Southwestern Middle School

2016-17 Schoolwide Improvement Plan

Southwestern Middle School

605 W NEW HAMPSHIRE AVE, Deland, FL 32720

http://myvolusiaschools.org/school/southwesternmiddle/pages/default.aspx

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	70%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	C	C

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 Volusia 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 a monitoring status of "Former F" (see page 4). 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

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Southwestern Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Southwestern Middle School will grow as a collaborative data driven learning community where all instructional
staff are facilitators of student led learning.

b. Provide the school's vision statement.

Believing that all students will learn and be a successful part of society, we at Southwestern Middle School will provide rigorous and engaging educational experience in which all students will learn and become active participants in their own education. We are dedicated and committed to the education of every student and will continue to strive toward academic excellence.

2. School Environment

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

Hispanic Heritage Celebration- Students are given the opportunity to showcase their culture by sharing ethnic dishes, music and history with the school, family, and local community. Parents, community members, students through all classes and teachers visit the celebration throughout the day.

Black History Celebration- Students and teachers present historical presentations, lyrical dances and speech reciting for the local community members and parents.

STEP (Southwestern Tigers Entering Proudly)- Two weeks prior to school starting our Student/ Teacher Leaders provide educational and informational activities to orientate incoming 6th graders and parents to the school.
1. "Getting to know you" activities
2. Classroom scavenger hunt
3. Meet their future teachers
4. Receive preliminary schedules/purchase lockers and PE uniforms
5. Parents participate in an orientation

Southwestern Middle School has many clubs after school based on the requests of the students. A few are listed below:
-Model Airplane Club-students are provided the opportunity to fly at the DeLand Airport
-Robotics Club-placed in competition for the first year
-DREAM Male Mentoring Club, sponsored by C.A.T.A.Y.L.S.T. -weekly interaction with students from Bethune-Cookman University and Volusia County School Mentors.
-Battle of the Books-Students that love to read become knowledgeable experts of novels on Sunshine State Young Adult Reader Awards lists, then compete in a quiz-bowl style competition at the VCS Literacy Fair in May.

There are opportunities for Open Media for students who have no computer or internet at home to work on assignments and projects with support from teachers. This is also an opportunity for students

who are enrolled in Odyssey courses to make progress.

Administrators and teachers meet with all students to review the district Code of Conduct as well as Southwestern Middle's Student Handbook throughout the school year.

All school announcements are made at the start of the school day.

There is a specific process in place for student attendance and tardies with the school attendance office, guidance counselors, and school social worker.

PBIS (Positive Behavior Intervention Support) posters are posted throughout the campus as a reminder of the procedures.

There are various support groups before, during and after school sponsored by both school and community members. (SWAT, Saving our Sons, and House Next Door)

As a middle school we also monitor the Early Warning System for students who are in need of additional support. As a team we then confirm the right strategies and support personnel are in place for their success.

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

Before--Designated, supervised areas. Administration, teachers, and campus advisors are always visible.

During--Administration, teachers, and campus advisors are always visible. School counselors are visible and available during grade level lunches.

After--Administration, teachers, and campus advisors are always visible. Afternoon clubs available to students. Students are fully supervised after clubs have been dismissed.

Teachers participate in mentoring groups within their curriculum day.

School Counselors hold various group sessions throughout the year, based on the needs of the students.

Administrators meet with students on a case by case basis to discuss their concerns. Administrators, school counselors, and teachers also meet with students, usually during lunch, to review their grades.

c. 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.

Southwestern implemented a new PBIS (Positive Behavior Intervention Support) system for this school year. The Acronym ROARS can be found displayed throughout campus. ROARS stands for Southwestern Tigers are Respectful, Organized, Active Learners, who are Responsible and always Strive for Success. A PBIS matrix was created and the expectations for all common areas were shared with students. Grade level administrators and counselors met with each grade level in the auditorium to review school procedures and expectations. Students are also aware of our 10/10 rule (no student leaves the class during the first and last ten minutes of instructional time). The School

Leadership Team meets monthly to discuss PBIS.

Teachers are advised to have rules and procedures specific to their classes in place and posted in their rooms. All teachers reviewed these during the first 15 days of school. Parent contact is encouraged when a teacher has concerns about a student and are to seek assistance from their peers and administrators as needed.

d. 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.

School Counselors are available daily. They also provide support groups and one-on-one sessions with students, as needed. They conduct ongoing progress monitoring for students throughout the year.

There is continued support through the Catalyst Program. Students are connected with mentors from the community. Mentors meet with the students during their lunches several times a month.

Educational counseling for ESE students is readily available on an as needed basis with the students' case manager(s). The Behavior Specialist is available to meet with the students, shadow them, and consult with teachers to meet the needs of the students. The school's Program Specialist is contacted when additional services are needed for both students and teachers.

3. 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).

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

Attendance--Pam Beckles, school social worker, is immediately involved. The social worker partners with the Mrs. Baldwin-Moore and Mr. Sean Richter, school counselors, to develop an action plan. Parents will be invited to a PST meetings with the school counselors to collaborate in creating a success plan.

Students who are suspended, in or out of school, meet with administrators frequently to discuss overall behavior and academic grades. Parents are contacted and are invited to visit the school and observe their student. In addition parent teacher conferences are held to develop behavior plans for students with frequent referrals/suspensions.

Students failing core courses are offered assistance through Open Media and remediation with classroom teachers before school, during lunch, and after school. Additionally, students are also pulled out during their elective or physical education classes to remediate all failing grades.

Level 1 students are scheduled for Intensive Reading classes. Those students scoring a Level 1 in Mathematics are given extra support through tutoring offered at Southwestern. ESE students also receive support from the Ascend Math program.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	1	3	0	0	0	0	4
One or more suspensions	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	16	16	0	0	0	0	32
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	20	17	0	0	0	0	37

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

Monthly/updated Early Warning System reports are discussed and monitored in administrative/guidance meetings. Quarterly discipline data reports are also shared/monitored by the school during MTSS, SLT, and grade level meetings. Tier 2 and tier 3 supports/interventions and the responses to these interventions are entered into the electronic PST system. Parents will be invited to a PST meetings with the school counselors to collaborate in creating a success plan. All administrators and
school counselors will monitor PST. Summary reports within the system are available to MTSS school-based
leadership (i.e. administrators, PST Chairs-School Counselors, and school psychologist).Additionally, students will be taught how to access the automatic grade progress monitoring tool in the pinnacle online gradebook system as well as encouraged to attend tutoring as needed. Tutoring is offered two days per week.

B. Family and Community Engagement
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).

1. 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).

a. Will the school use its PIP to satisfy this question?
Yes

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

2. Description

N/A

2. 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 school builds and sustains partnerships with the local community by a mutual agreement of support. The school includes and recognizes their Community/ Business Partners, Volunteers, and Mentors at all school events. All parties involved are shared on our school website as well as through banners displayed at the school's parent pick-up area. Our Community/Business Partnership Program receives community support from businesses to maximize services and opportunities that support school and student achievement. Numerous local businesses provide valuable financial resources to positively impact school staff and children. Southwestern's Parent Teacher Student Organization (PTSO) contribute extensively to the school's needs. Special family events are planned and coordinated. PTSO members volunteer to assist with student achievement strategies.

C. 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).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Copeland, Jacquese	Principal
Richter, Sean	School Counselor
Swift, Tai	Teacher, K-12
Rosekelly, Mark	Teacher, K-12
Pait, Kellie	Instructional Media
Richter, Karen	Teacher, K-12
Robinson, Cameron	Assistant Principal
Brown, Sharon	Teacher, ESE
Small, Nicole	Teacher, K-12
Smith, Holly	Assistant Principal
Dempsey, Amy	Teacher, Career/Technical
Henderson, Heather	Instructional Coach
Smith, Bethany	Instructional Coach
King, Nicholas	Teacher, K-12
Callaway, Estelle	Assistant Principal
Bechard, Laura	Teacher, K-12
Baldwin-Moore, Michelle	Teacher, K-12

b. Duties

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

The SLT (School based Leadership Team) identifies school based resources (both material and personnel) to determine the continuum of academic and behavioral supports available to students at the school. Academic and behavioral data are considered in order to determine priorities and functions of existing teams (i.e. Problem Solving Team, Behavioral Leadership Team, and Professional Learning Communities). The Problem Solving process (i.e. Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way

of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and a plan is in place to monitor progress.Teams are actively involved in the development of intervention strategies and ongoing follow up.

Jacquese Slocum, Principal - Communicates the vision for student achievement and guides the team's work.

Cameron Robinson, Principal Intern - Monitors teacher and student data, assisting teachers with instructional support to ensure implementation of intervention and documentation to help our students meet the School Improvement Goal. Monitor and conference with students who are identified on the Early Warning System who are in need academic or behavioral support on a weekly basis.

Holly Smith, Assistant Principal - Monitors teacher and student data, assisting teachers with instructional support to ensure implementation of intervention and documentation to help our students meet the School Improvement Goal. Monitor and conference with students who are identified on the Early Warning System who are in need academic or behavioral support on a weekly basis.

Estelle Callaway, ESE Assistant Principal - Monitors teacher and student data, assisting teachers with instructional support to ensure implementation of intervention and documentation to help our students meet School Improvement Goal. Monitor and conference with SWD (Students with Disabilities) students who are identified on the Early Warning System who are in need academic or behavioral support on a weekly basis.

Heather Henderson, Reading Coach – Monitors teacher and student reading data, assisting all teachers with differentiating instruction and developing interventions to help our students meet the School Improvement Goals.

Sean Richter and Michelle Baldwin-Moore, School Counselors/PST Chairpersons: shares data, data analysis, assist teachers with Social Emotional needs, ensures implementation of intervention support, and documentation to help our students meet the School Improvement Goal. Assists with parent/teacher conferences, address attendance and behavior concerns in addition to facilitating the problem solving team meetings. They also mentor students as needed.

Bethany Smith, Instructional Coach - monitors data, assist teachers with differentiating instruction and developing interventions to help our students meet School Improvement Goals; mentors students

All team members provide support for the needs of the students and teachers to ensure a safe and successful school environment.

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

The school improvement plan is data driven and focuses on areas of school-based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data driven framework that seeks to find solutions/resources matched to student needs in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. Building the SIP within the context of MTSS results in

the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on resources. Recommended interventions (supports) are tiered to the targeted problems; and a plan is implement to monitor progress. The EARLY WARNING SYSTEM is monitored, shared and discussed during Administrative, Leadership, and Professional Learning Communities (PLC) meetings throughout the school year.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
	Parent
Mari Bruno	Parent
Lisa Buscher	Parent
Cathy Cortes	Parent
Nicole Garbacik	Parent
Ilsa Santiago	Parent
Traci Tapp	Parent
Sean Richter	Teacher
Renee Loeffler	Parent
Amanda Tyler	Parent
Karen Richter	Teacher
Angela Bernal	Parent
Julie Barger	Parent
Errica Cantlay	Parent
Nicole Neira	Parent
Jacquese Slocum	Principal
Bess Sharkey	Parent
Lynn Figenscher	Parent
Sharon Brown	Teacher
Nicole Zielinski	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

As of the time of writing this plan we have not received any Florida Standards Assessment data. However, the team met to discuss the strategies and activities that were implemented in the 2015-2016 school year and the impact we felt it made on the school community as a whole.

b. Development of this school improvement plan

During the designated monthly meeting, SAC examines all aspects of the school when developing the School Improvement Plan (SIP). The team uses information from the prior year's SIP, State

Assessment test results (when available), and school specific information to formulate goals with explicit accountability measures. SAC members are aware of individual student needs and that needs are based on school data. Upon quarterly data reviews, the SAC committee will suggest potential interventions that meet the needs of the school in order to increase overall student success. We recognize student performance and needs from the data and recommend interventions for students that will take them to proficiency. Expectations for SAC include; Prioritizing the needs of the school; developing strategies for improving areas of need to improve student performance and providing input on the annual budget. SAC will: review the school budget to assure spending in accordance with the goals of the plan.

c. Preparation of the school's annual budget and plan

The team uses information from the prior year's SIP, State Assessment test results (when available), District Assessments, proposed projects, stakeholder input, and school specific information to allocate annual funds to meet Southwestern Middle School's measurable improvement goals, maintain high academic standards and improve overall student performance. Funds may be requested for projects that meet the 2016/2017 school improvement goal and is requested with a minimum of 3 days notification prior to the SAC meeting. With a quorum, SAC members determine the distribution of funds using a majority vote. Additionally, Upon quarterly data reviews, the SAC committee will suggest potential interventions that target the identified improvement goal and the needs of the school.

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

The beginning balance is $213.39. Projected used of school improvement funds will be used to develop and implement identified areas in the SIP and to provide professional development opportunities for administrators, faculty/staff and other support staff that will enable students to meet the state's proficient levels of student performance.
*Student Recognition-PAWS, Honor Roll (magnet PAWS, Star Student)
Requested by: Lorinda Smith, Sixth Grade Lead Teacher
Amount: $75.00
* Materials for Book Study
Requested by:Michelle Baldwin Moore
Amount: $75.00
Mamie Oatis, Principal
Book Study/Professional Development (Data Driven, Engaging Students, Mission Impossible)
Amount: $50.00
Any additional allocated funds may be used for the following projected activities:
*Parent Workshops – provide information on parenting, academic resources access, and continuing education activities such as Family Nights - STAR WARS Reading, Science Fair, Math and Social Studies Fair
* Implementing interventions that support lowest quartile
*Supporting the purchase of technology to enhance student achievement

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

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
DiMuro, Harriett	Teacher, K-12
Richter, Sean	School Counselor
Oyler, Rebecca	Teacher, K-12
Hays, Heather	Teacher, K-12
Roussakos, Alexandra	Teacher, K-12
Pait, Kellie	Instructional Media
Henderson, Heather	Instructional Coach
Larson, Carol	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Major initiatives of the LLT this year will be to provide reading/literacy professional development during Professional Learning Communities and monthly faculty meetings. Identify struggling readers, intervening to guide them towards proficiency and improve the fluency and skills of non-readers. Below is a list of a few of the initiatives that will be implemented in the 2016-2017 school year:
*School Wide- Plagiarism Policy to help deter plagiarism and to encourage academic honesty.
*Data Driven Instruction
*Professional Learning Communities activities related to the Common Core for all content areas.
*Integrating technology in the classroom to promote literacy.
*SMS Free Little Library
*Give a Book/Take a Book
*Participation in the VCS Annual Literacy Fair

The LLT's goal is to ensure that students are aware of the importance of literacy in all content areas. Professional Development activities will allow teachers to work in cross-curricular collaborative groups, focusing on the literacy within their content.

The school-based LLT will spearhead school-wide projects such as Family Literacy events, Read A Latte, Reading Count Book Challenge and Read Across America Day. Other activities will be implemented to infuse technology in the classroom to promote higher level literacy skills and teach the skills needed to be successful at the post-secondary level for their future academic endeavors.

-Book Fair
-Read a Latte
-Battle of the Books (school-wide reading competition)
-Book Swap (students are allowed to read and swap free books offered during lunch)

The Literacy Leadership Team will provide staff support through:
* Peer Coaching
* Weekly PLC's
* Book Study/Study Groups
*Reading Coach-coaching sessions/classroom visits
*Reading Coach-modeling lessons in classrooms
*Analyzing,reviewing, sharing and reporting FAIR and/or SRI and DIA data

D. 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).

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

Common planning, Professional Learning Communities (PLCs), Book Studies, collaboration during Early Release Wednesdays (formal and informal), are infused throughout the school year. Our academic coaches are available to assist in building positive, collaborative relationships on our campus among teachers.

Common planning: Each subject area has common planning to allow for formal PLC meetings weekly as well as allowing the teachers the opportunity to meet informally as needed. These sessions will consist of teachers sharing ideas/strategies that are working in their classes, common assessment results, professional development to include training with general education teachers with their co-teachers/ support facilitation teachers.

Use of academic coaches:
Reading Coach: Facilitating interdepartmental conversations, open door policy, small group professional development based on the needs of the teachers.
Instructional Coach: Will conduct a training on proper planning for curriculum that will include the use of student data from district and state assessments. Teachers will be encouraged to develop common assessments with the assistance of the instructional coach. Vertical teaming will also be encouraged within the teams PLC meetings as the year progresses.

Early Release Wednesdays:Teachers will be given time during early release professional development to collaborate with teachers working on identical domain components for their Deliberate Practice Plan.

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

Interested applicants are given a tour of the campus during interviews. The entire staff creates a friendly/ welcoming climate. Our Data Assistant Principal closely monitors the master schedule to ascertain that teachers who have been assigned are highly qualified. Key leaders (leadership team) and administrators mentor, coach and collaborate with new staff. Our administrative team makes every effort to ensure that every teacher is successful. Curriculum Assistant Principal assigns a mentor to new teachers/staff members. New members participate in professional learning communities that are subject area determined.
Through the combined efforts of administration, leadership team, grade level chairs and security team all school based behavior or security measures are discussed and addressed monthly. Any concerns brought to this group is addressed immediately.

By providing teachers with the opportunity to work with technology like iPads, Clickers and Mobi document cameras in classrooms, teachers have opportunities they might not have in other schools.

Due to the administrative teams collaborative practice in implementing a structured school environment, we are able to offer teachers an opportunity to teach in a safe and orderly learning environment which helps us to recruit and maintain highly qualified teachers.

Professional Learning Communities (PLC's) are scheduled weekly during common planning periods and led by administration, instructional coaches and instructional leaders. During PLC's the facilitator provides teachers opportunities to collaborate and to identify essential benchmarks. In addition, teachers are able to work together to create data driven lessons to meet the need of learners. Teachers receive the support they need in content and instruction. Administrators give regular feedback after classroom

walk-throughs and unscheduled/scheduled observations. In addition, college students from Stetson, Bethune- Cookman University and Daytona State College complete Classroom Practicums, and Internships on our campus.

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

New teachers are paired based on subject area and mentor teacher experience. Both mentor and mentee (math, physical education, language arts, science, and vocational/elective) are same subject certified. Mentors are well-selected, well-trained, and given time to work intensively with their assigned teacher. Mentor/mentee orientation training is scheduled during pre-planning week. Both complete the school checklist as a team. New teachers also meet monthly with administrators during designated time. Southwestern Middle School mentoring program supports teachers as they develop skills in team teaching, interpersonal and written communications, and behavior management.
District level PARs are assigned to first year/no experience teachers. Our reading and instructional coaches work one-on one to coach beginning teachers to improve their performance wherever their skill level. Mentors and mentees are given support and time to participate in the conferences and professional development.

Amy Dempsey, ELA Instructional Leader will provide Literacy and Instructional Strategies throughout the school year. The principal supports and provides release time and substitute coverage for mentors/ mentees to participate in large group sessions.
Kellie Sanders, Media/Technologist Specialist, schedules classroom visits to offer valuable tips and general guidelines on how to use School Media Services, Destiny and provides SAM Orientation/ Training. As well as teaches a class in Journalism/Multi Media. Throughout the school year, Mrs. Sanders visits classrooms demonstrating the use of technology and various online resources for students and teachers.

Nicole Small, our ELL Contact offers practical strategies, activities for teaching English Language Learners of all levels and ELL lessons connected to core standards.

Estelle Callaway, Assistant Principal and Sharon Brown, ESE Department Contact will share ideas and strategies co-teachers and support facilitation teachers can implement in the classroom to increase student learning and engagement. Ms. Callaway and Mrs. Brown will share the roles/responsibilites of the co-teachers and support facilitation teachers, accommodations for students, and how to establish a positive classroom climate.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

All Volusia County public middle school programs meet or exceed state requirements. At the secondary level, the district leads teacher teams to create the curriculum maps and resources for all grade levels and content areas aligned to the Florida Standards. Additionally, teacher teams create formative and summative assessments to monitor student achievement in high-incidence courses. Schools leaders and teachers are given significant professional development on the implementation

of the curriculum maps, resources, and assessments.

Professional Learning Communities (PLCs), and coaching help ensure that instruction is aligned to Florida Standards, well-paced, engaging, and rigorous.

Grade level team meetings are held to review student data.

b. Instructional Strategies

1. 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.

With teachers participating in common planning, they are given the opportunity to review the data from their formative and summative assessments and adjust their teaching accordingly. Once the students are identified as needing remediation, teachers will have targeted instruction for these students, allow them to attend tutoring sessions during lunch and after school, work with academic coaches or attend a support workshop. Teachers will work together to create targeted lessons throughout the year. Students are given numerous opportunities to remediate throughout the week. Morning and afternoon tutoring is available 4 to 5 days a week. There are also teachers available during the school day on Wednesdays to work with any student in need during non-core classes. In addition to PLC meetings, grade level meetings are held to review any student who might have either an academic or behavioral concern in any content area. This allows for all parties to have a shared responsibility to meet the needs of the student.

Data based on administrative walk-throughs, academic coaches' observations, Early Warning System and District Assessments will determine what approach is needed with the faculty to meet the needs of the students. Administrators, academic coaches and school counselors will meet weekly to discuss these topics and create a plan of action. This is also a time to share about observations of exemplary teachers and teachers in need of support. Exemplary teachers could possibly be videotaped for training or observed by other teachers. Academic coaches will work with teachers to enhance instruction.

2. 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: Extended School Day
Minutes added to school year: 5,400

* After School Enrichment Programs- Model Airplane (Science/Math), Robotics (Math/Science/ Technology), *
D.R.E.A.M. (Boys Mentoring/Tutoring Program) , MathCounts, and Airplane Club open possibilities for targeted boys and girls to increase their interest in math, science, and technology. These Enrichment activities also provides an environment where students can become engaged in STEM fields. Program sponsors (many who are school/community volunteers) help students develop better attitudes toward school and higher educational aspirations. The D.R.E.A.M. Program, sponsored by C.A.T.A.L.Y.S.T. (VSC/SMS Mentors) focuses not just on academic support, but also offers enrichment activities. It seeks to foster positive relationships between club members and mentors; promotes high levels of student engagement (Bethune Cookman University Mentors) and offers skill building activities.

Strategy Rationale

These opportunities provide students with an opportunity to expand their knowledge or engage in activities that will broaden their current academic and relationship skills.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Smith, Holly, hmsmith2@volusia.k12.fl.us

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

Student grades and discipline will be monitored to determine the effectiveness of the programs offered at the school. Students involved in these enrichment programs must maintain a specific grade point average and level of character to remain in the activities.

Strategy: After School Program

Minutes added to school year: 5,400

Tiger Time is a lunch time tutoring opportunity for students to receive tutoring in all core subject areas during their lunch time. Tutors will be identified to assist identified students in all core areas.

Strategy Rationale

The rationale is to increase student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Smith, Holly, hmsmith2@volusia.k12.fl.us

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

Student grades and District Assessments will be analyzed quarterly to determine the need and effectiveness of the program.

2. Student Transition and Readiness

a. 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).

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

Students entering middle school in the sixth grade have a few different opportunities to have a smooth transition. Southwestern Middle School representatives attend articulation meetings for the students who warrant an Individual Education Plan. Incoming sixth graders also have an orientation prior to the school year beginning. This includes "getting to know you" activities, tour of the school and parent orientation.

Students leaving the middle school who warrant an Individual Education Plan also participate in an articulation meeting. The parents and students have an opportunity meet with a high school representative to answer any questions they might have. High school representatives also hold a meeting with all outgoing eighth grade students to share the different opportunities for a successful experience. The school counselors also coordinate a high school transition night where the representatives come the middle school and the students and parents participate in a "day in the life of a high school student."

b. College and Career Readiness

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

Students are provided opportunities throughout core and elective classes to build on their foundation and broadening their understanding of work and careers. By the time they are ready to exit middle school they should have assessed their interests and connected those interests with careers. Students have limited selections as they progress through the middle school curriculum in preparation for their high school career. However, during their eighth grade year, all students participate in a Career Planning course (CHOICES) through their social studies class in order to explore career

options and aptitudes in preparation for the course selection.
In grade 8 students begin making scheduling decisions. They can even begin earning high school credit. Thus, the importance of establishing goals and building plans.

School counselors along with our feeder high school counselors work together to schedule the ninth grade scheduling process which our students complete in the Spring of their eighth grade year. Sixth and seventh grade students are introduced to different careers through class assignments, interactive activities, field trips and guest speakers. Additionally, mentors and tutors interact with students in each grade levels to spark their interest in professional and vocational occupations.

College banner displayed around campus including on administrators, teachers, staff doors. Guest speakers are frequently invited for our annual Career Fair or for classroom/school-wide presentations.

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

Southwestern Middle School offers students elective courses in Art, Exploratory Technology, and Band/Chorus. Course changes this year include a Keyboarding Elective, Jazz Band and full year Art. Many of these courses focus on career readiness.

Southwestern Middle School focuses on career and college exploration through guest speakers, college tours, and research assignments for all grade levels. Every year, students and parents participate in a course selection/curriculum fair that exposes them to next year's curriculum to inform their course selection. After the fair, students meet with a counselor to decide what classes will be taken. Although based on their abilities and State Assessment results, students are encouraged to take Advanced classes. Through our elective classes, students are exposed to a variety of professions through hands on activities, guest speakers and assignments. The elective classes work in conjunction with core subjects to supplement student understanding of potential careers that require college or technical training. Using student owned portable technology and school supplied computers, students will increase their knowledge of secondary career and college choices.

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

Strategies will include efforts embedded in the curriculum and academic advising/career planning events hosted by the school.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step 🔑 S123456 = Quick Key

Strategic Goals Summary

G1. If Southwestern Middle School implements evidence based, standards-aligned instruction at the appropriate level of rigor, then student achievement will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If Southwestern Middle School implements evidence based, standards-aligned instruction at the appropriate level of rigor, then student achievement will increase. 1a

🔍 G083516

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	56.0
Algebra I EOC Pass Rate	95.0
FSA Mathematics Achievement	70.0
FCAT 2.0 Science Proficiency	53.0
Civics EOC Pass	80.0
Geometry EOC Pass Rate	72.0

Targeted Barriers to Achieving the Goal 3

- Teacher readiness for instructional shifts

Resources Available to Help Reduce or Eliminate the Barriers 2

- PLCs and Professional Learning

- Title I Budget

- District Specialists and Coaches

- Curriculum Maps

Plan to Monitor Progress Toward G1. 8

SIP Progress Monitoring Meeting

Person Responsible
Jacquese Copeland

Schedule
On 11/30/2016

Evidence of Completion
SIP Progress Monitoring Meeting Minutes and Sign In Sheet

Plan to Monitor Progress Toward G1. 8

SIP Midyear Review

Person Responsible
Holly Smith

Schedule
On 1/31/2017

Evidence of Completion
Midyear Review in CIMS

Plan to Monitor Progress Toward G1. `8`

State Assessment Results

> **Person Responsible**
> Jacquese Copeland
>
> **Schedule**
> On 5/31/2017
>
> *Evidence of Completion*
> Stop Zero for 2017-2018 SIP

Plan to Monitor Progress Toward G1. `8`

Core Area DIA Data

> **Person Responsible**
> Jacquese Copeland
>
> **Schedule**
> Monthly, from 9/14/2016 to 5/31/2017
>
> *Evidence of Completion*
> Data Chats and Minutes

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. If Southwestern Middle School implements evidence based, standards-aligned instruction at the appropriate level of rigor, then student achievement will increase. 1

🔑 G083516

G1.B3 Teacher readiness for instructional shifts 2

🔑 B221471

G1.B3.S1 Develop knowledge and skills of the Instructional Shifts, improve implementation of core actions and effective use of the resources. 4

🔑 S233775

Strategy Rationale

Increase percent of teachers effectively implementing the instructional shifts and utilizing the resources available to implement the instructional shifts.

Action Step 1 5

Create a Needs Assessment Survey using resources from Achieve the Core to assess knowledge and skills of instructional shifts in ELA and Math in all core subjects/electives and analyze the data to develop a Professional Learning Plan.

Person Responsible

Holly Smith

Schedule

On 8/30/2016

Evidence of Completion

Completed Needs Assessment Survey during pre-planning and developed Professional Learning Plan.

Action Step 2 5

Provide professional learning on ELA and Math: Core Practice #1 and effective use of the resources available for this instructional shift in all core subjects/electives.

Person Responsible

Heather Henderson

Schedule

On 2/8/2017

Evidence of Completion

Sign in Sheet

Action Step 3 `5`

Provide Professional Learning on ELA and Math: Core Practice #2 and effective use of the resources available for this instructional shift in all core subjects/electives.

Person Responsible

Heather Henderson

Schedule

On 2/8/2017

Evidence of Completion

Sign In Sheets

Action Step 4 `5`

Provide Professional Learning on ELA and Math: Core Practice #3 and effective use of the resources available for this instructional shift in all core subjects/electives.

Person Responsible

Heather Henderson

Schedule

On 2/8/2017

Evidence of Completion

Sign in sheets

Action Step 5 `5`

Implement the knowledge and skills learned during each Professional Learning Session.

Person Responsible

Heather Henderson

Schedule

On 2/8/2017

Evidence of Completion

PLC agendas

Action Step 6 5

Monitor and provide feedback and coaching as needed for each Professional Learning.

Person Responsible

Jacquese Copeland

Schedule

On 2/28/2017

Evidence of Completion

Walkthroughs and Coaching Session logs

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Track completion of survey report to determine survey completion.

Person Responsible

Holly Smith

Schedule

On 8/31/2016

Evidence of Completion

Survey Report

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Touch base with professional learning facilitators to determine status of the professional learning plans.

Person Responsible

Holly Smith

Schedule

On 8/31/2016

Evidence of Completion

Outlook Calendar and meeting invite

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Teachers keep data notebooks to set goals and track progress.

Person Responsible

Heather Henderson

Schedule

On 5/31/2017

Evidence of Completion

Data notebooks

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Coaches provide follow up support to ensure implementation of Instructional Shifts.

Person Responsible

Heather Henderson

Schedule

On 5/31/2017

Evidence of Completion

Coaching Plan and Notes

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administrators Conduct Walkthroughs

Person Responsible

Jacquese Copeland

Schedule

On 5/31/2017

Evidence of Completion

Data Walk Collection Tools and Data Grids

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Discuss the effectiveness of implementation and analyze collected data at monthly SLT meetings.

Person Responsible

Jacquese Copeland

Schedule

On 5/31/2017

Evidence of Completion

Monthly Data Walks, Observational Notes, SLT Minutes

G1.B3.S2 Develop highly effective PLCs to improve knowledge and implementation of the Instructional Shifts and resources available. 4

🔍 S233776

Strategy Rationale

Data Analysis and planning of instruction to meet the needs of all students.

Action Step 1 5

Provide professional learning on PLC Teams in Action.

Person Responsible

Jacquese Copeland

Schedule

On 8/23/2016

Evidence of Completion

PLC agendas

Action Step 2 5

Observe PLC Teams in action and provide immediate feedback using the PLC rubric. PLC MIni Teach Topics will be determined thoughout this process based on data and presented at scheduled PLC meetings.

Person Responsible

Jacquese Copeland

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

PLC agendas

Action Step 3 5

Provide opportunities for Highly Effective PLC Team(s) to model for faculty (Fish Bowl Activities)

Person Responsible

Jacquese Copeland

Schedule

On 5/31/2017

Evidence of Completion

Agendas and SIgn In Sheets

Action Step 4 5

Provide opportunities for Data Days

Person Responsible

Heather Henderson

Schedule

Quarterly, from 10/21/2016 to 5/26/2017

Evidence of Completion

Sign In sheets; Agendas

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Pre and Post Self-assessment using District PLC Rubric

Person Responsible

Jacquese Copeland

Schedule

On 5/31/2017

Evidence of Completion

District PLC Rubric

Plan to Monitor Fidelity of Implementation of G1.B3.S2 `6`

PLC Teams will discuss effectiveness of PLC Meetings

Person Responsible

Jacquese Copeland

Schedule

Monthly, from 9/28/2016 to 5/31/2017

Evidence of Completion

PLC Minutes

Plan to Monitor Fidelity of Implementation of G1.B3.S2 `6`

Determine status towards completion during monthly SLT meetings

Person Responsible

Jacquese Copeland

Schedule

Monthly, from 9/28/2016 to 5/31/2017

Evidence of Completion

SLT Meeting Minutes

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 `7`

Discuss the effectiveness of PLCs and analyze collected data using the PLC Rubric.

Person Responsible

Jacquese Copeland

Schedule

Monthly, from 9/28/2016 to 5/31/2017

Evidence of Completion

PLC Rubric Data, SLT MInutes, PLC Minutes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B3.S2.A1 A299910	Provide professional learning on PLC Teams in Action.	Copeland, Jacquese	8/23/2016	PLC agendas	8/23/2016 one-time
G1.B3.S1.A1 A299904	Create a Needs Assessment Survey using resources from Achieve the Core to assess knowledge and...	Smith, Holly	8/15/2016	Completed Needs Assessment Survey during pre-planning and developed Professional Learning Plan.	8/30/2016 one-time
G1.B3.S1.MA1 M304355	Track completion of survey report to determine survey completion.	Smith, Holly	8/15/2016	Survey Report	8/31/2016 one-time
G1.B3.S1.MA2 M304356	Touch base with professional learning facilitators to determine status of the professional learning...	Smith, Holly	8/15/2016	Outlook Calendar and meeting invite	8/31/2016 one-time
G1.MA1 M304364	SIP Progress Monitoring Meeting	Copeland, Jacquese	10/1/2016	SIP Progress Monitoring Meeting Minutes and Sign In Sheet	11/30/2016 one-time
G1.MA2 M304365	SIP Midyear Review	Smith, Holly	12/1/2016	Midyear Review in CIMS	1/31/2017 one-time
G1.B3.S1.A2 A299905	Provide professional learning on ELA and Math: Core Practice #1 and effective use of the resources...	Henderson, Heather	8/31/2016	Sign in Sheet	2/8/2017 one-time
G1.B3.S1.A3 A299906	Provide Professional Learning on ELA and Math: Core Practice #2 and effective use of the resources...	Henderson, Heather	8/31/2016	Sign In Sheets	2/8/2017 one-time
G1.B3.S1.A4 A299907	Provide Professional Learning on ELA and Math: Core Practice #3 and effective use of the resources...	Henderson, Heather	8/31/2016	Sign in sheets	2/8/2017 one-time
G1.B3.S1.A5 A299908	Implement the knowledge and skills learned during each Professional Learning Session.	Henderson, Heather	8/31/2016	PLC agendas	2/8/2017 one-time
G1.B3.S1.A6 A299909	Monitor and provide feedback and coaching as needed for each Professional Learning.	Copeland, Jacquese	8/31/2016	Walkthroughs and Coaching Session logs	2/28/2017 one-time
G1.B3.S2.A4 A299913	Provide opportunities for Data Days	Henderson, Heather	10/21/2016	Sign In sheets; Agendas	5/26/2017 quarterly
G1.MA3 M304366	State Assessment Results	Copeland, Jacquese	5/1/2017	Stop Zero for 2017-2018 SIP	5/31/2017 one-time
G1.MA4 M304367	Core Area DIA Data	Copeland, Jacquese	9/14/2016	Data Chats and Minutes	5/31/2017 monthly
G1.B3.S1.MA1 M304354	Discuss the effectiveness of implementation and analyze collected data at monthly SLT meetings.	Copeland, Jacquese	8/31/2016	Monthly Data Walks, Observational Notes, SLT Minutes	5/31/2017 one-time
G1.B3.S1.MA3 M304357	Teachers keep data notebooks to set goals and track progress.	Henderson, Heather	8/31/2016	Data notebooks	5/31/2017 one-time
G1.B3.S1.MA4 M304358	Coaches provide follow up support to ensure implementation of Instructional Shifts.	Henderson, Heather	8/31/2016	Coaching Plan and Notes	5/31/2017 one-time
G1.B3.S1.MA5 M304359	Administrators Conduct Walkthroughs	Copeland, Jacquese	8/31/2016	Data Walk Collection Tools and Data Grids	5/31/2017 one-time
G1.B3.S2.MA1 M304360	Discuss the effectiveness of PLCs and analyze collected data using the PLC Rubric.	Copeland, Jacquese	9/28/2016	PLC Rubric Data, SLT MInutes, PLC Minutes	5/31/2017 monthly
G1.B3.S2.MA1 M304361	Pre and Post Self-assessment using District PLC Rubric	Copeland, Jacquese	9/28/2016	District PLC Rubric	5/31/2017 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S2.MA2 🔍 M304362	PLC Teams will discuss effectiveness of PLC Meetings	Copeland, Jacquese	9/28/2016	PLC Minutes	5/31/2017 monthly
G1.B3.S2.MA3 🔍 M304363	Determine status towards completion during monthly SLT meetings	Copeland, Jacquese	9/28/2016	SLT Meeting Minutes	5/31/2017 monthly
G1.B3.S2.A2 🔍 A299911	Observe PLC Teams in action and provide immediate feedback using the PLC rubric. PLC MIni Teach...	Copeland, Jacquese	9/1/2016	PLC agendas	5/31/2017 monthly
G1.B3.S2.A3 🔍 A299912	Provide opportunities for Highly Effective PLC Team(s) to model for faculty (Fish Bowl Activities)	Copeland, Jacquese	10/12/2016	Agendas and SIgn In Sheets	5/31/2017 one-time

V. Professional Development Opportunities

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

G1. If Southwestern Middle School implements evidence based, standards-aligned instruction at the appropriate level of rigor, then student achievement will increase.

G1.B3 Teacher readiness for instructional shifts

G1.B3.S1 Develop knowledge and skills of the Instructional Shifts, improve implementation of core actions and effective use of the resources.

PD Opportunity 1

Provide professional learning on ELA and Math: Core Practice #1 and effective use of the resources available for this instructional shift in all core subjects/electives.

Facilitator

Bethany Smith and Amy Dempsey

Participants

All Teachers

Schedule

On 2/8/2017

PD Opportunity 2

Provide Professional Learning on ELA and Math: Core Practice #3 and effective use of the resources available for this instructional shift in all core subjects/electives.

Facilitator

Bethany Smith and Heather Henderson

Participants

All teachers

Schedule

On 2/8/2017

G1.B3.S2 Develop highly effective PLCs to improve knowledge and implementation of the Instructional Shifts and resources available.

PD Opportunity 1

Provide professional learning on PLC Teams in Action.

Facilitator

Jacquese Slocum, Cameron Robinson, Estelle Callaway, Holly Smith

Participants

All teachers

Schedule

On 8/23/2016

PD Opportunity 2

Provide opportunities for Highly Effective PLC Team(s) to model for faculty (Fish Bowl Activities)

Facilitator

Heather Henderson and Bethany Smith

Participants

All Teachers

Schedule

On 5/31/2017

PD Opportunity 3

Provide opportunities for Data Days

Facilitator

Heather Henderson

Participants

All Teachers

Schedule

Quarterly, from 10/21/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	Create a Needs Assessment Survey using resources from Achieve the Core to assess knowledge and skills of instructional shifts in ELA and Math in all core subjects/electives and analyze the data to develop a Professional Learning Plan.	$0.00
2	G1.B3.S1.A2	Provide professional learning on ELA and Math: Core Practice #1 and effective use of the resources available for this instructional shift in all core subjects/electives.	$0.00
3	G1.B3.S1.A3	Provide Professional Learning on ELA and Math: Core Practice #2 and effective use of the resources available for this instructional shift in all core subjects/electives.	$0.00
4	G1.B3.S1.A4	Provide Professional Learning on ELA and Math: Core Practice #3 and effective use of the resources available for this instructional shift in all core subjects/electives.	$0.00
5	G1.B3.S1.A5	Implement the knowledge and skills learned during each Professional Learning Session.	$0.00
6	G1.B3.S1.A6	Monitor and provide feedback and coaching as needed for each Professional Learning.	$0.00
7	G1.B3.S2.A1	Provide professional learning on PLC Teams in Action.	$0.00
8	G1.B3.S2.A2	Observe PLC Teams in action and provide immediate feedback using the PLC rubric. PLC MIni Teach Topics will be determined thoughout this process based on data and presented at scheduled PLC meetings.	$0.00
9	G1.B3.S2.A3	Provide opportunities for Highly Effective PLC Team(s) to model for faculty (Fish Bowl Activities)	$0.00
10	G1.B3.S2.A4	Provide opportunities for Data Days	$48,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		140-Substitute Teachers	6343 - Southwestern Middle School	Title I, Part A		$48,000.00
			Notes: Notes			
					Total:	$48,000.00