

Orange County Public Schools

# Southwest Middle



2015-16 School Improvement Plan

# Southwest Middle

6450 DR PHILLIPS BLVD, Orlando, FL 32819

[www.ocps.net/lc/southwest/mso](http://www.ocps.net/lc/southwest/mso)

## School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Middle	No	53%
<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	66%

## School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	A*	A	A	A

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

## School Board Approval

This plan is pending approval by the Orange County School Board.

## SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

To lead our students to success with the support and involvement of families and the community.

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

To be the top producer of successful students in the nation.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Understanding where our students come from is vital to the success of closing the achievement gap and in fostering positive relationships between students and teachers. When we learn about where our students come from, the knowledge we gain will help us to better support our students in the classroom and assist our parents in the home which in turn will allow us to receive more support from home. This process includes representing the diverse languages and cultures of our English Language Learners, celebrating diversity via our Multicultural Day, connecting with the Tangelo Park Foundation, supporting the YMCA After-school zone, attending our extracurricular events for family support, and students receiving incentives for making positive behavior choices.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

Southwest Middle School is a safe place of higher learning and we hold this dear to our hearts. Student safety and overall respect are a few of the pillars of the Southwest Way. This process includes, celebrating, recognizing, and understanding respect via continuous classroom activities, school wide respect day (wearing yellow every Wednesday to highlight the importance of respect), and providing resources for students and families to understand the "Southwest Way" and be able to understand our view point of respect. For safety, students are supervised before school, during school (lunch time, class change), and after school. We adhere to the district procedures involving visitors on campus. We practice various types of emergency/evacuation drills to ensure student and staff safety throughout the school year, and we consistently and fairly adhere to the Orange County Public Schools Code of Student Conduct components to help ensure that students can gain the greatest possible benefit from their education.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Our school has implemented the Sea Lion Pride Positive Behavior Support System. We use the Code of Student Conduct, as well as a school-wide system that addresses the expected behaviors of students. Our expectations are distributed in several ways: printed information in the first week folders, information on the school website, and oral presentations delivered in every classroom on campus. Teachers have the Sea Lion Pride expectations posted in their classrooms and some are posted around the school hallways. School personnel are trained on the school-wide behavioral system during pre-planning and email reminders and Discipline Tips are sent to staff monthly. When



disciplinary incidents occur, there is an established protocol that includes student, family, staff and administrative involvement to help the student get back on track to succeed. We utilize Positive Alternative to School Suspension (PASS) on a period by period basis to minimize students missing instructional time. The Multi-Tiered Support System is implemented for students with repeated discipline issues. During the summer of 2015, guidance counselor, deans, and administrators received formal training on Restorative Justice. Restorative Justice is a system of behavior modification techniques in which students are given behavioral tools, strategies, and support to help them modify negative behavior. Guidance counselors, deans, and administrators will work with students and staff to implement the Restorative Justice system for the 2015-2016 school year.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Southwest Middle School ensures that the social-emotional needs of all students are being met by offering support through grade level school counselors and the Exceptional Student Education Behavior Specialist. The school counselors and the Behavior Specialist work with students individually, in small groups, and through classroom visits. Counselors and the Behavior Specialist focus on helping students develop stronger coping strategies, social/personal skills, and respect for themselves and others. When requested by the parents, the counselors and the Behavior Specialist make available a list of mental health services which are provided by Orange County Public Schools.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

- Our attendance clerk monitors our Student Management System (SMS) to see if students have had five or more absences and/or tardies. When students are identified, our attendance clerk works with the school administration and social worker.
- Our grade level deans monitor regular education students who have one or more In-School and Out of School suspensions. Our Staffing Specialist monitors each Exceptional Student Education student with an In School and/or Out of School suspension.
- Teachers, counselors, and administrators monitor failing grades in English Language Arts and/or Mathematics on a frequent basis by looking at students with Ds and Fs.
- Teachers, counselors and administrators have identified and monitor students with a Level 1 score on statewide assessments in English Language Arts and/or Mathematics.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	31	33	32	96
One or more suspensions	23	22	39	84
Course failure in ELA or Math	14	11	17	42
Level 1 on statewide assessment	0	0	0	

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	9	9	14	32

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

- For attendance issues- once a student has five absences and/or tardies the parent is notified of the attendance policy of Orange County Public Schools and is warned of possible truancy proceedings by the attendance clerk and/or school social worker. Parents failing to comply are subject to the truancy process involving the school social worker and school personnel.
- For suspensions- repeat offenders are put through the Multi-Tiered Support System (MTSS) process and monitored weekly. Behavior plans are put in place and monitored by teachers, grade level deans and administration. The goal of the plans is to improve behavior in the classroom so students can better learn. We strive to keep students in school as much as possible by using Positive Alternative to School Suspension (PASS) and administrative detentions during non-instructional times.
- Course failure- teachers plan interventions individually and in their Professional Learning Communities (PLCs) for struggling students. Academic coaches help teachers with this plan and the monitoring of student progress. Counselors meet individually with failing students about their grades and topics related to their grades. Also, we have an Extra Help Center with tutors who assist students struggling with English Language Arts and Mathematics. This is available before and during school.
- All students who received a Level 1 in English Language Arts (ELA) and/or Mathematics are placed in a double block intensive ELA and/or Mathematics course for the year where there is a heavy emphasis on progress monitoring.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**Description**

- The school communicates the vision and mission with families and the community through the principal's weekly phone message, school website, annual open house and curriculum night, quarterly newsletter, and the school marquee.
- Teachers communicate student progress with families through ProgressBook, emails, phone calls, newsletters, Edmodo, and parent teacher conferences.
- Our families and community members are always invited to attend our after and during school events sponsored by the Parent Teacher Student Association, National Junior Honor Society, Student Council, Fine Arts Department, district academic competitions, and sports.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Many local businesses contact the school to partner with us and vice versa. Our school builds and sustains these relationships because they support student achievement. These partnerships greatly support our Positive Behavior Support system through incentives that are used to recognize and reward students for positive academics and other behaviors. Our Partners in Education are invited to two yearly appreciation breakfasts, Open House and school events. We thank our Partners in Education by having our fine arts students perform at their business location, thanking them in our school newsletters, school emails, school marquee, Parent Teacher Student Association and School Advisory Council meetings, and morning announcements.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership:

Name	Title
Arnold, Matthew	Principal
Yockel, Raymond	Assistant Principal
Leonard, Michelle	Other
Newbold, Elizabeth	Instructional Coach
Daher, Maria	Other
Myers, Richard	Dean
Belcher, Kathleen	Guidance Counselor
Singletary, Peter	Guidance Counselor
Mills, Tara	Guidance Counselor
Mcknight, Marcus	Other
Thibeau, Mary	Other
Handley, Karen	Other
Holt, Andrea	Assistant Principal

#### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

Arnold, Matthew: Principal  
 Yockel, Raymond: Assistant Principal  
 Holt, Andrea: Assistant Principal  
 Leonard, Michelle: Curriculum Resource/Instructional Coach  
 Newbold, Elizabeth M.: Reading/Literacy Coach  
 Thibeau, Mary D.: Math Coach/Teacher  
 Daher, Maria E.: ESOL Compliance  
 Crossen-Wambles, Rebecca: Staffing Specialist  
 Belcher, Kathleen Z.: Guidance Counselor  
 Singletary, Peter: Guidance Counselor  
 Mills, Tara: Guidance Counselor  
 Sapp, Daniel: Dean  
 Myers, Richard: Dean  
 Moran, John: Dean

Hernandez, Tiffany: Digital Media Resource/Teacher

Handley, Karen: Media

Mcknight, Marcus: Technology

-All members will help manifest a professional code of ethics and values.

-Facilitate and monitor the implementation of the Multi-Tiered Support System

-Analyze data to identify areas of improvement

-Review data and align staff development with district wide initiatives and differentiated accountability requirements

-Staying current on technology needs to enhance instruction and professional development

-Progress Monitoring to increase student achievement and to assist in making data driven decisions about curriculum, instruction, interventions, and accommodations

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The school-based Multi-Tiered Support System (MTSS) Leadership Team conducts monthly meetings to plan and monitor the implementation of the MTSS process for all grade levels. The MTSS Leadership Team members are assigned to a specific grade level as an MTSS Lead. The team members meet bi-weekly with their grade levels to assist in the identification of student needs and resources (personnel and curricular) needed for interventions based on current data, to assist in determining suitable interventions, to work with the teachers to monitor assessments, and to collaborate in the expansion of progress monitoring plans for students as needed. The MTSS team meets with the principal to coordinate how funding and programs are allotted. These resources are maintained by the MTSS team. We use the Florida Continuous Improvement Model to problem-solve and determine how to use resources for the highest impact.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Cameron White	Parent
Kathi Belcher	Teacher
Bilinda Kaufman	Parent
Latonya Blair	Teacher
Sarah Haugh	Parent
Jennifer Patterson	Parent
Carla Blaco	Parent
Trish Digregorio	Parent
Cindy Hunter	Parent
Robin O'Donnell	Parent
Bohlor Dadid Minan	Parent
Katie Starkey	Parent
Grace Kahn	Student
Lisa Broalai	Parent
Jeff Switters	Parent
Richard Myers	Teacher
Vanessa Hodak	Parent
Ruth Ceyala	Parent
Judy Jenkins	Parent
Coretta Butler	Parent
Matthew Arnold	Principal

### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

The SAC is a council made up of parents, teachers, our principal, administrators, and other interested community members. The SAC develops, analyzes, and communicates the results of the school's annual school survey. That combined with the school academic, attendance and behavioral data are used to evaluate the school's prior year school improvement plan.

*Development of this school improvement plan*

Utilizing AdvancEd survey results and the most current school data, the SAC council and school personnel constructed the school's improvement plan.

*Preparation of the school's annual budget and plan*

The principal meets with members of the SAC and school personnel to discuss school improvement needs that need to be budgeted for. A budget is then prepared for those needs.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

The SAC reviews the budget as it relates to professional development and resources allocated in the School Improvement Plan.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Arnold, Matthew	Principal
Yockel, Raymond	Assistant Principal
Leonard, Michelle	Other
Newbold, Elizabeth	Instructional Coach
Daher, Maria	Other
Handley, Karen	Other
Thibeau, Mary	Teacher, K-12
Westbrook, Mary	Teacher, K-12
Sapp, Daniel	Teacher, K-12
Sellers, Lisa	Teacher, K-12
McWhite, Sha'ron	Teacher, K-12

**Duties**

**Describe how the LLT promotes literacy within the school**

The major initiatives for this year will be to reduce the number of students not meeting proficiency on the FSA reading and math assessments by 50% in the next 5 years to meet the annual measurable objective requirement. In order to meet this goal, the following will be implemented across all content areas:

- AVID Writing Inquiry Collaboration Organization Reading (WICOR) strategies
- Cornell Notes
- Within the reading classes, continue to enhance the supplemental programs: Read 180, System 44, and Achieve 3000 that help students improve silent fluency, comprehension, and vocabulary.
- Continue the Reading Counts program to encourage extensive reading outside of the school day.
- Closely track common formative assessments through Professional Learning Communities (PLCs) in order to address students' specific literacy skill needs—both remediation as well as enrichment
- Teachers receive extra common planning time to focus on improving rigor in their lesson plans.
- Focus on changes in the Marzano Protocol and elements addressing content
- As a digital school, we will focus on utilizing digital resources to enhance classroom instruction.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

We have established working Professional Learning Communities with grade level subject areas which meet at least twice a week to review data and plan for unit and daily lessons. We hold monthly department meetings where instructional strategies are shared. At our monthly staff meetings our Partners in Education donate food items, information is shared and successes are celebrated.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

For recruiting, school administration attends job fairs and utilizes the district's online recruiting program to select highly qualified candidates to be interviewed for open positions at the school. The Instructional Coach holds bi-weekly meetings/trainings for all teachers new to the school. The Principal and Curriculum Resource Teacher assign all new teachers to the school either a mentor (if the teacher is a new teacher) or a buddy (if the teacher is just new to the school but has experience teaching). The leadership team works to retain teachers by providing professional development, collaborating with coaches, and promoting a positive collaborative environment through our Professional Learning Communities.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

All new teachers are paired up with a content area experienced teacher who has demonstrated learning gains and has completed the district's mentoring program. The mentors and new teachers are expected to have daily interaction, plan together, and model classroom lessons. The mentors are located in close proximity to the teachers they are mentoring and most have a common planning time.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

#### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

"The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction."

#### **Instructional Strategies**

#### ***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

All Professional Learning Communities meet for planning sessions two times per week. Each session starts with a review of the most recent data from common formative assessments to see which students had difficulty attaining proficiency on the standards taught for the week. Teachers brainstorm and come up with a plan for remediation. Also, three times per year each Professional Learning Community has a full day of planning (a substitute teacher is provided) so teachers can plan together and to develop a Weekly Focus Calendar for each grading period. The calendar consists of the standards that must be taught, how much time is needed for those standards, how to teach the standards to fully engage the students, how the standards will be assessed, how to re-mediate and reassess students who did not reach proficiency, and plan for enrichment for the students who

already have a strong knowledge of the standard(s). Teachers also use this time to brainstorm and research resources which can be used to differentiate instruction.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Before School Program

**Minutes added to school year:** 10,800

The Extra Help Center is open before school hours from 8:30 A.M. until 9:30 A.M. so that students can receive tutoring in the Core Academic Subjects that they are struggling with.

### ***Strategy Rationale***

The Extra Help Center is used by students as a before school tutoring center in core academics. This program helps our students stay on track with their core academics.

### ***Strategy Purpose(s)***

- Core Academic Instruction

### ***Person(s) responsible for monitoring implementation of the strategy***

Yockel, Raymond, raymond.yockel@ocps.net

### ***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

There is a sign in sheet for students to track who is utilizing the EHC. We then look at how well the students utilizing the EHC perform in class to determine the effectiveness of the EHC.

## **Student Transition and Readiness**

### **PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

### ***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another***

-For incoming students, counselors visit all feeder elementary schools with information about middle school and electives available. Then the feeder schools visit and tour our school during the school day. Next, we offer a 5th grade parent night to help orientate students and answer questions. We have a strong Advancement Via Individual Determination (AVID) system. We have a team that will return to the elementary school to interview qualified students interested in being in that program. During pre-planning, we invite 6th grade students and parents to orientation where students can obtain a copy of their schedule, meet their teachers, learn about our digital learning initiative, and obtain other important school information. During the first week of school, a counselor and dean visit each classroom and have a welcome presentation for students. Our coaches meet with our feeder school coaches throughout the year to share data trends and best practices.

-For outgoing 8th grade students, the high school we feed into presents information about their school to the students. Our counselors follow up with classroom visits helping students to select their high school schedule. The high school counselors then return on a second day to register our students for high school. We also offer information to the 8th grade students about the district's magnet programs throughout the year. Our 8th grade Social Studies teachers meet with the 9th grade Social Studies teachers to share data trends and best practices. We are planning to send two 8th grade U.S. History



teachers to the Advanced Placement (AP) Summer Institute so they know what is expected of the students and can help prepare them for AP Human Geography in the ninth grade.

## College and Career Readiness

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

-Southwest Middle School continues to refine our Advancement Via Individual Determination (AVID) College Readiness System. Our AVID site team will visit other National Demonstration Schools to help us enhance our AVID program. Each summer a group of staff members will be sent to the AVID summer Institute to strengthen their implementation of AVID strategies. All professional development will have an AVID strategy component. Faculty members have implemented Cornell Note taking in all classrooms along with incorporating writing, inquiry, collaboration, organization and reading (WICOR) strategies in every lesson. There are also logos for colleges painted in all of our hallways to promote a college bound culture.

-Students visit the Choices website to take an interest and skills inventory, which provides a link to a variety of career opportunities. History teachers then require students to use this information to research different careers. In the spring, a guidance counselor will guide the students to link career interests to post-secondary education and build a four year high school plan that supports their long term goals.

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

Students may take Introduction to Information Technology, which is a high school credit course that prepares students to participate in the Career and Professional Education Academy (CAPE). On the high school level, CAPE provides students with the opportunity to participate in industry-specific curriculum with career based courses. Students who successfully complete the CAPE program may be eligible for the Gold Seal Scholarship. Our teacher communicates and plans instruction with the high school Business Academy teachers.

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

We offer two Science Technology Engineering and Mathematics (STEM) electives, which incorporate all of the STEM components in a hands-on science classroom. Our Career and Professional Education Academy (CAPE) courses teach students keyboarding, word processing, and other computer application skills that our students use in their academic courses. Since we are a digital school, these skills are crucial to student learning in their course work.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

NA

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

### **Portfolio Selection**

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

### **Data Uploads**

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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### **Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### **Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Increase academic achievement for all students by integrating digital curriculum in order to enhance standards-based instruction (Division Priority #1: Accelerate Student Performance; Division Priority #2: Invest in Human Capital)
  
- G2.** Increase academic achievement with all students through the effective use of common formative assessments that are created through common planning (Division Priority #1: Accelerate Student Performance; Division Priority #2: Invest in Human Capital)
  
- G3.** Increase academic achievement for all students through the effective implementation of AVID strategies (Division Priority #1: Accelerate Student Performance; Division Priority #2: Invest in Human Capital)

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1. Increase academic achievement for all students by integrating digital curriculum in order to enhance standards-based instruction (Division Priority #1: Accelerate Student Performance; Division Priority #2: Invest in Human Capital) 1a**

G072721

**Targets Supported 1b**

Indicator	Annual Target
FSA Mathematics - Achievement	
FSA English Language Arts - Achievement	
FCAT 2.0 Science Proficiency	
Algebra I EOC Level 3	
Geometry EOC Pass Rate	
Civics EOC Pass	

**Resources Available to Support the Goal 2**

- Think Pads and Smartboard projectors provided by Orange County Public Schools
- Southwest Middle School Digital Curriculum Teacher Leader Team
- Curriculum Resource Teacher
- Literacy Coach
- Professional Learning Communities
- Content Area Departments
- Digital Media Resource Teacher
- Technology Support Representative

**Targeted Barriers to Achieving the Goal 3**

- Instructors lack knowledge and a comfort level with melding digital instruction with standards-based learning.
- Parents are unfamiliar with how to support their child's or children's learning using digital platforms.

**Plan to Monitor Progress Toward G1. 8**

The leadership team will monitor the integration of digital technology usage to enhance standards-based instruction by conducting classroom observations and monitoring student assessment data.

**Person Responsible**

Raymond Yockel

**Schedule**

Quarterly, from 8/31/2015 to 6/8/2016

**Evidence of Completion**

Classroom walk-through data, Technology Integration Matrix data, student assessment data

**G2.** Increase academic achievement with all students through the effective use of common formative assessments that are created through common planning (Division Priority #1: Accelerate Student Performance; Division Priority #2: Invest in Human Capital) **1a**

G072722

**Targets Supported** **1b**

Indicator	Annual Target
Effective Teachers (Performance Rating)	100.0
FSA Mathematics - Achievement	
FSA English Language Arts - Achievement	
Geometry EOC Pass Rate	
Algebra I FSA EOC Pass Rate	
FCAT 2.0 Science Proficiency	
Civics EOC Pass	

**Resources Available to Support the Goal** **2**

- 1. Unify
- 2. Curriculum Resource Teacher
- 3. Professional Learning Community (PLC) time to create common formative assessments
- 4. Edmodo
- 5. Formative Common Assessment Team (FCAT)
- 6. District standards item bank

**Targeted Barriers to Achieving the Goal** **3**

- 1. There is a lack of resources to effectively create common formative assessments.
- 2. Teachers need training on using common formative assessment data to effectively meet the learning needs of all students.

**Plan to Monitor Progress Toward G2.** **8**

The leadership team will monitor the development of common formative assessments, the data that they generate, and how the data will be used to modify instruction and enhance student achievement by working with professional learning communities during their planning sessions.

**Person Responsible**

Michelle Leonard

**Schedule**

On 6/8/2016

**Evidence of Completion**

Professional learning community meeting notes and common formative assessment data showing increased academic achievement

**G3. Increase academic achievement for all students through the effective implementation of AVID strategies (Division Priority #1: Accelerate Student Performance; Division Priority #2: Invest in Human Capital) 1a**

G072723

**Targets Supported 1b**

Indicator	Annual Target
AMO Math - Asian	
AMO Math - African American	
AMO Math - ED	
AMO Math - ELL	
AMO Math - Hispanic	
AMO Math - SWD	
AMO Math - White	
AMO Reading - Asian	
AMO Reading - African American	
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - Hispanic	
AMO Reading - SWD	
AMO Reading - White	

**Resources Available to Support the Goal 2**

- Writing, Inquiry, Collaboration, Organization and Reading (WICOR) Strategies for Advancement Via Individual Determination (AVID) for college and career readiness
- Cornell Notes for students to interact with classroom content
- Grade level Advancement Via Individual Determination (AVID) electives with tutorials
- Schoolwide Advancement Via Individual Determination (AVID) strategies for enhancing classroom instruction
- Marzano's research based classroom strategies for effective instruction, which correlate with AVID strategies
- Orange County Public School's (OCPS) Measurement Topic Plan with the cognitive complexity level for each standard
- Orange County Public School's (OCPS) scope and sequence of instruction that outlines the order of instruction and how much time should be dedicated to standards
- Performance Matters is an Orange County Public School's (OCPS) resource for tracking data
- Extra Help Center which is a place where students can go for individual tutoring for reading and math
- Reading Coach providing professional development activities and coaching on AVID critical reading strategies
- AVID Weekly program for promoting AVID critical reading strategies
- Two AVID Coordinators to oversee the implementation of AVID strategies

- MyAVID.org website which provides on demand modules for instructing how to implement AVID strategies
- AVID Site Team to share and model AVID strategies and oversee the implementation of the AVID system

**Targeted Barriers to Achieving the Goal 3**

- Teachers need a greater knowledge of strategies to plan engaging and rigorous lessons.

**Plan to Monitor Progress Toward G3. 8**

Lesson plans and classroom observation data will be collected by the leadership team.

**Person Responsible**

Raymond Yockel

**Schedule**

Weekly, from 8/31/2015 to 6/8/2016

**Evidence of Completion**

Lesson plans and classroom observation data

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** = Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Increase academic achievement for all students by integrating digital curriculum in order to enhance standards-based instruction (Division Priority #1: Accelerate Student Performance; Division Priority #2: Invest in Human Capital) **1**

 G072721

**G1.B1** Instructors lack knowledge and a comfort level with melding digital instruction with standards-based learning. **2**

 B189745

**G1.B1.S1** The Digital Curriculum Teacher Leaders (DCTL) Team will provide job embedded coaching and professional development to teachers on an individualized basis. **4**

 S201107

### Strategy Rationale

Digital Curriculum Teacher Leaders (DCTL) Team members will model and work with teachers to devise content specific strategies with individual teachers and PLCs using the Florida State Standards (FSS), Technology Integration Matrix (TIM), instructional focus calendars, and Measurement Topic Plans (MTPs) to ensure that the digital curriculum enhances standards-based instruction. In addition, teachers will increase their own knowledge and comfort levels with regards to digital instruction.

### Action Step 1 **5**

The Digital Curriculum Teacher Leader (DCTL) team will provide job-embedded coaching and professional development for teachers.

#### Person Responsible

Michelle Leonard

#### Schedule

Biweekly, from 8/31/2015 to 6/8/2016

#### Evidence of Completion

Professional development sign in sheets, lesson plans documenting coaching and/or implementation of use of strategies and information learned, informal and formal observation data, evidence of online collaboration, digital media presentations or assignments, student digital artifacts, and Technology Integration Matrix (TIMs) data.



**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

The Curriculum Resource Teacher will track teacher participation in professional developments and monitor the use of strategies from professional developments and coaching.

**Person Responsible**

Michelle Leonard

**Schedule**

Biweekly, from 8/31/2015 to 6/8/2016

***Evidence of Completion***

Professional development sign in sheets

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

The leadership team will conduct ongoing informal and formal observations and provide additional coaching as needed.

**Person Responsible**

Raymond Yockel

**Schedule**

Every 3 Weeks, from 9/21/2015 to 5/27/2016

***Evidence of Completion***


Informal teacher observations, instructional rounds, online evidence of teacher collaboration, lesson plans, Professional Learning Community interactions and notes, and written and oral communication from Digital Curriculum Teacher Leader Team members to administration regarding coaching and job embedded professional development

**G1.B2** Parents are unfamiliar with how to support their child's or children's learning using digital platforms.

2

 B189746

**G1.B2.S1** Provide parents a variety of opportunities to become more knowledgeable and comfortable with how to support their child's learning using digital platforms. 4

 S201108

### Strategy Rationale

Parents will increase their knowledge and comfort levels with digital platforms in order to support standards-based learning for their child or children.

### Action Step 1 5

Multiple digital open house opportunities will be offered to provide parents with an overview of the digital curriculum along with quarterly parent workshops on how to support the learning of their child through the use of digital platforms.

#### Person Responsible

Raymond Yockel

#### Schedule

Quarterly, from 8/19/2015 to 6/8/2016

#### Evidence of Completion

The number of parents in attendance at the digital open houses and workshops

### Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

The leadership team will track the number of parents who attend our digital curriculum open houses and workshops.

#### Person Responsible

Andrea Holt

#### Schedule

Monthly, from 8/31/2015 to 6/8/2016

#### Evidence of Completion

The number of parents who attend our digital curriculum open houses and workshops

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7**

The leadership team will monitor data from parent surveys, feedback from our School Advisory Council and Parent Teacher Student Association, and parent feedback during parent workshops.

**Person Responsible**

Andrea Holt

**Schedule**

Weekly, from 8/31/2015 to 6/8/2016

**Evidence of Completion**

Data from parent surveys, SAC and PTSA minutes, and parent workshop feedback

**G2.** Increase academic achievement with all students through the effective use of common formative assessments that are created through common planning (Division Priority #1: Accelerate Student Performance; Division Priority #2: Invest in Human Capital) 1

 G072722

**G2.B1** 1. There is a lack of resources to effectively create common formative assessments. 2

 B189747

**G2.B1.S1** Professional development will be offered on using Edmodo and Unify in order to create common formative assessments. 4

 S201109

**Strategy Rationale**

Teachers will learn to use the digital resources Edmodo and Unify to collaboratively create common formative assessments within their Professional Learning Communities.

**Action Step 1 5**

Teachers will be trained to effectively use Edmodo and Unify to create common formative assessments.

**Person Responsible**

Michelle Leonard

**Schedule**

On 10/30/2015

**Evidence of Completion**

Professional development sign in sheets

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

The percentage of online common formative assessments taken by students will increase to 75%.

**Person Responsible**

Michelle Leonard

**Schedule**

Every 3 Weeks, from 10/30/2015 to 5/20/2016

***Evidence of Completion***

All students will have completed 75% of their common formative assessments online.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

The curriculum resource teacher will review the content of the assessments and the frequency with which they are administered to students to determine that they are being used effectively.

**Person Responsible**

Michelle Leonard

**Schedule**

Every 3 Weeks, from 10/30/2015 to 6/8/2016

***Evidence of Completion***

Common formative assessments, common formative assessment student performance data, and the frequency with which the common formative assessments are administered

**G2.B1.S2** Professional development opportunities are offered on creating common formative assessments that address the standards. 4

S201110

### Strategy Rationale

Teachers have limited experience creating common formative assessments so professional development opportunities will be provided to increase teachers' abilities with writing common formative assessments based on the Florida Standards.

### Action Step 1 5

The CRT will provide continual professional development opportunities for teachers on how to create standards-based common formative assessments.

#### Person Responsible

Michelle Leonard

#### Schedule

Monthly, from 8/31/2015 to 6/8/2016

#### Evidence of Completion

Professional development sign in sheets, collected common formative assessments

### Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

The content of the common formative assessments and the data that they generate will be monitored to ensure that they address the standards.

#### Person Responsible

Michelle Leonard

#### Schedule

On 6/8/2016

#### Evidence of Completion

The content of the common formative assessments and the data they generate are monitored on a regular basis.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

The content of the common formative assessments and the data they generate will be analyzed to determine if they are addressing the standards. Professional development activities will be adjusted as a result. These adjustments will enable teachers to create more effective common formative assessments.

**Person Responsible**

Michelle Leonard

**Schedule**

Biweekly, from 8/31/2015 to 6/8/2016

**Evidence of Completion**

Content of the common formative assessments and the data they generate, professional development agendas

**G2.B2** 2. Teachers need training on using common formative assessment data to effectively meet the learning needs of all students. 2

 B189748

**G2.B2.S1** The ability of teachers to effectively analyze data from common formative assessments in order to modify their instruction is improving due to professional development opportunities. 4

 S201111

**Strategy Rationale**

The more effective teachers become with analyzing data from common formative assessments, the more proficient they will be with guiding their instruction to meet the learning needs of all students.

**Action Step 1** 5

Teachers will analyze data from common formative assessments and use the information to modify their instruction.

**Person Responsible**

Raymond Yockel

**Schedule**

Every 3 Weeks, from 8/31/2015 to 6/8/2016

**Evidence of Completion**

Lesson plans, professional learning community notes, and formal and informal observations

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Assessing administrators will collaborate with Professional Learning Communities to ensure that data from common formative assessments are being used to drive instruction.

**Person Responsible**

Raymond Yockel

**Schedule**

Every 3 Weeks, from 8/31/2015 to 6/8/2016

***Evidence of Completion***

Professional Learning Communities gather data from common formative assessments and create interventions or enrichment activities where necessary.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

The common formative assessment data will show whether or not students are mastering the standards. This data are monitored by administration on a regular basis.

**Person Responsible**

Raymond Yockel

**Schedule**

Every 3 Weeks, from 8/31/2015 to 6/8/2016

***Evidence of Completion***

The common formative assessment data shows whether or not students are mastering the standards.

**G3.** Increase academic achievement for all students through the effective implementation of AVID strategies (Division Priority #1: Accelerate Student Performance; Division Priority #2: Invest in Human Capital) 1

G072723

**G3.B1** Teachers need a greater knowledge of strategies to plan engaging and rigorous lessons. 2

B189749

**G3.B1.S1** All teachers will attend professional development activities on unit and lesson planning and work with their Professional Learning Communities (PLCs) to discuss the incorporation and implementation of Advancement Via Individual Determination (AVID) strategies into their plans to increase engagement and rigor. 4

S201112

### Strategy Rationale

Strategic planning of unit and daily lessons based on AVID strategies will help to increase engagement and rigor.

### Action Step 1 5

The Avid Coordinator will provide teachers with professional development activities on the implementation and incorporation of Advancement Via Individual Determination strategies into their unit and daily lesson plans to increase student engagement and rigor.

#### Person Responsible

Elizabeth Newbold

#### Schedule

Weekly, from 8/31/2015 to 6/8/2016

#### Evidence of Completion

Unit Plans, Daily Plans, Sample Student Work, Teacher Observation Results

### Action Step 2 5

The AVID Coordinator will provide coaching/modeling support to facilitate the effective implementation and incorporation of Advancement Via Individual Determination strategies into unit and daily lesson plans to increase student engagement and rigor.

#### Person Responsible

Elizabeth Newbold

#### Schedule

Weekly, from 8/31/2015 to 6/8/2016

#### Evidence of Completion

Unit Plans, Daily Plans, Sample Student Work, Teacher Observation Results



**Action Step 3** 5

Teachers will implement Advancement Via Individual Determination strategies into their unit and daily lesson plans to increase student engagement and rigor.

**Person Responsible**

Elizabeth Newbold

**Schedule**

Daily, from 8/31/2015 to 6/8/2016

***Evidence of Completion***

Unit Plans, Daily Plans, Sample Student Work, Teacher Observation Results

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Administrators will participate in grade level Professional Learning Community meetings (PLCs) and work with the PLCs on lesson and unit plan development incorporating Advancement Via Individual Determination (AVID) strategies. Administrators will monitor the implementation of AVID strategies through classroom observations and lesson plans.

**Person Responsible**

Raymond Yockel

**Schedule**

Weekly, from 8/31/2015 to 6/8/2016

***Evidence of Completion***

Unit Plans, daily plans, sample student work, teacher observation results

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

Administrators will monitor unit and daily plans to ensure that they address the barrier and observe the lessons in the classrooms to ensure that differentiated lessons based on Advancement Via Individual Determination strategies are engaging and being taught with fidelity and rigor. Administrators will monitor common formative assessment results with a focus on the items that address the elements in the barrier. Administrators will attend the Professional Learning Community (PLC) meetings to ensure that teachers are reflecting on the effectiveness of engaging lessons in their daily lesson plans.

**Person Responsible**

Raymond Yockel

**Schedule**

Weekly, from 8/31/2015 to 6/8/2016

**Evidence of Completion**

Unit plans, daily lesson plans, student work samples, common formative assessment results, teacher informal and formal observations

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	The Digital Curriculum Teacher Leader (DCTL) team will provide job-embedded coaching and professional development for teachers.	Leonard, Michelle	8/31/2015	Professional development sign in sheets, lesson plans documenting coaching and/or implementation of use of strategies and information learned, informal and formal observation data, evidence of online collaboration, digital media presentations or assignments, student digital artifacts, and Technology Integration Matrix (TIMs) data.	6/8/2016 biweekly
G1.B2.S1.A1	Multiple digital open house opportunities will be offered to provide parents with an overview of the digital curriculum along with quarterly parent workshops on how to support the learning of their child through the use of digital platforms.	Yockel, Raymond	8/19/2015	The number of parents in attendance at the digital open houses and workshops	6/8/2016 quarterly
G2.B1.S1.A1	Teachers will be trained to effectively use Edmodo and Unify to create common formative assessments.	Leonard, Michelle	10/1/2015	Professional development sign in sheets	10/30/2015 one-time
G2.B1.S2.A1	The CRT will provide continual professional development opportunities for teachers on how to create standards-based common formative assessments.	Leonard, Michelle	8/31/2015	Professional development sign in sheets, collected common formative assessments	6/8/2016 monthly
G2.B2.S1.A1	Teachers will analyze data from common formative assessments and use the information to modify their instruction.	Yockel, Raymond	8/31/2015	Lesson plans, professional learning community notes, and formal and informal observations	6/8/2016 every-3-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.A1	The Avid Coordinator will provide teachers with professional development activities on the implementation and incorporation of Advancement Via Individual Determination strategies into their unit and daily lesson plans to increase student engagement and rigor.	Newbold, Elizabeth	8/31/2015	Unit Plans, Daily Plans, Sample Student Work, Teacher Observation Results	6/8/2016 weekly
G3.B1.S1.A2	The AVID Coordinator will provide coaching/modeling support to facilitate the effective implementation and incorporation of Advancement Via Individual Determination strategies into unit and daily lesson plans to increase student engagement and rigor.	Newbold, Elizabeth	8/31/2015	Unit Plans, Daily Plans, Sample Student Work, Teacher Observation Results	6/8/2016 weekly
G3.B1.S1.A3	Teachers will implement Advancement Via Individual Determination strategies into their unit and daily lesson plans to increase student engagement and rigor.	Newbold, Elizabeth	8/31/2015	Unit Plans, Daily Plans, Sample Student Work, Teacher Observation Results	6/8/2016 daily
G1.MA1	The leadership team will monitor the integration of digital technology usage to enhance standards-based instruction by conducting classroom observations and monitoring student assessment data.	Yockel, Raymond	8/31/2015	Classroom walk-through data, Technology Integration Matrix data, student assessment data	6/8/2016 quarterly
G1.B1.S1.MA1	The leadership team will conduct ongoing informal and formal observations and provide additional coaching as needed.	Yockel, Raymond	9/21/2015	Informal teacher observations, instructional rounds, online evidence of teacher collaboration, lesson plans, Professional Learning Community interactions and notes, and written and oral communication from Digital Curriculum Teacher Leader Team members to administration regarding coaching and job embedded professional development	5/27/2016 every-3-weeks
G1.B1.S1.MA1	The Curriculum Resource Teacher will track teacher participation in professional developments and monitor the use of strategies from professional developments and coaching.	Leonard, Michelle	8/31/2015	Professional development sign in sheets	6/8/2016 biweekly
G1.B2.S1.MA1	The leadership team will monitor data from parent surveys, feedback from our School Advisory Council and Parent Teacher Student Association, and parent feedback during parent workshops.	Holt, Andrea	8/31/2015	Data from parent surveys, SAC and PTSA minutes, and parent workshop feedback	6/8/2016 weekly
G1.B2.S1.MA1	The leadership team will track the number of parents who attend our digital curriculum open houses and workshops.	Holt, Andrea	8/31/2015	The number of parents who attend our digital curriculum open houses and workshops	6/8/2016 monthly
G2.MA1	The leadership team will monitor the development of common formative assessments, the data that they generate, and how the data will be used to modify instruction and enhance student achievement by working with professional learning communities during their planning sessions.	Leonard, Michelle	8/31/2015	Professional learning community meeting notes and common formative assessment data showing increased academic achievement	6/8/2016 one-time
G2.B1.S1.MA1	The curriculum resource teacher will review the content of the assessments and the frequency with which they are administered to students to determine that they are being used effectively.	Leonard, Michelle	10/30/2015	Common formative assessments, common formative assessment student performance data, and the frequency with which the common formative assessments are administered	6/8/2016 every-3-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1	The percentage of online common formative assessments taken by students will increase to 75%.	Leonard, Michelle	10/30/2015	All students will have completed 75% of their common formative assessments online.	5/20/2016 every-3-weeks
G2.B2.S1.MA1	The common formative assessment data will show whether or not students are mastering the standards. This data are monitored by administration on a regular basis.	Yockel, Raymond	8/31/2015	The common formative assessment data shows whether or not students are mastering the standards.	6/8/2016 every-3-weeks
G2.B2.S1.MA1	Assessing administrators will collaborate with Professional Learning Communities to ensure that data from common formative assessments are being used to drive instruction.	Yockel, Raymond	8/31/2015	Professional Learning Communities gather data from common formative assessments and create interventions or enrichment activities where necessary.	6/8/2016 every-3-weeks
G2.B1.S2.MA1	The content of the common formative assessments and the data they generate will be analyzed to determine if they are addressing the standards. Professional development activities will be adjusted as a result. These adjustments will enable teachers to create more effective common formative assessments.	Leonard, Michelle	8/31/2015	Content of the common formative assessments and the data they generate, professional development agendas	6/8/2016 biweekly
G2.B1.S2.MA1	The content of the common formative assessments and the data that they generate will be monitored to ensure that they address the standards.	Leonard, Michelle	8/31/2015	The content of the common formative assessments and the data they generate are monitored on a regular basis.	6/8/2016 one-time
G3.MA1	Lesson plans and classroom observation data will be collected by the leadership team.	Yockel, Raymond	8/31/2015	Lesson plans and classroom observation data	6/8/2016 weekly
G3.B1.S1.MA1	Administrators will monitor unit and daily plans to ensure that they address the barrier and observe the lessons in the classrooms to ensure that differentiated lessons based on Advancement Via Individual Determination strategies are engaging and being taught with fidelity and rigor. Administrators will monitor common formative assessment results with a focus on the items that address the elements in the barrier. Administrators will attend the Professional Learning Community (PLC) meetings to ensure that teachers are reflecting on the effectiveness of engaging lessons in their daily lesson plans.	Yockel, Raymond	8/31/2015	Unit plans, daily lesson plans, student work samples, common formative assessment results, teacher informal and formal observations	6/8/2016 weekly
G3.B1.S1.MA1	Administrators will participate in grade level Professional Learning Community meetings (PLCs) and work with the PLCs on lesson and unit plan development incorporating Advancement Via Individual Determination (AVID) strategies. Administrators will monitor the implementation of AVID strategies through classroom observations and lesson plans.	Yockel, Raymond	8/31/2015	Unit Plans, daily plans, sample student work, teacher observation results	6/8/2016 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Increase academic achievement for all students by integrating digital curriculum in order to enhance standards-based instruction (Division Priority #1: Accelerate Student Performance; Division Priority #2: Invest in Human Capital)

**G1.B1** Instructors lack knowledge and a comfort level with melding digital instruction with standards-based learning.

**G1.B1.S1** The Digital Curriculum Teacher Leaders (DCTL) Team will provide job embedded coaching and professional development to teachers on an individualized basis.

### **PD Opportunity 1**

The Digital Curriculum Teacher Leader (DCTL) team will provide job-embedded coaching and professional development for teachers.

#### **Facilitator**

Digital Curriculum Teacher Leader Team

#### **Participants**

All Teachers

#### **Schedule**

Biweekly, from 8/31/2015 to 6/8/2016

**G2.** Increase academic achievement with all students through the effective use of common formative assessments that are created through common planning (Division Priority #1: Accelerate Student Performance; Division Priority #2: Invest in Human Capital)

**G2.B1** 1. There is a lack of resources to effectively create common formative assessments.

**G2.B1.S1** Professional development will be offered on using Edmodo and Unify in order to create common formative assessments.

**PD Opportunity 1**

Teachers will be trained to effectively use Edmodo and Unify to create common formative assessments.

**Facilitator**

Michelle Leonard

**Participants**

All teachers

**Schedule**

On 10/30/2015

**G2.B1.S2** Professional development opportunities are offered on creating common formative assessments that address the standards.

**PD Opportunity 1**

The CRT will provide continual professional development opportunities for teachers on how to create standards-based common formative assessments.

**Facilitator**

Michelle Leonard, Curriculum Resource Teacher

**Participants**

All Teachers

**Schedule**

Monthly, from 8/31/2015 to 6/8/2016

**G3.** Increase academic achievement for all students through the effective implementation of AVID strategies (Division Priority #1: Accelerate Student Performance; Division Priority #2: Invest in Human Capital)

**G3.B1** Teachers need a greater knowledge of strategies to plan engaging and rigorous lessons.

**G3.B1.S1** All teachers will attend professional development activities on unit and lesson planning and work with their Professional Learning Communities (PLCs) to discuss the incorporation and implementation of Advancement Via Individual Determination (AVID) strategies into their plans to increase engagement and rigor.

### **PD Opportunity 1**

The Avid Coordinator will provide teachers with professional development activities on the implementation and incorporation of Advancement Via Individual Determination strategies into their unit and daily lesson plans to increase student engagement and rigor.

#### **Facilitator**

Elizabeth Newbold, Literacy Coach/AVID Coordinator

#### **Participants**

All Faculty

#### **Schedule**

Weekly, from 8/31/2015 to 6/8/2016

### **PD Opportunity 2**

The AVID Coordinator will provide coaching/modeling support to facilitate the effective implementation and incorporation of Advancement Via Individual Determination strategies into unit and daily lesson plans to increase student engagement and rigor.

#### **Facilitator**

Elizabeth Newbold, Literacy Coach/AVID Coordinator

#### **Participants**

All Faculty

#### **Schedule**

Weekly, from 8/31/2015 to 6/8/2016

## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

### Budget

#### Budget Data

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>The Digital Curriculum Teacher Leader (DCTL) team will provide job-embedded coaching and professional development for teachers.</b>				<b>\$11,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1031 - Southwest Middle	General Fund		\$7,000.00
<i>Notes: Cost of stipends for Digital Curriculum Teacher Leaders</i>						
			1031 - Southwest Middle	General Fund		\$4,000.00
<i>Notes: Cost of stipends for Digital Curriculum Teacher Leaders for summer professional development planning</i>						
<b>2</b>	<b>G1.B2.S1.A1</b>	<b>Multiple digital open house opportunities will be offered to provide parents with an overview of the digital curriculum along with quarterly parent workshops on how to support the learning of their child through the use of digital platforms.</b>				<b>\$0.00</b>
<b>3</b>	<b>G2.B1.S1.A1</b>	<b>Teachers will be trained to effectively use Edmodo and Unify to create common formative assessments.</b>				<b>\$0.00</b>
<b>4</b>	<b>G2.B1.S2.A1</b>	<b>The CRT will provide continual professional development opportunities for teachers on how to create standards-based common formative assessments.</b>				<b>\$0.00</b>
<b>5</b>	<b>G2.B2.S1.A1</b>	<b>Teachers will analyze data from common formative assessments and use the information to modify their instruction.</b>				<b>\$0.00</b>
<b>6</b>	<b>G3.B1.S1.A1</b>	<b>The Avid Coordinator will provide teachers with professional development activities on the implementation and incorporation of Advancement Via Individual Determination strategies into their unit and daily lesson plans to increase student engagement and rigor.</b>				<b>\$36,100.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1031 - Southwest Middle	General Fund		\$29,000.00
<i>Notes: Cost to send 31 teachers to the Advancement Via Individual Determination (AVID) Summer Institute</i>						
			1031 - Southwest Middle	General Fund		\$3,500.00
<i>Notes: Cost to send select Advancement Via Individual Determination (AVID) staff to the AVID National Conference</i>						
			1031 - Southwest Middle	General Fund		\$3,000.00
<i>Notes: Cost to send new Advancement Via Individual Determination (AVID) elective teacher to Path Training</i>						
			1031 - Southwest Middle	General Fund		\$600.00
<i>Notes: Stipend to pay Advancement Via Individual Determination (AVID) Co-Coordinators to work on the AVID Site Plan during the summer</i>						



### Budget Data

7	G3.B1.S1.A2	The AVID Coordinator will provide coaching/modeling support to facilitate the effective implementation and incorporation of Advancement Via Individual Determination strategies into unit and daily lesson plans to increase student engagement and rigor.	\$0.00
8	G3.B1.S1.A3	Teachers will implement Advancement Via Individual Determination strategies into their unit and daily lesson plans to increase student engagement and rigor.	\$0.00
<b>Total:</b>			<b>\$47,100.00</b>