Southwestern Middle School

2019-20 Schoolwide Improvement Plan

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Southwestern Middle School

605 W NEW HAMPSHIRE AVE, Deland, FL 32720

http://myvolusiaschools.org/school/southwesternmiddle/pages/default.aspx

Demographics

Principal: Jacqu ESE Copeland J

Start Date for this Principal: 7/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (51%) 2017-18: C (52%) 2016-17: C (49%) 2015-16: C (49%) 2014-15: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	74%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	49%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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.

Southwestern Middle School guides students to develop a strong social and academic foundation for their future success.

Provide the school's vision statement.

Southwestern Middle School is a collaborative, data-driven learning community where all instructional staff are facilitators of student-led learning.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Copeland, Jacquese	Principal	Communicates the vision for student achievement and guides the team's work.
Swift, Tai	Dean	Provides support for the needs of the students and teachers to ensure a safe and successful school environment.
Callaway, Estelle	Assistant Principal	Monitors teacher and student data, assisting teachers with instructional support to ensure implementation of intervention and documentation to help our students meet the School Improvement Goal. Monitor and conference with students who are identified on the Early Warning System who are in need academic or behavioral support on a weekly basis.
Bailey, Holly	Assistant Principal	Monitors teacher and student data, assisting teachers with instructional support to ensure implementation of intervention and documentation to help our students meet the School Improvement Goal. Monitor and conference with students who are identified on the Early Warning System who are in need academic or behavioral support on a weekly basis.
Henderson, Heather	Instructional Coach	
King, Nicholas	Assistant Principal	Monitors teacher and student data, assisting teachers with instructional support to ensure implementation of intervention and documentation to help our students meet the School Improvement Goal. Monitor and conference with students who are identified on the Early Warning System who are in need academic or behavioral support on a weekly basis.
Krazeise, Amy	Teacher, K-12	Provides support for the needs of the students and teachers to ensure a safe and successful school environment.
Azucar, Holly	Teacher, K-12	Provides support for the needs of the students and teachers to ensure a safe and successful school environment.
Arnold, Victoria	Teacher, K-12	Provides support for the needs of the students and teachers to ensure a safe and successful school environment.
Maddox, Jeannie	School Counselor	Shares data, data analysis, assists teachers with Social Emotional needs, ensures implementation of intervention support, and documentation to help our students meet the School Improvement Goal. Assists with parent/teacher conferences, address attendance and behavior concerns in addition to facilitating the problem solving team meetings. Students are also mentored as needed.

Name	Title	Job Duties and Responsibilities
Hooker, Pamela	Teacher, ESE	Provides support for the needs of the students and teachers to ensure a safe and successful school environment.
Pena, Heidi	Teacher, K-12	Provides support for the needs of the students and teachers to ensure a safe and successful school environment.

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	298	271	250	0	0	0	0	819
Attendance below 90 percent	0	0	0	0	0	0	50	53	39	0	0	0	0	142
One or more suspensions	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	112	97	105	0	0	0	0	314

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	25	23	21	0	0	0	0	69

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	7	9	11	0	0	0	0	27
Students retained two or more times	0	0	0	0	0	0	0	2	6	0	0	0	0	8

FTE units allocated to school (total number of teacher units)
34

Date this data was collected or last updated
Monday 8/19/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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	33	39	36	0	0	0	0	108
One or more suspensions	0	0	0	0	0	0	30	44	32	0	0	0	0	106
Course failure in ELA or Math	0	0	0	0	0	0	40	35	31	0	0	0	0	106
Level 1 on statewide assessment	0	0	0	0	0	0	40	51	51	0	0	0	0	142

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	55	68	62	0	0	0	0	185

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	49%	51%	54%	46%	51%	52%
ELA Learning Gains	51%	51%	54%	48%	53%	54%
ELA Lowest 25th Percentile	40%	42%	47%	46%	40%	44%
Math Achievement	41%	54%	58%	42%	53%	56%
Math Learning Gains	43%	51%	57%	41%	53%	57%
Math Lowest 25th Percentile	42%	42%	51%	38%	42%	50%
Science Achievement	51%	58%	51%	55%	59%	50%
Social Studies Achievement	68%	71%	72%	55%	71%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	298 (0)	271 (0)	250 (0)	819 (0)
Attendance below 90 percent	50 ()	53 ()	39 ()	142 (0)
One or more suspensions	2 (0)	0 (0)	0 (0)	2 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	112 (0)	97 (0)	105 (0)	314 (0)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	49%	50%	-1%	54%	-5%
	2018	43%	48%	-5%	52%	-9%
Same Grade Comparison		6%				
Cohort Comparison						
07	2019	40%	47%	-7%	52%	-12%
	2018	40%	47%	-7%	51%	-11%
Same Grade Comparison		0%				
Cohort Comparison		-3%				
08	2019	48%	50%	-2%	56%	-8%
	2018	50%	56%	-6%	58%	-8%
Same Grade Comparison		-2%				
Cohort Comparison		8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	36%	48%	-12%	55%	-19%
	2018	36%	49%	-13%	52%	-16%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	31%	47%	-16%	54%	-23%
	2018	31%	44%	-13%	54%	-23%
Same Grade Comparison		0%				
Cohort Comparison		-5%				
08	2019	14%	29%	-15%	46%	-32%
	2018	35%	37%	-2%	45%	-10%
Same Grade Comparison		-21%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-17%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	49%	57%	-8%	48%	1%
	2018	51%	60%	-9%	50%	1%
Same Grade Comparison		-2%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	66%	68%	-2%	71%	-5%
2018	67%	66%	1%	71%	-4%
Compare		-1%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	65%	54%	11%	61%	4%
2018	79%	57%	22%	62%	17%
Compare		-14%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	55%	45%	57%	43%
2018	95%	55%	40%	56%	39%
Compare		5%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	17	35	34	19	38	35	20	34			
ELL	20	35	30	20	35	55	18	30			
ASN	80	64		80	50						
BLK	30	43	33	26	30	29	22	53	75		
HSP	41	44	33	32	44	57	36	55	52		
MUL	55	52		67	55						
WHT	58	58	50	49	48	40	66	80	73		
FRL	40	47	39	34	42	41	41	60	72		

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	38	41	14	38	38	19	33			
ELL	16	43	43	18	36	38	18	55			
ASN	77	64		69	71						
BLK	27	47	48	25	40	44	34	54	57		
HSP	40	53	43	36	40	40	33	69	61		
MUL	65	65		35	38		67				
WHT	55	56	46	55	51	54	68	77	69		
FRL	40	52	43	36	45	47	43	67	58		

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	11	34	33	9	27	30	27	13			
ELL	15	35	52	12	32	38	7	38			
ASN	67	50		61	50						
BLK	23	34	35	21	27	27	32	34	62		
HSP	30	40	50	29	33	39	37	51	60		
MUL	67	71		46	61			60	60		
WHT	60	57	52	55	48	42	70	65	79		
FRL	37	43	44	34	37	37	46	47	63		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	39
Total Points Earned for the Federal Index	496

ESSA Federal Index	
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	69
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Math and ELA Lowest Quartile.
Contributing Factor(s): Ineffective Core Instruction

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

ELA Lowest Quartile
Contributing Factor(s): Ineffective Core Instruction

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math achievement had the greatest gap of 17% between the school and state. Ineffective core instruction contributed to this gap.

Which data component showed the most improvement? What new actions did your school take in this area?

Acceleration. This is lagging data; however, the school changed instructors.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance and Discipline Referrals

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Acceleration
2. Math LQ
3. Students with Disabilities
4. Math Achievement
5. African-American Students

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Math Achievement
Rationale	As a result of our needs assessment and analysis, it revealed that our math achievement was at 43% of our students being proficient. Our SLT has decided to focus on math achievement for all students.
State the measurable outcome the school plans to achieve	Moving our math achievement level of proficiency from 43% to 54%.
Person responsible for monitoring outcome	Nicholas King (njking@volusia.k12.fl.us)
Evidence-based Strategy	Math Manipulatives and Explicit Teaching Strategies
Rationale for Evidence-based Strategy	Explicit teaching strategies has a .75 effect size according to John Hattie.
Action Step	
Description	1. Using the SMT for baseline data 2. Unpacking the standards in PLC 3. Facilitate professional learning on teaching strategies 4. Collaborative lesson planning in PLC 5. Coaching Cycles and DIA progress monitoring 6. Individual Data Chats 7. Teaching Strategies and Professional Learning Follow-Up
Person Responsible	Nicholas King (njking@volusia.k12.fl.us)

#2	
Title	Students with Disabilities
Rationale	As a result of our needs assessment and analysis, 29% our students with disabilities are under-performing their peers in ELA, math, science, and social studies.
State the measurable outcome the school plans to achieve	Students with disabilities will make a 5% increase or higher in ELA, math, science, and social studies achievement.
Person responsible for monitoring outcome	Estelle Callaway (encallaw@volusia.k12.fl.us)
Evidence-based Strategy	Explicit teaching strategies
Rationale for Evidence-based Strategy	Explicit teaching strategies has a .75 effect size according to John Hattie.
Action Step	
Description	1. Facilitate professional learning on students' accommodations 2. Facilitate professional learning on explicit teaching strategies 3. Collaborative planning sessions with Gen Ed and ESE teachers in PLC 4. Coaching Cycles 5. Monitor student DIA progress 6. Professional learning follow-up on explicit teaching strategies
Person Responsible	Estelle Callaway (encallaw@volusia.k12.fl.us)

#3	
Title	African-American Students
Rationale	As a result of our needs assessment and analysis, 38% of our African-American students are under-performing their peers in ELA, math, science, and social studies.
State the measurable outcome the school plans to achieve	African-American students will make a 5% increase or higher in ELA, math, science, and social studies achievement.
Person responsible for monitoring outcome	Holly Bailey (hmbailey@volusia.k12.fl.us)
Evidence-based Strategy	Explicit Teaching Strategies
Rationale for Evidence-based Strategy	Explicit teaching strategies has a .75 effect size according to John Hattie.
Action Step	
Description	1. Facilitate professional learning on students' accommodations 2. Facilitate professional learning on explicit teaching strategies 3. Collaborative planning sessions with Gen Ed and ESE teachers in PLC 4. Coaching Cycles 5. Monitor student DIA progress 6. Professional learning follow-up on explicit teaching strategies
Person Responsible	Holly Bailey (hmbailey@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

n/a

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 Schoolwide Improvement Plan 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.

SEL Curriculum
Tiger Family Fun Fest
Increased Usage of the Business Partner Coordinator

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.

School Counselors are available daily. They also provide support groups and one-on-one
sessions with students, as needed. They conduct ongoing progress monitoring for
students throughout the year.
We have a Social Emotional Learning (SEL) Teacher on Assignment (TOA) on campus that is able to
provide support to students one-on-one and in groups. The SEL TOA has assisted the district in creating
a pilot SEL curriculum which is being implemented daily.
Students are connected with mentors from the community. Mentors meet with the
students during their lunches several times a month.
Educational counseling for ESE students is readily available on an as needed basis with
the students' case manager(s). The Behavior Specialist is available to meet with the
students, shadow them, and consult with teachers to meet the needs of the students.
The school's Program Specialist is contacted when additional services are needed for
both students and teachers.

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

STEP (Southwestern Tigers Entering Proudly)- Two weeks prior to school starting our
Student/Teacher Leaders provide educational and informational activities to orientate
incoming 6th graders and parents to the school.
1. "Getting to know you" activities
2. Classroom scavenger hunt
3. Meet their future teachers
4. Receive preliminary schedules/purchase lockers and PE uniforms
5. Parents participate in an orientation

Transition support from high school counselors and program directors. This is done annually in May.

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.

Our Principal Intern leads an annual needs assessment with the leadership team to determine the effectiveness of current resources and the need to continue using our current resources or the team researches new available resources. These meetings are held monthly throughout the school year to ensure we are impacting student learning at the highest level for all students.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

We have the career planning curriculum that is run through 8th grade World History classes.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Math Achievement	$0.00
2	III.A.	Areas of Focus: Students with Disabilities	$0.00
3	III.A.	Areas of Focus: African-American Students	$0.00
		Total:	$0.00