Southwest Middle

2018-19 Schoolwide Improvement Plan

Table of Contents

Southwest Middle

6450 DR PHILLIPS BLVD, Orlando, FL 32819

https://southwestms.ocps.net/

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	52%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	B	A*

School Board Approval

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

SIP Authority

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.

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. 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: School Information

School Mission and Vision

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.

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.

School Leadership Team

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
Stack, Chelsea	Administrative Support
Esquivel Perez, Imer	Instructional Technology
Gage, Nadirah	Instructional Media

Duties

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 C.: Math Coach/Teacher
Angel, Kristen: Math Coach/Teacher
Daher, Maria E.: ESOL Compliance / Resource Teacher
Stack, Chelsea: Staffing Specialist
Gage, Nadirah: 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-Miller, 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.

Early Warning Systems

Year 2017-18

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	0	0	0	0	0	0	28	34	29	0	0	0	0	91
One or more suspensions	0	0	0	0	0	0	24	35	28	0	0	0	0	87
Course failure in ELA or Math	0	0	0	0	0	0	65	40	39	0	0	0	0	144
Level 1 on statewide assessment	0	0	0	0	0	0	64	54	48	0	0	0	0	166

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students exhibiting two or more indicators	0	0	0	0	0	0	80	74	63	0	0	0	0	217

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	5	1	0	0	0	0	6

Date this data was collected
Thursday 7/12/2018

Year 2016-17 - As Reported

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

While the data component for ELA Lowest 25th percentile learning gains increased in 2017-2018 by 8 percentage points, historically this data component has been lowest performing. For the past three years the data has shown a significant gap of 10-18% between the learning gains of the school as a whole and the learning gains of the lowest 25th percentile. Moreover, this achievement gap is larger than the learning gains gap between the general population of students and the lowest 25th percentile for both the district and the state.

Which data component showed the greatest decline from prior year?

The data component which showed the greatest decline from 2017 to 2018 was overall math gains. The data component decreased from 64% of students demonstrating gains in 2017 to 56% of students demonstrating gains in 2018. A factor that may have impacted this data component was an increase in the enrollment of students in high school level math classes. The students remaining in the FSA math testing group in 7th and 8th grade were predominantly students below proficiency.

Which data component had the biggest gap when compared to the state average?

The data component which had the biggest gap when compared to the state average for both 2017 and 2018 was ELA Achievement. The gap, however, is a positive gap, in that our school was 12 points above the state average in 2017 and 8 points above the state average in 2018.

Which data component showed the most improvement? Is this a trend?

The data component for 2018 which showed the most improvement was the ELA learning gains of the lowest 25th percentile. Historically, the data for this component has not revealed a trend.

Describe the actions or changes that led to the improvement in this area.

Various actions contributing to the improvement in this area include:
--Teachers implemented the district CRMs, which provided model lessons that met the rigor of the grade-level standards
--The ELA teachers conducted data chats with with each student to set individual goals.
--Students used iReady weekly, which helped to identify and remediate students' deficits.
--Teachers used diagnostic data from iReady and other formative data to determine instructional practices.
--The inclusion of teachers from all content areas and electives provided the opportunity for all teachers to build capacity within their domain for the incorporation of close reading practices.
--The DPLC's focus on close reading was implemented with fidelity across content areas.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	61%	52%	53%	64%	52%	52%
ELA Learning Gains	59%	50%	54%	59%	53%	53%
ELA Lowest 25th Percentile	48%	42%	47%	49%	44%	45%
Math Achievement	61%	53%	58%	60%	53%	55%
Math Learning Gains	56%	51%	57%	52%	53%	55%
Math Lowest 25th Percentile	52%	44%	51%	38%	46%	47%
Science Achievement	59%	51%	52%	56%	48%	50%
Social Studies Achievement	75%	68%	72%	76%	67%	67%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	28 (17)	34 (12)	29 (18)	91 (47)
One or more suspensions	24 (1)	35 (7)	28 (6)	87 (14)
Course failure in ELA or Math	65 (0)	40 (6)	39 (19)	144 (25)
Level 1 on statewide assessment	64 (41)	54 (48)	48 (51)	166 (140)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	48%	48%	0%	52%	-4%
	2017	56%	52%	4%	52%	4%
Same Grade Comparison		-8%				
Cohort Comparison						
07	2018	52%	48%	4%	51%	1%
	2017	59%	52%	7%	52%	7%
Same Grade Comparison		-7%				
Cohort Comparison		-4%				
08	2018	60%	55%	5%	58%	2%
	2017	59%	52%	7%	55%	4%
Same Grade Comparison		1%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	32%	35%	-3%	52%	-20%
	2017	43%	43%	0%	51%	-8%
Same Grade Comparison		-11%				
Cohort Comparison						
07	2018	58%	51%	7%	54%	4%
	2017	54%	52%	2%	53%	1%
Same Grade Comparison		4%				
Cohort Comparison		15%				
08	2018	23%	32%	-9%	45%	-22%
	2017	22%	30%	-8%	46%	-24%
Same Grade Comparison		1%				
Cohort Comparison		-31%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	53%	49%	4%	50%	3%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
2018	67%	66%	1%	71%	-4%
2017	72%	67%	5%	69%	3%
Compare		-5%			

HISTORY EOC

Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC

Year	School	District	School Minus District	State	School Minus State
2018	95%	61%	34%	62%	33%
2017	90%	53%	37%	60%	30%
Compare		5%			

GEOMETRY EOC

Year	School	District	School Minus District	State	School Minus State
2018	98%	65%	33%	56%	42%
2017	99%	43%	56%	53%	46%
Compare		-1%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	24	45	40	25	46	42	24	33			
ELL	32	57	52	39	56	53	31	67	96		
ASN	83	74		89	63		88	92	98		
BLK	41	49	42	37	43	42	40	52	86		
HSP	56	57	51	54	58	56	52	77	93		
MUL	78	82		78	65						
WHT	75	63	57	77	63	57	69	88	96		
FRL	46	51	48	46	49	49	46	62	92		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	12	31	26	17	34	31	19	27			
ELL	34	48	44	36	54	47	17	49	83		
ASN	90	75	36	88	81		76	96	99		
BLK	42	45	35	38	53	54	36	65	85		
HSP	55	53	39	55	58	45	46	72	90		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
MUL	59	60		52	52		55		90		
WHT	80	67	52	82	72	72	79	88	95		
FRL	49	48	38	46	56	49	41	70	85		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	To Increase the learning gains of lowest quartile in both ELA and math
Rationale	The students in our lowest quartile in reading and math indicate a significant need for remediation and acceleration to meet grade level proficiency. With a focus on increasing their FSA learning gains, we will formulate an action plan to facilitate their achievement and maintenance of grade level proficiency. Moreover, as students meet grade level proficiency our school will increase in the data component of overall ELA and Math Achievement.
Intended Outcome	The students in the lowest quartile in math and ELA will achieve their targeted learning gains as measured by the FSA in ELA and math. Students in the lowest quartile will achieve their interim iReady targets as measured by the iReady diagnostic and progress monitoring assessments.
Point Person	Raymond Yockel (raymond.yockel@ocps.net)

Action Step

Description	The instructional leadership team and DPLC will provide ongoing and differentiated professional development for teachers with an emphasis on text-based questioning in all content areas. Teachers will continue to implement close reading/AVID critical reading strategies in all classes. The instructional leadership team will continue to provide differentiated professional learning for PLCs regarding implicit bias and ensuring teachers are continuing to embed culturally responsive instructional strategies
Person Responsible	Michelle Shave (michelle.shave@ocps.net)

Plan to Monitor Effectiveness

Description	Students' progress will be measured via iReady diagnostic and progress monitoring data. Following the initial diagnostic assessment students will receive an iReady target score that is comparable to their FSA target score. Throughout the year students will be monitored in their progression toward this goal. Sixty five (65%) of our students in the lowest quartiles in reading and math will demonstrate their targeted learning gains as measured by the iReady progress monitoring data.
Person Responsible	Michelle Shave (michelle.shave@ocps.net)

Activity #2	
Title	To increase the frequency and improve the efficacy of differentiated instruction through digital instruction.
Rationale	Student learning needs and achievement at all levels of proficiency can best be accelerated through differentiated instruction designed to meet the specific needs of the student. Using the digital platform of Canvas and a variety of digital tools, teachers will continue to use job embedded professional development to enhance the means and methods of providing instructional resources determined to best meet the specific instructional needs of the individual student. As an AVID National Demonstration School & AVID School of Distinction, culturally responsive teaching is embedded within the AVID strategies used daily in all classrooms. The continued emphasis on using these strategies and determining the most effective means of integrating them digitally will serve to enhance differentiation, and focus on the learning styles of every student, and the inherent cultural differences that must be addressed in each classroom.
Intended Outcome	The intended outcome for instructional personnel is to increase the frequency and improve the efficacy of differentiated instruction using digital instruction as measured through classroom observations, lesson plans, and student data. The intended outcome for students is an increase in learning gains as measured through formative data--iReady diagnostic and progress monitoring assessments, district-created common assessments, and FSA/EOC assessments. One hundred percent (100%) of teachers will include differentiated digital instructional strategies in their lesson plans and observations will demonstrate differentiated digital learning is done on an ongoing basis, ultimately resulting in increased proficiency for 2019 in all measurable categories.
Point Person	Raymond Yockel (raymond.yockel@ocps.net)
Action Step	
Description	The instructional leadership team (instructional coaches and administrators) will provide professional development for differentiating instruction through a digital platform. In addition, the AVID Site Team will collaborate with the instructional leadership team to ensure PLCs are focused on the use of strategies to provide differentiated instruction based on student data that is culturally responsive and inclusive.
Person Responsible	Michelle Shave (michelle.shave@ocps.net)
Plan to Monitor Effectiveness	
Description	The frequency of the differentiated digital instruction will be measured through classroom observations, lesson plans, and PLC meeting notes. The efficacy of the differentiated digital instruction will be measured through classroom observations and student formative assessment data.
Person Responsible	Andrea Holt (andrea.holt@ocps.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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.

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

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.

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, followed by a 5th grade parent night 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 interview qualified students who demonstrate an interest in either.

We invite 6th grade students and parents to an orientation specifically for new incoming students. 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 frequently 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. We also offer information to the 8th grade students about the district's magnet programs . 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 PLC so they are better able to prepare our 8th grade advanced U.S. History students for AP Human Geography in the ninth grade.

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.

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.

Part V: Budget

Total:	**$0.00**