

Orange County Public Schools

Southwest Middle



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	60%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	68%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	B	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Southwest Middle

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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.

In order to continue to close the achievement gap and foster positive relationships with our students and their families, it is vital that the faculty and staff have a clear understanding about the cultures from which our students come to us. This understanding allows us to better support our students in the classroom environment, as well as work with the parents more effectively to optimize academic support within the home. Teachers continually utilize their understanding of student backgrounds to build relationships with their students. 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. There is a continual emphasis through words, activities and actions on student safety and respect for one another. Some of the embedded practices include Wednesday morning Restorative Justice (RJ) activities, classroom activities which celebrate respectful actions, wearing blue every Wednesday to highlight the importance of respect and intolerance of bullying, and providing various resources so that students and their families are clear about the mutual respect embedded in our school 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 Canvas 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, we follow an established protocol that emphasizes behavior modification, and we involve the student, family, staff, and administration so the student has a support network aimed toward future success. 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. Since the summer of 2015, guidance counselors, deans, and administrators have received formal training on Restorative Justice, with updates provided as appropriate. The Restorative Justice system was initially implemented for the 2015-2016 school year. We continued to build capacity with its success in 2016-2017, as the number of trained facilitators on our campus continued to grow, and we have implemented Restorative Justice activities school wide on Wednesday mornings for the 2017-2018 school year. We are committed to the ongoing success as we expand the restorative justice program.

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. The grade level deans and guidance counselors work in tandem to provide individual students with mentors who best meet their needs. Through individual needs assessment, the 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. Additional school resource personnel such as the school social worker, school psychologist and school resource officer are all part of the school team which addresses the social and emotional needs of all students.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The Early Warning System (EWS) Data Reports are released quarterly to each school and indicate students who may be "at risk" based on attendance rate, discipline, and academics. These reports are used to aid administrators in tracking our students with indicators.

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.

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	17	12	18	0	0	0	0	47
One or more suspensions	0	0	0	0	0	0	1	7	6	0	0	0	0	14
Course failure in ELA or Math	0	0	0	0	0	0	0	6	19	0	0	0	0	25
Level 1 on statewide assessment	0	0	0	0	0	0	41	48	51	0	0	0	0	140

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	16	21	21	0	0	0	0	58

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.

One or more 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 in core content:

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.

FSA reading and/or math Level 1 score:

All students who received a Level 1 in English Language Arts (ELA) and/or Mathematics are placed in an 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP 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 digital 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, Canvas, 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, STEM activities, 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.

Southwest Middle School builds and maintains relationships with local businesses in the community. These partnerships help 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 regularly recognize the contributions of 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

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	Instructional Coach
Newbold, Elizabeth	Instructional Coach
Daher, Maria	Other
Singletary, Peter	School Counselor
Mills, Tara	School Counselor
Thibeau, Mary	Instructional Coach
Holt, Andrea	Assistant Principal
Concepcion, Sarah	Assistant Principal
Sapp, Daniel	Dean
Ellington, Jeffery	Dean
Gash, Kelly-Ann	School Counselor
Blair-Miller, LaTonya	Dean
Angel, Kristen	Instructional Coach
Gage, Nadirah	Instructional Media
Stack, Chelsea	Administrative Support
Esquivel Perez, Imer	Instructional Technology

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
- Shave, Michelle: Curriculum Resource Teacher
- Newbold, Elizabeth M.: Reading/Literacy Coach
- Thibeau, Mary D.: Math Coach/Teacher
- Angel, Kristen: Math Coach/Teacher
- Daher, Maria E.: ESOL Compliance / Resource Teacher
- Stack, Chelsea: Staffing Specialist
- Kaufman, Marisa: Digital Media Specialist/ Digital Resource Teacher
- Singletary, Peter: Guidance Counselor
- Mills, Tara: Guidance Counselor
- Gash, Kelly-Ann: Guidance Counselor
- Sapp, Daniel: Dean
- Ellington, Jeffery: Dean
- Blair, LaTonya: Dean
- EsquivelPerez, Imer: Technology

All members will help manifest a professional code of ethics and values and engage in the following: 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 Curriculum Resource Materials (CRMs) 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.
- 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 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 as well as one-on-one support to teachers in the classroom, which is differentiated to meet that teacher's specific needs 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) Progress Monitoring Assessments (PMAs), and i-Ready. The resources used include:

Teacher coaching and mentoring

Monthly meetings with beginning teachers

Instructional coaches send out a weekly calendar to sign up for individual help with instructional needs

Needs based professional development and the availability of optional help sessions that align with our SIP Goals

Online collaborative research studies based on DP elements

Tutorials available on the staff canvas course

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 PLC meetings, team members will collaborate to research and share effective instructional strategies. The members will analyze formative assessment data to assess mastery of the standards tested and identify the areas of need in order to drive instruction. Based on the data, PLC members will determine the appropriate interventions and enrichment to continuously support rigorous standards based teaching. 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 Joffe	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 approves 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 was used. These days allowed teachers the opportunity 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	Other
Thibeau, Mary	Instructional Coach
Sapp, Daniel	Dean
Concepcion, Sarah	Assistant Principal
Holt, Andrea	Assistant Principal
Blair-Miller, LaTonya	Dean
Gage, Nadirah	Instructional Media
Lis, James	Teacher, K-12
Marjama, Sally	Teacher, K-12

b. Duties

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

A major initiative for the LLT this year will be to reduce the number of students not meeting proficiency on the FSA reading and math assessments. Emphasis will be placed on our lowest quartile as well as our economically disadvantaged subgroup. The LLT will:

Closely track common i-Ready and 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 intensive reading classes 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 rigorous, 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 from the adaptation level toward the infusion level on the Technology Integration Matrix (TIM).

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 a minimum of twice per week to review data, design common formative and summative 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 utilize 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 a minimum of two times per week. Each session starts with a review of the most recent data from common formative or summative 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 for those students in need, after which the standard(s) is/are reassessed, and/or enrichment for those students demonstrating mastery. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

The principal conducts vertical articulation meetings with the feeder and receiving schools. 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 as well as a state-awarded student government, and have a team designated to return to the feeder elementary schools to interview qualified students who demonstrate an interest in AVID and/or student government.

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, and we have a college shirt day weekly.

Students use the OCPS Naviance website to take an interest and skills inventory, which provides links to a variety of career opportunities, information about colleges, and prerequisites for students. 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 2017-2018 school year, we will offer 6 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 added six Project Lead The Way (PLTW) sections for the 2016-2017 school year, and are expanding to nine sections for the 2017-2018 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. We also offer Digital Informational Technology for high school credit and industry certification. This course vertically aligns with our feeder high school's Center for International Studies (CIS) magnet program. In addition, we offer Introduction to Computer Technology 2 for industry certification.

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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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" 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.** All teachers will increase academic achievement for all students by providing an intense focus on rigor, with built-in scaffolding in order to reach the lowest 25%. Through collaborative planning within their professional learning communities and the incorporation of differentiated instruction within the digital classroom, this area of emphasis will enable our students toward deeper learning and achievement. This goal supports the Division Priority Goal of Intense Focus of Student Achievement.
- G2.** All teachers will increase academic achievement for all students by infusing literacy throughout the curriculum in every course, by choosing appropriate, content specific complex texts and assigning standards-aligned tasks. Literacy texts will be differentiated across all content areas based on reading level for the lowest 25% with an emphasis on completing the same output of rigorous learning tasks. 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 providing an intense focus on rigor, with built-in scaffolding in order to reach the lowest 25%. Through collaborative planning within their professional learning communities and the incorporation of differentiated instruction within the digital classroom, this area of emphasis will enable our students toward deeper learning and achievement. This goal supports the Division Priority Goal of Intense Focus of Student Achievement. **1a**

G095259

Targets Supported **1b**

Indicator	Annual Target
Highly Effective Teachers (VAM)	100.0

Targeted Barriers to Achieving the Goal **3**

- Observation and walk through data reveal instruction is focused on standards in all classrooms, but sometimes lacks the level of rigor required to challenge students to work beyond their comfort level.
- Teachers struggle with differentiating the instruction while ensuring the assignments and activities meet the rigor of the deconstructed standards.
- Teachers struggle with creating rigorous, standards-based activities and assignments that align with our school's goals for progressing on the TIM toward infusion.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Scope and Sequences, CRMs, Item Specs, Common Assessment Data, TIM, Instructional Coaches, DCTL Team and Digital Media Specialist, PLCs.

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 that truly addresses the rigor intended.

Person Responsible

Andrea Holt

Schedule

Weekly, from 8/14/2017 to 5/31/2018

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 infusing literacy throughout the curriculum in every course, by choosing appropriate, content specific complex texts and assigning standards-aligned tasks. Literacy texts will be differentiated across all content areas based on reading level for the lowest 25% with an emphasis on completing the same output of rigorous learning tasks. This goal supports the Division Priority Goal of Intense Focus of Student Achievement. **1a**

G095260

Targets Supported **1b**

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal **3**

- Teachers vary in their abilities to choose appropriate, content specific complex texts and modeling of close reading strategies and tools.
- The addition of new faculty and staff make it challenging to meet all teachers at their zone of proximal development concerning the implementation and use of AVID WICOR Strategies school-wide.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- The school-based district PLC team will share strategies and instructional practices with their departments and teams.
- Content specific texts and strategies will be shared within the PLCs and departments, helping teachers to understand and see the application to their own content.
- Administrators, AVID Coordinators, and instructional coaches will provide differentiated coaching to support teachers' development and application of using complex texts and appropriately aligned rigorous, standards-based tasks.

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 8/14/2017 to 5/31/2018

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

 = Problem Solving Step  S123456 = Quick Key

G1. All teachers will increase academic achievement for all students by providing an intense focus on rigor, with built-in scaffolding in order to reach the lowest 25%. Through collaborative planning within their professional learning communities and the incorporation of differentiated instruction within the digital classroom, this area of emphasis will enable our students toward deeper learning and achievement. This goal supports the Division Priority Goal of Intense Focus of Student Achievement. **1**

G095259

G1.B1 Observation and walk through data reveal instruction is focused on standards in all classrooms, but sometimes lacks the level of rigor required to challenge students to work beyond their comfort level. **2**

B256411

G1.B1.S1 Administrators and instructional coaches will provide an expanded protocol for focusing on rigor during common planning time, including the review of CRMs, student data, developing differentiated instruction, assessments, and strategically integrating digital instruction to facilitate differentiated instruction. Each PLC will reflect on the role of rigor within their practices. **4**

S271153

Strategy Rationale

A protocol focused on rigor for the common planning time will assist the various Professional Learning Communities (PLCs) to establish a focus on rigor and maintain the 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 8/7/2017 to 5/31/2018

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 reflecting rigorous assignments and activities.

Action Step 2 5

The Professional Learning Communities (PLCs) will use student data and the required rigor of the correlating standards, in conjunction with school-wide AVID/WICOR strategies to enhance the ability of teachers to differentiate the rigor of activities and assignments within classrooms.

Person Responsible

Michelle Shave

Schedule

Weekly, from 8/7/2017 to 5/31/2018

Evidence of Completion

Evidence for this action step will include common formative assessment results, PLC minutes indicating instructional shifts toward more rigorous instruction 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 times in order to guide and monitor the process through which the members of the PLCs determine how they will infuse rigorous, standards-based instruction within the specific standards outlined in the OCPS CRMs. The leadership team will ensure a uniform protocol through which the PLCs will conduct the meetings. This protocol will include: 1) a review of the OCPS CRMs, 2) a review of students' formative assessment and i-Ready data in order to determine individual 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 our school-wide AVID strategies 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 8/7/2017 to 5/31/2018

Evidence of Completion

The PLCs will submit their notes including the above information. These notes will be completed via a digital platform 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 digital platform to ensure the PLCs are following the established protocol for the meetings. Assessing administrators and/or instructional coaches will attend PLC meetings regularly and observe instruction in the classrooms to further evaluate the effectiveness of the planning.

Person Responsible

Andrea Holt

Schedule

Weekly, from 8/7/2017 to 5/31/2018

Evidence of Completion

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

G1.B1.S2 The Digital Instructional Leadership Team will help teachers to expand their understanding and capacity to use the digital platform as a means of providing differentiated activities and assignments to students, offering a greater opportunity for students to be tasked with stretching the limits of rigor which best fit their needs. 4

 S271154

Strategy Rationale

The digital platform provides greater opportunity to personalize/differentiate the learning processes as well as the products for students, as assignments and activities can be sent to specific students.

Action Step 1 5

The Digital Curriculum Teacher Leader (DCTL) Team will provide small group professional development for our teachers and PLCs.

Person Responsible

Nadirah Gage

Schedule

Monthly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Teachers will demonstrate the differentiation of tasks to various students in classroom observations, lesson plans, PLC conversations, data chats, etc.

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

The principal, assistant principals, and instructional coaches will engage in ongoing dialogue concerning the teacher's use of the digital platform to provide differentiation for students.

Person Responsible

Raymond Yockel

Schedule

Monthly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Teacher's plans and oral accounts of how and when they differentiate through the digital platform will provide the evidence that the platform is being used for this purpose.

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

Administrators and instructional coaches will monitor this implementation/expansion while interacting regularly with the PLCs, and while planning, reviewing plans, and providing constructive and actionable feedback to teachers.

Person Responsible

Raymond Yockel

Schedule

On 5/10/2018

Evidence of Completion

Observation data as well as lesson plans will provide evidence of differentiation through the digital platform.

G1.B2 Teachers struggle with differentiating the instruction while ensuring the assignments and activities meet the rigor of the deconstructed standards. **2**

 B256412

G1.B2.S1 The instructional coaches will provide professional development and work individually with teachers to incorporate more rigorous activities and assignments within the evidence-based scales and aligned to the standards. **4**

 S271155

Strategy Rationale

Teachers will work to improve the scaffolding of instruction as well as increase 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 become more adept at adjusting the level or rigor and using that to create 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 8/7/2017 to 5/31/2018

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 provide students with rigorous activities and assignments aligned to the 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 8/14/2017 to 5/31/2018

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 provide students with activities and assignments aligned to the rigor of the 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 8/14/2017 to 5/31/2018

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 struggle with creating rigorous, standards-based activities and assignments that align with our school's goals for progressing on the TIM toward infusion. 2

B256413

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

S271156

Strategy Rationale

Teachers need to understand how the TIM 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 TIM matrix and integrating technology into the standards-based instruction.

Person Responsible

Nadirah Gage

Schedule

Monthly, from 8/14/2017 to 5/31/2018

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 TIM 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 8/14/2017 to 5/31/2018

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 infusion with the TIM matrix in relation to rigorous, 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.

Person Responsible

Andrea Holt

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Evidence of the effectiveness of teachers' understanding of the TIMS matrix and rigorous, 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 infusing literacy throughout the curriculum in every course, by choosing appropriate, content specific complex texts and assigning standards-aligned tasks. Literacy texts will be differentiated across all content areas based on reading level for the lowest 25% with an emphasis on completing the same output of rigorous learning tasks. This goal supports the Division Priority Goal of Intense Focus of Student Achievement. 1

G095260

G2.B1 Teachers vary in their abilities to choose appropriate, content specific complex texts and modeling of close reading strategies and tools. 2

B256415

G2.B1.S1 District PLC Team, in conjunction with the instructional coaches, will provide ongoing and differentiated PD to all faculty to ensure content-based text selection at the appropriate level of rigor and complexity. 4

S271157

Strategy Rationale

Teachers need to understand the importance of using appropriately leveled complex text within the various content areas to enhance student learning.

Action Step 1 5

Provide teachers with appropriate content-related, complex text selections.

Person Responsible

Andrea Holt

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Teachers' lesson plans and PLC notes will indicate the use of such text in instruction.

Action Step 2 5

Teachers will discuss the use and differentiation of complex content-related text within their PLCs

Person Responsible

Andrea Holt

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Teachers will include variations and choices of content-related complex texts to enhance student learning.

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 8/14/2017 to 5/31/2018

Evidence of Completion

Classroom observation data will reveal an increase in the percentage of complex, content-related text used to enhance instruction.

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 8/14/2017 to 5/31/2018

Evidence of Completion

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

G2.B2 The addition of new faculty and staff make it challenging to meet all teachers at their zone of proximal development concerning the implementation and use of AVID WICOR Strategies school-wide. 2

B256416

G2.B2.S1 Instructional coaches and the AVID Site Team will reinforce WICOR strategies with returning faculty, while providing the scaffolded support and PD for the teachers new to our school. 4

S271159

Strategy Rationale

As an AVID National Demonstration School, the WICOR strategies align with the District PLC goal.

Action Step 1 5

Teachers will incorporate WICOR strategies into their instruction, which will enhance student exposure to literacy strategies and support the district literacy PLC.

Person Responsible

Elizabeth Newbold

Schedule

On 5/31/2018

Evidence of Completion

Lesson plans and AVID Plans will support the integration and use of WICOR strategies.

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

Administrators and instructional coaches will ensure WICOR strategies are incorporated into plans

Person Responsible

Raymond Yockel

Schedule

On 5/31/2018

Evidence of Completion

Lesson plans and AVID Plans will reflect the intentional and ongoing use of WICOR strategies within the instruction in all classrooms.

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

Ongoing differentiated PD will be provided to assist each teacher with the best practices for incorporating WICOR strategies into their lesson plans.

Person Responsible

Raymond Yockel

Schedule

On 5/31/2018

Evidence of Completion

Qualitative data concerning observations, plans, PLC discussions, ongoing PD, etc. will monitor the effectiveness of implementation.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S2.MA1 M388439	Administrators and instructional coaches will monitor this implementation/expansion while...	Yockel, Raymond	9/5/2017	Observation data as well as lesson plans will provide evidence of differentiation through the digital platform.	5/10/2018 one-time
G1.MA1 M388445	Both quantitative and qualitative data will be used to monitor progress for this goal. Quantitative...	Holt, Andrea	8/14/2017	Evidence for monitoring this goal will include iObservation data, common formative assessment data, PLC meeting notes, lesson plans, and anecdotal notes from classroom observations.	5/31/2018 weekly
G2.MA1 M388450	The data collected and reviewed throughout the year to determine progress toward the goal includes...	Yockel, Raymond	8/14/2017	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.	5/31/2018 daily
G1.B1.S1.MA1 M388437	To support the effectiveness of the implementation, the PLCs will submit their weekly PLC notes via...	Holt, Andrea	8/7/2017	The evidence for monitoring the effectiveness will be the meeting notes, lesson plans, and classroom observations.	5/31/2018 weekly
G1.B1.S1.MA1 M388438	The principal, assistant principals, and instructional coaches will meet with the PLCs during their...	Holt, Andrea	8/7/2017	The PLCs will submit their notes including the above information. These notes will be completed via a digital platform 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.	5/31/2018 weekly
G1.B1.S1.A1 A363417	Administrators will continue to provide 1 planning day per 9 weeks for highly-structured,...	Shave, Michelle	8/7/2017	The deliverables expected from each PLC include FCIM calendars, common formative and summative assessments, as well as evidence-based learning goals and scales reflecting rigorous assignments and activities.	5/31/2018 quarterly
G1.B1.S1.A2 A363418	The Professional Learning Communities (PLCs) will use student data and the required rigor of the...	Shave, Michelle	8/7/2017	Evidence for this action step will include common formative assessment results, PLC minutes indicating instructional shifts toward more rigorous instruction based on results and data, and leadership team observation data.	5/31/2018 weekly
G1.B2.S1.MA1 M388441	To monitor and support the effectiveness of teachers' abilities to provide students with activities...	Holt, Andrea	8/14/2017	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.	5/31/2018 weekly
G1.B2.S1.MA1 M388442	To monitor teachers' abilities to provide students with rigorous activities and assignments aligned...	Holt, Andrea	8/14/2017	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.	5/31/2018 weekly
G1.B2.S1.A1 A363420	Teachers will attend professional development to become more adept at adjusting the level or rigor...	Shave, Michelle	8/7/2017	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.	5/31/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA1 M388443	To monitor and support the level of effectiveness of teachers' understanding of infusion with the...	Holt, Andrea	8/14/2017	Evidence of the effectiveness of teachers' understanding of the TIMS matrix and rigorous, standards-based instruction will be provided through professional development participation, PLC meeting notes, lesson plans, and classroom observation.	5/31/2018 weekly
G1.B3.S1.MA1 M388444	To monitor the teachers understanding of the TIM matrix with standards-based instruction, the...	Holt, Andrea	8/14/2017	Evidence of the implementation will be namely through a review of professional development participation, PLC meeting participation, PLC notes, lesson plans, and classroom observation.	5/31/2018 weekly
G1.B3.S1.A1 A363423	The digital media specialist will provide professional development regarding the TIM matrix and...	Gage, Nadirah	8/14/2017	Evidence to monitor this action step will include classroom observations, lesson plans, and PLC minutes.	5/31/2018 monthly
G2.B1.S1.MA1 M388446	Administrators and coaches will support and differentiate coaching to meet the needs of the...	Holt, Andrea	8/14/2017	Adjustments to professional development will be made based on observation data.	5/31/2018 weekly
G2.B1.S1.MA1 M388447	Administrators and coaches will attend PLC meetings, and classroom observation data will be...	Yockel, Raymond	8/14/2017	Classroom observation data will reveal an increase in the percentage of complex, content-related text used to enhance instruction.	5/31/2018 weekly
G2.B1.S1.A1 A363424	Provide teachers with appropriate content-related, complex text selections.	Holt, Andrea	8/14/2017	Teachers' lesson plans and PLC notes will indicate the use of such text in instruction.	5/31/2018 monthly
G2.B1.S1.A2 A363425	Teachers will discuss the use and differentiation of complex content-related text within their PLCs	Holt, Andrea	8/14/2017	Teachers will include variations and choices of content-related complex texts to enhance student learning.	5/31/2018 weekly
G2.B2.S1.MA1 M388448	Ongoing differentiated PD will be provided to assist each teacher with the best practices for...	Yockel, Raymond	8/14/2017	Qualitative data concerning observations, plans, PLC discussions, ongoing PD, etc. will monitor the effectiveness of implementation.	5/31/2018 one-time
G2.B2.S1.MA1 M388449	Administrators and instructional coaches will ensure WICOR strategies are incorporated into plans	Yockel, Raymond	8/14/2017	Lesson plans and AVID Plans will reflect the intentional and ongoing use of WICOR strategies within the instruction in all classrooms.	5/31/2018 one-time
G2.B2.S1.A1 A363426	Teachers will incorporate WICOR strategies into their instruction, which will enhance student...	Newbold, Elizabeth	8/14/2017	Lesson plans and AVID Plans will support the integration and use of WICOR strategies.	5/31/2018 one-time
G1.B1.S2.MA1 M388440	The principal, assistant principals, and instructional coaches will engage in ongoing dialogue...	Yockel, Raymond	9/5/2017	Teacher's plans and oral accounts of how and when they differentiate through the digital platform will provide the evidence that the platform is being used for this purpose.	5/31/2018 monthly
G1.B1.S2.A1 A363419	The Digital Curriculum Teacher Leader (DCTL) Team will provide small group professional development...	Gage, Nadirah	9/5/2017	Teachers will demonstrate the differentiation of tasks to various students in classroom observations, lesson plans, PLC conversations, data chats, etc.	5/31/2018 monthly

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 providing an intense focus on rigor, with built-in scaffolding in order to reach the lowest 25%. Through collaborative planning within their professional learning communities and the incorporation of differentiated instruction within the digital classroom, this area of emphasis will enable our students toward deeper learning and achievement. This goal supports the Division Priority Goal of Intense Focus of Student Achievement.

G1.B1 Observation and walk through data reveal instruction is focused on standards in all classrooms, but sometimes lacks the level of rigor required to challenge students to work beyond their comfort level.

G1.B1.S1 Administrators and instructional coaches will provide an expanded protocol for focusing on rigor during common planning time, including the review of CRMs, student data, developing differentiated instruction, assessments, and strategically integrating digital instruction to facilitate differentiated instruction. Each PLC will reflect on the role of rigor within their practices.

PD Opportunity 1

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

Facilitator

Shave, Michelle (michelle.shave@ocps.net)

Participants

All core subject area teachers

Schedule

Quarterly, from 8/7/2017 to 5/31/2018

PD Opportunity 2

The Professional Learning Communities (PLCs) will use student data and the required rigor of the correlating standards, in conjunction with school-wide AVID/WICOR strategies to enhance the ability of teachers to differentiate the rigor of activities and assignments within classrooms.

Facilitator

PLC Leads, Instructional Coaches

Participants

All teachers

Schedule

Weekly, from 8/7/2017 to 5/31/2018

G1.B1.S2 The Digital Instructional Leadership Team will help teachers to expand their understanding and capacity to use the digital platform as a means of providing differentiated activities and assignments to students, offering a greater opportunity for students to be tasked with stretching the limits of rigor which best fit their needs.

PD Opportunity 1

The Digital Curriculum Teacher Leader (DCTL) Team will provide small group professional development for our teachers and PLCs.

Facilitator

DCTL Team

Participants

All faculty

Schedule

Monthly, from 9/5/2017 to 5/31/2018

G1.B2 Teachers struggle with differentiating the instruction while ensuring the assignments and activities meet the rigor of the deconstructed standards.

G1.B2.S1 The instructional coaches will provide professional development and work individually with teachers to incorporate more rigorous activities and assignments within the evidence-based scales and aligned to the standards.

PD Opportunity 1

Teachers will attend professional development to become more adept at adjusting the level or rigor and using that to create 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 Shave, Elizabeth Newbold

Participants

instructional personnel

Schedule

Monthly, from 8/7/2017 to 5/31/2018

G1.B3 Teachers struggle with creating rigorous, standards-based activities and assignments that align with our school's goals for progressing on the TIM toward infusion.

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

PD Opportunity 1

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

Facilitator

Marisa Kaufman, Michelle Shave

Participants

instructional personnel

Schedule

Monthly, from 8/14/2017 to 5/31/2018

G2. All teachers will increase academic achievement for all students by infusing literacy throughout the curriculum in every course, by choosing appropriate, content specific complex texts and assigning standards-aligned tasks. Literacy texts will be differentiated across all content areas based on reading level for the lowest 25% with an emphasis on completing the same output of rigorous learning tasks. This goal supports the Division Priority Goal of Intense Focus of Student Achievement.

G2.B2 The addition of new faculty and staff make it challenging to meet all teachers at their zone of proximal development concerning the implementation and use of AVID WICOR Strategies school-wide.

G2.B2.S1 Instructional coaches and the AVID Site Team will reinforce WICOR strategies with returning faculty, while providing the scaffolded support and PD for the teachers new to our school.

PD Opportunity 1

Teachers will incorporate WICOR strategies into their instruction, which will enhance student exposure to literacy strategies and support the district literacy PLC.

Facilitator

AVID Site Team; District PLC Team

Participants

All teachers

Schedule

On 5/31/2018

VI. Technical Assistance Items

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

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	2017-18
	5000	140-Substitute Teachers	1031 - Southwest Middle	General Fund		\$6,300.00
2	G1.B1.S1.A2	The Professional Learning Communities (PLCs) will use student data and the required rigor of the correlating standards, in conjunction with school-wide AVID/WICOR strategies to enhance the ability of teachers to differentiate the rigor of activities and assignments within classrooms.				\$0.00
3	G1.B1.S2.A1	The Digital Curriculum Teacher Leader (DCTL) Team will provide small group professional development for our teachers and PLCs.				\$0.00
4	G1.B2.S1.A1	Teachers will attend professional development to become more adept at adjusting the level or rigor and using that to create 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
5	G1.B3.S1.A1	The digital media specialist will provide professional development regarding the TIM matrix and integrating technology into the standards-based instruction.				\$0.00
6	G2.B1.S1.A1	Provide teachers with appropriate content-related, complex text selections.				\$0.00
7	G2.B1.S1.A2	Teachers will discuss the use and differentiation of complex content-related text within their PLCs				\$0.00
8	G2.B2.S1.A1	Teachers will incorporate WICOR strategies into their instruction, which will enhance student exposure to literacy strategies and support the district literacy PLC.				\$0.00
					Total:	\$6,300.00