

Southwest Middle School



2015-16 School Improvement Plan

Southwest Middle School

2815 EDEN PKWY, Lakeland, FL 33803

<http://schools.polk-fl.net/swms>

School Demographics

School Type

Middle

2014-15 Title I School

Yes

2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

63%

Alternative/ESE Center

No

Charter School

No

2015-16 Minority Rate (Reported as Non-white on Survey 2)

56%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	D	C	C

**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 Polk 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	25
Appendix 1: Implementation Timeline	45
Appendix 2: Professional Development and Technical Assistance Outlines	50
Professional Development Opportunities	51
Technical Assistance Items	54
Appendix 3: Budget to Support Goals	0

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
Focus	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Southwest Middle School is one of "Maximizing learning for all students."

Provide the school's vision statement

We envision Southwest Middle School as a school in which there is no distinction between student performance based on socio-economic status, ethnicity, or gender. All students will become active learners using interactive communication techniques to enhance their creativity, productivity, self-confidence, and self-esteem.

Using the best practices of middle school including teaming, cooperative learning, integration of curriculum, inclusion of applied strategies into the academic curricula, and incorporating process writing across the curriculum, teachers will provide an environment where all students will self actualize as learners.

School Environment

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

Southwest Middle school teachers have built relationships between teachers and students by the implementation of mentoring programs throughout the school year. These mentoring programs increase respect, understanding and familiarization between various cultures and to build rapport as it shows support for student success in academic achievement. Teachers are also required to be ESOL endorsed through college credits and/or professional development inservices to be highly qualified.

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

Southwest Middle school has a zero tolerance policy for harassment and bullying. Students are provided with bullying lessons every school year with curriculum provided by Polk County Schools. Parents and caregivers are provided an anti-bullying awareness evening program and staff members are trained on protocol and warning signs of students that are afraid and/or may have been abused or mistreated. Staff members have morning and afternoon duty throughout the campus. An adequate number of staff members are also present during lunch, assemblies and every school activity before, during and after school.

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

All SWMS students met, by grade level, with administration at the start of the school year where expectations for behavior and conduct were clearly presented. Staff at Southwest Middle School will use a school-wide Behavior Tracking Form (BTF) to track minor discipline issues in class and a call log to record parent contact. Major breaches of conduct will be referred to the discipline office. Teachers will receive professional development activities from Kagan's Win-Win Discipline and Love and Logic seminars to enhance classroom management skills and learn how to build a positive rapport with students.

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

Social-emotional needs are being met by means of group counseling, individual counseling, peer mediation, crisis counseling and bullying prevention. Referral for students are also given to parents and care-givers for community agencies when necessary for follow-up and extensive counseling.

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

An online Early Warning System is provided to schools that provides information including numbers of students and student names on attendance, suspensions of 3 or more days, overage students, and tardiness to school. Failures in Language Arts and Math as well as students scoring a level 1 on the statewide assessment in Language Arts and Math are obtained by accessing files made available by the district.

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	47	64	66	177
One or more suspensions	91	99	89	279
Course failure in ELA or Math	64	54	24	142
Level 1 on statewide assessment	136	170	122	428

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	35	31	20	86

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

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

- A letter is sent home when a student reaches five days of unexcused absences and another letter at ten days. At ten days, the school social worker get involved along with the possibility of Youth and Family Alternatives (YFA).

One or more suspensions, whether in school or out of school

- The discipline office will have a conference with the student and the parent where the student's discipline record is reviewed and the student and parent may sign the Student Behavior Contract.

Course failure in English Language Arts or mathematics

- The student's report card is stamped in red with "Possible Retention" and the Guidance office contacts parents to set up parent conferences. Counselors meet with and counsel students who are in danger of failing. Progress reports for all subjects will be printed and distributed to go home every two weeks through each grading period.

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

- Students scoring a level 1 are placed in Intensive Reading or Intensive Math classes so they receive extra instruction time. Students have the opportunity to attend the Saturday Academy to also receive extra instruction time.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/66612>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

The process of building partnerships with our local community is a multi-tiered process. First, the volunteer coordinator and business partnerships contact person at the school meet each year to discuss the different opportunities available for parents and community members to be involved in the school's events. Next the events are publicized and the coordinators individually contact target groups for each event for involvement. After groups volunteer their time, all procedures required at the county level are followed to ensure that all members of the community working with our students are approved volunteers. Business partners and the school work collaboratively to design a plan of action that provides the school with services and resources from each business partners' area of expertise and provides the business with reciprocal benefits from the school community. This plan is followed through the school year and revised each year to meet the ever changing needs of the school community.

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
Bruno, Tye	Principal
Peterson, Briann	Instructional Coach
Gainous, Titus	Instructional Technology
Graydon, Bryan	Assistant Principal
Lenox, Pam	Guidance Counselor
Ross, Ariel	Instructional Coach
Abernathy, Barbara	Instructional Media
Sargeant, Betsy	Psychologist
Eyman, Diana	Teacher, ESE
Thompson, Alonzo	Assistant Principal
Clark, Denay	Assistant Principal
Jennings, Kaprilla	Dean

Duties

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

Tye Bruno, Principal: The Principal provides a common vision for the use of data-based decision making, models the Problem Solving Process; supervises the development of a strong infrastructure for implementation of MTSS/RtI; ensures that the school-based team is implementing MTSS/RtI; conducts assessment of PS/RtI skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support MTSS/RtI implementation; develops a culture of expectation with the school staff for the implementation of MTSS/RtI school wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based MTSS/RtI plans and activities.

Alonzo Thompson, Assistant Principal, MTSS/RtI Behavior Representative (PBS): Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities.

Denay Clark, Assistant Principal: Assists Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of MTSS/RtI, further assists the principal in the assessment of MTSS/RtI skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning MTSS/RtI plans and activities.

Bryan Graydon, Assistant Principal: MTSS/RtI Behavior Representative (PBS): Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation of data-based decision making activities.

Briann Peterson, Literacy Coach: Creates a literacy environment conducive to effective instruction; uses assessment data to assist administrators with placement of students in appropriate instructional or intervention programs and assists teachers in using data to drive instructional practices; Provides in-service training and follow-up coaching to assist classroom teachers in the use of reading/learning strategies in their classrooms; participates in literacy collaborative planning sessions to assist with planning, sequencing, and scaffolding literacy instruction.

Ariel Ross, Mathematics Coach: Uses assessment data to assist administrators with placement of students in appropriate instructional or intervention programs and assists teachers in using data to drive instructional practices; Provides in-service training and follow-up coaching to assist classroom

teachers in the use of strategies in their classrooms; participates in math department collaborative planning sessions to assist with planning, sequencing, and scaffolding mathematics instruction.

Barbara Abernathy, Media Specialist: Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2/3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Diana Eyman, Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials/ instruction in tiered interventions; collaborates with general education teachers.

Betsy Sargeant, School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical evaluation; assists in facilitation data-based decision making activities.

Kaprilla Jennings, Dean, MTSS/RtI Behavior Representative (PBS): Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities.

Pam Lenox, Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.

Titus Gainous, Technology Specialist: Develops or brokers technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphic display.

TBD, Math Interventionist/Title I Contact: Regularly analyzes math data and monitors student progress while delivering focused intervention to students; Prepares lesson plans, in collaboration with teachers and coaches, related to differentiating instruction and providing interventions while adhering to district scope and sequence guides and curriculum in an effort to close the achievement gap in mathematics; ensures compliance with Title I guidelines and policies. Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.

TBD, Reading Interventionist/Title I Contact: Regularly analyzes reading data and monitors student progress while delivering focused intervention to students; Prepares lesson plans, in collaboration with teachers and coaches, related to differentiating instruction and providing interventions while adhering to district scope and sequence guides and curriculum in an effort to close the achievement gap in reading; ensures compliance with Title I guidelines and policies. Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.

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

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

- The PS/RtI Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.
- The PS/RtI Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:
 - > Review school-wide, grade level, and teacher data to problem solve needed interventions on a

systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.

> Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.

> Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

> Focus on improving student achievement outcomes with evidence-based interventions implemented with fidelity and frequent progress monitoring.

> Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after school programs, Saturday academy, or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

Title I, Part C- Migrant

N/A

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop Out Prevention programs.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Professional development in the form of PD 360 is provided to the staff.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

District homeless social worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide before and after school tutoring and a Saturday Academy for Reading and Math, giving priority to Level 1 and 2 students.

Violence Prevention Programs

The school offers a non-violent and anti-drug program to students that incorporates community service, drug tests, and counseling.

Nutrition Programs

Southwest Middle School participates in the Community Eligibility Provision (CEP) program. All students at SWMS will be served breakfast and lunch at no charge without having to fill out an application for the free and reduced meal program.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged, and handicapped students in grades 6-12.

Job Training

Vocational courses in business, technology, and health services provide students with job skills that will allow students the opportunity to learn how to compete in leading industries.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Tye Bruno	Principal
Denay Clark	Education Support Employee
Bryan Graydon	Education Support Employee
Brieann Peterson	Education Support Employee
Carrie Oldham	Business/Community
Ryan Rogers	Business/Community
Michael Angelo Suarez	Parent
Lea Rivera	Parent
Sheryl Smith	Parent
Jackie Schmitt	Parent
AlonzoThompson	Education Support Employee
David Torres	Business/Community
Jason Cimini	Parent
Jean Gonzalez	Parent
Karen Horsting	Teacher
Yuleisy Palencia	Parent
Erica Davis	Parent
Erica Cruz	Parent
Kaprilla Jennings	Education Support Employee
Kaila Paige-Culmer	Education Support Employee
Vicky Glass	Education Support Employee

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

In the process of developing and updating the 2015-2016 School Improvement Plan, the SIP for 14-15 school year will be reviewed for the effectiveness of implementation. In particular, goals, strategies, and targets will be evaluated for effectiveness and need for revision along with parent involvement initiatives.

Development of this school improvement plan

During the months of October, November, January, and February, the School Improvement Plan will be presented to the SAC for input, revisions, and monitoring.

Preparation of the school's annual budget and plan

The annual school budget is prepared each spring for the upcoming year. The budget will be reviewed and explained to SAC members as a part of the meeting agendas over the course of the year.

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

Any SAC funds we receive will be used for training, substitutes, technology, and classroom resources.

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

Several parents have shown interest in participating in the SAC committee for the 2015-2016 school year. If parent participation equals parent participation, SWMS will be will meet the requirements of the SAC committee according to state statutes.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Peterson, Briann	Instructional Coach
Abernathy, Barbara	Instructional Media
Bruno, Tye	Principal
Thompson, Alonzo	Assistant Principal
Graydon, Bryan	Assistant Principal
Eyman, Diana	Administrative Support
Lenox, Pam	Guidance Counselor
Clark, Denay	Assistant Principal
Jennings, Kaprilla	Dean

Duties

Describe how the LLT promotes literacy within the school

The LLT will promoted literacy within the school through book fairs, the Accelerated Reading program, and by maintaining a well equipped, student friendly Media Center. Initiatives to encourage reading among students will be implemented throughout the year. A book club for students will be formed and will meet regularly throughout the year.

Continued emphasis on authentic literacy skills across all curriculum areas - reading, writing, summarizing, and higher order thinking.

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

Academic subject areas are scheduled for common planning time. Twice a week subject area teachers will meet for collaborative planning. During these planning sessions teachers will be expected to review standards, review progress in teaching the standards, review progress monitoring data, discuss teaching strategies and specifically strategies for developing higher order thinking skills among students.

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

1. School promoted on website - Principal, teachers
2. Open positions advertised on PCSB website - Principal
3. Provide appropriate training and professional development to new teachers - Principal, District
4. Meet at least once a grading period with new teachers to discuss needs, issues, concerns, etc. - Administration

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

New teachers are paired with an experienced teacher in their subject area who has a proven track record of effective classroom management, use of effective teaching strategies, and successful student data. They meet on a bi-weekly basis to discuss student progress, teaching strategies, progress monitoring, lesson planning, certification needs, and other issues of concern.

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

We ensure that core instructional programs and materials are aligned to Florida standards through teacher submission of weekly lesson plans, weekly meetings with teachers, and through regular classroom observations.

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

The teaching staff consistently accesses the most recent data available from several progress monitoring reports. They then meet and plan cooperatively to address the areas of weakness in each tested subject. Students that are performing at a less than proficient level based on current data, are provided extra support in the specific skill/standards in which students did not meet proficiency standards (i.e. fluency, theme, central idea, etc.). County mandated programs such as Journey and Voyager are utilized to meet the specific needs of students that are performing at a low level of proficiency in Reading. Teachers also utilize the most recent data to identify students who need one-on-one instruction for "pull out" opportunities with teachers who provide support in the classroom. Data is also analyzed in preparation for the extended learning academy. These remediation opportunities focus on the skills needed to meet proficiency standards on state assessments.

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: After School Program

Minutes added to school year: 1,080

In preparation for FSA testing, students will be given the opportunity to attend afternoon session for remediation in core content areas. Instruction will be focused on identified areas of weakness in these subject areas based on current data. Students who are currently meeting proficiency standards will have the opportunity for enrichment activities.

Strategy Rationale

We have found that many students have difficulty arriving early to school for additional help. Peers in certain classrooms may also create distractions for learning. However, extended learning academy sessions may provide a different pairing of students/teachers than their regularly scheduled courses and will also give teachers the opportunity to work with students in small groups on targeted skills.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bruno, Tye , tye.bruno@polk-fl.net

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

The effectiveness of this strategy will be based on Progress Monitoring and on the results of the Florida State Assessment program. .

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

Strategies that Southwest Middle School employs to support incoming and outgoing students includes programs and activities such as Orientation Day, Open House, FL Choices for 8th students, Four Year Plans for 8th grade students, High School visits to our campus for 8th graders, Band Summer Camp, 5th Grade Parent Night, 5th grade student visits and taking 8th grade students to the Workforce Education Expo. Orientation Day includes but is not limited to the issuance of class schedules, student packets, purchasing school shirts, and opportunities to establish lunch accounts. Open House involves an introduction to our teachers and staff, our school policies, procedures, Title I information and allows time for classroom visits. FL Choices is a computer based on-line resource for exploration and career planning that all 8th grade students are required to complete in preparation for their future goals. Four Year Plans are completed with 8th grade students in conjunction with FL Choices to help students plan for high school courses to meet requirements for college and career goals. In-zone high schools have representatives every year to make presentations and give 8th graders schedules to help with early registration and scheduling. Band Summer Camp is for students interested in the band program to get familiarized with the program, the instruments, and to help them prepare for advance band program placement. 5th Grade Parent Night is to help parents prepare their child for middle school by looking at the pre-academy selection displays and academic program

displays with opportunities to explore and ask questions. We have 5th grade students that visit every year from various schools that have schools students zoned to us. These students are introduced to our schools' policies, procedures and activities, then they are given a tour of the campus. The Workforce Education Expo is a field trip that 8th graders go on to visit what high schools, local colleges and vocational schools have to offer them by having displays, presentations and demonstrations facilitated by the Lakeland Civic Center or a facility large enough to house this event.

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

With the assistance of the guidance office, students complete a personal four year plan designed to ensure that the course of study pursued in high school will meet the requirements for graduation and will be relevant to future goals.

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

Career pre-academies in the areas of technology, medicine, and business have been implemented to help students begin thinking about the future and to see the connection between their subjects and possible career paths that they might choose.

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

Career and technical education courses/programs offered at Southwest Middle School are geared toward computer applications, media design, video game design, engineering, robotics, and health science.

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

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:

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.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Improve the safe and orderly environment of the school utilizing consistent policies and procedures to create a positive school wide culture that emphasizes the importance and value of education.
- G2.** Improve early parent communication to improve attendance and to decrease failures and suspensions.
- G3.** All instructional staff will collaboratively plan, design, implement and monitor effective lessons utilizing the new Florida Standards and research based instructional strategies.

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. Improve the safe and orderly environment of the school utilizing consistent policies and procedures to create a positive school wide culture that emphasizes the importance and value of education. 1a

G073291

Targets Supported 1b

Indicator	Annual Target
Attendance rate	90.0
One or More Suspensions	250.0

Resources Available to Support the Goal 2

- Harry Wong "The First Days of School"
- Effective Discipline Strategies taken from Win Win and from Love and Logic

Targeted Barriers to Achieving the Goal 3

- Inconsistent use of classroom policies and procedures
- Inconsistent enforcement of school wide policies

Plan to Monitor Progress Toward G1. 8

Feedback forms will be kept and combined with discipline referrals for out of classroom issues with students for each teacher receiving extra support.

Person Responsible

Alonzo Thompson

Schedule

Semiannually, from 9/11/2015 to 6/9/2016

Evidence of Completion

At the conclusion of the year. the discipline referral data for out of classroom behavior infractions written by each teacher that received extra support will be analyzed to determine if the extra mentor opportunities were effective in decreasing the amount of discipline issues. .

G2. Improve early parent communication to improve attendance and to decrease failures and suspensions.

1a

 G073292

Targets Supported 1b

Indicator	Annual Target
Attendance rate	90.0
Attendance Below 90%	10.0
Truancy rate	40.0

Resources Available to Support the Goal 2

- PBS Funds
- Electronic Early Warning System

Targeted Barriers to Achieving the Goal 3

- Lack of understanding among parents of Internet resources for monitoring student academics, behavior, and attendance.
- Lack of or incorrect contact information for parents.

Plan to Monitor Progress Toward G2. 8

Reports on student attendance, referral rates, suspension rates, and alternative education placement rates will be used to monitor the progress in meeting this goal.

Person Responsible

Alonzo Thompson

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Referral reports, and attendance reports will be produced to monitor the progress being made toward this goal.

G3. All instructional staff will collaboratively plan, design, implement and monitor effective lessons utilizing the new Florida Standards and research based instructional strategies. 1a

G073293

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	
FCAT 2.0 Science Proficiency	40.0
Civics EOC Pass	50.0
FSA Mathematics - Achievement	42.0
Math Gains	52.0
Math Lowest 25% Gains	63.0
CELLA Listening/Speaking Proficiency	
CELLA Reading Proficiency	
FSA English Language Arts - Achievement	52.0
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	56.0

Resources Available to Support the Goal 2

- common planning time
- cpalms website
- county curriculum maps
- supplemental planning days
- early release days
- teacher mentors

Targeted Barriers to Achieving the Goal 3

- Teacher effective use of planning time
- Teachers struggle with understanding the depth of the Florida Math and English/Language Arts Standards

Plan to Monitor Progress Toward G3. 8

Lesson plans, observation data, and teacher feedback will be used to monitor progress toward meeting the goal.

Person Responsible

Tye Bruno

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans submitted on a weekly basis. Data collected from weekly classroom observations will provide evidence of progress.

Plan to Monitor Progress Toward G3. 8

Classroom observations

Person Responsible

Tye Bruno

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans will be routinely checked by administration and instructional coaches as teachers submit them via their lesson plan dropbox. Administration and instructional coaches will check for implementation with fidelity during classroom visits/observations for alignment with standards and instructional activities.

Plan to Monitor Progress Toward G3. 8

Information will be collected during collaborative planning meetings and PLC time to gauge progress being made in the implementation of the Florida Standards.

Person Responsible

Tye Bruno

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Input from teachers during collaborative planning meetings.

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. Improve the safe and orderly environment of the school utilizing consistent policies and procedures to create a positive school wide culture that emphasizes the importance and value of education. **1**

 **G073291**

G1.B1 Inconsistent use of classroom policies and procedures **2**

 **B191496**

G1.B1.S1 Establish a set of school wide classroom policies and procedures. **4**

 **S202980**

Strategy Rationale

Students need to have a basic set of expectations that are consistent from classroom to classroom.

Action Step 1 **5**

A meeting will be held early in the year with representative teacher leaders to establish a set of classroom policies and procedures along with a tracking form to follow in dealing with student infractions of policies and procedures.

Person Responsible

Bryan Graydon

Schedule

On 6/9/2016

Evidence of Completion

Implement school-wide policies and procedures and utilize Behavior Tracking Form to document minor disciplinary infractions.

Action Step 2 5

Hold regularly scheduled meetings throughout the year to review, evaluate and if necessary, revise school-wide policies and procedures.

Person Responsible

Bryan Graydon

Schedule

Quarterly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Genesis discipline data will be pulled monthly and reported to staff. Mr. Graydon will keep copies of data and sign-in sheets

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

A record of the policies and procedures developed will serve a documentation of implementation.

Person Responsible

Bryan Graydon

Schedule

Monthly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Teacher input, observation, and student discipline records will provide evidence as to the effectiveness of implementation.

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

A record of meetings held and topic of discussion will be kept to document implementation of action step.

Person Responsible

Bryan Graydon

Schedule

Quarterly, from 6/9/2016 to 6/9/2016

Evidence of Completion

Teacher input will be recorded to provide evidence of implementation with fidelity.

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

Discipline referrals and records will routinely be reviewed.

Person Responsible

Bryan Graydon

Schedule

Weekly, from 8/17/2015 to 6/9/2016

Evidence of Completion

The number of referrals being written both school wide and by individual teacher along with the reasons for the referrals will be routinely reviewed and evaluated.

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

Input will be gathered from teachers to provide data for measuring the effectiveness of implementation.

Person Responsible

Bryan Graydon

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Observations from classroom walkthroughs and input gathered from teacher conversations will be used to monitor for effectiveness.

G1.B1.S2 Monitor the use of the behavior tracking form, classroom walk throughs, and teacher documentation **4**

 S202981

Strategy Rationale

Teachers are expected to consistently follow classroom procedures and policies.

Action Step 1 **5**

Administration will check the behavior tracking forms as provided by the teachers to ensure fidelity, and assist with reteaching of behaviors and expectations.

Person Responsible

Alonzo Thompson

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Review Behavior Tracking Forms as they are turned in by teachers to ensure they are following policies and procedures that were set forth at the beginning of the school year. Reteach policies and procedures in addition to completion of Behavior Tracking Forms, if needed.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 **6**

Administration will monitor daily and support staff as needed based on the behavior tracking form. Students will be retaught behaviors and expectations to help implement the behavior tracking forms.

Person Responsible

Alonzo Thompson

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

The behavior tracking forms will be collected electronically. The behavior tracking forms will be used to collect data on classroom disruptions and tardies. By analyzing the data from the behavior tracking forms will help administration know if certain problems are school-wide, small groups, or individual.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Administration will monitor daily and support staff as needed based on the behavior tracking form. Students will be retaught behaviors and expectations to help implement the behavior tracking forms. To determine the effectiveness the administration will review current behavior data with previous behavior data to analyze the differences

Person Responsible

Alonzo Thompson

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

The behavior tracking forms will be collected electronically. The behavior tracking forms will be used to collect data on classroom disruptions and tardies. By analyzing the data from the behavior tracking forms will help administration know if certain problems are school-wide, small groups, or individual.

G1.B2 Inconsistent enforcement of school wide policies 2

 B191497

G1.B2.S1 Train teachers on school wide expectations that are set forth in the PBS Plan of Implementation. 4

 S202982

Strategy Rationale

All staff must know and understand the school wide behavioral expectations for each student in order to consistently implement the expectations in the classroom and during other school activities.

Action Step 1 5

Professional Development to train teachers about the school wide behavior expectations.

Person Responsible

Alonzo Thompson

Schedule

On 8/18/2015

Evidence of Completion

Sign in page for staff attendance and notes from round table discussions about expectations

Action Step 2 5

Implementation of school-wide behavior expectations

Person Responsible

Alonzo Thompson

Schedule

Daily, from 8/18/2015 to 6/9/2016

Evidence of Completion

Staff will implement school-wide behavior expectations-observed through walkthroughs and observations.

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

Teachers will consistently utilize the Behavior Tracking Form to exhibit the expectation of monitoring the school wide expectation of students' behavior.

Person Responsible

Alonzo Thompson

Schedule

Weekly, from 8/24/2015 to 8/24/2015

Evidence of Completion

Behavior tracking forms will be completed by each teacher documenting their fidelity to the school wide behavior expectations. These forms will be kept in an electronic file on the Dean of Disciplines' computer.

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

Follow up meetings with the teaching staff will be held to determine any changes that might need to be made to the Behavior Tracking Form to improve the effectiveness of the process.

Person Responsible

Alonzo Thompson

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Teachers will complete a feedback form regarding the Behavior Tracking Form and bring it to the meeting to discuss their opinions and insight into improving the process of using the form.

G1.B2.S2 Teachers that struggle with implementing behavior expectations school wide will receive professional development. 4

 S202983

Strategy Rationale

School wide expectations are set forth to maintain an orderly atmosphere on campus. All teachers need to have adequate skills to enforce the expectations outside of the classroom as well as in the classroom.

Action Step 1 5

The administrative team will provide extra professional development activities and colleague mentoring for the teachers that struggle with implementing school wide behavior expectations.

Person Responsible

Alonzo Thompson

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Evaluations of professional development; feedback obtained through conversations with teachers;

Action Step 2 5

Coaching/mentoring cycle geared toward classroom management, student engagement, and implementation of school-wide policies and procedures.

Person Responsible

Alonzo Thompson

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Administrative staff and instructional coaches will model classroom management techniques and instructional strategies that increase student engagement and decrease off-task behavior. As administrators complete walkthroughs and observations, they should observe implementation of modeled strategies as part of the modeling and coaching cycle. Additional modeling and coaching will be given, as needed.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Teacher mentors will provide feedback in written form to the Assistant Principal regarding their informal meetings with the teacher they are mentoring in the area of implementing school wide behavior expectations.

Person Responsible

Alonzo Thompson

Schedule

Quarterly, from 10/29/2015 to 6/9/2016

Evidence of Completion

Written feedback will be provided to the trainers to be utilized in analyzing the behavior referrals written by the teachers in the informal mentoring program.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Classroom and "out of classroom" visits will be conducted to analyze improvement in the area of school wide expectation implementation for the teachers receiving extra support in this area.

Person Responsible

Alonzo Thompson

Schedule

Biweekly, from 11/2/2015 to 6/9/2016

Evidence of Completion

Feedback forms will be given to the teachers at the end of each visit and a copy will be kept on file to utilize in data analysis.

G2. Improve early parent communication to improve attendance and to decrease failures and suspensions. 1

 G073292

G2.B1 Lack of understanding among parents of Internet resources for monitoring student academics, behavior, and attendance. 2

 B191507

G2.B1.S1 Create and produce an information flyer for parents about available Internet resources for monitoring student academics, attendance, and behavior. 4

 S202984

Strategy Rationale

Many parents are not aware of the online resources available to them for obtaining information about their students.

Action Step 1 5

Attach information flyer to progress reports with information about available Internet resources for monitoring student performance in school. Use the email messaging system to notify parents that this information will be coming home with students.

Person Responsible

Denay Clark

Schedule

Monthly, from 9/23/2015 to 6/9/2016

Evidence of Completion

Sign in sheet from parents and a feedback form for parents to make suggestions for improvements

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

Create relevant informational flyers for attachment to progress reports.

Person Responsible

Denay Clark

Schedule

Monthly, from 9/23/2015 to 6/9/2016

Evidence of Completion

Dated copies of each flyer.

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

Survey to parents soliciting input and feedback.

Person Responsible

Denay Clark

Schedule

Semiannually, from 1/20/2016 to 6/9/2016

Evidence of Completion

Dated flyers and responses to parent surveys.

G2.B1.S2 Offer after school hours training for parents in our computer lab regarding programs like Parent Portal, the school website, and Pinnacle Internet Viewer. 4

 S202985

Strategy Rationale

Many parents are not aware of the resources available to them for monitoring the progress of their students.

Action Step 1 5

Offer after school hours training for parents in our computer lab regarding programs like Parent Portal, the school website, and Pinnacle Internet Viewer.

Person Responsible

Titus Gainous

Schedule

Semiannually, from 1/11/2016 to 4/29/2016

Evidence of Completion

Sign in sheets and parent feedback forms

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

Administration will work with network manager to establish, confirm, and publicize dates for parent training opportunities.

Person Responsible

Titus Gainous

Schedule

Semiannually, from 1/11/2016 to 4/29/2016

Evidence of Completion

Sign in sheets and parent feedback forms. Tech coach and Tech Team input during meetings.

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

Administration will work with network manager to implement and evaluation the training programs for impact on parent involvement.

Person Responsible

Titus Gainous


Schedule

Semiannually, from 1/11/2016 to 4/29/2016

Evidence of Completion

Tech coach and Tech Team input during meetings. Parent feedback from surveys.

G2.B2 Lack of or incorrect contact information for parents. 2

 B191508

G2.B2.S1 Enact a series of ongoing efforts to keep parent contact information (telephone, email, address) up to date. 4

 S202987

Strategy Rationale

Phone numbers, email addresses, and even home addresses change frequently. Parents often forget to notify the school of these changes so that our records can be updated.

Action Step 1 5

Provide continuous verification of contact information when parents visit our campus for conferences, for checking students in or out, etc.

Person Responsible

Alonzo Thompson

Schedule

Weekly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Updated information will be entered into GENESIS each month and reports will provide evidence of changes that have been made.

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

There will be a plan in place to monitor and collect updated forms from students.

Person Responsible

Alonzo Thompson

Schedule

On 9/11/2015

Evidence of Completion

Checklist to show teachers have turned in their corrected forms that were returned. Reports from GENESIS to show updated changes.

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

Forms will be kept on hand for parents to check and update at any time that they visit the school.

Person Responsible

Alonzo Thompson

Schedule

Weekly, from 9/7/2015 to 6/9/2016

Evidence of Completion

Updated contact information will serve as evidence for fidelity of implementation.

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

Effectiveness will be measured by the number of incorrect phone numbers reported to us from the automated phone system.

Person Responsible

Alonzo Thompson

Schedule

Monthly, from 9/7/2015 to 6/9/2016

Evidence of Completion

Count of how many forms are returned and updated compared to the list of incorrect phone numbers from the previous month.

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

Notices will be kept at the front counter and in guidance to remind visiting parents to update any changes to their contact information.

Person Responsible

Alonzo Thompson

Schedule

Weekly, from 9/7/2015 to 6/9/2016

Evidence of Completion

The regularity with which contact information is updated will serve as evidence of the effectiveness of this action step.

G3. All instructional staff will collaboratively plan, design, implement and monitor effective lessons utilizing the new Florida Standards and research based instructional strategies. 1

 G073293

G3.B2 Teacher effective use of planning time 2

 B191516

G3.B2.S1 Master schedule will be designed to give teachers in core academic subject areas a daily common planning time. 4

 S202990

Strategy Rationale

Time is one of the biggest, if not the biggest, obstacle to collaborative planning. Providing a common planning time gives teachers the opportunity on a daily basis to work together during the work day.

Action Step 1 5

In designing the master schedule each core subject area will be allocated a common planning period during student contact time.

Person Responsible

Tye Bruno

Schedule

On 8/21/2015

Evidence of Completion

The school master schedule and student schedules will show completion of this step.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Administration and guidance will work together to develop a master schedule that ensures appropriate class size along with common planning periods for teachers of core academic subject areas.

Person Responsible

Tye Bruno

Schedule

On 8/21/2015

Evidence of Completion

The school master schedule will be used to monitor implementation.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Planning period meetings for the purpose of collaborative planning will be scheduled at least once a week and monitored for effective use of time.

Person Responsible

Tye Bruno

Schedule

Weekly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Lesson plan, teacher feedback, and classroom observations will provide documentation for effectiveness.

G3.B2.S2 There will be at least two designated days each week where teachers will be required to meet during the scheduled common planning time for collaborative planning. 4

 S202991

Strategy Rationale

Designating a day for required planning provides structure and expectations to teachers as well as an emphasis on the importance of collaborative planning.

Action Step 1 5

Two days will be designated each week for subject area teachers to meet during their scheduled planning time for collaborative planning.

Person Responsible

Tye Bruno

Schedule

Weekly, from 8/18/2015 to 6/9/2016

Evidence of Completion

Teacher feedback, notes taken during collaborative planning time, and lesson plans.

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Each administrator will be assigned one or more subject areas with whom he/she will be responsible for facilitating the weekly collaborative planning sessions.

Person Responsible

Tye Bruno

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Teacher feedback, student work samples, notes taken during meetings, and lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Teachers will be required to bring documentation of plans, writing samples, and higher order thinking activities to the weekly planning meetings.

Person Responsible

Tye Bruno

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans, student work samples, and teacher feedback

G3.B4 Teachers struggle with understanding the depth of the Florida Math and English/Language Arts Standards 2

 B191518

G3.B4.S1 Develop teacher leaders in the school who will serve as resources to their peers in the implementation of the Florida standards. 4

 S202992

Strategy Rationale

Teachers need to gain an in-depth understanding of the new standards and of how the new standards affect instruction.

Action Step 1 5

Continued PD opportunities regarding Florida Math and English/Language Arts Standards will be provided to selected teachers as needed.

Person Responsible

Tye Bruno

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

PD sign in sheets, department meetings, lesson plans

Action Step 2 5

Provide time with Title I funds to teacher leaders to plan and develop training on new standards for their colleagues.

Person Responsible

Tye Bruno

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Professional development plans and observation of training provided to other teachers will provide evidence of completion.

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Curriculum alignment charts will be used to monitor and support fidelity of implementation of training

Person Responsible

Tye Bruno

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Curriculum alignment charts and teacher sign-in sheets will be collected to demonstrate implementation of training.

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Administration attendance and observation of standards related professional development will be used to support and monitor the fidelity of implementation.

Person Responsible

Tye Bruno

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Curriculum alignment charts and teacher sign-in sheets will be collected to demonstrate implementation of training.

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Observations of subject area collaborative planning will support the implementation of teacher leader development.

Person Responsible

Tye Bruno

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

The evidence for implementation of this step will be based largely on teacher feedback and input.

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Lesson plans will be regularly reviewed with feedback provided to teachers.

Person Responsible

Tye Bruno

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plan documentation will be collected to monitor for effectiveness.

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Classroom observations

Person Responsible

Tye Bruno

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson observation will be completed documenting implementation of standards being taught, the alignment of instruction with lesson plans and standards, the use of higher order thinking activities, the implementation of authentic literacy, and the creation of an environment conducive to learning.

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Peer input and department collaboration

Person Responsible

Tye Bruno

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Notes will be kept recording teacher input and feedback.

G3.B4.S2 Teacher leaders will provide professional development to the instructional staff as well as work with the staff to guide collaborative planning time. 4

 S202993

Strategy Rationale

Teachers will need ongoing guidance and support in gaining an understanding of the new standards and of effective strategies for the implementation of the standards.

Action Step 1 5

Effective teacher leaders will provide professional development to instructional staff based on needs from surveys, observations, and conversations.

Person Responsible

Tye Bruno

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Agendas and sign-in sheets will be collected to provide documentation of the completed activities

Plan to Monitor Fidelity of Implementation of G3.B4.S2 6

Administration will attend and participate in standards professional development.

Person Responsible

Tye Bruno

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans and teacher sign-in sheets will provide evidence of implementation.

Plan to Monitor Fidelity of Implementation of G3.B4.S2 6

Administration will regularly conduct walk-throughs to monitor the implementation of standards based instruction.

Person Responsible

Tye Bruno

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans and observation forms will provide documentation of implementation.

Plan to Monitor Effectiveness of Implementation of G3.B4.S2 7

Administration will work with teacher leaders to schedule training for classroom teachers and to provide necessary resources.

Person Responsible

Tye Bruno

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans will be collected and reviewed, sign-in sheets will be collected, and data will be collected through classroom 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	A meeting will be held early in the year with representative teacher leaders to establish a set of classroom policies and procedures along with a tracking form to follow in dealing with student infractions of policies and procedures.	Graydon, Bryan	8/24/2015	Implement school-wide policies and procedures and utilize Behavior Tracking Form to document minor disciplinary infractions.	6/9/2016 one-time
G1.B1.S2.A1	Administration will check the behavior tracking forms as provided by the teachers to ensure fidelity, and assist with reteaching of behaviors and expectations.	Thompson, Alonzo	8/24/2015	Review Behavior Tracking Forms as they are turned in by teachers to ensure they are following policies and procedures that were set forth at the beginning of the school year. Reteach policies and procedures in addition to completion of Behavior Tracking Forms, if needed.	6/9/2016 daily
G1.B2.S1.A1	Professional Development to train teachers about the school wide behavior expectations.	Thompson, Alonzo	8/18/2015	Sign in page for staff attendance and notes from round table discussions about expectations	8/18/2015 one-time
G1.B2.S2.A1	The administrative team will provide extra professional development activities and colleague mentoring for the teachers that struggle with implementing school wide behavior expectations.	Thompson, Alonzo	8/24/2015	Evaluations of professional development; feedback obtained through conversations with teachers;	6/9/2016 quarterly
G2.B1.S1.A1	Attach information flyer to progress reports with information about available Internet resources for monitoring student performance in school. Use the email messaging system to notify parents that this information will be coming home with students.	Clark, Denay	9/23/2015	Sign in sheet from parents and a feedback form for parents to make suggestions for improvements	6/9/2016 monthly
G2.B1.S2.A1	Offer after school hours training for parents in our computer lab regarding programs like Parent Portal, the school website, and Pinnacle Internet Viewer.	Gainous, Titus	1/11/2016	Sign in sheets and parent feedback forms	4/29/2016 semiannually
G2.B2.S1.A1	Provide continuous verification of contact information when parents visit our campus for conferences, for checking students in or out, etc.	Thompson, Alonzo	8/17/2015	Updated information will be entered into GENESIS each month and reports will provide evidence of changes that have been made.	6/9/2016 weekly
G3.B2.S1.A1	In designing the master schedule each core subject area will be allocated a common planning period during student contact time.	Bruno, Tye	7/29/2015	The school master schedule and student schedules will show completion of this step.	8/21/2015 one-time
G3.B2.S2.A1	Two days will be designated each week for subject area teachers to meet during their scheduled planning time for collaborative planning.	Bruno, Tye	8/18/2015	Teacher feedback, notes taken during collaborative planning time, and lesson plans.	6/9/2016 weekly
G3.B4.S1.A1	Continued PD opportunities regarding Florida Math and English/Language Arts Standards will be provided to selected teachers as needed.	Bruno, Tye	8/24/2015	PD sign in sheets, department meetings, lesson plans	6/9/2016 monthly
G3.B4.S2.A1	Effective teacher leaders will provide professional development to instructional staff based on needs from surveys, observations, and conversations.	Bruno, Tye	8/24/2015	Agendas and sign-in sheets will be collected to provide documentation of the completed activities	6/9/2016 monthly
G1.B1.S1.A2	Hold regularly scheduled meetings throughout the year to review, evaluate and if necessary, revise school-wide policies and procedures.	Graydon, Bryan	8/17/2015	Genesis discipline data will be pulled monthly and reported to staff. Mr. Graydon will keep copies of data and sign-in sheets	6/9/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A2	Implementation of school-wide behavior expectations	Thompson, Alonzo	8/18/2015	Staff will implement school-wide behavior expectations-observed through walkthroughs and observations.	6/9/2016 daily
G1.B2.S2.A2	Coaching/mentoring cycle geared toward classroom management, student engagement, and implementation of school-wide policies and procedures.	Thompson, Alonzo	8/24/2015	Administrative staff and instructional coaches will model classroom management techniques and instructional strategies that increase student engagement and decrease off-task behavior. As administrators complete walkthroughs and observations, they should observe implementation of modeled strategies as part of the modeling and coaching cycle. Additional modeling and coaching will be given, as needed.	6/9/2016 weekly
G3.B4.S1.A2	Provide time with Title I funds to teacher leaders to plan and develop training on new standards for their colleagues.	Bruno, Tye	8/24/2015	Professional development plans and observation of training provided to other teachers will provide evidence of completion.	6/9/2016 quarterly
G1.MA1	Feedback forms will be kept and combined with discipline referrals for out of classroom issues with students for each teacher receiving extra support.	Thompson, Alonzo	9/11/2015	At the conclusion of the year. the discipline referral data for out of classroom behavior infractions written by each teacher that received extra support will be analyzed to determine if the extra mentor opportunities were effective in decreasing the amount of discipline issues. .	6/9/2016 semiannually
G1.B1.S1.MA1	Discipline referrals and records will routinely be reviewed.	Graydon, Bryan	8/17/2015	The number of referrals being written both school wide and by individual teacher along with the reasons for the referrals will be routinely reviewed and evaluated.	6/9/2016 weekly
G1.B1.S1.MA4	Input will be gathered from teachers to provide data for measuring the effectiveness of implementation.	Graydon, Bryan	8/24/2015	Observations from classroom walkthroughs and input gathered from teacher conversations will be used to monitor for effectiveness.	6/9/2016 quarterly
G1.B1.S1.MA1	A record of the policies and procedures developed will serve a documentation of implementation.	Graydon, Bryan	8/17/2015	Teacher input, observation, and student discipline records will provide evidence as to the effectiveness of implementation.	6/9/2016 monthly
G1.B1.S1.MA3	A record of meetings held and topic of discussion will be kept to document implementation of action step.	Graydon, Bryan	6/9/2016	Teacher input will be recorded to provide evidence of implementation with fidelity.	6/9/2016 quarterly
G1.B2.S1.MA1	Follow up meetings with the teaching staff will be held to determine any changes that might need to be made to the Behavior Tracking Form to improve the effectiveness of the process.	Thompson, Alonzo	8/24/2015	Teachers will complete a feedback form regarding the Behavior Tracking Form and bring it to the meeting to discuss their opinions and insight into improving the process of using the form.	6/9/2016 quarterly
G1.B2.S1.MA1	Teachers will consistently utilize the Behavior Tracking Form to exhibit the expectation of monitoring the school wide expectation of students' behavior.	Thompson, Alonzo	8/24/2015	Behavior tracking forms will be completed by each teacher documenting their fidelity to the school wide behavior expectations. These forms will be kept in an electronic file on the Dean of Disciplines' computer.	8/24/2015 weekly
G1.B1.S2.MA1	Administration will monitor daily and support staff as needed based on the behavior tracking form. Students will be retaught behaviors and expectations to help implement the behavior tracking forms. To determine the effectiveness the administration will review current behavior data with previous behavior data to analyze the differences	Thompson, Alonzo	8/24/2015	The behavior tracking forms will be collected electronically. The behavior tracking forms will be used to collect data on classroom disruptions and tardies. By analyzing the data from the behavior tracking forms will help administration know if certain problems are school-wide, small groups, or individual.	6/9/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1	Administration will monitor daily and support staff as needed based on the behavior tracking form. Students will be retaught behaviors and expectations to help implement the behavior tracking forms.	Thompson, Alonzo	8/24/2015	The behavior tracking forms will be collected electronically. The behavior tracking forms will be used to collect data on classroom disruptions and tardies. By analyzing the data from the behavior tracking forms will help administration know if certain problems are school-wide, small groups, or individual.	6/9/2016 daily
G1.B2.S2.MA1	Classroom and "out of classroom" visits will be conducted to analyze improvement in the area of school wide expectation implementation for the teachers receiving extra support in this area.	Thompson, Alonzo	11/2/2015	Feedback forms will be given to the teachers at the end of each visit and a copy will be kept on file to utilize in data analysis.	6/9/2016 biweekly
G1.B2.S2.MA1	Teacher mentors will provide feedback in written form to the Assistant Principal regarding their informal meetings with the teacher they are mentoring in the area of implementing school wide behavior expectations.	Thompson, Alonzo	10/29/2015	Written feedback will be provided to the trainers to be utilized in analyzing the behavior referrals written by the teachers in the informal mentoring program.	6/9/2016 quarterly
G2.MA1	Reports on student attendance, referral rates, suspension rates, and alternative education placement rates will be used to monitor the progress in meeting this goal.	Thompson, Alonzo	8/24/2015	Referral reports, and attendance reports will be produced to monitor the progress being made toward this goal.	6/9/2016 quarterly
G2.B1.S1.MA1	Survey to parents soliciting input and feedback.	Clark, Denay	1/20/2016	Dated flyers and responses to parent surveys.	6/9/2016 semiannually
G2.B1.S1.MA1	Create relevant informational flyers for attachment to progress reports.	Clark, Denay	9/23/2015	Dated copies of each flyer.	6/9/2016 monthly
G2.B2.S1.MA1	Effectiveness will be measured by the number of incorrect phone numbers reported to us from the automated phone system.	Thompson, Alonzo	9/7/2015	Count of how many forms are returned and updated compared to the list of incorrect phone numbers from the previous month.	6/9/2016 monthly
G2.B2.S1.MA4	Notices will be kept at the front counter and in guidance to remind visiting parents to update any changes to their contact information.	Thompson, Alonzo	9/7/2015	The regularity with which contact information is updated will serve as evidence of the effectiveness of this action step.	6/9/2016 weekly
G2.B2.S1.MA1	There will be a plan in place to monitor and collect updated forms from students.	Thompson, Alonzo	8/24/2015	Checklist to show teachers have turned in their corrected forms that were returned. Reports from GENESIS to show updated changes.	9/11/2015 one-time
G2.B2.S1.MA3	Forms will be kept on hand for parents to check and update at any time that they visit the school.	Thompson, Alonzo	9/7/2015	Updated contact information will serve as evidence for fidelity of implementation.	6/9/2016 weekly
G2.B1.S2.MA1	Administration will work with network manager to implement and evaluation the training programs for impact on parent involvement.	Gainous, Titus	1/11/2016	Tech coach and Tech Team input during meetings. Parent feedback from surveys.	4/29/2016 semiannually
G2.B1.S2.MA1	Administration will work with network manager to establish, confirm, and publicize dates for parent training opportunities.	Gainous, Titus	1/11/2016	Sign in sheets and parent feedback forms. Tech coach and Tech Team input during meetings.	4/29/2016 semiannually
G3.MA1	Lesson plans, observation data, and teacher feedback will be used to monitor progress toward meeting the goal.	Bruno, Tye	8/24/2015	Lesson plans submitted on a weekly basis. Data collected from weekly classroom observations will provide evidence of progress.	6/9/2016 weekly
G3.MA2	Classroom observations	Bruno, Tye	8/24/2015	Lesson plans will be routinely checked by administration and instructional coaches as teachers submit them via their lesson plan dropbox. Administration and instructional	6/9/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				coaches will check for implementation with fidelity during classroom visits/ observations for alignment with standards and instructional activities.	
G3.MA3	Information will be collected during collaborative planning meetings and PLC time to gauge progress being made in the implementation of the Florida Standards.	Bruno, Tye	8/24/2015	Input from teachers during collaborative planning meetings.	6/9/2016 weekly
G3.B2.S1.MA1	Planning period meetings for the purpose of collaborative planning will be scheduled at least once a week and monitored for effective use of time.	Bruno, Tye	8/17/2015	Lesson plan, teacher feedback, and classroom observations will provide documentation for effectiveness.	6/9/2016 weekly
G3.B2.S1.MA1	Administration and guidance will work together to develop a master schedule that ensures appropriate class size along with common planning periods for teachers of core academic subject areas.	Bruno, Tye	7/29/2015	The school master schedule will be used to monitor implementation.	8/21/2015 one-time
G3.B4.S1.MA1	Lesson plans will be regularly reviewed with feedback provided to teachers.	Bruno, Tye	8/24/2015	Lesson plan documentation will be collected to monitor for effectiveness.	6/9/2016 weekly
G3.B4.S1.MA5	Classroom observations	Bruno, Tye	8/24/2015	Lesson observation will be completed documenting implementation of standards being taught, the alignment of instruction with lesson plans and standards, the use of higher order thinking activities, the implementation of authentic literacy, and the creation of an environment conducive to learning.	6/9/2016 weekly
G3.B4.S1.MA6	Peer input and department collaboration	Bruno, Tye	8/24/2015	Notes will be kept recording teacher input and feedback.	6/9/2016 weekly
G3.B4.S1.MA1	Curriculum alignment charts will be used to monitor and support fidelity of implementation of training	Bruno, Tye	8/24/2015	Curriculum alignment charts and teacher sign-in sheets will be collected to demonstrate implementation of training.	6/9/2016 weekly
G3.B4.S1.MA3	Administration attendance and observation of standards related professional development will be used to support and monitor the fidelity of implementation.	Bruno, Tye	8/24/2015	Curriculum alignment charts and teacher sign-in sheets will be collected to demonstrate implementation of training.	6/9/2016 weekly
G3.B4.S1.MA4	Observations of subject area collaborative planning will support the implementation of teacher leader development.	Bruno, Tye	8/24/2015	The evidence for implementation of this step will be based largely on teacher feedback and input.	6/9/2016 weekly
G3.B2.S2.MA1	Teachers will be required to bring documentation of plans, writing samples, and higher order thinking activities to the weekly planning meetings.	Bruno, Tye	8/24/2015	Lesson plans, student work samples, and teacher feedback	6/9/2016 weekly
G3.B2.S2.MA1	Each administrator will be assigned one or more subject areas with whom he/ she will be responsible for facilitating the weekly collaborative planning sessions.	Bruno, Tye	8/24/2015	Teacher feedback, student work samples, notes taken during meetings, and lesson plans	6/9/2016 weekly
G3.B4.S2.MA1	Administration will work with teacher leaders to schedule training for classroom teachers and to provide necessary resources.	Bruno, Tye	8/24/2015	Lesson plans will be collected and reviewed, sign-in sheets will be collected, and data will be collected through classroom observations.	6/9/2016 quarterly
G3.B4.S2.MA1	Administration will attend and participate in standards professional development.	Bruno, Tye	8/24/2015	Lesson plans and teacher sign-in sheets will provide evidence of implementation.	6/9/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B4.S2.MA3	Administration will regularly conduct walk-throughs to monitor the implementation of standards based instruction.	Bruno, Tye	8/24/2015	Lesson plans and observation forms will provide documentation of implementation.	6/9/2016 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. Improve the safe and orderly environment of the school utilizing consistent policies and procedures to create a positive school wide culture that emphasizes the importance and value of education.

G1.B1 Inconsistent use of classroom policies and procedures

G1.B1.S1 Establish a set of school wide classroom policies and procedures.

PD Opportunity 1

A meeting will be held early in the year with representative teacher leaders to establish a set of classroom policies and procedures along with a tracking form to follow in dealing with student infractions of policies and procedures.

Facilitator

Bryan Graydon

Participants

Teachers

Schedule

On 6/9/2016

G1.B2 Inconsistent enforcement of school wide policies

G1.B2.S1 Train teachers on school wide expectations that are set forth in the PBS Plan of Implementation.

PD Opportunity 1

Professional Development to train teachers about the school wide behavior expectations.

Facilitator

Alonzo Thompson

Participants

Classroom Teachers

Schedule

On 8/18/2015

G1.B2.S2 Teachers that struggle with implementing behavior expectations school wide will receive professional development.

PD Opportunity 1

The administrative team will provide extra professional development activities and colleague mentoring for the teachers that struggle with implementing school wide behavior expectations.

Facilitator

Alonzo Thompson/Bryan Graydon/Kaprilla Jennings

Participants

Teachers

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

G3. All instructional staff will collaboratively plan, design, implement and monitor effective lessons utilizing the new Florida Standards and research based instructional strategies.

G3.B4 Teachers struggle with understanding the depth of the Florida Math and English/Language Arts Standards

G3.B4.S1 Develop teacher leaders in the school who will serve as resources to their peers in the implementation of the Florida standards.

PD Opportunity 1

Continued PD opportunities regarding Florida Math and English/Language Arts Standards will be provided to selected teachers as needed.

Facilitator

Subject Area Contacts Administration District Resources

Participants

All teachers

Schedule

Monthly, from 8/24/2015 to 6/9/2016

G3.B4.S2 Teacher leaders will provide professional development to the instructional staff as well as work with the staff to guide collaborative planning time.

PD Opportunity 1

Effective teacher leaders will provide professional development to instructional staff based on needs from surveys, observations, and conversations.

Facilitator

Selected teacher leaders

Participants

Teachers

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	A meeting will be held early in the year with representative teacher leaders to establish a set of classroom policies and procedures along with a tracking form to follow in dealing with student infractions of policies and procedures.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0051 - Southwest Middle School	General Fund		\$1,000.00
			Notes: Resources will be purchased as needed to assist with implementing school wide policies and procedures			
2	G1.B1.S1.A2	Hold regularly scheduled meetings throughout the year to review, evaluate and if necessary, revise school-wide policies and procedures.				\$0.00
3	G1.B1.S2.A1	Administration will check the behavior tracking forms as provided by the teachers to ensure fidelity, and assist with reteaching of behaviors and expectations.				\$0.00
4	G1.B2.S1.A1	Professional Development to train teachers about the school wide behavior expectations.				\$0.00
5	G1.B2.S1.A2	Implementation of school-wide behavior expectations				\$0.00
6	G1.B2.S2.A1	The administrative team will provide extra professional development activities and colleague mentoring for the teachers that struggle with implementing school wide behavior expectations.				\$0.00
7	G1.B2.S2.A2	Coaching/mentoring cycle geared toward classroom management, student engagement, and implementation of school-wide policies and procedures.				\$0.00
8	G2.B1.S1.A1	Attach information flyer to progress reports with information about available Internet resources for monitoring student performance in school. Use the email messaging system to notify parents that this information will be coming home with students.				\$0.00
9	G2.B1.S2.A1	Offer after school hours training for parents in our computer lab regarding programs like Parent Portal, the school website, and Pinnacle Internet Viewer.				\$0.00
10	G2.B2.S1.A1	Provide continuous verification of contact information when parents visit our campus for conferences, for checking students in or out, etc.				\$0.00
11	G3.B2.S1.A1	In designing the master schedule each core subject area will be allocated a common planning period during student contact time.				\$0.00
12	G3.B2.S2.A1	Two days will be designated each week for subject area teachers to meet during their scheduled planning time for collaborative planning.				\$0.00
13	G3.B4.S1.A1	Continued PD opportunities regarding Florida Math and English/Language Arts Standards will be provided to selected teachers as needed.				\$5,000.00

Budget Data						
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0051 - Southwest Middle School	Title I Part D (N&D)		\$5,000.00
			Notes: This is to pay for substitutes to provide planning days to teachers to support additional collaborative planning and for sending teachers to district professional development opportunities.			
14	G3.B4.S1.A2	Provide time with Title I funds to teacher leaders to plan and develop training on new standards for their colleagues.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3299		0051 - Southwest Middle School	Title I Part D (N&D)		\$1,000.00
			Notes: Funds will be used to pay for substitute teachers while classroom teachers are participating in collaborative PD and planning.			
15	G3.B4.S2.A1	Effective teacher leaders will provide professional development to instructional staff based on needs from surveys, observations, and conversations.				\$0.00
					Total:	\$7,000.00