



African American Achievement Plan 2022 -2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 4

School: Sebastian River Middle School

In September 2022, the School District of Indian River County initiated the implementation of the 2022-2023 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 2022-2023 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 2022-2023 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 April 3, 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 indicate progress in the areas of teaching African American History and remains consistent with our average daily attendance. Targeted interventions and intentional planning are the established expectations as well as formative assessments and monitoring. [Click or tap here to enter text.](#)



African American Achievement Plan 2022 -2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: Choose an item.

Date of Summary: Click or tap to enter a date.

School: Click or tap here to enter text.

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 teachings are implemented in alignment with established curriculum maps for grades K-12.	
Number of Walk-throughs to Observe Implementation of African American History Teachings	3
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2022)	Wednesday, April 5, 2023 Monday, April 24, 2023 Monday, May 8, 2023
Summary of Observation(s):	<p>7th Grade ELA: The students explored Lorraine Hansberry's landmark play <i>A Raisin in the Sun</i> and Carson McCullers's short story "Sucker" are both grounded in a nuanced, deeply compassionate understanding of how people facing hardships can inflict harm they never intend on the people around them. Both the play and story provide students with rich opportunities to observe the growth and change of characters whose motivations are often hidden, even from themselves.</p> <p>7th Grade ELA: Students also productively compared the characters' experiences in Lorraine Hansberry's play to the poem "Harlem" and the non-fiction text excerpt from "<i>To be Young, Gifted and Black</i>". The lessons' questions invite students to figure out what to make of the authors' rich language in just one moment in the text: As students describe the impact of the author's language and draw conclusions about the characters, they practice the skills of <i>focus</i> and use of evidence that they learned in the introductory unit, now with new texts—a play, a short story, a poem, and a non-fiction article —thereby becoming more flexible and independent with these skills.</p> <p>8th Grade ELA: Students reviewed text that provided a different perspective on the American ideal. Frederick Douglass, in his <i>Narrative of the Life of Frederick Douglass</i>, not only describes his physical and spiritual journey from slavery to freedom but reflects on some societal issues of justice that may continue to resonate</p>



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	<p>for many students of our African American students at Sebastian River Middle School.</p> <p>The lessons allow students to dive into these important texts, with a clear focus on how each writer reflects on this question, and give them many opportunities to reflect on, discuss, write about, and debate ideas of equality, opportunity, justice, and freedom.</p>
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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, 2022)

Wednesday, April 5, 2023
Monday, April 24, 2023
Monday, May 8, 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 2022 – 2023 Scheduling App – 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, 2022)

Wednesday, April 5, 2023
Monday, April 24, 2023
Monday, May 8, 2023

Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:

- A certified reading interventionist was assigned to specific classes to deliver targeted interventions for students demonstrating a substantial deficiency in reading.
- Social Studies and Science teachers will collaboratively plan with our reading interventionist/literacy coach to ensure specific reading comprehension strategies are incorporated into every lesson along with intentional checks for understanding.



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- Extended learning and enrichment opportunities to include before and after school tutoring with transportation was organized and executed.
- Small group instruction designed to target areas of deficiency in vocabulary, comprehension, and informational text based on the data.
- Check in- Check out sessions with and an African American male Success Coach to include monitoring of grades, positive reinforcements, assistance with assignments, and referral to additional resources as needed.

Strategy AAAP 1.4 (SECONDARY ONLY): Implement processes to ensure that African American students have equitable access to advanced and accelerated courses in middle school and high school.

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 (%)
14% or 100	41% or 348

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 <u>Discipline</u> :	Wednesday, April 5, 2023 Monday, April 24, 2023 Monday, May 8, 2023
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	<ul style="list-style-type: none"> • PBIS Tiered system of interventions • Weekly check-in sessions with our African American male Success Coach and referrals to guidance counselors and school-based resources were given as needed. • Daily check-in with attendance monitors and guidance counselors. Referral to the MTSS team as needed.

Achievement

Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	Wednesday, April 5, 2023 Monday, April 24, 2023 Monday, May 8, 2023
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Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for Achievement:

- Small group instruction designed to target areas of deficiency in vocabulary, comprehension, and informational text based on the data.
- 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
- Science and Social Studies teachers collaboratively plan with the literacy coach/reading interventionist.
- Daily check-in with attendance monitors and guidance counselors.

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 (%)

White, Non-Hispanic (%)

28% or 21

68% or 48 students

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, 2022)

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):

Action steps include ongoing intentional planning for formative assessments during collaborative planning and additional professional development on monitoring. Small group instruction designed to target areas of deficiencies based on F.A.S.T and i-Ready data.



African American Achievement Plan 2022 -2023

Assurances of Implementation of Strategies/Action Steps

Strategy AAAP 3.1 (ALL SCHOOLS QUARTERS 2-4 ONLY): 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:		Action steps include ongoing intentional planning for formative assessments during collaborative planning and additional professional development on monitoring. Small group instruction designed to target areas of deficiency in vocabulary, comprehension, and informational text based on F.A.S.T and i-Ready data.	
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 (%)	
38	114	34%	
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		Information regarding Afterschool activities is updated in our school newsletter, parent newsletter, FOCUS portal, and morning announcements.	
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)		8	

**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:	No instructional vacancies during the 4 th Quarter.	
Percentage of Interviewers on Interview Committee by Race		
Black/African American (%)	White, Non-Hispanic (%)	
(OPTIONAL) Additional information:		

A-Team Agenda May 8, 2023

- I. Instruction:
 - a. Instructional Materials & Library Materials
 - i. Decision Trees
 - b. Data to be shared with ELA, Math, Science, Social Studies.
 - i. Attendance – Grade Level & Demographics
 - ii. 4th Quarter Progress Reports – Grade Level & Demographics
- II. Organizational Items:
 - a. Master Schedule 2023-2024 (Ongoing)
 - i. MYP – Letters being sent May 22
 - ii. 7th & 8th grade scheduled by 5/12, 6th by 5/19
 - b. End of Year Procedures
 - i. PBIS Training – June 13, 14, 15
 - 1. One Administrator and three teachers @SGMS 8:30-4:00
 - a. Keen, J., Benyola, J., Johnson, M., Lee, H.
 - ii. Review tasks for May
 - iii. Review “Preparing Classroom for Summer Cleaning” Any revisions/additions?
 - iv. End of Year Checklist for teachers to be distributed 5/22
 - v. Principal Assurance Form Related to Student Services...Confirm tasks that need completing
 - c. 8th Grade Dance
 - d. End of Year Skate Factory Dates – May 23, 24, & 25 \$20 per student, Leave at 9 Return @ 1:15
 - i. Need Eligibility Requirements (8th Grade Dance & Skate Factory)
 - 1. April 10-May 12
 - 2. All Course Recovery Requirements Met
 - 3. Passing grade in Language Arts, Math, Science and Social Studies
 - 4. No Friday School, ASPIRE, ALTOS, or OSS
 - e. School Start Up
 - i. Cowboy Camp
 - 1. Dates, teachers, Registration, Marketing
 - 2. See Holly about purchasing items & supplies
 - ii.
- III. Calendar Items:
 - a.

Storm Grove Middle School Quarter 4 African American Achievement Plan supporting documentation 2022-2023

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 teachings are implemented in alignment with established curriculum maps for grades K-12.

3/28: Statehood for Florida and Texas – discussed Texas settlers bringing slaves, even though it was against Mexican law. Also discussed both being admitted as slave states and the balance between slave and free states.

4/12 – Discussed the roles and life of free African Americans in the Northern Cities from 1830-1860.

4/13 and 4/14 – Discussed the slave structure and culture of the Anti-bellum South.

4/18 – Abolitionist movement of the 1840s and 1850s in detail.

4/19 – The Women’s movement and how that helped the abolitionist cause.

4/24, 4/25, 4/26, 4/27, 4/28 and 5/1 – Spent the whole week covering Causes of the Civil War in depth, including Uncle Tom’s Cabin, the Missouri Compromise and the Compromise of 1850, John Brown’s Raid, Nat Turner’s Rebellion, the Underground Railroad and Harriet Tubman, Dred Scott, Frederick Douglas, etc.

5/4 – Early years of the Civil war, including detail and depth of the Emancipation Proclamation.

5/5 – 54th Massachusetts Regiment; Gettysburg Address.

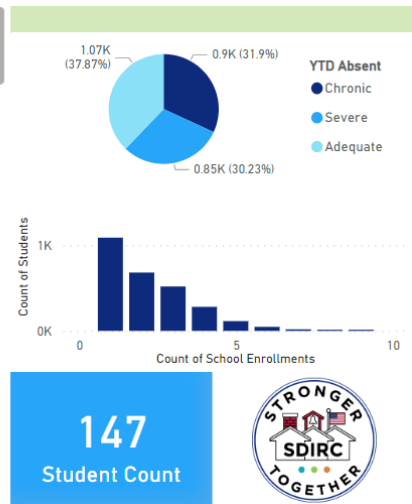
5/8 – Battle of Olustee; Sherman’s March to the Sea and the Emancipation of slaves.

5/16, 5/17, 5/18 – Reconstruction, including all policies (good and bad) such as the 13th, 14th and 15th Amendments, Jim Crow Laws, Civil Rights Act of 1866, schools and segregation, the KKK, etc.

7th grade studied A Raisin in the Sun by African American Author Lorraine Hansberry.

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.

School	GD	Race/Eth	ED	ELL	Primary Exceptionality	Gender	Count	ODR	Baker Act	Behavior Interv Plan	Mental Health Ref	Safety Plan
SGMS	08	B	Y	ZZ	W	M	0	N	N	N	N	NA
SGMS	07	B	Y	ZZ		F	0	N	N	N	N	NA
SGMS	06	B	Y	ZZ		M	0	N	N	N	N	NA
SGMS	07	B	N	ZZ	P	F	0	N	N	N	N	NA
SGMS	06	B	Y	ZZ		M	0	N	N	N	N	NA
SGMS	08	B	N	ZZ		M	3	N	N	N	N	NA
SGMS	06	B	Y	ZZ		F	1	N	N	Y	N	NA
SGMS	08	B	Y	ZZ		M	1	N	N	N	N	NA
SGMS	06	B	N	ZZ		F	0	N	N	N	N	NA
SGMS	08	B	N	ZZ	K	M	7	N	N	N	N	NA
SGMS	07	B	Y	ZZ		F	0	N	N	N	N	NA
SGMS	07	B	Y	ZZ		F	0	N	N	N	N	NA
SGMS	07	B	Y	ZZ		F	0	N	N	N	N	NA
SGMS	07	B	Y	ZZ		F	0	N	N	Y	N	NA
SGMS	08	B	Y	ZZ		M	2	N	N	N	N	NA
SGMS	06	B	Y	ZZ		F	0	N	N	N	N	NA
SGMS	08	B	Y	ZZ		F	0	N	N	N	N	NA
SGMS	08	B	Y	ZZ		M	0	N	N	N	N	NA
SGMS	07	B	Y	ZZ	K	M	0	N	N	N	N	NA
SGMS	07	B	Y	ZZ		F	2	N	N	N	N	NA
SGMS	06	B	Y	ZZ		M	13	N	N	N	N	NA
SGMS	08	B	Y	ZZ		F	0	N	N	N	N	NA
SGMS	06	B	Y	ZZ		M	9	N	N	N	N	Behavioral s
SGMS	07	B	Y	ZZ		M	0	N	N	N	N	NA



School	GD	Race/Eth	ED	ELL	Primary Exceptionality	Gender	Count	ODR	Baker Act	Behavior Interv Plan	Mental Health Ref	Safety
SGMS	08	H	Y	LF		M	1	N	N	N	N	NA
SGMS	08	W	Y	ZZ		M	0	N	N	N	N	NA
SGMS	06	H	N	LY		F	0	N	N	N	N	NA
SGMS	06	B	Y	ZZ		M	2	N	N	N	N	NA
SGMS	06	W	Y	ZZ		M	1	N	N	N	N	NA
SGMS	08	B	Y	ZZ	K	F	1	N	N	N	N	NA
SGMS	08	O	Y	ZZ	V	M	2	N	N	N	N	NA
SGMS	08	B	N	ZZ	K	M	7	N	N	N	N	NA
SGMS	08	B	Y	ZZ		F	10	N	N	N	N	NA
SGMS	06	B	Y	ZZ	K	M	7	N	N	N	N	NA
SGMS	07	B	Y	ZZ		F	5	N	N	N	N	NA
SGMS	08	B	N	ZZ	K	M	5	N	N	N	N	NA
SGMS	06	B	Y	ZZ		M	11	N	N	N	N	NA
SGMS	08	B	Y	ZZ		M	25	N	N	Y	N	NA
SGMS	06	B	Y	ZZ	K	M	8	N	N	N	N	NA
SGMS	06	B	Y	ZZ		M	4	N	N	Y	N	NA
SGMS	06	B	Y	ZZ		F	11	N	N	N	N	Behavioral safety
SGMS	06	B	N	ZZ	K	M	4	N	N	N	N	NA
SGMS	08	B	Y	ZZ	K	F	11	N	Y	Y	N	Behavioral safety

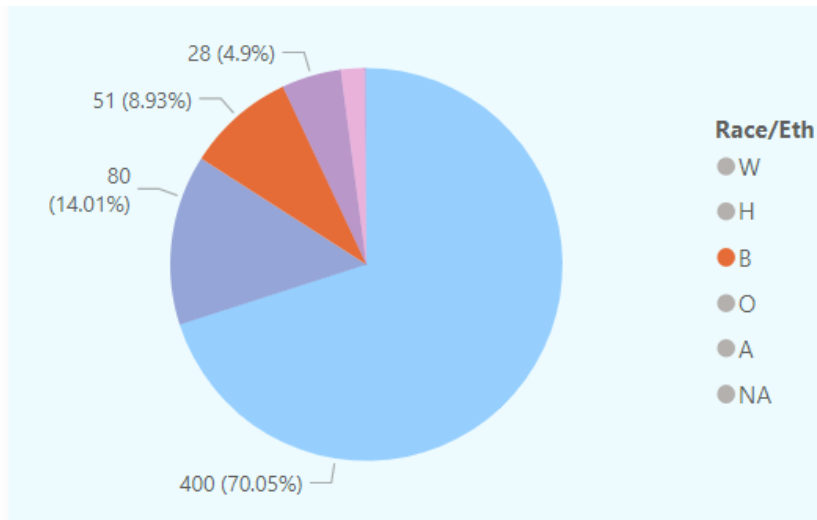
Strategy AAAP 1.4 (SECONDARY ONLY): Implement processes to ensure that African American students have equitable access to advanced and accelerated courses in middle school and high school.

Student Population Distribution by Race/Eth

Race/Eth school_abbr	A		B		H		I		O		W		Total	
	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%
SGMS	17	1.68%	147	14.54%	182	18.00%	1	0.10%	52	5.14%	612	60.53%	1011	100.00%
Total	17	1.68%	147	14.54%	182	18.00%	1	0.10%	52	5.14%	612	60.53%	1011	100.00%

Course Distribution by Race/Eth

Race/Eth Course Title	A		B		H		O		W		Total	
	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%
ALG 1 HON	3	1.48%	12	5.91%	24	11.82%	12	5.91%	152	74.88%	203	100.00%
GEO HON	1	2.08%	1	2.08%	5	10.42%	5	10.42%	36	75.00%	48	100.00%
M/J ADV WORLD CLTRS	4	2.80%	15	10.49%	24	16.78%	6	4.20%	94	65.73%	143	100.00%
M/J CIVICS ADV	4	3.03%	12	9.09%	14	10.61%	4	3.03%	98	74.24%	132	100.00%
M/J COMPRE SCI 1 ADV	4	2.74%	14	9.59%	23	15.75%	6	4.11%	99	67.81%	146	100.00%
M/J COMPRE SCI 2 ADV	4	3.10%	12	9.30%	14	10.85%	4	3.10%	95	73.64%	129	100.00%
M/J COMPRE SCI 3 ADV	3	2.05%	7	4.79%	19	13.01%	8	5.48%	109	74.66%	146	100.00%
M/J LANG ARTS 1, ADV	4	2.44%	14	8.54%	26	15.85%	8	4.88%	112	68.29%	164	100.00%
M/J LANG ARTS 2, ADV	4	2.88%	13	9.35%	14	10.07%	5	3.60%	103	74.10%	139	100.00%
M/J LANG ARTS 3, ADV	1	0.71%	10	7.09%	16	11.35%	10	7.09%	104	73.76%	141	100.00%
M/J MATH 1 ADV	4	2.84%	13	9.22%	26	18.44%	7	4.96%	91	64.54%	141	100.00%
M/J MATH 2, ADV	2	3.23%	9	14.52%	9	14.52%			42	67.74%	62	100.00%
M/J US HIS ADV & C/P	1	0.69%	10	6.94%	16	11.11%	9	6.25%	108	75.00%	144	100.00%
SKLS STUS GIFTED			4	7.27%	8	14.55%			43	78.18%	55	100.00%



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

School Discipline Totals

School	Black vs NonBlack RR ODR	Black vs White RR ODR	Hisp vs Non-Hisp RR ODR	Hisp vs White RR ODR	Ct ODR	Ct Student w ODR	Ct Current Enrolled	Ct All Enrollments
SGMS	2.10	2.09	0.84	1.00	1948	362	1014	1014

Achievement

ELA

School iReady by Grade

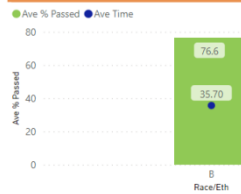
IR_Grade	Ave Time	Ave Lessons Completed	Ave Lessons Passed	Ave % Pass
6	37	1.2	0.9	74.8
7	39	1.3	1.0	78.5
8	30	0.9	0.7	76.3
Total	36	1.1	0.8	76.6

MATH

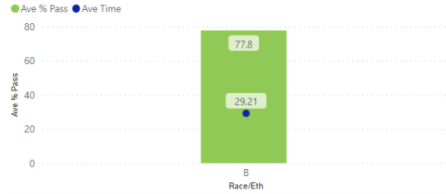
School iReady by Grade

Grade	Ave Time	Ave Lessons Completed	Ave Lessons Passed	Ave % Pass
6	29.83	0.7	0.6	83.6
7	32.09	0.6	0.4	73.8
8	24.77	0.4	0.3	72.5
Total	29.21	0.6	0.5	77.8

Ave % Passed and Ave Time by Race/Eth



Ave % Pass and Ave Time by Race/Eth



Early Warning Indicators by Grade Level

Grade	Count	Ct ADA Chronic	% ADA Chronic	Ct SUS	% SUS	Ct CF ELA	% CF ELA	Ct CF Math	% CF Math	Ct Lvl 1 ELA	% Lvl 1 ELA	Ct Lvl 1 Math	% Lvl 1 Math	Ct Sub Read Def	% Sub Read	Ct CY Re
06	366	64	17.5%			7	1.9%	4	1.1%	49	13.4%	57	15.6%	93	25.4%	
07	325	87	26.8%	9	2.8%	13	4.0%	67	20.6%	40	12.3%	46	14.2%			
08	322	78	24.2%	10	3.1%	30	9.3%	25	7.8%	54	16.8%	53	16.5%			
Total	1013	229	22.6%	19	1.9%	50	4.9%	96	9.5%	143	14.1%	156	15.4%	93	9.2%	

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.

Classroom Removals Risk Ratio

CR Type

- ALTOSS
- ASPIRE
- OSS

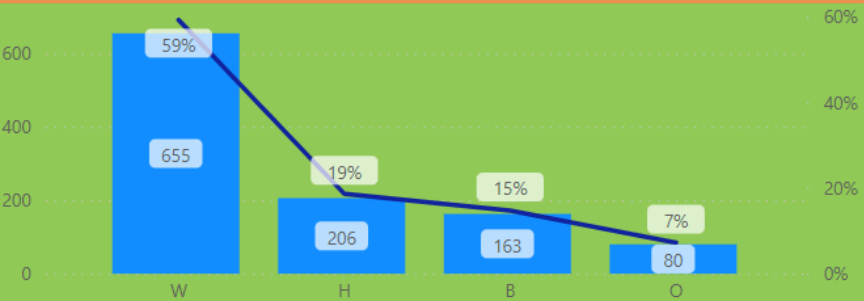
2.98

Black White CR RR

0.98

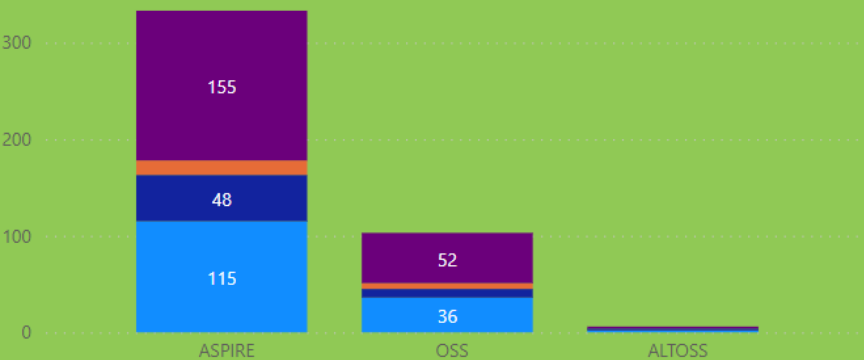
Hisp White CR RR

Count and Percent Students

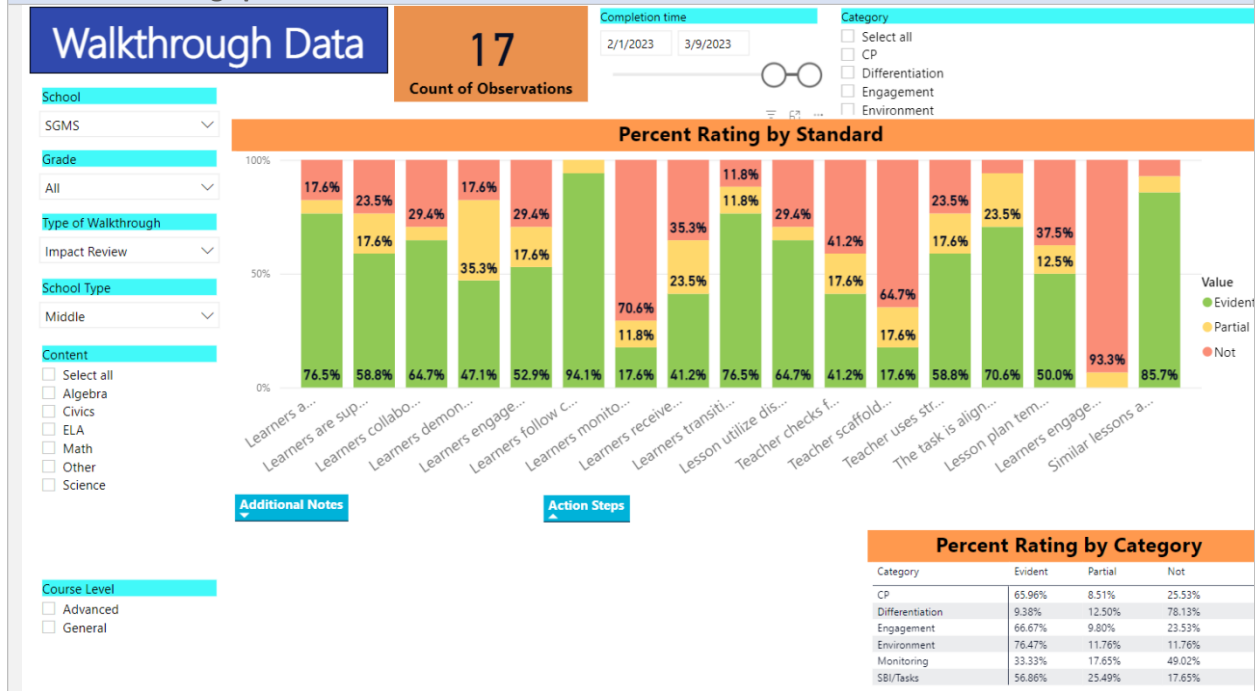


Ct Classroom Removals

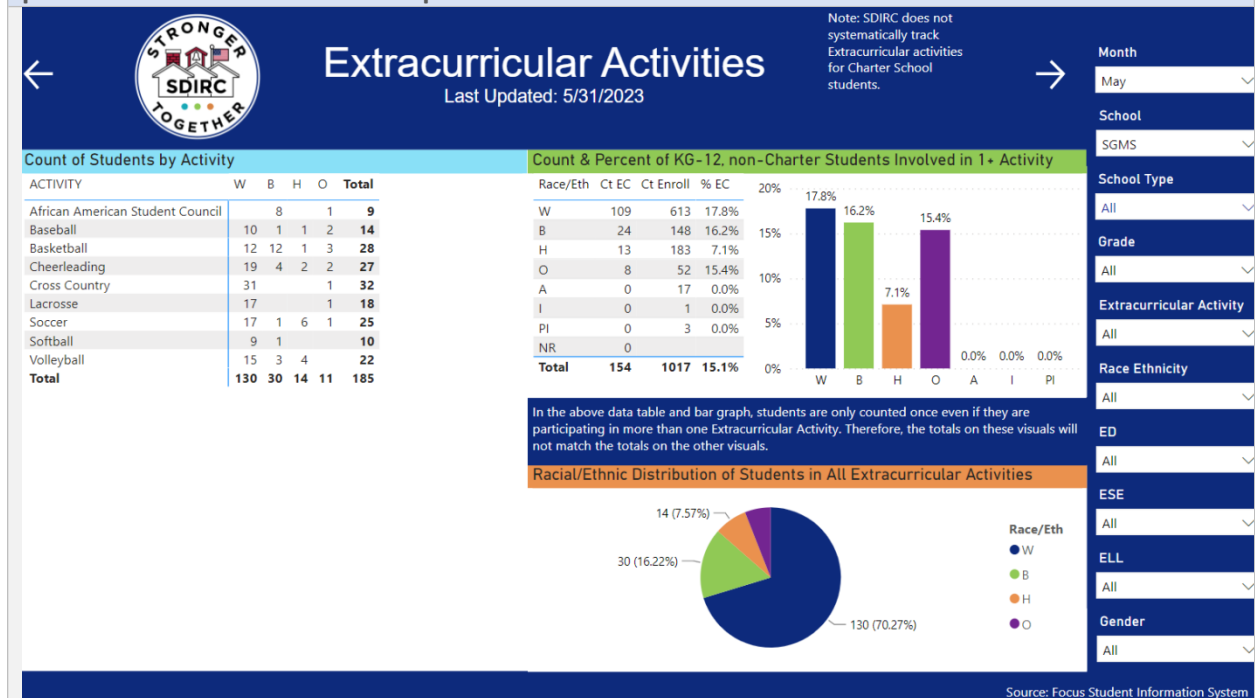
Race/Eth B H O W



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.

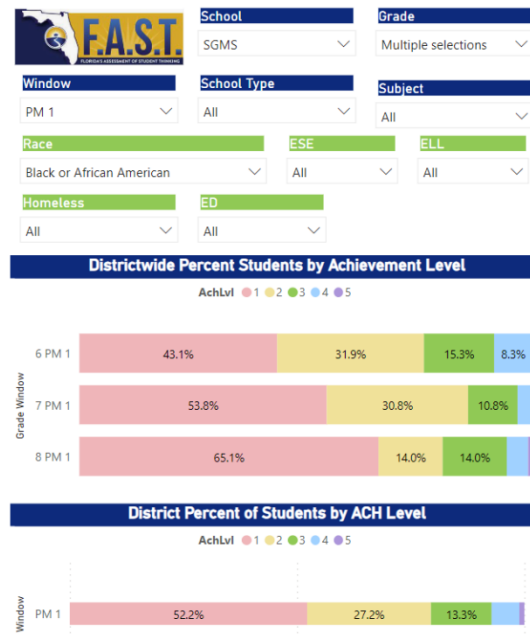


Strategy AAAP 3.1 (ALL SCHOOLS QUARTERS 2-4 ONLY): Engage in ongoing communication regarding the availability of extracurricular activities through the provision of a resource that provides information for individual schools.



Quarterly Reflection

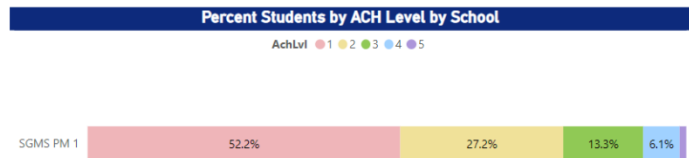
Beginning of the year...



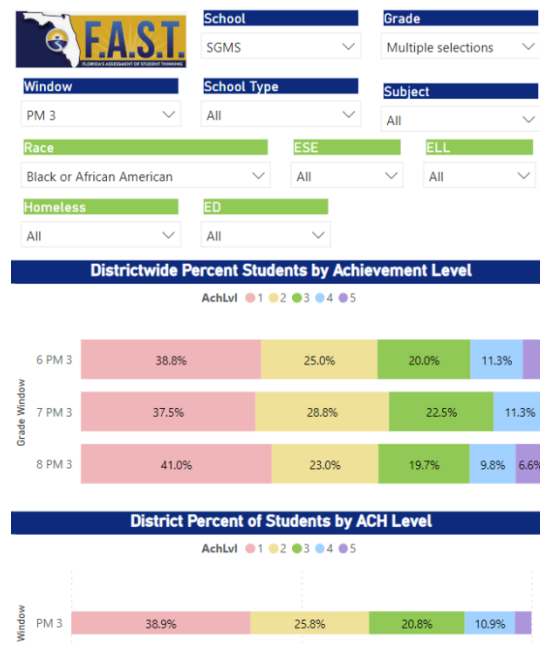
District Ct of Students in ACH Levels					District Percent Level 3+		
School	Grade	Window	AchLvl	Ct of Student IDs	Grade	PM 1	Total
SGMS	6	PM 1	1	31	6	20%	20%
SGMS	6	PM 1	2	23	7	11%	11%
SGMS	6	PM 1	3	11	8	15%	15%
SGMS	6	PM 1	4	6	Total	16%	16%
SGMS	6	PM 1	5	1			
SGMS	7	PM 1	1	35			
SGMS	7	PM 1	2	20			
Total				134			

School Ct of Students in ACH Levels					School Percent Level 3+		
School	1	2	3	4	5	Total	
SGMS	94	49	24	11	2	134	
PM 1							

School	Win	Lvl 3+ %
SGMS	PM 1	16%



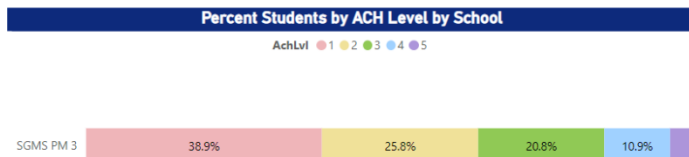
End of the year...



District Ct of Students in ACH Levels					District Percent Level 3+		
School	Grade	Window	AchLvl	Ct of Student IDs	Grade	PM 3	Total
SGMS	6	PM 3	1	31	6	32%	32%
SGMS	6	PM 3	2	20	7	34%	34%
SGMS	6	PM 3	3	16	8	33%	33%
SGMS	6	PM 3	4	9	Total	33%	33%
SGMS	6	PM 3	5	4			
SGMS	7	PM 3	1	30			
SGMS	7	PM 3	2	23			
Total				143			

School Ct of Students in ACH Levels					School Percent Level 3+		
School	1	2	3	4	5	Total	
SGMS	86	57	46	24	8	143	
PM 3							

School	Win	Lvl 3+ %
SGMS	PM 3	33%



Sebastian River Middle School School Based Leadership Team (SBLT)

April 24, 2023

3:00 PM

Media Center

Welcome Current Enrollment is 834 of which 827 count for School Grade

Information

- 2022-23 SIP Goals
 - Academic
 - FAST & EOC Assessments May 2, 9, and 11
 - May Faculty Meeting moved to May 8, SBLT Meeting to May 22
 - Vision for display cases & bulletin boards...Dept. Chair response May 12
 - Instructional Materials
 - ALL non-approved textbooks & workbooks discarded
 - Classrooms, Workrooms, & Bookrooms – mark items to be saved
 - Evaluation Observations completed by May 15
 - LCAs & PIGG completed by May 24
 - Cowboy Camp is July 31 (Aug. 1 is first Optional Day for teachers)
 - Back to School SBLT Meeting is Aug. 1 8:30-11:30
 - Family Engagement
 - April 26 - National Junior Honor Society Induction Ceremony
 - April 26 - SAC Meeting
 - April 27 - Band Percussion Concert @ SRHS
 - May 9 - Wave & Pebble Ceremony
 - May 10 - Band Spring Concert and Awards
 - May 12 - 8th Grade Dance
 - May 20 - Yearbook Signing Party; 7th Period in Café by Invitation
 - May 23 - 8th Grade Skate Factory
 - May 24 - 7th Grade Skate Factory
 - May 25 - 6th Grade Skate Factory
 - May 26 - 8th Grade Awards Assembly, 2nd period
 - School Climate & Culture
 - Faculty/Student Attendance
 - Master Schedule Update
 - IB/MYP School within a School & Teaming
 - Philosophy, student benefit, diversity, Team teaching, elevate rigor
 - Academic programming, Interdisciplinary units
 - Teacher Intention Forms
 - End of Year Procedures
 - Forms distributed May 22
 - All keys turned in....No return until August 1
 - June 1 is Optional Teacher Workday...Mrs. Gamez notifying staff
-

#MAKE IT HAPPEN



SRMS

Faculty Meeting
May 8, 2023

#MAKEIT HAPPEN

Faculty Meeting Agenda – May 8, 2023

1. Chromebook Collections
 - a. Through Social Studies Classes
 - b. May 17th 6th grade; other grades will follow
2. Summative Evaluation Meetings (by 6/1/2023 if Data is available)
 - a. Schedule an appointment with your evaluating administrator
 - b. Prepare Student Performance Data for PIGG prior to your scheduled appointment
 1. LCA's – Finish by May 24
 2. FAST data for Math and Reading
 3. iReady Diagnostic – Year's worth of growth from Diagnostic 1 to 2
 4. EOC Data & Science Data – Available in June (sign over summer or in August)
3. End of Year Checklists
 - a. Distributed May 22nd
4. School Grade Results & Projections
5. IRCEA – Jennifer Freeland



FAST Achievement Levels for 2023

- **Achievement Levels - For the 2022-2023 school year only**
- **Student Achievement Levels are provisional, and are linked to the 2021-2022 reporting scale, as required by Florida law.**
- **For 2023-2024 and beyond, scores will be reported on a new scale after the State Board of Education adopts new student achievement expectations in fall of 2023.**

FAST Reading Results 2023

SRMS	Level 1	Level 2		Level 3	Level 4	Level 5	% Proficient
PM 1	47%	24%		16%	10%	3%	29%
PM 2	52%	23%		14%	8%	3%	25%
PM 3	38%	25%		18%	12%	7%	37%
6th							
PM 1	64%	24%		9%	4%	0%	31%
PM 2	40%	26%		18%	12%	3%	33%
PM 3	32%	27%		20%	14%	7%	41%
7th							
PM 1	46%	26%		16%	7%	4%	27%
PM 2	53%	23%		15%	6%	3%	24%
PM 3	43%	25%		16%	10%	5%	31%
8th							
PM 1	54%	22%		15%	7%	2%	24%
PM 2	63%	21%		9%	5%	3%	17%
PM 3	40%	22%		19%	11%	8%	38%

School Grade Projections 2023

Subject	Goal	Projection In PowerBi	If we Meet projections	% Needed for A	2023 Percentage Earned	2022 Grade
ELA	50%	29%	37%	37%	37%	44%
MATH	60%	63%	63%	66%		54%
SCIENCE (8 th)	48%	51%	51%	53%		44%
CIVICS (7 TH)	69%	56%	56%	69%		63%
Acceleration	83%		83%	85%		83%
Overall Percent/Grade	62% =A 310 pts.	50%=C 199 pts	58%=B 290 pts	62%=A 310 pts		53%=C
State Grading System	A 62% to 100% 500-308 pts.	B 54% to 61% 307-268 pts.	C 41% to 53% 267-203 pts.			Missed a "B" by 1%!

ESSA Subgroup Attendance

Demographic	SRMS	Asian	Hispanic	Black	White	Other
3 rd Quarter	91.2%	96.2%	92.2%	89.8%	90.5%	91.1%
ESE (Y)	89.8%	N/A	90.8%	85.4%	90%	98.5%
ESE (N)	91.4%	96.2%	92.5%	90.7%	90.6%	90.1%
ELL (Y)**	92.5%	96.7%	92.3%	98.4%	92.3%	N/A
ELL (N)	90.7%	95.9%	92.1%	89.4%	90.5%	91.1%

Student & Teacher Attendance

Dates	SRMS	6 th	7 th	8 th	Teachers
1 st Semester	91.5%	92.9%	90.9%	90.6%	96.7%
1 st Quarter	92.9%	94.4%	91.8%	92.1%	98.8%
2 nd Quarter	90.3%	91.6%	90.1%	89.2%	97.8%
3 rd Quarter	91.2%	91.6%	91.2%	90.7%	98.4%
4 th Quarter					



SRMS

Faculty Meeting
April 5, 2023

#MAKEIT HAPPEN

Faculty Meeting Agenda – April 5, 2023

- Welcome & New Staff Introductions
- Student & Staff Attendance
- 2023-2024 Code of Student Conduct
- School Grade – Final Push
- New Building
- Master Schedule 2023-2024



Student & Teacher Attendance

Dates	SRMS	6 th	7 th	8 th	Teachers
1 st Semester	91.5%	92.9%	90.9%	90.6%	96.7%
1 st Quarter	92.9%	94.4%	91.8%	92.1%	98.8%
2 nd Quarter	90.3%	91.6%	90.1%	89.2%	97.8%
3 rd Quarter	91.2%	91.6%	91.2%	90.7%	98.4%
4 th Quarter					

ESSA Subgroup Attendance

Demographic	SRMS	Asian	Hispanic	Black	White	Other
3 rd Quarter	91.2%	96.2%	92.2%	89.8%	90.5%	91.1%
ESE (Y)	89.8%	N/A	90.8%	85.4%	90%	98.5%
ESE (N)	91.4%	96.2%	92.5%	90.7%	90.6%	90.1%
ELL (Y)**	92.5%	96.7%	92.3%	98.4%	92.3%	N/A
ELL (N)	90.7%	95.9%	92.1%	89.4%	90.5%	91.1%



2023-24 Code of Student Conduct “Draft”

- **CELL PHONE GUIDELINES** (School Board policy 5136)

Cell phones and other wireless communication devices such as smart watches have become a major distraction in the classroom resulting in time off task and loss of instruction. As a result, the School District of Indian River County is implementing cell phone guidelines.

- **Grades K - 8:** Cell phones must be placed on silent mode and out of sight from the start of the school day until the end of the school day. If a cell phone is visible or a student is seen using a cell phone during the school day, this will be considered a violation of the cell phone guidelines.
- **Grades 9 – 12:** Cell phones must be placed on silent during school hours. Upon entering the classroom, cell phones must be out of sight. If a cell phone is visible or a student is seen using a cell phone during class, this will be considered a violation of the cell phone guidelines.
- **Grades 6 – 12:** Cell phones may be used for unique activities to enhance instruction. This will require the teacher to receive prior written approval from the principal (e.g., Biotech, HOSA). Violations of these guidelines may result in confiscation of the wireless communication device or electronic device.
 - Available on SDIRC webpage

School Grade Projections 2023

Subject	Goal	Projection	% Needed for Goal	# of Students Proficient	# of Students Needed	2022 Grade
ELA (6-8 grade)	63%	29%	34%	220	313	44%
MATH (6-8 grade)	67%	63%	4%	487	46	54%
SCIENCE (8 th Grade)	48% (62%)	51%	-3%	126	51	44%
CIVICS (7 TH Grade)	69%	56%	13%	135	27	63%
Overall Percent/Grade	62% =A	50%=C	3%			53%=C
State Grading System	A 62% to 100%	B 54% to 61%	C 41% to 53%			Missed a "B" by 1%!

Acceptance to the Trailblazers Program is by application. Enrollment is limited by grade level. Please apply here:



Questions? Please contact Christine Sturgeon at 772-564-5210 or christine.sturgeon@indianriverschools.org



SRMS TRAILBLAZERS PROGRAM



International Baccalaureate
Middle Years Programme



Sebastian River Middle School
9400 CR512
Sebastian, FL 32958
772-564-5110
srms.indianriverschools.org

Project:
 PROPOSED
 NEW CLASSROOM
 BUILDING ADDITION
 AT
 SEBASTIAN RIVER MIDDLE SCHOOL
 9400 FELLSMERE RD.
 SEBASTIAN FL 32958
 SCHOOL DISTRICT OF
 INDIAN RIVER COUNTY

Key Plan:

Issues:
 No.: Date: Description:
 A: 01/13/2022 DESIGN DEVELOPMENT

Architect:

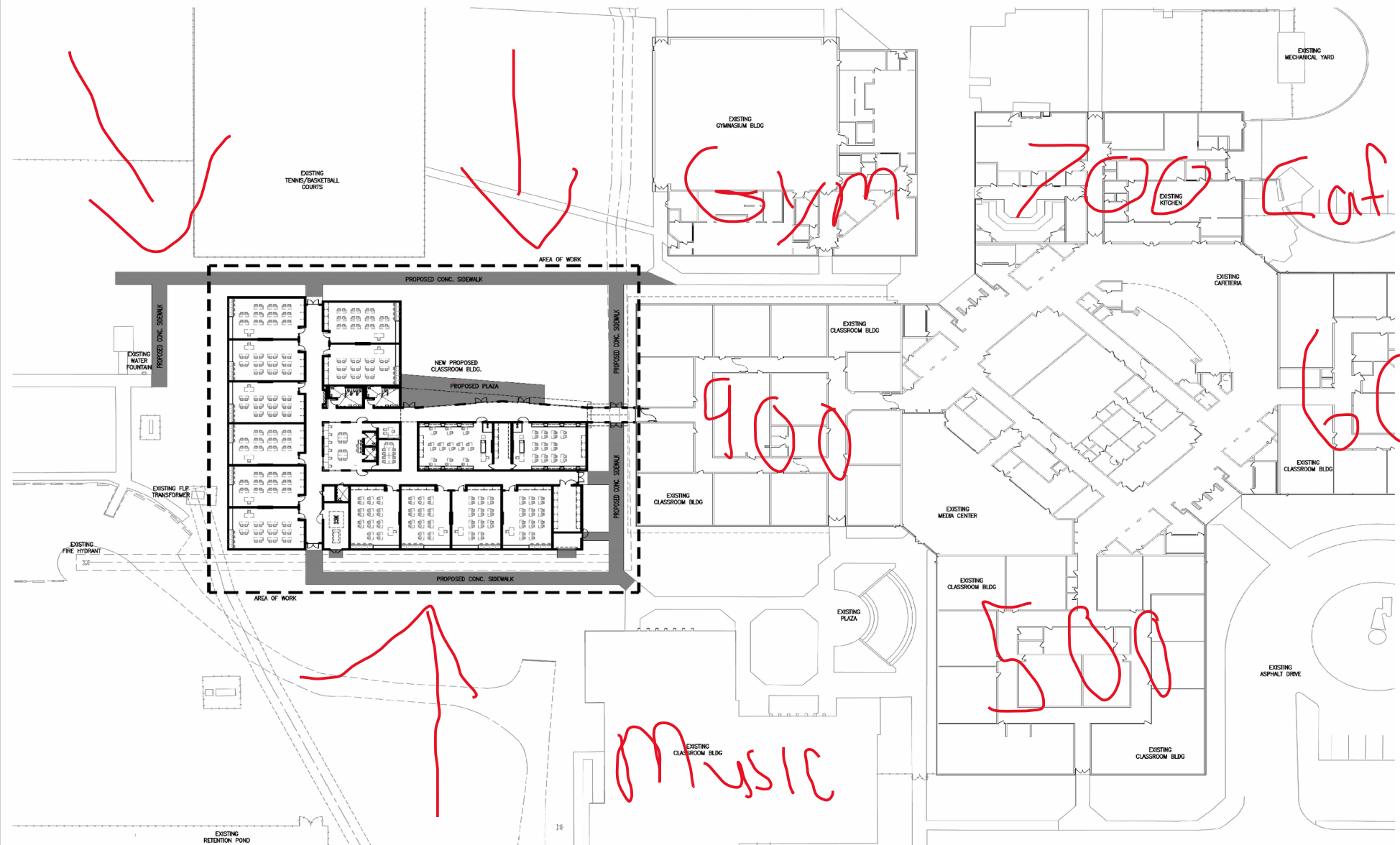
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 (888) 333-3333
 www.donadio.com

Consultant:

Drawing Title:
 ENLARGED PROPOSED
 ARCHITECTURAL SITE PLAN

User: Dwg. File:
 Date: XREF File:
 Project No./Plot File:
 Sheet No.:
 Cert. No.: 12,456
 Date Signed: ASO.20

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02 ENLARGED PROPOSED ARCHITECTURAL SITE PLAN
 SCALE: 1" = 20'-0"

