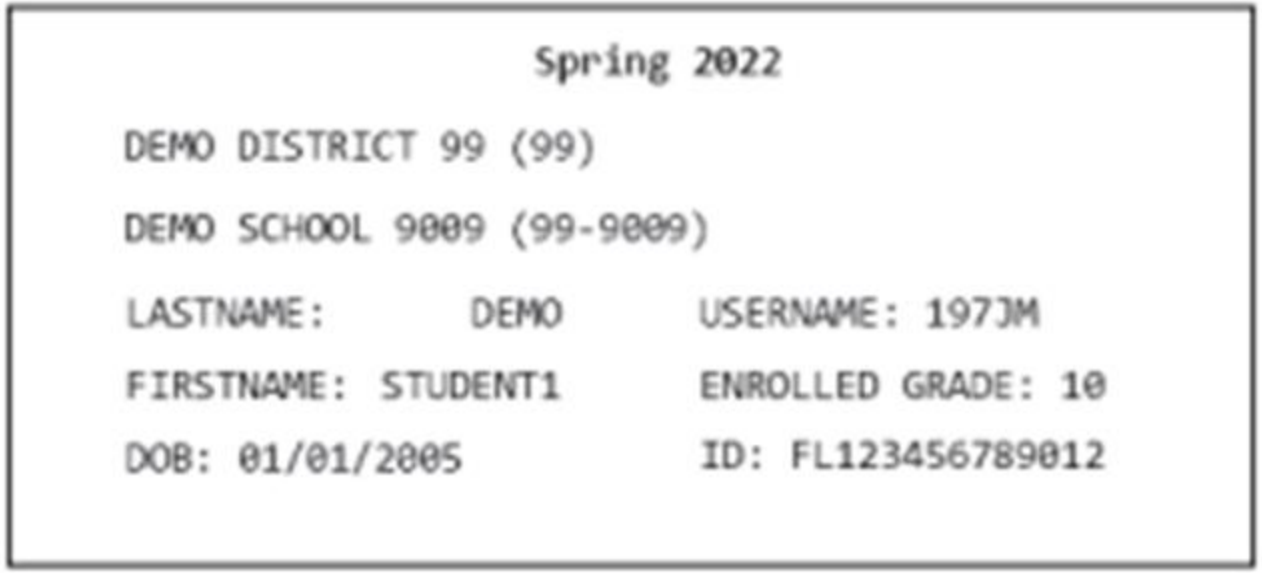
- Attendance List
- Test Tickets (ALPHABETICAL ORDER PLEASE)
- Seating Chart (PM3)
- Security Log (PM3)
- Cell phone log (PM3)

Resources/Test Materials
CBT Test Ticket – FSA/NGSSS/FCLE

Test Tickets:

- Student Username (used for logging in)
- Student last name, first name (used for logging in)
- DOB
- Enrolled Grade
- FLEID
- District/School

Test tickets are considered secure materials and must be stored in a secure location before and after testing.



Make sure you read ALL the instructions in the Scripts.

The script is not just what is in the “SAY” boxes.

Important instructions are provided in the parts prior to the first “Say” box, in between the “Say” boxes, and after the final “Say” box.

These instructions contain critical information for test administration.

NEW TEACHERS TO TESTING/REFRESHER

- New teachers, ON FRIDAY, I will be running you through how to assign the FAST test on your computers to give you practice at 7:30 am in the MEDIA CENTER. This should only take 15-30 minutes. I just want you to get comfortable assigning the test, so you are familiar with the platform.
- It's quick and easy.
- Veteran teachers, please feel free to stop in as well.

My Contact:

Dustin Wood
(912) 678-2152

If you run into an issue, text me your name, grade and room # you are in so I can come help you resolve issue.

celebrate
the season
WITH A HOLIDAY PARTY
Faculty & Staff Potluck Celebration
Tuesday, December 19th
1:00 p.m. in the cafeteria
Link will be sent via email for sign-ups.

SHOUT OUT
BRILLIANT!
YOU ARE AMAZING!

Sebastain River Middle School

Instructional Leadership Meeting Agenda

December 11, 2023

Department Meeting

- PowerBi Data to examine the progress of subgroups.
- Specific discussion about American African students and their progress towards proficiency and learning gains
- Intervention Groups 2nd semester

Grades due

- January 12 at 4:00 pm

Early Release Days

- December 19
- December 20

Student Celebrations

- Most growth on PM2
- December 20

Make up Testing

- December 14

Leadership

- SIP Goals
- Staff Attendance

SRMS Middle School - ELA

	MS Leadership Problem Solving			Grade: 6th	Date: 10/31/2023	
Filter ELA	Goal Tracker > Achievement	Achievement Goal	Count of Student	Count Needed	Count Predicted	Count Still Needed
Overall SCHOOL ELA Achievement		50%	820	410	282	128
Overall SCHOOL ELA Learning Gains		55%	778	428	255	173
Overall SCHOOL ELA BQ Learning Gains		65%	200	130	92	38

	Goal Tracker > Grade Level Detail	Achievement			Learning Gains			BQ Learning Gains		
		RED	YELLOW	GREEN	RED	YELLOW	GREEN	RED	YELLOW	GREEN
6th Grade Overall ELA										
Language Arts	Predicted									
Language Arts Adv	Predicted									

RED	YELLOW	GREEN
(At this time, students are **NOT** Predicted to Achieve)	(At this time, students are <5 points from Achievement)	(At this time, students **ARE** Predicted to Achieve)

SRMS Middle School - ELA

	Goal Tracker > Prior Year Bucket – Use Filters at the TOP for **YES**, **BUBBLE**, **NO**						
Language Arts 1 Advanced	Total Eligible Students	Needed	**YES** (No matter what level)	**BUBBLE** (5 points from Achieving)	**NO** but they were a 3-5 Last Year	**NO** but they were a 2.5 Last Year	Total Still Needed
Achievement							
Learning Gains							
BQ - Learning Gains							

Remediation/Action Plans			
YES (No matter what level)	**BUBBLE** (5 points from Achieving)	**NO** but they were a 3-5 Last Year	**NO** but they were a 2.5 Last Year

	Goal Tracker > Prior Year Bucket – Use Filters at the TOP for YES, Bubble, No						
Language Arts 1	Total Eligible Students	Needed	**YES** (No matter what level)	**BUBBLE** (5 points from Achieving)	**NO** but they were a 3-5 Last Year	**NO** but they were a 2.5 Last Year	Total Still Needed
Achievement							
Learning Gains							
BQ - Learning Gains							

Remediation/Action Plans			
YES (No matter what level)	**BUBBLE** (5 points from Achieving)	**NO** but they were a 3-5 Last Year	**NO** but they were a 2.5 Last Year

SRMS Middle School - ELA

	MS Leadership Problem Solving			Grade: 7th	Date: 10/31/2023	
Filter ELA	Goal Tracker > Achievement	Achievement Goal	Count of Student	Count Needed	Count Predicted	Count Still Needed
Overall SCHOOL ELA Achievement		50%	820	410	282	128
Overall SCHOOL ELA Learning Gains		55%	778	428	255	173
Overall SCHOOL ELA BQ Learning Gains		65%	200	130	92	38

	Goal Tracker > Grade Level Detail	Achievement			Learning Gains			BQ Learning Gains		
		RED	YELLOW	GREEN	RED	YELLOW	GREEN	RED	YELLOW	GREEN
7th Grade Overall ELA										
Language Arts	Predicted									
Language Arts Adv	Predicted									

RED	YELLOW	GREEN
(At this time, students are **NOT** Predicted to Achieve)	(At this time, students are <5 points from Achievement)	(At this time, students **ARE** Predicted to Achieve)

SRMS Middle School - ELA

	Goal Tracker > Prior Year Bucket – Use Filters at the TOP for **YES**, **BUBBLE**, **NO**						
Language Arts 2 Advanced	Total Eligible Students	Needed	**YES** (No matter what level)	**BUBBLE** (5 points from Achieving)	**NO** but they were a 3-5 Last Year	**NO** but they were a 2.5 Last Year	Total Still Needed
Achievement							
Learning Gains							
BQ - Learning Gains							

Remediation/Action Plans			
YES (No matter what level)	**BUBBLE** (5 points from Achieving)	**NO** but they were a 3-5 Last Year	**NO** but they were a 2.5 Last Year

	Goal Tracker > Prior Year Bucket – Use Filters at the TOP for YES, Bubble, No						
Language Arts 2	Total Eligible Students	Needed	**YES** (No matter what level)	**BUBBLE** (5 points from Achieving)	**NO** but they were a 3-5 Last Year	**NO** but they were a 2.5 Last Year	Total Still Needed
Achievement							
Learning Gains							
BQ - Learning Gains							

Remediation/Action Plans			
YES (No matter what level)	**BUBBLE** (5 points from Achieving)	**NO** but they were a 3-5 Last Year	**NO** but they were a 2.5 Last Year

SRMS Middle School - ELA

	MS Leadership Problem Solving			Grade: 8th	Date: 10/31/2023	
Filter ELA	Goal Tracker > Achievement	Achievement Goal	Count of Student	Count Needed	Count Predicted	Count Still Needed
Overall SCHOOL ELA Achievement		50%	820	410	282	128
Overall SCHOOL ELA Learning Gains		55%	778	428	255	173
Overall SCHOOL ELA BQ Learning Gains		65%	200	130	92	38

	Goal Tracker > Grade Level Detail	Achievement			Learning Gains			BQ Learning Gains		
		RED	YELLOW	GREEN	RED	YELLOW	GREEN	RED	YELLOW	GREEN
8th Grade Overall ELA	256									
Language Arts	Predicted									
Language Arts Adv	Predicted									

RED	YELLOW	GREEN
(At this time, students are **NOT** Predicted to Achieve)	(At this time, students are <5 points from Achievement)	(At this time, students **ARE** Predicted to Achieve)

SRMS Middle School - ELA

	Goal Tracker > Prior Year Bucket – Use Filters at the TOP for **YES**, **BUBBLE**, **NO**						
Language Arts 3 Advanced	Total Eligible Students	Needed	**YES** (No matter what level)	**BUBBLE** (5 points from Achieving)	**NO** but they were a 3-5 Last Year	**NO** but they were a 2.5 Last Year	Total Still Needed
Achievement							
Learning Gains							
BQ - Learning Gains							

Remediation/Action Plans			
YES (No matter what level)	**BUBBLE** (5 points from Achieving)	**NO** but they were a 3-5 Last Year	**NO** but they were a 2.5 Last Year

	Goal Tracker > Prior Year Bucket – Use Filters at the TOP for YES, Bubble, No						
Language Arts 3	Total Eligible Students	Needed	**YES** (No matter what level)	**BUBBLE** (5 points from Achieving)	**NO** but they were a 3-5 Last Year	**NO** but they were a 2.5 Last Year	Total Still Needed
Achievement							
Learning Gains							
BQ - Learning Gains	59						

Remediation/Action Plans			
YES (No matter what level)	**BUBBLE** (5 points from Achieving)	**NO** but they were a 3-5 Last Year	**NO** but they were a 2.5 Last Year