

Polk County Public Schools

Southwest Middle School



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	67%

School Grades History

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

School Board Approval

This plan is pending approval by the Polk 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.

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

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.

School Leadership Team

Membership

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

Name	Title
OLDHAM, SYBILLE	Principal
Gainous, Titus	Instructional Technology
Graydon, Bryan	Assistant Principal
Abernathy, Barbara	Instructional Media
Eyman, Diana	Teacher, ESE
Thompson, Alonzo	Assistant Principal
Clark, Denay	Assistant Principal
Wallace, Denise	Instructional Coach
Graham, Lindsey	Other
Hilton, Leslie	Instructional Coach
Brown, Courtney	Psychologist
Hillery, Sheila	Other
Hammond, Clarence	Dean
Mathieu, Sandy	School Counselor
Seeden, Shenita	School Counselor

Duties

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

Sybille Oldham-Jackson, 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 databased decision-making, assists in the development of a strong infrastructure of resources for the implementation of MTSS/RtI, further assists the principal in the assessment of MTSS/RtI skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning MTSS/RtI plans and activities.

Bryan Graydon, 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 of data-based decision making activities.

Leslie Hilton, Instructional Coach: Creates a school 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 inservice 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 standards-based 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.

Clarence Hammond, Dean, 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.

Shenita Seeden-Downing, 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.

Sandy Mathieu, 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.

Sheila Hillery, 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.

Early Warning Systems

Year 2017-18

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	92	86	76	0	0	0	0	254
One or more suspensions	0	0	0	0	0	0	76	85	53	0	0	0	0	214
Course failure in ELA or Math	0	0	0	0	0	0	2	1	8	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	0	0	0	148	129	108	0	0	0	0	385

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

The number of students identified as retainees:

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

Date this data was collected

Monday 7/30/2018

Year 2016-17 - As Reported

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

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	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	

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?

8th grade Math - yes

Which data component showed the greatest decline from prior year?

Math

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

Math

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

Civics - not a trend
Algebra - yes a trend

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

The vast majority of Civics students were honors students - based off of the student progression plan Students in Algebra that were struggling or a level 3 took a critical thinking course to supplement their Algebra instruction to extend knowledge of mathematical concepts.

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	36%	46%	53%	41%	48%	52%
ELA Learning Gains	41%	47%	54%	50%	51%	53%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Lowest 25th Percentile	38%	42%	47%	38%	46%	45%
Math Achievement	32%	49%	58%	37%	47%	55%
Math Learning Gains	32%	51%	57%	41%	49%	55%
Math Lowest 25th Percentile	30%	51%	51%	34%	45%	47%
Science Achievement	35%	47%	52%	46%	44%	50%
Social Studies Achievement	90%	86%	72%	51%	61%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	92 (60)	86 (55)	76 (86)	254 (201)
One or more suspensions	76 (66)	85 (62)	53 (84)	214 (212)
Course failure in ELA or Math	2 (14)	1 (7)	8 (8)	11 (29)
Level 1 on statewide assessment	148 (104)	129 (94)	108 (78)	385 (276)

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	35%	41%	-6%	52%	-17%
	2017	39%	45%	-6%	52%	-13%
Same Grade Comparison		-4%				
Cohort Comparison						
07	2018	28%	42%	-14%	51%	-23%
	2017	39%	45%	-6%	52%	-13%
Same Grade Comparison		-11%				
Cohort Comparison		-11%				
08	2018	44%	49%	-5%	58%	-14%
	2017	47%	46%	1%	55%	-8%
Same Grade Comparison		-3%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	28%	40%	-12%	52%	-24%
	2017	34%	39%	-5%	51%	-17%
Same Grade Comparison		-6%				
Cohort Comparison						
07	2018	29%	40%	-11%	54%	-25%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	26%	40%	-14%	53%	-27%
Same Grade Comparison		3%				
Cohort Comparison		-5%				
08	2018	11%	34%	-23%	45%	-34%
	2017	27%	36%	-9%	46%	-19%
Same Grade Comparison		-16%				
Cohort Comparison		-15%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	34%	42%	-8%	50%	-16%
	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	86%	84%	2%	71%	15%
2017	44%	62%	-18%	69%	-25%
Compare		42%			
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	82%	60%	22%	62%	20%
2017	71%	43%	28%	60%	11%
Compare		11%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	92%	41%	51%	56%	36%
2017	100%	34%	66%	53%	47%
Compare		-8%			

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	11	34	33	16	30	26	6	80			
ELL	18	40	45	17	27	34	20				
ASN	82	55		82	18						
BLK	25	33	26	15	23	23	21	90	73		
HSP	34	42	46	26	28	33	31	71	65		
MUL	38	41		29	24						
WHT	43	46	47	47	43	32	42	95	77		
FRL	32	38	36	29	31	28	31	89	74		
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	10	27	28	11	34	35	13	24			
ELL	20	35	38	15	34	40	9	19			
BLK	22	40	36	15	36	32	8	36	40		
HSP	39	45	42	31	38	42	34	39	47		
MUL	59	50		52	47			50			
WHT	55	57	44	45	41	26	44	52	42		
FRL	38	51	42	28	38	35	30	39	36		

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	Core Instruction
Rationale	Student proficiency levels show inadequate achievement and growth.
Intended Outcome	The intended outcome is to increase student outcomes and achievement levels.
Point Person	SYBILLE OLDHAM (sybille.oldham@polk-fl.net)
Action Step	
Description	<p>Through common planning, teachers will focus on data analysis, standards-based instruction, pacing, student-centered activities, student products, common formative and summative assessments, and remediation/enrichment strategies.</p> <p>Coaching cycles will be implemented when needed to ensure follow through for fidelity. Non-evaluative coaching forms will be utilized to provide immediate teacher feedback regarding observed instructional practices.</p> <p>Rigor walks will provide coaching opportunities based on school-wide trends.</p> <p>Evaluative walk through data will provide opportunities to discuss specific teacher instructional needs seen based on observations.</p> <p>Instructional Coaches</p> <p>Math interventionist</p> <p>Achieve 3000 training for reading teachers</p> <p>Ron Clark Academy</p> <p>LSI training</p> <p>Marzano's Standards Driven Instruction book study planning day</p>
Person Responsible	Denay Clark (denay.clark@polk-fl.net)
Plan to Monitor Effectiveness	
Description	<p>Each 9 weeks, teachers will receive receive feedback based on non-evaluative, evaluative, coaching cycles, and/or rigor walks. Progress monitoring and formative/summative data will be discussed during common planning to evaluate effectiveness of planning and next steps.</p> <p>Observations</p> <p>Common planning template</p> <p>Coaching cycle documents, if applicable</p>
Person Responsible	[no one identified]

Activity #2	
Title	MTSS and PBIS
Rationale	An elevated number of behavioral incidents that resulted in the loss of instruction and student achievement.
Intended Outcome	Increasing academic achievement by implementing PBIS/MTSS that will decrease discipline and increase instructional time on task.
Point Person	SYBILLE OLDHAM (sybille.oldham@polk-fl.net)
Action Step	
Description	<p>Identify, create, and provide training to PBIS committee and a MTSS committee. Train staff and implement CHAMPS procedures throughout the campus to construct school-wide behavioral expectations. Identify Tier 2 and Tier 3 students that require behavioral and academic interventions. Formulate tracking tool to monitor individual student needs related to academics and behaviors.</p> <p>Plan and implement small group/individual interventions to meet student behavioral and academic targets. Analyze and evaluate student and school academic and discipline data. Facilitate the MTSS process for referring students with behavioral/academic needs. Math interventionist facilitating Tier 2 & 3 instructional intervention groups Instructional para will be conducting Tier 2 & 3 interventions for academic and behavioral needs</p>
Person Responsible	Alonzo Thompson (alonzo.thompson@polk-fl.net)
Plan to Monitor Effectiveness	
Description	<p>MTSS/PBIS meetings SBLT meetings Analyze & monitor monthly discipline reports Data analysis from progress monitoring</p>
Person Responsible	[no one identified]

Activity #3	
Title	Teacher Retention
Rationale	To increase staff consistency.
Intended Outcome	Through teacher retention and staff consistency, student achievement will likely increase due to highly effective teachers.
Point Person	Lindsey Graham (lindsey.graham@polk-fl.net)
Action Step	
Description	<p>New Teacher mentor programs</p> <p>Monthly sessions scheduled to address the needs of the school and the personal needs of teachers.</p> <p>Operational Team (allowing teachers to analyze the school needs)</p> <p>Teacher conversations to discuss specific needs of teachers.</p> <p>Weekly PLCs and common planning to coach teachers on instructional strategies and ways to increase teacher professional capacity.</p> <p>Prepare teachers for observations/walk throughs and evaluations</p>
Person Responsible	Lindsey Graham (lindsey.graham@polk-fl.net)
Plan to Monitor Effectiveness	
Description	<p>Teacher conversations to discuss specific needs of teachers.</p> <p>Weekly PLCs and common planning to coach teachers on instructional strategies and ways to increase teacher professional capacity.</p> <p>Prepare teachers for observations/walk throughs and evaluations</p>
Person Responsible	[no one identified]

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 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 will be implemented to teach parents how to help their children at home with reading, writing and other academic skills. Other programs will also be encouraged to promote parent involvement throughout the school year.

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.

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.

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.

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 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 to engage in reviewing school-wide,

grade level, and teacher data to problem solve needed interventions, help referring teachers design strategies and interventions for struggling students, facilitate the process of building consensus, increasing infrastructure, and implementation, and implementing evidence-based interventions with sufficient monitoring.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after school programs, Saturday academy, or summer school.

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. Professional development 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 IX- Homeless

District homeless social worker provides resources 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.

Career and Technical Education

Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged, and handicapped students in grades 6-12.

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.

Part V: Budget

Total:	\$0.00
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