

Orange County Public Schools

Southwest Middle



2016-17 Schoolwide Improvement Plan

Southwest Middle

6450 DR PHILLIPS BLVD, Orlando, FL 32819

<https://southwestms.ocps.net/>

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	No	54%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or 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>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 Southwest Middle

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.

Southwest Middle School's mission statement is to lead our students to success with the support and involvement of families and the community.

b. Provide the school's vision statement.

The vision statement of Southwest Middle School is to be the top producer of successful students in the nation.

2. School Environment

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

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

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

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

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.

Our school has implemented the Sea Lion Pride Positive Behavior Support System. We use the Code of Student Conduct, as well as a school-wide system that addresses the expected behaviors of students. Our expectations are distributed in several ways: printed and digital information on each teacher's Edmodo and Google Classroom pages, information on the school website, and oral

presentations delivered in every classroom on campus. Sea Lion Pride expectations are posted in each classroom and in the school hallways. School personnel are trained on the school-wide behavioral system during pre-planning and email reminders and discipline tips are sent to staff monthly. When disciplinary incidents occur, there is an established protocol that includes student, family, staff and administrative involvement to help the student get back on track to succeed. We utilize Positive Alternative to School Suspension (PASS) on a period by period basis to minimize students missing instructional time. The Multi-Tiered Support System is implemented for students with repeated discipline issues. During the summers of 2015 and 2016, guidance counselors, deans, and administrators received formal training on Restorative Justice, with updates provided as appropriate. The Restorative Justice system was implemented for the 2015-2016 school year, and we will continue to build capacity with its success in 2016-2017, as the number of trained facilitators on our campus continues to grow.

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.

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

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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.

- Our attendance clerk monitors our Student Management System (SMS) for students who have had five or more absences and/or tardies. Five and Ten Day letters are mailed home and the OCPS attendance policy procedures are followed. When students are identified, our attendance clerk works with the school administrators and social worker.
- Our grade level deans monitor regular education students who have one or more in-school and/or out of school suspensions. Our Staffing Specialist monitors each Exceptional Student Education student with an In School and/or Out of School suspension.
- Teachers, counselors, and administrators monitor failing grades in English Language Arts and/or Mathematics on a frequent basis by looking at students with Ds and Fs. Teachers meet monthly with administrators to discuss action plans for students with Ds and Fs.
- Teachers, counselors and administrators have identified and monitor students with a Level 1 score on statewide assessments in English Language Arts and/or Mathematics.
- The Early Warning System (EWS) Data Reports are used to aid administrators in tracking our students with indicators.

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	25	32	47	0	0	0	0	104
One or more suspensions	0	0	0	0	0	0	15	15	24	0	0	0	0	54
Course failure in ELA or Math	0	0	0	0	0	0	26	13	7	0	0	0	0	46
Level 1 on statewide assessment	0	0	0	0	0	0	139	121	105	0	0	0	0	365

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	43	30	36	0	0	0	0	109

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

-For attendance issues-once a student has five absences and/or tardies the parent is notified of the attendance policy of Orange County Public Schools and is warned of possible truancy proceedings by the attendance clerk and/or school social worker. Parents failing to comply are subject to the truancy process involving the school social worker and school personnel.

-For suspensions-repeat offenders are put through the Multi-Tiered Support System (MTSS) process and monitored weekly. Behavior plans are put in place and monitored by teachers, grade level deans and administration. The goal of the plans is to improve behavior in the classroom so students can focus on learning. We strive to keep students in school as much as possible by using Positive Alternative to School Suspension (PASS) and administrative detentions during non-instructional times.

-Course failure-teachers plan interventions individually and in their Professional Learning Communities (PLCs) for struggling students. Academic coaches help teachers with this plan and the monitoring of student progress. Counselors meet individually with failing students about their grades and topics related to their grades. Also, we have an Extra Help Center with tutors who assist students struggling with English Language Arts and Mathematics. This is available before and during school.

-All students who received a Level 1 in English Language Arts (ELA) and/or Mathematics are placed in a double block intensive ELA and/or Mathematics course for the year where there is a heavy emphasis on progress monitoring.

B. Family and Community Engagement

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

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

No

1. PIP Link

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

2. Description

-The school communicates the vision and mission with families and the community through the principal's weekly phone message, school website, annual open house and curriculum night, quarterly newsletter, and the school marquee.

-Teachers communicate student progress with families through ProgressBook, emails, phone calls, newsletters, Edmodo, and parent teacher conferences.

-Our families and community members are always invited to attend our after and during school events sponsored by the Parent Teacher Student Association, National Junior Honor Society, Student Council, Fine and Performing Arts Department, district academic competitions, and sports.

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.

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

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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
Yockel, Raymond	Principal
Shave, Michelle	Other
Newbold, Elizabeth	Instructional Coach
Daher, Maria	Other
Singletary, Peter	School Counselor
Mills, Tara	School Counselor
Mcknight, Marcus	Other
Thibeau, Mary	Instructional Coach
Holt, Andrea	Assistant Principal
Concepcion, Sarah	Assistant Principal
Sapp, Daniel	Dean
Ellington, Jeffery	Dean
Hernandez, Tiffany	Instructional Media
Crossen-wambles, Rebecca	Teacher, ESE
Gash, Kelly-Ann	School Counselor
Lyman, Charles	Dean

b. Duties

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

Yockel, Raymond: Principal
 Holt, Andrea: Assistant Principal
 Concepcion, Sarah: Assistant Principal
 Leonard, Michelle: Curriculum Resource Teacher
 Newbold, Elizabeth M.: Reading/Literacy Coach
 Thibeau, Mary D.: Math Coach/Teacher
 Daher, Maria E.: ESOL Compliance / Resource Teacher
 Crossen-Wambles, Rebecca: Staffing Specialist
 Hernandez, Tiffany: Digital Media Specialist
 Singletary, Peter: Guidance Counselor
 Mills, Tara: Guidance Counselor
 Gash, Kelly-Ann: Guidance Counselor
 Sapp, Daniel: Dean
 Ellington, Jeffery: Dean
 Lyman, Charles: Dean
 Hernandez, Tiffany: Digital Media Resource/Teacher
 Mcknight, Marcus: Technology

All members will help manifest a professional code of ethics and values, analyze data to identify areas of improvement, review data and align staff development with district wide initiatives and differentiated accountability requirements, increase technology knowledge and skill sets to enhance digital instruction and professional development, oversee progress monitoring to increase student achievement and work with Professional Learning Communities (PLCs) to assist in making data driven decisions about curriculum, instruction, interventions, and accommodations. All members will

also facilitate and monitor the implementation of the Multi-Tiered Support System,

The leadership team examines the data from the previous school year and determines appropriate goals for the school improvement plan. The principal and each assistant principal support specific curricular areas and work with department chairpersons, Professional Learning Community (PLC) teams and their leaders, deans, and instructional coaches to develop a comprehensive and appropriate plan of action to support students and to ensure standards-based rigorous instruction to all students.

The principal and assistant principals monitor meetings and the productivity of Professional Learning Communities. During PLC meetings, teams are expected to conduct common planning based on the MTPs and common formative assessment analyses. In addition, they are to identify and implement evidence-based instructional strategies facilitated through our digital platform. The principal and assistant principals, along with the instructional leadership team assist with the following: 1) conduct needs assessments to provide teachers with the necessary tools and resources to create and provide appropriate rigorous instruction, including the integration of digital platforms, 2) oversee and assist in the design, development, and implementation for progress monitoring, data collection, and data analysis, and 3) design and provide professional development, in order to provide differentiated support for all instructional personnel. Lastly, the principal and assistant principals also provide prescriptive, actionable and meaningful feedback to teachers through conducting classroom coaching, informal, and formal observations, and providing teachers with the specific and actionable feedback to improve instructional practices, to ultimately lead to improvements in student achievement.

Members of the team also work in conjunction with the school advisory council to monitor the progress of the School Improvement Plan. The deans work closely with teachers in helping to enhance their management skills so that students can meet optimal success in their classrooms. The instructional coaches support and mentor the teachers in their respective departments and/or areas by providing scaffolded model teaching, professional development and differentiated one-on-one, in-classroom support to ensure effective, standards-based instructional support for the integration of digital components into instruction. They also assist with analysis of common formative assessments and differentiation of instruction based on data analyses, facilitating data progress monitoring meetings with PLC teams, and celebrating teacher success.

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 principal will ensure needed support is provided through differentiated professional development activities designed to enhance teacher capacity through continual coaching. There will be an intense school-wide focus on a common vision of improving student academic achievement through the use of data from several district data bases, including Educational Database Warehouse (EDW), Performance Matters, Unify, and Instructional Management System's (IMS's) Mini Measurements of Learning (MMLs). The Instructional Leadership Team (ILT) will support teachers by attending and participating in the Professional Learning Community (PLC) data disaggregation process, and monitoring instructional decisions resulting from the data analyses. During these PLCs, team members will collaboratively share effective practices, assess mastery of standards by students, assess effectiveness of rigorous standards-based instruction, and collaboration as to the problem-solving needed to ensure support of appropriate interventions for students not adequately progressing. Guidance counselors will consult with parents, students, and teachers to develop appropriate academic plans for the student, and will monitor progress in all classes, scheduling

conferences with parents and teachers as needed. The staffing specialist and ESE behavioral specialist will ensure that Individual Education Plans (IEPs) and 504 plans are in compliance with State and district mandates, and that all accommodations are implemented and followed with fidelity by all teachers and staff. All team members will consult with the Multi-Tiered Support System (MTSS) Leadership Team concerning students in need of Tier 2 or Tier 3 interventions. The MTSS team meets with the principal to coordinate how funding and programs are allotted. These resources are maintained by the MTSS team. We use the Florida Continuous Improvement Model to problem-solve and determine how to use resources for the highest impact.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Anne Joffee	Parent
Robin O'Donnell	Parent
Katie Starkey	Parent
Marisa Kaufman	Teacher
Peter singletary	Teacher
Raymond (Chuck) Yockel	Principal
Amanda Anderson	Parent
Gabriel Ballentine	Parent
Derek Hovan	Parent
William Lemieux	Student
Melissa Terry	Parent
Jayshree Radhakrishnan	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

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

The Principal finalizes the proposed budget for the upcoming school year in April. The budget includes funds devoted to the attainment of school improvement goals. The Principal monitors the budget monthly to ensure that spending is within means. The Principal adjusts budgetary allocations based upon needs and recent resources that may become available to support the school's improvement plan.

b. Development of this school improvement plan

Utilizing AdvancEd survey results and the most current school data, the SAC council and school personnel construct the school's improvement plan. The School Advisory Council helps identify

problem areas, and makes recommendations that support the vision and mission of the school. SAC reviews the school improvement plan and helps support the monitoring of the plan.

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

The principal meets with members of the SAC and school personnel to discuss school improvement needs that need to be budgeted for. A budget is then prepared for those needs. The Principal finalizes the proposed budget for the upcoming school year in April. The budget includes funds to devote to the attainment of school improvement goals. The Principal monitors the budget monthly to ensure that spending is within means. The Principal adjusts budgetary allocations based upon needs and recent resources that may become available to support school improvement goals.

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

The \$6300 allocated for our content planning days will be used. These days will allow teachers to participate in uninterrupted professional learning conducive to the specific needs of their professional learning community.

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
Yockel, Raymond	Principal
Shave, Michelle	Instructional Coach
Newbold, Elizabeth	Instructional Coach
Daher, Maria	Instructional Coach
Thibeau, Mary	Instructional Coach
Sapp, Daniel	Dean
Sellers, Lisa	Teacher, K-12
McWhite, Sha'ron	Teacher, K-12
Concepcion, Sarah	Assistant Principal
Holt, Andrea	Assistant Principal
Sutkowy, Michelle	Teacher, K-12
Hernandez, Tiffany	Instructional Media

b. Duties

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

The major initiatives for this year will be to reduce the number of students not meeting proficiency on the FSA reading and math assessments by 50% within the next 5 years. Implementation of the

following across all content areas will to assist with achieving this goal:

- Closely track common formative assessments through Professional Learning Communities (PLCs) in order to address students' specific literacy skill needs. This includes both remediation and enrichment or extension of skills.
- Continue to incorporate AVID Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies into every classroom on campus. As an AVID National Demonstration School, the integration and daily use of these strategies is an embedded part of the teachers' instruction and a part of the culture of our school.
- Continue the emphasis on Cornell Notes, and helping students to design their own level 2 and level 3 questions within their Cornell Notes to support higher level learning and application.
- Continue to enhance the supplemental programs within the remedial reading classes (Read 180, System 44, and Achieve 3000) to help students improve silent fluency, comprehension, and vocabulary.
- Continue the Reading Counts program to encourage extensive reading outside of the school day.
- Continue to ensure common planning time for each core department, as best allowed within the confines of the master schedule, to ensure teachers are able to receive and provide support to and from one another regarding rigorous standards-based instruction.
- Continue to provide one day per semester of additional common planning time for each core department to focus on improving rigor in their lesson plans as well as ensuring standards-based instruction
- Use feedback and strategies in the Marzano Protocol and crosswalk to provide teachers with a deeper understanding of critical content and strategies for increasing rigor.
- Continue to focus on utilizing digital resources to enhance classroom instruction as we move toward adaptation on the Technology Integration Matrix (TIMs).

D. Public and Collaborative Teaching

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

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

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

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

For recruiting, school administrators attend job fairs and utilizes the district's online recruiting program to select highly-qualified candidates to be interviewed for open positions at the school. The Instructional Coach holds bi-weekly meetings/trainings for all teachers new to the school. The Principal and Curriculum Resource Teacher assign all new teachers to the school either a mentor (if the teacher is a new teacher) or a buddy (if the teacher is just new to the school but has experience in teaching). The leadership team works to retain teachers by providing professional development, collaborating with coaches, and promoting a positive collaborative environment through our Professional Learning Communities. The administrative team also conducts an annual end-of-the-year check-in with each teacher new to Southwest Middle to inquire regarding successes and areas for improvement.

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

All new teachers are paired up with an experienced teacher within their content area who has demonstrated learning gains and has completed the district's mentoring program. The mentors and new teachers are expected to have daily interaction, to include planning and sharing of strategies. The mentors occupy classrooms in close proximity to the teachers they are mentoring and most have a common planning time.

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.

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

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.

All Professional Learning Communities meet for planning sessions two times per week. Each session starts with a review of the most recent data from common formative assessments to see which students had difficulty attaining proficiency on the standards taught for the week. Teachers brainstorm and come up with a plan for remediation to be implemented, after which the standard(s) is/are reassessed. The data is then reviewed again and a determination as to modifications or advancement is made.

Three times per year each Professional Learning Community has a full day of planning (a substitute teacher is provided) so teachers can plan together and to develop a Weekly Focus Calendar for each grading period. The calendar consists of the standards that must be taught, how much time is needed for those standards, how to teach the standards to fully engage the students, how the standards will be assessed, how to re-mediate and reassess students who did not reach proficiency, and plan for enrichment for the students who already have a strong knowledge of the standard(s). Teachers also use this time to brainstorm and research resources which can be used to differentiate instruction.

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: Before School Program

Minutes added to school year: 10,800

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Holt, Andrea, andrea.holt@ocps.net

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

Students sign in each time they visit the Extra Help Center (EHC), which allows us to track who is utilizing the EHC. We then look at how well the students utilizing the EHC perform in class to determine the effectiveness of the EHC.

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. Â§ 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.

Guidance Counselors visit each of our five feeder elementary schools during the second semester of the school year with information about middle school and which elective classes are available. The feeder schools visit and tour our school during the school day in April or May. We also offer a 5th grade parent night in April to help orient students and answer questions. We have a strong Advancement Via Individual Determination (AVID) system, and have a team designated to return to the elementary school to interview qualified students who demonstrate an interest in AVID.

During pre-planning, we invite 6th grade students and parents to an orientation specifically for new incoming students. During this time students can obtain a copy of their schedule, meet their teachers, learn about our digital learning initiative, and obtain other important school information. During the first week of school, a counselor and dean visit each classroom and have a welcome presentation for students. Our coaches meet with our feeder school coaches throughout the year to share data trends and best practices.

Our 8th grade students receive information about the high school to which they feed during the month of March. Guidance counselors from our feeder high school, Dr. Phillips High School, present information about their school, electives, choices of academics, and clubs to the 8th grade students. Our 8th grade counselor follows this up visiting classrooms and assisting students to select the high school courses best suited for them. The high school counselors then return on a second day to register our students for high school. We also offer information to the 8th grade students about the district's magnet programs throughout the year. Our 8th grade Social Studies teachers meet with the 9th grade Social Studies teachers to share data trends and best practices. We have one 8th grade

U.S. History teacher who attended the Advanced Placement (AP) Summer Institute. She is sharing her knowledge of what is expected of the students in the 9th grade AP Human Geography class with the other teachers in her Professional Learning Community so they are better able to prepare our 8th grade advanced U.S. History students for AP Human Geography in the ninth grade.

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.

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

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

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

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

For the 2016-2017 school year, we have added 5 sections of Digital Integration Technology (DIT) which is a course directly aligned to the high school Center for International Studies (CSI) magnet program. This course provides students with the opportunity for obtaining certifications in up to five areas from Microsoft. We also continue to meet throughout the year with the administration and business teachers from Dr. Phillips High School (DPHS) to ensure the courses we offer are vertically aligned, and to articulate and provide clarity for one another regarding the alignment of instruction.

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

We have added six Project Lead The Way (PLTW) for the 2016-2017 school year. These classes are part of the Science Technology Engineering and Mathematics (STEM) electives, which incorporate all of the STEM components in a hands-on science classroom. These courses include:

- 1) Introduction of Technology
- 2) Exploring Technology and Career Planning
- 3) Production Technology
- 4) Aerospace Technology
- 5) Transportation Technology
- 6) Exploring Technology

In addition, our Career and Professional Education Academy (CAPE) courses teach students keyboarding, word processing, EXCEL, and other computer application skills that our students use in their academic courses.

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.

N/A

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.** All teachers will increase academic achievement for all students by participating in effective collaborative planning within their professional learning communities, and will incorporate differentiated instruction into the digital classroom. This goal supports the Division Priority Goal of Intense Focus of Student Achievement.
- G2.** All teachers will increase academic achievement for all students by engaging in ongoing intentional and deliberate planning and execution of rigorous, standards-based instruction. This goal supports the Division Priority Goal of Intense Focus of Student Achievement.

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. All teachers will increase academic achievement for all students by participating in effective collaborative planning within their professional learning communities, and will incorporate differentiated instruction into the digital classroom. This goal supports the Division Priority Goal of Intense Focus of Student Achievement. 1a

G084471

Targets Supported 1b

Indicator	Annual Target
Highly Effective Teachers (VAM)	100.0

Targeted Barriers to Achieving the Goal 3

- When multiple components are introduced simultaneously, teachers are overwhelmed or confused as to what elements are crucial to common planning.
- Teachers do not understand how to deconstruct standards in order to differentiate the instruction as well as to ensure the assignments and activities meet the rigor of the standards.
- Teachers do not understand the integration of TIMS matrix with standards-based instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Scope and Sequences, MTPs, Item Specs, Common Assessment Data, TIMs Matrix, Instructional Coaches, DCTL Team and Digital Media Specialist

Plan to Monitor Progress Toward G1. 8

Both quantitative and qualitative data will be used to monitor progress for this goal. Quantitative data will include iObservation data for teachers' implementation of instructional strategies and common formative assessment data for students' academic achievement as a result of the goal. Qualitative data will include classroom observations, PLC meeting notes, PLC discussions, and lesson plans that demonstrate teachers' increased knowledge and capacity in designing standards-based instruction using the digital platform.

Person Responsible

Andrea Holt

Schedule

Weekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Evidence for monitoring this goal will include iObservation data, common formative assessment data, PLC meeting notes, lesson plans, and anecdotal notes from classroom observations.

G2. All teachers will increase academic achievement for all students by engaging in ongoing intentional and deliberate planning and execution of rigorous, standards-based instruction. This goal supports the Division Priority Goal of Intense Focus of Student Achievement. 1a

G084472

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

- Teachers vary in their application of "rigor" in reference to their grade level and content area standards.
- Teachers struggle with shifting instruction from content-based to standards-based.

Resources Available to Help Reduce or Eliminate the Barriers 2

- PLCs will meet on a regular basis for intentional and deliberate collaborative planning of standards-based instruction.
- Administrators and instructional coaches will provide professional development to expand teachers' understanding and application of standards-based instruction.
- Administrators and instructional coaches will provide differentiated coaching to support teachers' development and application of rigorous, standards-based instruction.

Plan to Monitor Progress Toward G2. 8

The data collected and reviewed throughout the year to determine progress toward the goal includes lesson plans and feedback, and classroom observation data.

Person Responsible

Raymond Yockel

Schedule

Daily, from 8/15/2016 to 5/31/2017

Evidence of Completion

The evidence used to monitor the ongoing goal and determine progression towards the goal will be the feedback provided on lesson plans and classroom observation data.

Action Plan for Improvement

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. All teachers will increase academic achievement for all students by participating in effective collaborative planning within their professional learning communities, and will incorporate differentiated instruction into the digital classroom. This goal supports the Division Priority Goal of Intense Focus of Student Achievement. **1**

 G084471

G1.B1 When multiple components are introduced simultaneously, teachers are overwhelmed or confused as to what elements are crucial to common planning. **2**

 B224427

G1.B1.S1 Administrators and instructional coaches will provide a protocol for common planning time. Common planning time will focus on reviewing MTPs, student data, determining and developing differentiated instruction, assessments, and strategically integrating digital instruction in order to facilitate differentiated instruction. **4**

 S236870

Strategy Rationale

A protocol for the common planning time will assist the various Professional Learning Communities (PLCs) to work efficiently and effectively. The protocol will establish a focus and priority for what needs to be accomplished in each meeting. PLCs will meet in order to accomplish these tasks, which over time facilitate their progress toward the overall goal of increased student achievement.

Action Step 1 **5**

Administrators will continue to provide 1 planning day per 9 weeks for highly-structured, intensive, PLC planning.

Person Responsible

Michelle Shave

Schedule

Quarterly, from 8/8/2016 to 5/26/2017

Evidence of Completion

The deliverables expected from each PLC include FCIM calendars, common formative and summative assessments, as well as evidence-based learning goals and scales.

Action Step 2 5

The Professional Learning Communities (PLCs) will determine the needs for differentiated instruction based on student data and the correlating standards, and will integrate digital instruction to facilitate the differentiate instruction.

Person Responsible

Michelle Shave

Schedule

Weekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Evidence for this action step will include common formative assessment results, PLC minutes indicating instructional shifts based on results and data, and leadership team observation data.

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

The principal, assistant principals, and instructional coaches will meet with the PLCs during their planning time in order to guide and monitor the process through which the members of the PLCs determine how they will teach the specific standards outlined in the OCPS MTPs. The leadership team will develop a protocol through which the PLCs will conduct the meetings. This protocol will include: 1) a review of the OCPS MTPs, 2) a review of students' formative assessment data in order to determine students' instructional needs, 3) a discussion of specific scaffolding strategies for both struggling as well as advanced students; these strategies should include components for both supporting as well as accelerating students' skills and deepening knowledge of critical content, 4) a discussion of how the various ways through which our digital platform can provide differentiation in the instruction, and 5) how the students will be assessed throughout the instruction in order to determine their levels of understanding.

Person Responsible

Andrea Holt

Schedule

Weekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

The PLCs will submit their notes including the above information. These notes will be completed via a Google classroom assignment, which will be shared with the leadership team and can be accessed throughout the year as the PLCs continue to reflect upon previous practices and refine their instruction to increase student achievement.

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

To support the effectiveness of the implementation, the PLCs will submit their weekly PLC notes via a Google classroom assignment to ensure the PLCs are following the established protocol for the meetings. In addition, the principal, the assistant principals, and instructional coaches will observe instruction in the classroom to further evaluate the effectiveness of the planning.

Person Responsible

Andrea Holt

Schedule

Weekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

The evidence for monitoring the effectiveness will be the meeting notes, lesson plans, and classroom observations.

G1.B2 Teachers do not understand how to deconstruct standards in order to differentiate the instruction as well as to ensure the assignments and activities meet the rigor of the standards. **2**

 B224428

G1.B2.S1 The instructional coaches will provide professional development on how to deconstruct standards and create evidence-based scales, which demonstrate the levels of understanding and increasing rigor within the standard. **4**

 S236871

Strategy Rationale

Teachers need to understand how to deconstruct the standard in order to both scaffold the instruction as well as recognize the level of rigor encompassed in the standard. Many of the standards contain multiple targets and contain both declarative as well as procedural knowledge.

Action Step 1 **5**

Teachers will attend professional development to learn how to deconstruct the standards into meaningful learning targets. These targets will include the declarative and procedural knowledge contained within the standard, as well as demonstrate a progression in the level of rigor articulated within the standard.

Person Responsible

Michelle Shave

Schedule

Monthly, from 8/8/2016 to 5/26/2017

Evidence of Completion

The PLCs will submit lesson plans with the evidence-based scales for the selected standards. In addition, they will provide the assessments for the selected standards.

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

To monitor teachers' abilities to deconstruct standards, the principal, assistant principals, and instructional coaches will attend PLC meetings, review lesson plans, as well as observe classroom instruction.

Person Responsible

Andrea Holt

Schedule

Weekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Evidence for the implementation of teachers' abilities to deconstruct standards will be evidence-based scales, PLC meeting notes, classroom observations, and evaluation of the alignment of the instructional activities to the standards.

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

To monitor and support the effectiveness of teachers' abilities to deconstruct standards, the principal, assistant principals, and instructional coaches will observe the teachers' and PLCs' abilities to independently design standards-based instruction. Using a gradual release model, the instructional leadership members will monitor the degree to which they need to guide the PLCs in this process. Moreover, they will continue to review and evaluate the alignment of the activities and assessments to the standards.

Person Responsible

Andrea Holt

Schedule

Weekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Evidence to demonstrate the effectiveness of the implementation will be acquired via the PLCs meeting notes, lesson plans, review of activities and assessments, and classroom observations.

G1.B3 Teachers do not understand the integration of TIMS matrix with standards-based instruction. **2**

 B224429

G1.B3.S1 The digital media specialist will provide professional development regarding the relationship between digital instruction and the TIMS matrix. **4**

 S236872

Strategy Rationale

Teachers need to understand how the TIMS matrix provides a means for monitoring digital implementation as well as the degree to which they are using the digital platform to facilitate and differentiate instruction.

Action Step 1 **5**

The digital media specialist will provide professional development regarding the TIMS matrix and integrating technology into the standards-based instruction.

Person Responsible

Tiffany Hernandez

Schedule

Monthly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Evidence to monitor this action step will include classroom observations, lesson plans, and PLC minutes.

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

To monitor the teachers understanding of the TIMS matrix with standards-based instruction, the principal, assistant principals, and instructional coaches will observe and guide the PLCs in lesson planning. In addition, they will observe classroom instruction.

Person Responsible

Andrea Holt

Schedule

Weekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Evidence of the implementation will be namely through a review of professional development participation, PLC meeting participation, PLC notes, lesson plans, and classroom observation.

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

To monitor and support the level of effectiveness of teachers' understanding of the TIMS matrix in relation to standards-based instruction, the principal, assistant principals, and instructional coaches will monitor the level of guidance needed by the PLCs in designing and implementing their instruction. This process will follow a gradual release model from professional development to practice. The digital instructional coaches will provide opportunities for teachers to request their assistance in the classroom and with planning. Teachers will be able to sign up via a Google form for the digital coach to assist during specific class periods.

Person Responsible

Andrea Holt

Schedule

Weekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Evidence of the effectiveness of teachers' understanding of the TIMS matrix and standards-based instruction will be provided through professional development participation, PLC meeting notes, lesson plans, and classroom observation.

G2. All teachers will increase academic achievement for all students by engaging in ongoing intentional and deliberate planning and execution of rigorous, standards-based instruction. This goal supports the Division Priority Goal of Intense Focus of Student Achievement. 1

G084472

G2.B1 Teachers vary in their application of "rigor" in reference to their grade level and content area standards. 2

B224431

G2.B1.S1 Instructional coaches will provide professional development in helping teachers to "unpack" the standards. 4

S236873

Strategy Rationale

Teachers need to understand the learning targets and level of complexity within the standards.

Action Step 1 5

Instructional coaches will assist teachers with unpacking the standards.

Person Responsible

Michelle Shave

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Lesson Plans, PLC Meeting Notes, Observation evidence.

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

Administrators and coaches will attend PLC meetings, and classroom observation data will be monitored regularly.

Person Responsible

Raymond Yockel

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Classroom observation data will reveal an increase in the percentage of instruction that is rigorous and standards-based.

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

Administrators and coaches will support and differentiate coaching to meet the needs of the teachers.

Person Responsible

Andrea Holt

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Adjustments to professional development will be made based on observation data.

G2.B1.S2 Instructional coaches will meet with the PLCs to guide the planning of standards-based instruction, including the integration of test item specs. 4

 S236874

Strategy Rationale

Teachers need to understand the assessment limitations as well as the delineation and alignment of the standard with previous grade levels.

Action Step 1 5

Administrators will guide all PLCs in the planning of standards-based instruction.

Person Responsible

Andrea Holt

Schedule

Quarterly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Planning calendar, observations, lesson plans and PLC notes

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

Administrators will monitor and review the instructional focus calendars.

Person Responsible

Andrea Holt

Schedule

Quarterly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Evidence to monitor for the fidelity of implementation for this strategy includes focus calendars, lesson plans, observations and growth feedback

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

Administrators will monitor classroom instruction to ensure alignments with instructional focus calendars.

Person Responsible

Andrea Holt

Schedule

Quarterly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Evidence to monitor for the effectiveness of this strategy includes focus calendars, lesson plans, observations and growth feedback

G2.B2 Teachers struggle with shifting instruction from content-based to standards-based. 2

 B224432

G2.B2.S1 Administrators will provide teachers with differentiated coaching and professional development to assist with the pedagogical shift to standards-based instruction. 4

 S236875

Strategy Rationale

Continual review and redirection to use content as a resource for instruction of the standard will assist in shifting the focus from content to the standards.

Action Step 1 5

Provide continual feedback on lesson plans.

Person Responsible

Andrea Holt

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Lesson plans, instruction, ongoing feedback

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

Administrators will review lesson plans and monitor instruction for implementation of standards-based instructional strategies.

Person Responsible

Raymond Yockel

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Teachers will be using content to achieve rigorous, standards-based instruction within their classrooms.

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

To monitor and support the effectiveness of implementation, administrators will provide actionable and meaningful feedback on lesson plans to ensure content is used as a resource and not the focus of instruction, and that the standard remains the focus of instruction on a regular and consistent basis.

Person Responsible

Raymond Yockel

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

The evidence for monitoring the effectiveness will be the lesson plans and classroom observations.

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.MA1 M311883	Both quantitative and qualitative data will be used to monitor progress for this goal. Quantitative...	Holt, Andrea	8/8/2016	Evidence for monitoring this goal will include iObservation data, common formative assessment data, PLC meeting notes, lesson plans, and anecdotal notes from classroom observations.	5/26/2017 weekly
G1.B1.S1.MA1 M311877	To support the effectiveness of the implementation, the PLCs will submit their weekly PLC notes via...	Holt, Andrea	8/8/2016	The evidence for monitoring the effectiveness will be the meeting notes, lesson plans, and classroom observations.	5/26/2017 weekly
G1.B1.S1.MA1 M311878	The principal, assistant principals, and instructional coaches will meet with the PLCs during their...	Holt, Andrea	8/8/2016	The PLCs will submit their notes including the above information. These notes will be completed via a Google classroom assignment, which will be shared with the leadership team and can be accessed throughout the year as the PLCs continue to reflect upon previous practices and refine their instruction to increase student achievement.	5/26/2017 weekly
G1.B1.S1.A1 A305828	Administrators will continue to provide 1 planning day per 9 weeks for highly-structured,...	Shave, Michelle	8/8/2016	The deliverables expected from each PLC include FCIM calendars, common formative and summative assessments, as well as evidence-based learning goals and scales.	5/26/2017 quarterly
G1.B1.S1.A2 A305829	The Professional Learning Communities (PLCs) will determine the needs for differentiated...	Shave, Michelle	8/8/2016	Evidence for this action step will include common formative assessment results, PLC minutes indicating instructional shifts based on results and data, and leadership team observation data.	5/26/2017 weekly
G1.B2.S1.MA1 M311879	To monitor and support the effectiveness of teachers' abilities to deconstruct standards, the...	Holt, Andrea	8/8/2016	Evidence to demonstrate the effectiveness of the implementation will be acquired via the PLCs meeting notes, lesson plans, review of activities and assessments, and classroom observations.	5/26/2017 weekly
G1.B2.S1.MA1 M311880	To monitor teachers' abilities to deconstruct standards, the principal, assistant principals, and...	Holt, Andrea	8/8/2016	Evidence for the implementation of teachers' abilities to deconstruct standards will be evidence-based scales, PLC meeting notes, classroom observations, and evaluation of the alignment of the instructional activities to the standards.	5/26/2017 weekly
G1.B2.S1.A1 A305830	Teachers will attend professional development to learn how to deconstruct the standards into...	Shave, Michelle	8/8/2016	The PLCs will submit lesson plans with the evidence-based scales for the selected standards. In addition, they will provide the assessments for the selected standards.	5/26/2017 monthly
G1.B3.S1.MA1 M311881	To monitor and support the level of effectiveness of teachers' understanding of the TIMS matrix in...	Holt, Andrea	8/8/2016	Evidence of the effectiveness of teachers' understanding of the TIMS matrix and standards-based instruction will be provided through professional development participation, PLC meeting notes, lesson plans, and classroom observation.	5/26/2017 weekly
G1.B3.S1.MA1 M311882	To monitor the teachers understanding of the TIMS matrix with standards-based instruction, the...	Holt, Andrea	8/8/2016	Evidence of the implementation will be namely through a review of professional development participation, PLC meeting	5/26/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				participation, PLC notes, lesson plans, and classroom observation.	
G1.B3.S1.A1 A305831	The digital media specialist will provide professional development regarding the TIMS matrix and...	Hernandez, Tiffany	8/8/2016	Evidence to monitor this action step will include classroom observations, lesson plans, and PLC minutes.	5/26/2017 monthly
G2.MA1 M311890	The data collected and reviewed throughout the year to determine progress toward the goal includes...	Yockel, Raymond	8/15/2016	The evidence used to monitor the ongoing goal and determine progression towards the goal will be the feedback provided on lesson plans and classroom observation data.	5/31/2017 daily
G2.B1.S1.MA1 M311884	Administrators and coaches will support and differentiate coaching to meet the needs of the...	Holt, Andrea	8/15/2016	Adjustments to professional development will be made based on observation data.	5/31/2017 weekly
G2.B1.S1.MA1 M311885	Administrators and coaches will attend PLC meetings, and classroom observation data will be...	Yockel, Raymond	8/15/2016	Classroom observation data will reveal an increase in the percentage of instruction that is rigorous and standards-based.	5/31/2017 weekly
G2.B1.S1.A1 A305832	Instructional coaches will assist teachers with unpacking the standards.	Shave, Michelle	8/15/2016	Lesson Plans, PLC Meeting Notes, Observation evidence.	5/31/2017 weekly
G2.B2.S1.MA1 M311888	To monitor and support the effectiveness of implementation, administrators will provide actionable...	Yockel, Raymond	8/15/2016	The evidence for monitoring the effectiveness will be the lesson plans and classroom observations.	5/31/2017 weekly
G2.B2.S1.MA1 M311889	Administrators will review lesson plans and monitor instruction for implementation of...	Yockel, Raymond	8/15/2016	Teachers will be using content to achieve rigorous, standards-based instruction within their classrooms.	5/31/2017 weekly
G2.B2.S1.A1 A305834	Provide continual feedback on lesson plans.	Holt, Andrea	8/15/2016	Lesson plans, instruction, ongoing feedback	5/31/2017 weekly
G2.B1.S2.MA1 M311886	Administrators will monitor classroom instruction to ensure alignments with instructional focus...	Holt, Andrea	8/22/2016	Evidence to monitor for the effectiveness of this strategy includes focus calendars, lesson plans, observations and growth feedback	5/31/2017 quarterly
G2.B1.S2.MA1 M311887	Administrators will monitor and review the instructional focus calendars.	Holt, Andrea	8/22/2016	Evidence to monitor for the fidelity of implementation for this strategy includes focus calendars, lesson plans, observations and growth feedback	5/31/2017 quarterly
G2.B1.S2.A1 A305833	Administrators will guide all PLCs in the planning of standards-based instruction.	Holt, Andrea	8/22/2016	Planning calendar, observations, lesson plans and PLC notes	5/31/2017 quarterly

V. Professional Development Opportunities

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

G1. All teachers will increase academic achievement for all students by participating in effective collaborative planning within their professional learning communities, and will incorporate differentiated instruction into the digital classroom. This goal supports the Division Priority Goal of Intense Focus of Student Achievement.

G1.B1 When multiple components are introduced simultaneously, teachers are overwhelmed or confused as to what elements are crucial to common planning.

G1.B1.S1 Administrators and instructional coaches will provide a protocol for common planning time. Common planning time will focus on reviewing MTPs, student data, determining and developing differentiated instruction, assessments, and strategically integrating digital instruction in order to facilitate differentiated instruction.

PD Opportunity 1

Administrators will continue to provide 1 planning day per 9 weeks for highly-structured, intensive, PLC planning.

Facilitator

Michelle Leonard

Participants

All core subject area teachers

Schedule

Quarterly, from 8/8/2016 to 5/26/2017

G1.B2 Teachers do not understand how to deconstruct standards in order to differentiate the instruction as well as to ensure the assignments and activities meet the rigor of the standards.

G1.B2.S1 The instructional coaches will provide professional development on how to deconstruct standards and create evidence-based scales, which demonstrate the levels of understanding and increasing rigor within the standard.

PD Opportunity 1

Teachers will attend professional development to learn how to deconstruct the standards into meaningful learning targets. These targets will include the declarative and procedural knowledge contained within the standard, as well as demonstrate a progression in the level of rigor articulated within the standard.

Facilitator

Michelle Leonard, Elizabeth Newbold

Participants

instructional personnel

Schedule

Monthly, from 8/8/2016 to 5/26/2017

G1.B3 Teachers do not understand the integration of TIMS matrix with standards-based instruction.

G1.B3.S1 The digital media specialist will provide professional development regarding the relationship between digital instruction and the TIMS matrix.

PD Opportunity 1

The digital media specialist will provide professional development regarding the TIMS matrix and integrating technology into the standards-based instruction.

Facilitator

Tiffany Hernandez, Michelle Leonard

Participants

instructional personnel

Schedule

Monthly, from 8/8/2016 to 5/26/2017

G2. All teachers will increase academic achievement for all students by engaging in ongoing intentional and deliberate planning and execution of rigorous, standards-based instruction. This goal supports the Division Priority Goal of Intense Focus of Student Achievement.

G2.B2 Teachers struggle with shifting instruction from content-based to standards-based.

G2.B2.S1 Administrators will provide teachers with differentiated coaching and professional development to assist with the pedagogical shift to standards-based instruction.

PD Opportunity 1

Provide continual feedback on lesson plans.

Facilitator

Michelle Leonard

Participants

Content area teachers

Schedule

Weekly, from 8/15/2016 to 5/31/2017

VII. Budget

1	G1.B1.S1.A1	Administrators will continue to provide 1 planning day per 9 weeks for highly-structured, intensive, PLC planning.				\$6,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	140-Substitute Teachers	1031 - Southwest Middle	General Fund		\$6,300.00
2	G1.B1.S1.A2	The Professional Learning Communities (PLCs) will determine the needs for differentiated instruction based on student data and the correlating standards, and will integrate digital instruction to facilitate the differentiate instruction.				\$0.00
3	G1.B2.S1.A1	Teachers will attend professional development to learn how to deconstruct the standards into meaningful learning targets. These targets will include the declarative and procedural knowledge contained within the standard, as well as demonstrate a progression in the level of rigor articulated within the standard.				\$0.00
4	G1.B3.S1.A1	The digital media specialist will provide professional development regarding the TIMS matrix and integrating technology into the standards-based instruction.				\$0.00
5	G2.B1.S1.A1	Instructional coaches will assist teachers with unpacking the standards.				\$0.00
6	G2.B1.S2.A1	Administrators will guide all PLCs in the planning of standards-based instruction.				\$0.00
7	G2.B2.S1.A1	Provide continual feedback on lesson plans.				\$0.00
					Total:	\$6,300.00