

Polk County Public Schools

Southwest Middle School



2017-18 Schoolwide Improvement Plan

Southwest Middle School

2815 EDEN PKWY, Lakeland, FL 33803

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

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	Yes	97%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	D

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	15
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	25
Appendix 1: Implementation Timeline	38
Appendix 2: Professional Development and Technical Assistance Outlines	40
Professional Development Opportunities	40
Technical Assistance Items	43
Appendix 3: Budget to Support Goals	43

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 School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Southwest Middle School is to provide a high quality education for all students.

b. Provide the school's vision statement.

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

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

2. School Environment

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

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

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

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

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.

All SWMS students meet, by grade level, with administration at the start of the school year where expectations for behavior and conduct are clearly presented. Staff at Southwest Middle School will use a school-wide Behavior Intervention Log (BIL) to track minor discipline issues in class and a call log to record parent contact. Major breaches of conduct will be referred to the discipline office.

Teachers will receive professional development on CHAMPS and other PD opportunities based on teacher and/or school needs.

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.

Social-emotional needs are being met by means of group counseling, individual counseling, crisis counseling and bullying prevention. Referrals for students are also given to parents and caregivers for community agencies for follow-up and/or extensive counseling, as needed.

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.

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

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	60	55	86	0	0	0	0	201
One or more suspensions	0	0	0	0	0	0	66	62	84	0	0	0	0	212
Course failure in ELA or Math	0	0	0	0	0	0	14	7	8	0	0	0	0	29
Level 1 on statewide assessment	0	0	0	0	0	0	104	94	78	0	0	0	0	276

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

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

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

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

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

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

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

Course failure in English Language Arts or mathematics

- The student's report card is stamped in red with "Possible Retention" and the Guidance office contacts parents to set up parent conferences. Counselors meet with and counsel students who are in danger of failing beginning immediately after first nine week grades, and/or as teachers express concern from the beginning of the school year. Progress reports for all subjects will be printed and distributed to go home every two weeks in addition to the regularly scheduled interim reports and progress reports.

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

- Students scoring a level 1 are placed in Intensive Reading classes so they receive extra instruction time. 6th grade students who scored a level 1 on the 5th grade FSA ELA are automatically placed in a Critical Thinking Course for one semester where they learn study skills and other learning strategies to help students become more academically successful.

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?

Yes

1. PFEP Link

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

2. Description

The Southwest Middle Parent Involvement Team will meet to discuss the Parent involvement Plan and Compact at least three times a year. Through multiple forms of communication such as Connect Ed, parent newsletters, flyers and our SWM website, we will extend an invitation for parents to come on campus, to participate, become approved volunteers, and to become a member of our Student Advisory Committee (SAC), which will meet five times in the school year. Parent involvement programs and activities such as iMOM and All Pro Dads will be implemented to teach parents how to help their children at home with reading, writing and other academic skills. iMOM's and All Pro Dads meetings will be held four times each throughout the school year. Other programs will also be encouraged to promote parent involvement throughout the school year.

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

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

business with reciprocal benefits from the school community. This plan is followed through the school year and revised each year to meet the ever changing needs of the school community.

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
Bruno, Tye	Principal
Gainous, Titus	Instructional Technology
Graydon, Bryan	Assistant Principal
Lenox, Pam	School Counselor
Abernathy, Barbara	Instructional Media
Eyman, Diana	Teacher, ESE
Thompson, Alonzo	Assistant Principal
Clark, Denay	Assistant Principal
Brown, Bryna	Teacher, K-12
Brown, Josey	Teacher, K-12
Wallace, Denise	Other
Gallman, James	Teacher, K-12
Blanchette, Laura	Teacher, K-12
Graham, Lindsey	Other
Hilton, Leslie	Instructional Coach
Brown, Courtney	Psychologist
west, tamika	Teacher, K-12

b. Duties

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

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

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

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

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

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

Denise Wallace, Mathematics Coach: Uses assessment data to assist administrators with placement of students in appropriate instructional or intervention programs and assists teachers in using data to drive instructional practices; Provides in-service training and follow-up coaching to assist classroom teachers in the use of strategies in their classrooms; participates in math department collaborative planning sessions to assist with planning, sequencing, and scaffolding mathematics instruction.

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

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

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

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

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

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

TBD, Math Interventionist: Regularly analyzes math data and monitors student progress while delivering focused intervention to students; Prepares lesson plans, in collaboration with teachers and

coaches, related to differentiating instruction and providing interventions while adhering to district scope and sequence guides and curriculum in an effort to close the achievement gap in mathematics; ensures compliance with Title I guidelines and policies. Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.

Lindsey Graham, Testing Coordinator/Title I Contact: maintains security of all tests & testing environments, adheres to all state and testing guidelines, including testing timelines and windows, collaborates with school team to develop a testing schedule that meets all testing deadlines and takes into consideration the school's needs, effectively monitors testing and reports testing issues, maintains complete and accurate records of test materials and accounts for any and all discrepancies, ensures that tests are administered and processed appropriately and with fidelity ensures, communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success, and maintains compliance with Title I guidelines and policies.

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.

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

- The PS/Rtl Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.
- The PS/Rtl Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:
 - > Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.
 - > Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.
 - > Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
 - > Focus on improving student achievement outcomes with evidence-based interventions implemented with fidelity and frequent progress monitoring.
 - > Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

Title I, Part A

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

Title I, Part C- Migrant
N/A

Title I, Part D

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

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Professional development (state/district/school) is provided to the staff, as needed.

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds (as needed) to provide academic tutoring , giving priority to Level 1 and 2 students.

Violence Prevention Programs

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

Nutrition Programs

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

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged, and handicapped students in grades 6-12. Southwest Middle currently offers pre-academy programs in Business Enterprise, Robotics, Video Game Development, and Video Production.

Job Training

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Tye Bruno	Parent
Lea Rivera	Parent
AlonzoThompson	Education Support Employee
David Torres	Business/Community
Vicky Glass	Education Support Employee
Brad Rhoden	Business/Community
Marlin Lynn	Parent
Josue Sanchez	Teacher
Jimmy Missouri	Business/Community
Fernando Davila Bernard	Education Support Employee
Wanda Ross	Teacher
Zuma Mollison	Parent
Joshua Bieber	Parent
Emory Dant	Parent
Shuntelle Torres	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

In the process of developing and updating the 2017-2018 School Improvement Plan, the SIP for 16-17 school year will be reviewed for the effectiveness of implementation. In particular, goals, strategies, and targets will be evaluated for effectiveness and need for revision along with parent involvement initiatives. SAC members review the proposed plan, vote on approval, and provide input/feedback on suggested additional items. All parents are invited to participate in the review of the School Improvement Plan.

b. Development of this school improvement plan

The school's SAC committee will meet quarterly to discuss a variety of issues that may impact the school. The School Improvement Plan will be presented to the SAC for input, revisions, and monitoring. SAC members review the proposed plan, vote on approval, and provide input/feedback on suggested additional items. All parents are invited to participate in the development of the School Improvement Plan.

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

The annual school budget is prepared each spring for the upcoming year. The budget will be reviewed and explained to SAC members as a part of the meeting agendas over the course of the year. The Title I budget must also be presented annually to the SAC according to federal guidelines. All parents are invited to participate in the review of the School Improvement Plan and budget.

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

Any SAC funds received will be used for training, substitutes, technology, and classroom resources. SAC members review the proposed budget, vote on approval, and provide input/feedback on suggested additional items. All parents are invited to participate in the review of proposed budget.

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.

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

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
Hilton, Leslie	Instructional Coach
Bruno, Tye	Principal
Thompson, Alonzo	Assistant Principal
Graydon, Bryan	Assistant Principal
Eyman, Diana	Administrative Support
Lenox, Pam	School Counselor
Clark, Denay	Assistant Principal
Graham, Lindsey	Other
Gallman, James	Teacher, K-12
Abernathy, Barbara	Instructional Media

b. Duties

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

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

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

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.

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

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

1. School promoted on website - Principal, teachers
2. Open positions advertised on PCSB website - Principal
3. Provide appropriate training and professional development to new teachers - Principal, District
4. New teachers meet with administrators, coaches, and or/teacher leaders to discuss instructional strategies, questions/concerns, etc. and they will participate in a teacher mentoring program throughout the school year (extended as needed).

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

New teachers are paired with an experienced teacher in their subject area who has a proven track record of effective classroom management, use of effective teaching strategies, and successful student data. This relationship will promote discussion regarding student progress, teaching strategies, progress monitoring, lesson planning, certification needs, and other issues of concern.

New teachers will also participate in a teacher mentoring program which requires teachers to meet on a monthly basis to discuss high-yield instructional strategies, technology implementation, ESE/ESOL/504 accommodations, differentiating instruction, etc .

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 school's administration team ensures that core instructional programs and materials are aligned to Florida standards through teacher submission of weekly lesson plans, weekly meetings with teachers, and through regular classroom observations.

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.

Instructional staff members consistently access the most recent data available from several progress monitoring reports. Data is reviewed by teachers individually and/or during collaborative planning sessions. Teachers discuss data and collaboratively plan to address the areas of weakness in each tested subject.

Students that are performing at a less than proficient level based on current data, are provided extra support in the specific skill/standards in which students did not meet proficiency standards (i.e. fluency, theme, central idea, etc.). County mandated programs such as Achieve and Accelerated

Reader (STAR) are utilized to meet the specific needs of students that are performing at a low level of proficiency in Reading. Teachers also use data to identify students who need one-on-one instruction for “pull out” opportunities with interventionists or ESE support teachers who provide assistance in the classroom.

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: 1,080

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

Strategy Rationale

Based on attendance reports from last year's after-school tutoring sessions, many students did not take advantage of the remediation opportunities available, even with the opportunity to receive bus transportation. Most school buses arrive on campus around 8:30 AM, so it is the hope that students will be more likely to participate in morning sessions.

Peers in certain classrooms may also create distractions for learning. However, extended learning academy sessions may provide a different pairing of students/teachers than their regularly scheduled courses and will also give teachers the opportunity to work with students in small groups on targeted skills.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

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

The effectiveness of this strategy will be based on Progress Monitoring and on the results of the Florida Standards Assessment and other summative assessments.

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.

Southwest Middle School employs several strategies to support incoming and outgoing students including Orientation, Open House, FL Choices for 8th students, Four Year Plans for 8th grade students, High School visits to our campus for 8th graders, Band Summer Camp, 5th Grade Parent Night, 8th grade participation in the We3 conference (Workforce Education Expo).

Orientation Day-includes but is not limited to the issuance of class schedules, student packets, purchasing school shirts, opportunity to establish lunch accounts, and meet teachers and administrative staff.

Open House-reviewing school policies/procedures, presentation of Title I information and classroom visits to allow for mini progress reports on student performance.

FL Choices-computer based on-line resource for exploration and career planning that all 8th grade students are required to complete in preparation for their future goals.

Four-Year Plans-completed with 8th grade students in conjunction with FL Choices to help students plan for high school courses to meet requirements for college and career goals.

High School Reps Visit SWMS-In-zone high schools send representatives every year to make presentations and conduct early registration and scheduling.

Band Summer Camp-students interested in the band program can participate in summer camp to become familiarized with the program/teacher, instruments, and to help them prepare for advance band program placement.

5th Grade Parent Night-help parents prepare their children for middle school by looking at the pre-academy selection displays and academic program displays with opportunities to explore and ask questions. Students and parents receive a brief introduction on school policies, procedures and activities, and are able to meet instructional staff and administration.

Workforce Education Expo (We3)-8th grade students attend this conference to explore the options that high schools, local colleges and vocational schools have to offer. Schools and other agencies provide displays, presentations, and demonstrations to promote student interest.

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.

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

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

Career pre-academies in the areas of Business Enterprise, Robotics, Video Game Development, and Digital Video Production have been created to pair students' education with future career aspirations. By participating in these programs, students begin thinking about the future and see the real-world relevant connection between their subjects and possible future career paths.

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

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

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

II. Needs Assessment

The school's completion of this 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.

During the 2016-2017 school year, science and social studies classes implemented Achieve lessons on a biweekly basis to supplement reading instruction and strategies through core classes. Based on the implementation in science and social studies, as well as reading classes, many students participated in at least three Achieve article based on their Lexile abilities a week. By utilizing Achieve in reading, as well as science and social studies, students learned and utilized additional reading strategies to comprehend challenging text. As a result, student FSA ELA scores showed student growth in . To continue this positive trend, SWMS will continue to use Achieve 3000 in science and social studies' classes to help supplement our reading strategies.

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.

Many students are not reading at their appropriate grade/Lexile level text.

Comprehension, analysis, application, and evaluation are challenging tasks for struggling readers in content classes.

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

 = Problem Solving Step

 S123456 = Quick Key

Strategic Goals Summary

- G1.** All instructional personnel will actively engage in weekly focus groups to systematically monitor Tier 2 & Tier 3 students as identified through MTSS. Effective implementation of the MTSS process will decrease the lower quartile in reading & math by 10%, raise learning gains in reading & math by 10%, and lower discipline referrals by 10%.
- G2.** All core content area instructional staff will collaboratively plan, design, implement and monitor effective lessons utilizing Florida Standards and research based strategies, including Marzano's framework. These actions will result in an increase in student achievement for all core content areas.
- G3.** SWMS will reduce the number and percent of discipline incidents and referrals for each student subgroup by 15%, resulting in a decreasing loss of instructional time.

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 instructional personnel will actively engage in weekly focus groups to systematically monitor Tier 2 & Tier 3 students as identified through MTSS. Effective implementation of the MTSS process will decrease the lower quartile in reading & math by 10%, raise learning gains in reading & math by 10%, and lower discipline referrals by 10%. **1a**

G097998

Targets Supported **1b**

Indicator	Annual Target
Statewide Science Assessment Achievement	43.0
Civics EOC Pass	54.0
FSA Mathematics Achievement	44.0
Math Gains	49.0
Math Lowest 25% Gains	44.0
FSA ELA Achievement	53.0
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	49.0

Targeted Barriers to Achieving the Goal **3**

- Teachers struggle implementing appropriate, individualized interventions

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

- MTSS training and professional development
- MTSS intervention strategies toolbox
- Supplemental planning days
- Early release days
- Teacher mentors
- Common planning time
- Performance Matters training and instructions
- Instructional Coaches

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

Student progress monitoring data, intervention outcomes, and teacher feedback will be used to monitor progress toward meeting the goal, including the implementation of the individualized student interventions.

Person Responsible

Tye Bruno

Schedule

Weekly, from 8/3/2017 to 5/24/2018

Evidence of Completion

Data portfolios filled out with fidelity and teacher's feedback regarding the process

Plan to Monitor Progress Toward G1. 8

Students receiving interventions will exhibit progress toward meeting goal.

Person Responsible

Tye Bruno

Schedule

Weekly, from 8/3/2017 to 5/24/2018

Evidence of Completion

Data from Tier 2 and Tier 3 students receiving individualized interventions will be monitored for progress towards meeting the goal.

G2. All core content area instructional staff will collaboratively plan, design, implement and monitor effective lessons utilizing Florida Standards and research based strategies, including Marzano's framework. These actions will result in an increase in student achievement for all core content areas. 1a

G097999

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	53.0
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	49.0
FSA Mathematics Achievement	44.0
ELA/Reading Gains	49.0
ELA/Reading Lowest 25% Gains	44.0
Statewide Science Assessment Achievement	43.0
Civics EOC Pass	54.0

Targeted Barriers to Achieving the Goal 3

- Teacher effective use of planning time
- Staff lack of knowledge of Marzano's framework
- Many students performing and/or reading below grade level

Resources Available to Help Reduce or Eliminate the Barriers 2

- Master schedule
- Curriculum Maps
- Supplemental planning days
- Early release days
- Teacher mentors
- Common planning time
- Marzano's framework and instructional strategies
- Achieve 3000
- Instructional Coaches

Plan to Monitor Progress Toward G2. 8

Lesson plans, observation data, and teacher feedback will be used to monitor progress toward meeting the goal, including the implementation of the Florida standards.

Person Responsible

Tye Bruno

Schedule

Quarterly, from 8/3/2017 to 5/24/2018

Evidence of Completion

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

Plan to Monitor Progress Toward G2. 8

Classroom observations will exhibit progress toward meeting goal.

Person Responsible

Tye Bruno

Schedule

Weekly, from 8/3/2017 to 5/24/2018

Evidence of Completion

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

Plan to Monitor Progress Toward G2. 8

Formative and summative assessments will determine progress toward effective planning and instruction

Person Responsible

Tye Bruno

Schedule

Weekly, from 8/3/2017 to 5/24/2018

Evidence of Completion

Data chats/notes, data spreadsheets, remediation/extension plans

G3. SWMS will reduce the number and percent of discipline incidents and referrals for each student subgroup by 15%, resulting in a decreasing loss of instructional time. 1a

G098000

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	1840.0

Targeted Barriers to Achieving the Goal 3

- Consistency of following through with school wide rules by all stakeholders, including CHAMPS practices, procedures, and strategies

Resources Available to Help Reduce or Eliminate the Barriers 2

- Student Intervention Center
- Check In Check Out
- Our SWPBSS will serve as a means of recognizing student compliance and progress.
- CHAMPS materials

Plan to Monitor Progress Toward G3. 8

Comparison of discipline occurrences

Person Responsible

Tye Bruno

Schedule

Monthly, from 8/3/2017 to 5/24/2018

Evidence of Completion

Comparisons will be made based off of discipline data from the current 17-18 school year and the prior 16-17 school year. We will analyze discipline occurrences and evaluate the effectiveness of CHAMPS reducing the incidents of misbehavior. We will use this data to plan next steps.

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 instructional personnel will actively engage in weekly focus groups to systematically monitor Tier 2 & Tier 3 students as identified through MTSS. Effective implementation of the MTSS process will decrease the lower quartile in reading & math by 10%, raise learning gains in reading & math by 10%, and lower discipline referrals by 10%. **1**

 **G097998**

G1.B4 Teachers struggle implementing appropriate, individualized interventions **2**

 **B263506**

G1.B4.S1 Utilizing formative data, summative data, and Performance Matters reports, individualized interventions will be planned, implemented, and monitored for fidelity. **4**

 **S279069**

Strategy Rationale

Teachers need guidance on appropriate MTSS strategies and procedures, as well as using data to identify Tier 2 & Tier 3 students.

Action Step 1 **5**

PD opportunities regarding MTSS procedures, strategies, and data analysis will be provided to selected teachers as needed.

Person Responsible

Tye Bruno

Schedule

Monthly, from 8/3/2017 to 5/24/2018

Evidence of Completion

PD sign in sheets, MTSS documentation

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Student progress monitoring portfolios tracking individualized interventions with student data.

Person Responsible

Tye Bruno

Schedule

Weekly, from 8/3/2017 to 5/24/2018

Evidence of Completion

Student progress monitoring portfolios and teacher sign-in sheets will be collected to demonstrate implementation of training.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Observations of weekly focus groups will support the implementation of the MTSS process.

Person Responsible

Tye Bruno

Schedule

Weekly, from 8/3/2017 to 5/24/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Student progress monitoring portfolios will be examined at the weekly focus groups for fidelity.

Person Responsible

Tye Bruno

Schedule

Weekly, from 8/3/2017 to 5/24/2018

Evidence of Completion

Student progress monitoring documentation will be collected to monitor for effectiveness.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Peer input and department collaboration

Person Responsible

Tye Bruno

Schedule

Weekly, from 8/3/2017 to 5/24/2018

Evidence of Completion

Notes will be kept recording teacher input and feedback.

G2. All core content area instructional staff will collaboratively plan, design, implement and monitor effective lessons utilizing Florida Standards and research based strategies, including Marzano's framework. These actions will result in an increase in student achievement for all core content areas. 1

 G097999

G2.B1 Teacher effective use of planning time 2

 B263513

G2.B1.S1 Master schedule will be designed to give teachers in core academic subject areas a daily common planning time. 4

 S279071

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Tye Bruno

Schedule

Daily, from 8/3/2017 to 5/24/2018

Evidence of Completion

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

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

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

Person Responsible

Tye Bruno

Schedule

Daily, from 8/3/2017 to 5/24/2018

Evidence of Completion

The school master schedule will be used to monitor implementation.

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

Planning period meetings for the purpose of collaborative planning will be scheduled twice per week. Administration will participate in collaborative planning sessions and monitor effective use of time.

Person Responsible

Tye Bruno

Schedule

Monthly, from 8/3/2017 to 5/24/2018

Evidence of Completion

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

G2.B1.S2 Two days will be designated each week for teachers to meet during the scheduled common planning time for the purpose of collaborative planning. 4

 S279072

Strategy Rationale

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

Action Step 1 5

Two days will be designated each week for subject area teachers to meet during their scheduled planning time - one day will meet for the purpose of collaborative planning with instructional coaches.

Person Responsible

Tye Bruno

Schedule

Weekly, from 8/3/2017 to 5/24/2018

Evidence of Completion

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

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

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

Person Responsible

Tye Bruno

Schedule

Weekly, from 8/3/2017 to 5/24/2018

Evidence of Completion

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

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

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

Person Responsible

Tye Bruno

Schedule

Weekly, from 8/3/2017 to 5/24/2018

Evidence of Completion

Lesson plans, student work samples, and teacher feedback

G2.B3 Staff lack of knowledge of Marzano's framework 2

 B263515

G2.B3.S1 Teachers will utilize strategies gained from the ongoing professional development of Marzano's Framework to ensure the effective instruction using strategies and methods to encourage student achievement. 4

 S279073

Strategy Rationale

Marzano's Framework provides proven, effective instructional strategies and methods that allow students to learn at higher levels.

Action Step 1 5

Instructional staff will participate in ongoing professional development regarding Marzano's Framework and effective instructional strategies, while utilizing the book "Standards Driven Classroom."

Person Responsible

Tye Bruno

Schedule

Monthly, from 8/3/2017 to 5/24/2018

Evidence of Completion

Staff sign in sheets as well as instructional strategies evident in lesson plans and by observation

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Administration and/or instructional coaches will attend collaborative planning sessions and facilitate conversations about utilizing instructional strategies from Marzano's framework and the book "Standards Driven Classroom" to increase student's knowledge of the standards.

Person Responsible

Tye Bruno

Schedule

Weekly, from 8/3/2017 to 5/24/2018

Evidence of Completion

Evidence of instructional strategies in teacher lesson plans, feedback, student work samples, assessment data

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Teachers will be required to bring documentation of plans, writing samples, and other activities that utilized instructional strategies from Marzano's framework to the weekly planning meetings.

Person Responsible

Tye Bruno

Schedule

Weekly, from 8/3/2017 to 5/24/2018

Evidence of Completion

Lesson plans, student work samples, and teacher feedback

G2.B4 Many students performing and/or reading below grade level **2**

 B263516

G2.B4.S1 Teachers will continue to utilize Achieve 3000 in reading, science, and social studies classes to provided differentiated text and reading strategies that are on the appropriate reading level for each student. **4**

 S279074

Strategy Rationale

Achieve 3000 is a way for students to receive reading instruction and strategies throughout their core classes to increase reading comprehension skills and see content-focused text on their current Lexile level.

Action Step 1 **5**

Teachers will adhere to the Achieve 3000 suggested lesson-designed activity sequence with fidelity

Person Responsible

Tye Bruno

Schedule

Biweekly, from 8/3/2017 to 5/24/2018

Evidence of Completion

Lesson plans and observations

Plan to Monitor Fidelity of Implementation of G2.B4.S1 **6**

Teachers' lesson plans will reflect the required amount of student activities per week set by district and/or school

Person Responsible

Tye Bruno

Schedule

Biweekly, from 8/3/2017 to 5/24/2018

Evidence of Completion

Lesson plans and observations

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Class and student completion data and score results via Achieve 3000 & student Lexile monthly adjustments

Person Responsible

Tye Bruno

Schedule

Biweekly, from 8/3/2017 to 5/24/2018

Evidence of Completion

student Achieve 3000 results

G2.B4.S2 Based on data, identified students will participate in tutoring to supplement their instructional needs. 4

 S279075

Strategy Rationale

Providing students an opportunity, outside of school hours, to have additional assistance on struggling academic concepts will increase the likelihood for learning gains

Action Step 1 5

Tutoring will be provided to struggling students to give remediation on specific standards and concepts

Person Responsible

Tye Bruno

Schedule

Weekly, from 9/4/2017 to 3/30/2018

Evidence of Completion

Student attendance logs

Action Step 2 5

Resources will be provided to reinforce standards instruction deficits

Person Responsible

Tye Bruno

Schedule

Weekly, from 9/4/2017 to 3/30/2018

Evidence of Completion

Student attendance logs, tutoring plans

Plan to Monitor Fidelity of Implementation of G2.B4.S2 6

Tutors will track student attendance and progress

Person Responsible

Tye Bruno

Schedule

Monthly, from 9/4/2017 to 3/30/2018

Evidence of Completion

Attendance logs and academic concept timeline

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 7

Data results will be reviews as well as lexile growth

Person Responsible

Tye Bruno


Schedule

Monthly, from 9/4/2017 to 3/30/2018


Evidence of Completion

Student progress monitoring data, Lexile Level and student activity progress

G3. SWMS will reduce the number and percent of discipline incidents and referrals for each student subgroup by 15%, resulting in a decreasing loss of instructional time. **1**

 G098000

G3.B1 Consistency of following through with school wide rules by all stakeholders, including CHAMPS practices, procedures, and strategies **2**

 B263517

G3.B1.S1 Teachers will continue to be trained on CHAMPS to systematically teach and acknowledge appropriate behaviors from students. **4**

 S279076

Strategy Rationale

Training teachers to utilize CHAMPS will provide our students with a system of behavioral expectations that will improve the overall school culture and set standards for classroom procedures. This will reduce behavior incidents that result in discipline referrals.

Action Step 1 **5**

CHAMPS training based on district plan, as well as additional training specific to the identified needs of our students and teachers.

Person Responsible

Tye Bruno

Schedule

Monthly, from 8/3/2017 to 5/24/2018

Evidence of Completion

Monthly agendas and sign in sheets from PD meetings.

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

At each PD session, steps in the CHAMPS process will be reviewed and discussed based on the needs of the students and discipline data trends.

Person Responsible

Tye Bruno

Schedule

Monthly, from 8/3/2017 to 5/24/2018

Evidence of Completion

Implementation will be observed based on walk throughs and/or teacher observations.

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

Consistent use of CHAMPS in classrooms and common areas will result in a decrease of discipline incidents and referrals and contribute to the positive school climate.

Person Responsible

Tye Bruno

Schedule

Weekly, from 8/3/2017 to 5/24/2018

Evidence of Completion

Based on walk throughs and observations, staff will maintain student expectations and monitor misbehavior by utilizing CHAMPS expectations.

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					
G2.B4.S2.MA1  M406565	Data results will be reviews as well as lexile growth	Bruno, Tye	9/4/2017	Student progress monitoring data, Lexile Level and student activity progress	3/30/2018 monthly
G2.B4.S2.MA1  M406566	Tutors will track student attendance and progress	Bruno, Tye	9/4/2017	Attendance logs and academic concept timeline	3/30/2018 monthly
G2.B4.S2.A1  A376015	Tutoring will be provided to struggling students to give remediation on specific standards and...	Bruno, Tye	9/4/2017	Student attendance logs	3/30/2018 weekly
G2.B4.S2.A2  A376016	Resources will be provided to reinforce standards instruction deficits	Bruno, Tye	9/4/2017	Student attendance logs, tutoring plans	3/30/2018 weekly
G1.MA1  M406555	Student progress monitoring data, intervention outcomes, and teacher feedback will be used to...	Bruno, Tye	8/3/2017	Data portfolios filled out with fidelity and teacher's feedback regarding the process	5/24/2018 weekly
G1.MA2  M406556	Students receiving interventions will exhibit progress toward meeting goal.	Bruno, Tye	8/3/2017	Data from Tier 2 and Tier 3 students receiving individualized interventions will be monitored for progress towards meeting the goal.	5/24/2018 weekly
G2.MA1  M406567	Lesson plans, observation data, and teacher feedback will be used to monitor progress toward...	Bruno, Tye	8/3/2017	Lesson plans submitted on a weekly basis. Data collected from weekly classroom observations will provide evidence of progress.	5/24/2018 quarterly
G2.MA2  M406568	Classroom observations will exhibit progress toward meeting goal.	Bruno, Tye	8/3/2017	Lesson plans will be routinely checked by administration and instructional coaches as teachers submit them via their lesson plan dropbox. Administration and instructional coaches will check for implementation with fidelity during classroom visits/ observations for alignment with standards and instructional activities.	5/24/2018 weekly
G2.MA3  M406569	Formative and summative assessments will determine progress toward effective planning and...	Bruno, Tye	8/3/2017	Data chats/notes, data spreadsheets, remediation/extension plans	5/24/2018 weekly
G3.MA1  M406572	Comparison of discipline occurrences	Bruno, Tye	8/3/2017	Comparisons will be made based off of discipline data from the current 17-18 school year and the prior 16-17 school year. We will analyze discipline occurrences and evaluate the effectiveness of CHAMPS reducing the incidents of misbehavior. We will use this data to plan next steps.	5/24/2018 monthly
G1.B4.S1.MA1  M406551	Student progress monitoring portfolios will be examined at the weekly focus groups for fidelity.	Bruno, Tye	8/3/2017	Student progress monitoring documentation will be collected to monitor for effectiveness.	5/24/2018 weekly
G1.B4.S1.MA2  M406552	Peer input and department collaboration	Bruno, Tye	8/3/2017	Notes will be kept recording teacher input and feedback.	5/24/2018 weekly
G1.B4.S1.MA1  M406553	Student progress monitoring portfolios tracking individualized interventions with student data.	Bruno, Tye	8/3/2017	Student progress monitoring portfolios and teacher sign-in sheets will be collected to demonstrate implementation of training.	5/24/2018 weekly
G1.B4.S1.MA2  M406554	Observations of weekly focus groups will support the implementation of the MTSS process.	Bruno, Tye	8/3/2017	The evidence for implementation of this step will be based largely on teacher feedback and input.	5/24/2018 weekly
G1.B4.S1.A1  A376010	PD opportunities regarding MTSS procedures, strategies, and data analysis will be provided to...	Bruno, Tye	8/3/2017	PD sign in sheets, MTSS documentation	5/24/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1  M406557	Planning period meetings for the purpose of collaborative planning will be scheduled twice per...	Bruno, Tye	8/3/2017	Lesson plan, teacher feedback, and classroom observations will provide documentation for effectiveness.	5/24/2018 monthly
G2.B1.S1.MA1  M406558	Administration and guidance will work together to develop a master schedule that ensures...	Bruno, Tye	8/3/2017	The school master schedule will be used to monitor implementation.	5/24/2018 daily
G2.B1.S1.A1  A376011	In designing the master schedule, each core subject area will be allocated a common planning...	Bruno, Tye	8/3/2017	The school master schedule and student schedules will show completion of this step	5/24/2018 daily
G2.B3.S1.MA1  M406561	Teachers will be required to bring documentation of plans, writing samples, and other activities...	Bruno, Tye	8/3/2017	Lesson plans, student work samples, and teacher feedback	5/24/2018 weekly
G2.B3.S1.MA1  M406562	Administration and/or instructional coaches will attend collaborative planning sessions and...	Bruno, Tye	8/3/2017	Evidence of instructional strategies in teacher lesson plans, feedback, student work samples, assessment data	5/24/2018 weekly
G2.B3.S1.A1  A376013	Instructional staff will participate in ongoing professional development regarding Marzano's...	Bruno, Tye	8/3/2017	Staff sign in sheets as well as instructional strategies evident in lesson plans and by observation	5/24/2018 monthly
G2.B4.S1.MA1  M406563	Class and student completion data and score results via Achieve 3000 & student Lexile monthly...	Bruno, Tye	8/3/2017	student Achieve 3000 results	5/24/2018 biweekly
G2.B4.S1.MA1  M406564	Teachers' lesson plans will reflect the required amount of student activities per week set by...	Bruno, Tye	8/3/2017	Lesson plans and observations	5/24/2018 biweekly
G2.B4.S1.A1  A376014	Teachers will adhere to the Achieve 3000 suggested lesson-designed activity sequence with fidelity	Bruno, Tye	8/3/2017	Lesson plans and observations	5/24/2018 biweekly
G3.B1.S1.MA1  M406570	Consistent use of CHAMPS in classrooms and common areas will result in a decrease of discipline...	Bruno, Tye	8/3/2017	Based on walk throughs and observations, staff will maintain student expectations and monitor misbehavior by utilizing CHAMPS expectations.	5/24/2018 weekly
G3.B1.S1.MA1  M406571	At each PD session, steps in the CHAMPS process will be reviewed and discussed based on the needs...	Bruno, Tye	8/3/2017	Implementation will be observed based on walk throughs and/or teacher observations.	5/24/2018 monthly
G3.B1.S1.A1  A376017	CHAMPS training based on district plan, as well as additional training specific to the identified...	Bruno, Tye	8/3/2017	Monthly agendas and sign in sheets from PD meetings.	5/24/2018 monthly
G2.B1.S2.MA1  M406559	Teachers will be required to bring documentation of plans, writing samples, and higher order...	Bruno, Tye	8/3/2017	Lesson plans, student work samples, and teacher feedback	5/24/2018 weekly
G2.B1.S2.MA1  M406560	Each administrator will be assigned one or more subject areas with whom he/ she will be responsible...	Bruno, Tye	8/3/2017	Teacher feedback, student work samples, notes taken during meetings, and lesson plans	5/24/2018 weekly
G2.B1.S2.A1  A376012	Two days will be designated each week for subject area teachers to meet during their scheduled...	Bruno, Tye	8/3/2017	Teacher feedback, notes taken during collaborative planning time, and lesson plans.	5/24/2018 weekly

V. Professional Development Opportunities

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

G1. All instructional personnel will actively engage in weekly focus groups to systematically monitor Tier 2 & Tier 3 students as identified through MTSS. Effective implementation of the MTSS process will decrease the lower quartile in reading & math by 10%, raise learning gains in reading & math by 10%, and lower discipline referrals by 10%.

G1.B4 Teachers struggle implementing appropriate, individualized interventions

G1.B4.S1 Utilizing formative data, summative data, and Performance Matters reports, individualized interventions will be planned, implemented, and monitored for fidelity.

PD Opportunity 1

PD opportunities regarding MTSS procedures, strategies, and data analysis will be provided to selected teachers as needed.

Facilitator

Subject Area Contacts Instructional Coaches Administration Guidance District Resources

Participants

Teachers, as needed

Schedule

Monthly, from 8/3/2017 to 5/24/2018

G2. All core content area instructional staff will collaboratively plan, design, implement and monitor effective lessons utilizing Florida Standards and research based strategies, including Marzano's framework. These actions will result in an increase in student achievement for all core content areas.

G2.B3 Staff lack of knowledge of Marzano's framework

G2.B3.S1 Teachers will utilize strategies gained from the ongoing professional development of Marzano's Framework to ensure the effective instruction using strategies and methods to encourage student achievement.

PD Opportunity 1

Instructional staff will participate in ongoing professional development regarding Marzano's Framework and effective instructional strategies, while utilizing the book "Standards Driven Classroom."

Facilitator

Administration and instructional coaches

Participants

School instructional staff, interventionists, and coaches

Schedule

Monthly, from 8/3/2017 to 5/24/2018

G2.B4 Many students performing and/or reading below grade level

G2.B4.S1 Teachers will continue to utilize Achieve 3000 in reading, science, and social studies classes to provided differentiated text and reading strategies that are on the appropriate reading level for each student.

PD Opportunity 1

Teachers will adhere to the Achieve 3000 suggested lesson-designed activity sequence with fidelity

Facilitator

Literacy Coach and Achieve 3000 consultant

Participants

Teachers (reading, social studies, and science)

Schedule

Biweekly, from 8/3/2017 to 5/24/2018

G3. SWMS will reduce the number and percent of discipline incidents and referrals for each student subgroup by 15%, resulting in a decreasing loss of instructional time.

G3.B1 Consistency of following through with school wide rules by all stakeholders, including CHAMPS practices, procedures, and strategies

G3.B1.S1 Teachers will continue to be trained on CHAMPS to systematically teach and acknowledge appropriate behaviors from students.

PD Opportunity 1

CHAMPS training based on district plan, as well as additional training specific to the identified needs of our students and teachers.

Facilitator

Alonzo Thompson

Participants

All Instructional Staff

Schedule

Monthly, from 8/3/2017 to 5/24/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B4.S1.A1	PD opportunities regarding MTSS procedures, strategies, and data analysis will be provided to selected teachers as needed.				\$4,352.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0051 - Southwest Middle School	Title, I Part A		\$4,352.00
2	G2.B1.S1.A1	In designing the master schedule, each core subject area will be allocated a common planning period during student contact time.				\$0.00
3	G2.B1.S2.A1	Two days will be designated each week for subject area teachers to meet during their scheduled planning time - one day will meet for the purpose of collaborative planning with instructional coaches.				\$128,325.21
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	0051 - Southwest Middle School	Title, I Part A		\$128,325.21
Notes: Literacy and Math instructional coaches						
4	G2.B3.S1.A1	Instructional staff will participate in ongoing professional development regarding Marzano's Framework and effective instructional strategies, while utilizing the book "Standards Driven Classroom."				\$3,808.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0051 - Southwest Middle School			\$3,808.00
Notes: Instructional staff (core) will continue with book study discussion regarding Marzano's "Standards-Driven Classroom" that stems from PLC meetings. Using Marzano's framework as a foundation, teachers will work collaboratively to plan second semester lessons incorporating high-yield instructional strategies.						
5	G2.B4.S1.A1	Teachers will adhere to the Achieve 3000 suggested lesson-designed activity sequence with fidelity				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0051 - Southwest Middle School	Title, I Part A		\$6,000.00
Notes: Supplemental reading materials to assist with annotating and text marking for social studies and science classes						
6	G2.B4.S2.A1	Tutoring will be provided to struggling students to give remediation on specific standards and concepts				\$9,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5900	100-Salaries	0051 - Southwest Middle School	Title, I Part A		\$9,300.00

Polk - 0051 - Southwest Middle School - 2017-18 SIP
Southwest Middle School

			Notes: Extended learning salaries for supplemental instruction for struggling students			
7	G2.B4.S2.A2	Resources will be provided to reinforce standards instruction deficits				\$96,494.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5900	510-Supplies	0051 - Southwest Middle School	Title, I Part A		\$2,700.00
			Notes: Resources for extended learning opprtunities			
	5100	130-Other Certified Instructional Personnel	0051 - Southwest Middle School	Title, I Part A		\$68,162.00
			Notes: Math Interventionist			
	5100	150-Aides	0051 - Southwest Middle School	Title, I Part A		\$25,632.00
			Notes: Classroom Para			
8	G3.B1.S1.A1	CHAMPS training based on district plan, as well as additional training specific to the identified needs of our students and teachers.				\$0.00
Total:						\$248,279.21