Southwest Middle

2019-20 Schoolwide Improvement Plan

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Southwest Middle

6450 DR PHILLIPS BLVD, Orlando, FL 32819

https://southwestms.ocps.net/

Demographics

Principal: Damian Rosado

Start Date for this Principal: 7/31/2019

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	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	77%
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: A (63%) 2017-18: A (63%) 2016-17: A (64%) 2015-16: B (59%) 2014-15: A (69%)
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	N/A

* 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 Orange 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	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	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	B

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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	Job Duties and Responsibilities
Yockel, Raymond	Principal	
Shave, Michelle	Instructional Coach	Coach Teachers PD Lead Beginning Teacher Support Program Ensure that all teachers receive professional development and support with implementation of best practices with ELL and SWD instruction
Newbold, Elizabeth	Instructional Coach	Support reading teachers in the implementation of best practices with reading deficient students. Provide support with the implementation of iready, analysis of the iready data and shifts in instruction based on that data.
Daher, Maria	Other	Ensure that all teachers receive professional development and support with implementation of best practices with ELL students.
Singletary, Peter	School Counselor	6th grade guidance counselor
Mills, Tara	School Counselor	8th grade guidance counselor
Thibeau, Mary	Instructional Coach	Math Coach
Concepcion, Sarah	Assistant Principal	Assistant Principal of Instruction
Sapp, Daniel	Dean	Dean of 6th grade students
Gash, Kelly-Ann	Other	SAFE Coordinator
Stack, Chelsea	Administrative Support	
Esquivel Perez, Imer	Instructional Technology	
Gage, Nadirah	Instructional Media	
Trimble, Jill	Assistant Principal	Oversees, coordinates and monitors implementation of the student code of conduct and restorative practices. Oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWDs.
Sever, Megan	Other	Testing Coordinator Learning Resource Teacher Ensure implementation and monitor iready program.

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	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	57	83	63	0	0	0	0	203
One or more suspensions	0	0	0	0	0	0	62	64	52	0	0	0	0	178
Course failure in ELA or Math	0	0	0	0	0	0	184	181	94	0	0	0	0	459
Level 1 on statewide assessment	0	0	0	0	0	0	162	196	57	0	0	0	0	415
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	24	33	27	0	0	0	0	84

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	33	47	31	0	0	0	0	111
Students retained two or more times	0	0	0	0	0	0	2	1	6	0	0	0	0	9

FTE units allocated to school (total number of teacher units)
97

Date this data was collected or last updated
Wednesday 7/31/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	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 with two or more early warning indicators:

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

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	62%	52%	54%	64%	52%	52%
ELA Learning Gains	61%	52%	54%	58%	53%	54%
ELA Lowest 25th Percentile	47%	45%	47%	40%	42%	44%
Math Achievement	63%	55%	58%	63%	53%	56%
Math Learning Gains	62%	55%	57%	64%	55%	57%
Math Lowest 25th Percentile	53%	50%	51%	54%	48%	50%
Science Achievement	53%	51%	51%	59%	49%	50%
Social Studies Achievement	71%	67%	72%	79%	67%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	57 (28)	83 (34)	63 (29)	203 (91)
One or more suspensions	62 (24)	64 (35)	52 (28)	178 (87)
Course failure in ELA or Math	184 (65)	181 (40)	94 (39)	459 (144)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	**7**	**8**	
Level 1 on statewide assessment	162 (64)	196 (54)	57 (48)	415 (166)
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (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	53%	52%	1%	54%	-1%
	2018	48%	48%	0%	52%	-4%
Same Grade Comparison		5%				
Cohort Comparison						
07	2019	53%	48%	5%	52%	1%
	2018	52%	48%	4%	51%	1%
Same Grade Comparison		1%				
Cohort Comparison		5%				
08	2019	56%	54%	2%	56%	0%
	2018	60%	55%	5%	58%	2%
Same Grade Comparison		-4%				
Cohort Comparison		4%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	38%	43%	-5%	55%	-17%
	2018	32%	35%	-3%	52%	-20%
Same Grade Comparison		6%				
Cohort Comparison						
07	2019	53%	49%	4%	54%	-1%
	2018	58%	51%	7%	54%	4%
Same Grade Comparison		-5%				
Cohort Comparison		21%				
08	2019	25%	36%	-11%	46%	-21%
	2018	23%	32%	-9%	45%	-22%
Same Grade Comparison		2%				
Cohort Comparison		-33%				

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	45%	49%	-4%	48%	-3%
	2018	53%	49%	4%	50%	3%
Same Grade Comparison		-8%					
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	63%	66%	-3%	71%	-8%
2018	67%	66%	1%	71%	-4%
Compare		-4%			
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	96%	63%	33%	61%	35%
2018	95%	61%	34%	62%	33%
Compare		1%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	96%	53%	43%	57%	39%
2018	98%	65%	33%	56%	42%
Compare		-2%			

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	28	47	44	36	49	41	40	54			

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
ELL	43	58	50	45	56	52	30	55	94		
ASN	82	79		84	84		70	86	98		
BLK	45	50	38	37	53	55	29	57	87		
HSP	55	59	51	58	61	52	50	66	89		
MUL	60	50		75	39						
WHT	79	68	54	81	66	53	67	82	96		
FRL	53	57	45	51	58	51	39	64	91		

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		
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		

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)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	635

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

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	83
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	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	61
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	56
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	72
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	58
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.

The data components showing lowest performance are in the areas of ELA Lowest 25th Percentile, Math Lowest 25th Percentile and Science Achievement. Contributing factors for science achievement include new and inexperienced team members along with long-term absence of a member along with the need for stronger planning and implementation of comprehensive material to prepare for the state exam. Contributing factors for ELA and math lowest percentile include a need for increasing engagement for low performing students as well as strengthening the relationship building component. We also feel that a stronger mentoring program and tracking of student progress protocol, which we will put in place this year, would have more positively impacted these results.

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

Science achievement showed the greatest decline with a drop of 6 percentage points. Social Studies achievement dropped by 4 percentage points. Contributing factors were that in science the team lead was out for half a year and there were 2 new team members. In social studies 2 of the 4 members of the team were new.

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.

The Social Studies component was one percentage point below the state. ELA Lowest 25th Percentile was at the same level as the state and all other areas were above the state ranging from 2 to 8 percentage points. Social Studies achievement was above the state for the prior two years; by 9 percentage points in 2017 and by 3 percentage points in 2018 showing a decline trend. Science was above the state by 9 percentage points in 2017, 7 percentage points in 2018 and dropped 6 points below the state in 2019 showing a declining trend.

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

Math Learning Gains showed most improvement with a 6 percentage point gain from last year. This component was 5 percentage points above the state average and 6 percentage points above the district average. The Math Instructional Coach worked closely with all members of the math team to review data, set goals and monitor student progress. Weekly meetings were held to review classroom and iready data....

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

Our Early Warning Indicators Report shows that we have 166 students in grades 7 and 8 who have 2 or more Early Warning Indicators.

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

1. Science Achievement Data
2. Social Studies Achievement Data
3.ELA Learning Gains and ELA Lowest 25th percentile
4. ELA and Math Achievement

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To increase Science achievement.
Rationale	In order for students to be equipped for success in high school science classes, they need a firm foundation in comprehensive science.

State the measurable outcome the school plans to achieve	The scores on the science FCAT will increase from 53% to 63%.
Person responsible for monitoring outcome	Raymond Yockel (raymond.yockel@ocps.net)
Evidence-based Strategy	Students will learn how to identify the critical content through focused note-taking.
Rationale for Evidence-based Strategy	Students need to be able to identify critical content in order to be successful in mastering the standards that will be assessed on the state assessments.
Action Step	
Description	1. Science teams will meet on a weekly basis to discuss data from formative and summative assessments 2. Teams will utilize the CRM's as a resource to guide lesson plans and the implementation of best practices. Team members will identify areas of growth within our school-wide professional plan and seek coaching support. 4. The instructional coach will conduct coaching cycles with the 8th grade Science teachers, using skills learned from the Lastinger Center, so that they can reflect and improve upon their desired teaching practices and student outcomes. 5. A systematic plan for comprehensive review of 6th and 7th grade material will be implemented by the 8th grade team.
Person Responsible	Jill Trimble (jill.trimble@ocps.net)

#2	
Title	To increase Social Studies achievement .
Rationale	In order for our students to become informed, active and productive members of our society, they must know and understand how our government functions.

State the measurable outcome the school plans to achieve	Social Studies achievement level will increase to 80%.
Person responsible for monitoring outcome	Raymond Yockel (raymond.yockel@ocps.net)
Evidence-based Strategy	Students will learn how to identify the critical content through focused note-taking.
Rationale for Evidence-based Strategy	The end of course assessment in Civics requires students to recall and apply a vast amount of information about how our government was formed and functions.

Action Step	
Description	1. Civics teams will meet on a weekly basis to discuss data from formative and summative assessments 2. Teams will utilize the CRM's as a resource to guide lesson plans and the implementation of best practices. 3. Team members will identify areas of growth within our school-wide professional plan and seek coaching support. 4. The instructional coach will conduct coaching cycles with the 7th grade Civics teachers, using skills learned from the Lastinger Center, so that they can reflect and improve upon their desired teaching practices and student outcomes. 5. Select Civics teachers will attend the Civics Community Collaborative and share resources and instructional practices from this professional development with their team members.
Person Responsible	Raymond Yockel (raymond.yockel@ocps.net)

#3	
Title	To increase the overall ELA and Math achievement.
Rationale	In order to ensure College and Career Readiness, it is essential to prepare our students to be critical thinkers and problem-solvers.

State the measurable outcome the school plans to achieve	To increase the overall ELA and Math achievement to 65%.
Person responsible for monitoring outcome	Raymond Yockel (raymond.yockel@ocps.net)
Evidence-based Strategy	Close reading strategies will be utilized in all classrooms across the campus.
Rationale for Evidence-based Strategy	Close reading strategies will strengthen academic vocabulary, and comprehension skills.

Action Step	
Description	1.Teachers in Core Subject areas will use individual trackers so that students can monitor their own progress towards the full intent of the standards. Students will record their results on formative assessments on the trackers and have discussions with their teachers regarding their progress. 2. Continue with the co-teaching model in ELA that involved one classroom on each grade level that consisted of 15 of our lowest level-one students. 3. Continue implementing Close reading strategies in ELA and math classes to help students dissect text and word problems more effectively. 4. Our reading and math coaches will work closely with our ELA and math teachers to impact results. Our ELA and math coach will model, track data, provide instructional support, and meet frequently with the ELA and math teachers. 5. Teachers will implement strong use of EOC, iReady, and common formative assessment data to guide instruction.
Person Responsible	Raymond Yockel (raymond.yockel@ocps.net)

#4	
Title	To increase the learning gains in ELA.
Rationale	Increasing the learning gains overall and for the lowest 25th quartile in ELA will support our goal of all students being able to read, interpret and apply grade level material and will narrow the achievement gap within our subgroups.

State the measurable outcome the school plans to achieve	Learning gains overall will increase to 65% and learning gains in the lowest 25th quartile will increase to 60%.
Person responsible for monitoring outcome	Raymond Yockel (raymond.yockel@ocps.net)
Evidence-based Strategy	Close reading strategies will strengthen vocabulary building, comprehension skills and
Rationale for Evidence-based Strategy	

Action Step	
Description	1. ELA and Reading teams will meet regularly to discuss data and plan for shifts in instruction. 2. Intensive reading teachers and their ELA counterparts will plan together so that the reading teacher is instructing upcoming ELA content a week or two in advance. 3. Veteran teachers will continue to implement close reading strategies and new teachers will be provided professional learning development in this area. 4. A Coaching Calendar that teachers can use to sign up for individual or PLC help will be housed on our staff Canvas course. 5. Teachers will access online modules created by the coaching team to develop ELL strategies and the use of digital tools within instruction.
Person Responsible	Raymond Yockel (raymond.yockel@ocps.net)

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).

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.

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, the SAFE Coordinator and the exceptional student education behavior specialist. The school counselors, SAFE Coordinator 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 and implement restorative practices to increase student skills in the area of communication and problem-solving. 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 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 available elective classes. 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 the week before school starts. The counselors, SAFE Coordinator and deans provide a welcome presentation for students during the first two weeks of school. 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 achievement through use of data from several 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 Canvas

Instructional Leadership Team (ILT) will support teachers through the Professional Learning Community (PLC) data disaggregation process and monitoring instructional decisions resulting from the data analyses. During PLCs, team members will collaborate to research and share effective instructional strategies. Members will analyze formative assessment data to assess mastery of the standards and identify areas of need in order to drive instruction. Based on 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 students. They will monitor progress in all classes, scheduling conferences with parents and teachers as needed. Staffing specialist and ESE behavioral specialist will ensure 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 staff. All staff will consult with Multi-Tiered System of Supports (MTSS) Leadership Team concerning students in need of Tier 2 or Tier 3 interventions. MTSS team meets with the principal to coordinate funding for programs.

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

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

1	III.A.	Areas of Focus: To increase Science achievement.	$0.00
2	III.A.	Areas of Focus: To increase Social Studies achievement .	$0.00
3	III.A.	Areas of Focus: To increase the overall ELA and Math achievement.	$0.00
4	III.A.	Areas of Focus: To increase the learning gains in ELA.	$0.00
		Total:	**$0.00**