Southwest Middle School

leadership

analysis

students

Florida

mission

college and career

ambitious

school improvement

family and community involvement

striving

achievement

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2019-20 Schoolwide Improvement Plan

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Southwest Middle School

2815 EDEN PKWY, Lakeland, FL 33803

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

Demographics

Principal: Jason Looney

Start Date for this Principal: 7/1/2018

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* Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (43%) 2017-18: C (45%) 2016-17: C (41%) 2015-16: C (42%) 2014-15: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
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 Polk 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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Southwest Middle School

2815 EDEN PKWY, Lakeland, FL 33803

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

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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	Job Duties and Responsibilities
OLDHAM, SYBILLE	Principal	The principal provides a common vision for 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.
Gainous, Titus	Instructional Technology	
Eyman, Diana	Teacher, ESE	
Thompson, Alonzo	Assistant Principal	
Clark, Denay	Assistant Principal	
Hammond, Clarence	Dean	
Mathieu, Sandy	School Counselor	
Seeden, Shenita	School Counselor	
Sasser, Jennifer	Assistant Principal	
Ford, Kyle	Instructional Coach	
Barnett, Geshonda	Instructional Coach	
Overbaugh, Lacy	Teacher, K-12	
Hillery, Sheila	Instructional Coach	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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	46	46	56	0	0	0	0	148
One or more suspensions	0	0	0	0	0	0	23	57	73	0	0	0	0	153
Course failure in ELA or Math	0	0	0	0	0	0	0	9	13	0	0	0	0	22
Level 1 on statewide assessment	0	0	0	0	0	0	82	104	145	0	0	0	0	331

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	47	67	83	0	0	0	0	197

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	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	1	1	0	0	0	0	2

FTE units allocated to school (total number of teacher units)
57

Date this data was collected or last updated
Wednesday 7/17/2019

Prior Year - 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	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 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	0	0	0	0	0	0	0	

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	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 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	53	53	79	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	40%	48%	54%	43%	48%	52%
ELA Learning Gains	49%	52%	54%	50%	51%	54%
ELA Lowest 25th Percentile	34%	48%	47%	39%	43%	44%
Math Achievement	35%	50%	58%	35%	47%	56%
Math Learning Gains	42%	50%	57%	39%	50%	57%
Math Lowest 25th Percentile	40%	48%	51%	34%	46%	50%
Science Achievement	29%	44%	51%	35%	44%	50%
Social Studies Achievement	61%	72%	72%	45%	64%	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	46 (92)	46 (86)	56 (76)	148 (254)
One or more suspensions	23 (76)	57 (85)	73 (53)	153 (214)
Course failure in ELA or Math	0 (2)	9 (1)	13 (8)	22 (11)
Level 1 on statewide assessment	82 (148)	104 (129)	145 (108)	331 (385)

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	39%	48%	-9%	54%	-15%
	2018	35%	41%	-6%	52%	-17%
Same Grade Comparison		4%				
Cohort Comparison						
07	2019	35%	42%	-7%	52%	-17%
	2018	28%	42%	-14%	51%	-23%
Same Grade Comparison		7%				
Cohort Comparison		0%				
08	2019	38%	48%	-10%	56%	-18%
	2018	44%	49%	-5%	58%	-14%
Same Grade Comparison		-6%				
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	35%	47%	-12%	55%	-20%
	2018	28%	40%	-12%	52%	-24%
Same Grade Comparison		7%				
Cohort Comparison						
07	2019	27%	39%	-12%	54%	-27%
	2018	29%	40%	-11%	54%	-25%
Same Grade Comparison		-2%				
Cohort Comparison		-1%				
08	2019	19%	35%	-16%	46%	-27%
	2018	11%	34%	-23%	45%	-34%
Same Grade Comparison		8%				
Cohort Comparison		-10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	25%	41%	-16%	48%	-23%
	2018	34%	42%	-8%	50%	-16%
Same Grade Comparison		-9%				
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	57%	70%	-13%	71%	-14%
2018	86%	84%	2%	71%	15%
Compare		-29%			

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	59%	50%	9%	61%	-2%
2018	82%	60%	22%	62%	20%
Compare		-23%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	79%	53%	26%	57%	22%
2018	92%	41%	51%	56%	36%
Compare		-13%			

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	20	42	30	19	35	33	19	34	36		
ELL	19	47	46	25	48	53		35			
ASN	55	64		82	83						
BLK	26	36	24	22	31	28	11	40	67		
HSP	38	51	39	31	44	45	14	61	42		
MUL	52	58		28	33						
WHT	51	55	33	48	47	45	52	74	53		
FRL	36	46	33	32	40	37	25	61	44		

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		

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
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		

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	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	37
Total Points Earned for the Federal Index	420
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	34
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	71
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	32
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	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	43
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	51
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	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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.

8th grade Science and 8th grade Pre-Algebra exhibited the lowest performance during the 18-19 school year. Both of these subject areas had one full-time substitute teacher for either the entire school year (Pre-Algebra) or nearly 3/4 of the school year (Science).

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

Civics showed the greatest decline from the prior school year. This decline was anticipated due to the fact that the only students who participated in the assessment during the previous school year were accelerated/honors students. During the 18-19 school year, all 8th grade students participating in average level Civics courses also participated in the assessment, resulting in a decreased level of proficiency.

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 greatest gap when compared to the state average occurred in math scores, specifically in 7th and 8th grade math classes where the gap was -27%. For the 8th grade math, this was an improvement of 7 percentage points for the cohort from last year's data.

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

The data component showing the most overall improvement this year was in the area of math learning gains as calculated in the school grade. Both overall learning gains and gains by L25 increased by 10% each. A strategic plan was developed to utilize the math coach and math interventionist to target students in need of additional support.

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

Based on the EWS data, most indicators decreased during the 2018-19 school year. One exception to this was in the "Course Failure in ELA or Math" which increased from 11 students to 22. Over half of those students were in 8th grade.

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

1. Core Instruction (**See Planning for Improvement for efforts tied to ESSA)
2. MTSS/RTiB/ PBIS
3.Teacher Retention

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Core Instruction
Rationale	Student proficiency levels show inadequate achievement and growth.

State the measurable outcome the school plans to achieve	Instructional efficacy will increase throughout the school year as teachers develop new skills and sharpen preexisting skills so that each quarter, the number of rigorous student-centered classrooms increases so that at least 75% of classrooms are engaged in tasks in which the students are meeting the depth of the standard.
Person responsible for monitoring outcome	Jennifer Sasser (jennifer.sasser@polk-fl.net)
Evidence-based Strategy	Through professional learning, teachers will focus on implementation of standards-based instruction to increase student-centered learning with formative and summative assessments using the instructional framework from LSI. Coaching cycles will be implemented (instructional coaches) to ensure teachers are provided adequate support and feedback to grow in their practice. .Non-evaluative coaching forms will be utilized to provide immediate teacher feedback regarding observed instructional practices. Rigor walks will provide coaching opportunities based on school-wide trends. Additionally, an Academic Student Success coach will work one-on-one and in small groups with students exhibiting multiple early warning indicators and fall into the lowest 30% of our student population.
Rationale for Evidence-based Strategy	The LSI instructional framework encompasses high yield instructional strategies that impact student learning. When teachers design tasks aligned to the learning target of the depth of the standards, rigor increases and achievement increases. In the Forging a Vision session, participants will learn about the new vision of rigorous student-centered core instruction and the alignment to new economy skills and discuss instructional shifts in the classroom to implement that vision. Significant planning time will be incorporated throughout the training to allow for immediate implementation. Participants will learn to cultivate student ownership immediately in their classrooms through empowering students to use standards-based Learning Targets and Success Criteria in pairs to influence their own work and give peer feedback. The training will also allow participants to plan for an immediate shift toward a more student-centered classroom and provide time to plan to implement the next day.

Action Step	
Description	Forging a Vision PD (LSI) Igniting Student Ownership PD (LSI) Coaching for Implementation follow-up (LSI)

LSI Summer Conference for administration, coaches, and teacher leaders

Extended learning opportunities: before/after school tutoring, Saturday Academies and Boot Camps, and summer school.Purchase Ready Florida materials.

Additional professional development opportunities for instructional staff throughout the school year-writing calibration, Social Studies DBQ, etc).

Collaborative curriculum planning sessions for core content areas (half-day and/or whole-day) throughout the school year. Opportunities may also be available in the summer to reflect on the 19-20 school year and pre-plan for the 20-21 school year.

AR books for classroom libraries to promote student literacy

Instructional supplies for small group instruction

Instructional Coaches-Kyle Ford, Sheila Hillery, Geshonda Barnett Manning

Academic Success Coach-Viandra Pryce

ESSA Areas of Focus:

Academic support will be provided to meet the needs of underperforming subgroups as mandated by the Every Student Succeeds Act. These support efforts and interventions will serve to meet the academic needs of the following underperforming subgroups: Black/African American, Hispanic, English Language Learners, Students with Disabilities, and Economically Disadvantaged.

With nearly 100% of the student population classified as economically disadvantaged, Southwest Middle School receives federal Title I funds to improve student academic achievement. The majority of these funds are use to provide additional academic resources for students and instructional staff by way of support personnel. Support personnel includes literacy instructional coach, math instructional coach, and student academic success coach. Instructional coaches will work directly with instructional staff to enhance instructional practices through collaborative planning, Professional Learning Community sessions, and coaching cycles as needed. Title I funds are also utilized to pay for professional development opportunities tied to enhancing instructional practices as well as curriculum planning opportunities for core content teachers.

The student academic success coach will work directly with our most at-risk students to improve attendance, behavior, and academic performance. These targeted students fall into the underperforming subgroups outlined in the school's ESSA report card. The student academic success coach offers one-on-one and small group mentoring to improve the academic success of these targeted students. The success coach will also collaborate with instructional staff and district personnel—school psychologist, social worker, mental health counselors, etc. to meet the needs of the targeted students.

To specifically meet the needs of English Language Learners (majority of ELL population classified as Hispanic ethnicity), there will be a monthly review of student grades to determine academic progress. This includes students classified as LY, LF, and LA. LA students in need of additional support may require additional support/services including,

but not limited to readmission into the ESOL program. ELL students receive additional academic support through morning tutoring with bilingual ELL teacher. ELL teacher provides assistance with the general education curriculum to improve mastery of core content standards.

Underperforming students who are also classified as part of the population of the aforementioned subgroups will be targeted for supplemental academic programs including, but not limited to: before-school academic tutoring sessions in the areas of English Language Arts, Math, and Science; Saturday Academies—4 hours of academic remediation in the areas of English Language Arts, Math, Science, and Social Studies (ESE and ELL support available); Saturday Boot Camps—remediation opportunities for students to ultimately obtain grade and/or credit recovery in the areas of English Language Arts, Math, Science, and Social Studies (ESE and ELL support available); grade/credit recovery course available during the regular school day (course taught by ESE certified instructor); bi-weekly review of student grades to determine academic progress of students in underperforming subgroups, administer MTSS interventions as deemed appropriate.

Person Responsible	Denay Clark (denay.clark@polk-fl.net)

#2	
Title	MTSS and PBIS
Rationale	Over 20% of our students were identified as having two or more risk factors according to the Early Warning Indicator System.

State the measurable outcome the school plans to achieve	Reduce the number of students with two or more of the Early Warning Indicators from 197 students last year by at least 20%.
Person responsible for monitoring outcome	Alonzo Thompson (alonzo.thompson@polk-fl.net)
Evidence-based Strategy	MTSS stands for Multi-Tiered Systems of Support. MTSS is an instructional framework that includes universal screening of all students, multiple tiers of instruction and support services, and an integrated data collection and assessment system to inform decisions at each tier of instruction. Positive Behavioral Interventions and Supports (PBIS) is based on a problem-solving model and aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors
Rationale for Evidence-based Strategy	Positive Behavioral Interventions and Supports (PBIS) is a process that is consistent with the core principles of MTSS. PBIS offers a range of interventions that are systematically applied to students based on their demonstrated level of need, and addresses the role of the environment as it applies to development and improvement of behavior problems.
Action Step	
Description	1. Identify, create, and provide training to PBIS committee and a MTSS committee. 2. Train staff and implement CHAMPS procedures throughout the campus to construct school-wide behavioral expectations. 3. Identify Tier 2 and Tier 3 students that require behavioral and academic interventions. 4. Formulate tracking tool to monitor individual student needs related to academics and behaviors.
Person Responsible	Alonzo Thompson (alonzo.thompson@polk-fl.net)

#3	
Title	Teacher Retention
Rationale	Title 1 schools are the schools most impacted by teacher retention. High teacher attrition leads to larger gaps between Title 1 and non-Title 1 schools. About 20% of the instructional staff from 2018-19 have accepted other instructional assignments. Teacher turnover harms student achievement, discourages educators, and is expensive for schools and districts.
State the measurable outcome the school plans to achieve	The school plans to reduce the attrition by at least 5% to increase student achievement.
Person responsible for monitoring outcome	SYBILLE OLDHAM (sybille.oldham@polk-fl.net)
Evidence-based Strategy	Research has indicated a strong link between teacher efficacy that leads to greater student achievement in the classroom. Teachers will receive professional development and support.A leadership team will attend professional development with the Ron Clark Academy.
Rationale for Evidence-based Strategy	Teacher retention will allow for staff consistency. Creating a positive culture and climate among the staff members will permeate to the students and community. Professional learning brought back from the Ron Clark Academy will have a focus on improving school culture, rigor and engagement.
Action Step	
Description	1. Provide quality professional development in weekly PLC sessions and staff development days. 2. Allow for collaborative opportunities for growth, including weekly departmental collaborative planning sessions. 3. Support new teacher mentoring including monthly PD sessions based on documented school/group need. 4. Create opportunities to strengthen school culture through incentives and celebrations. 5. Ron Clark Academy
Person Responsible	[no one identified]

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).

Family Academic nights to promote school-to-home partnerships and build capacity with parents in regards to state standards, instructional/learning strategies, and resources available to increase academic progress.

Student agendas to improve parent communication to keep parents informed about school initiatives/ activities and student progress.

ESSA Areas of Focus:

Academic support will be provided to meet the needs of underperforming subgroups as mandated by the Every Student Succeeds Act. These support efforts and interventions will serve to meet the academic needs of the following underperforming subgroups: Black/African American, Hispanic, English Language Learners, Students with Disabilities, and Economically Disadvantaged.

With nearly 100% of the student population classified as economically disadvantaged, Southwest Middle School receives federal Title I funds to improve student academic achievement. The majority of these funds are use to provide additional academic resources for students and instructional staff by way of support personnel. Support personnel includes literacy instructional coach, math instructional coach, and student academic success coach. Instructional coaches will work directly with instructional staff to enhance instructional practices through collaborative planning, Professional Learning Community sessions, and coaching cycles as needed. Title I funds are also utilized to pay for professional development opportunities tied to enhancing instructional practices as well as curriculum planning opportunities for core content teachers.

The student academic success coach will work directly with our most at-risk students to improve attendance, behavior, and academic performance. These targeted students fall into the underperforming subgroups outlined in the school's ESSA report card. The student academic success coach offers one-on-one and small group mentoring to improve the academic success of these targeted students. The success coach will also collaborate with instructional staff and district personnel—school psychologist, social worker, mental health counselors, etc. to meet the needs of the targeted students.

To specifically meet the needs of English Language Learners (majority of ELL population classified as Hispanic ethnicity), there will be a monthly review of student grades to determine academic progress. This includes students classified as LY, LF, and LA. LA students in need of additional support may require additional support/services including, but not limited to readmission into the ESOL program. ELL students receive additional academic support through morning tutoring with bilingual ELL teacher. ELL teacher provides assistance with the general education curriculum to improve mastery of core content standards.

Underperforming students who are also classified as part of the population of the aforementioned subgroups will be targeted for supplemental academic programs including, but not limited to: before-school academic tutoring sessions in the areas of English Language Arts, Math, and Science; Saturday Academies—4 hours of academic remediation in the areas of English Language Arts, Math, Science, and Social Studies (ESE and ELL support available); Saturday Boot Camps—remediation opportunities for students to ultimately obtain grade and/or credit recovery in the areas of English Language Arts, Math, Science, and Social Studies (ESE and ELL support available); grade/credit recovery course available during the regular school day (course taught by ESE certified instructor); bi-weekly review of student grades to determine academic progress of students in underperforming subgroups, administer MTSS interventions as deemed appropriate.

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.

A diverse Southwest Middle Parent Involvement Team, comprised of diverse stakeholders 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 SWMS website, we will extend an invitation for parents to become active participants in our school community. Parents and other community stakeholders will be invited and encouraged to participate in school events, become approved volunteers, mentor at-risk students, and become members of the Student Advisory Committee (SAC). This committee will meet no fewer than four times during the school year. Parent involvement workshops and other events will be offered to provide parents resources for assisting students at home with their academics, inform parents about school curriculum initiatives, and educate parents about state standardized assessments. 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.

Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor individually or in small groups or if applicable can be met through the classroom staff on a one-to-one basis. Severe cases may be handled with a contracted mental health counselor. The IEP also identifies and addresses social emotional goals for all of our students. Our school also utilizes the following resources (not all will apply and please elaborate on applicable resources):

CHAMPS-research-based classroom management plan to improve conditions for learning and student engagement (Conversation, Help, Activity, Movement, Participation, Success)

PBIS-promote positive behavior and improve school culture through positive reinforcement and student recognition

Mentoring Programs- Community mentors and teachers will serve as mentor to students that need additional support and reinforcement

MTSS referrals, as needed to meet the achievement and behavioral needs of all learners.

Socio-Emotional Learning Curriculum- monthly social emotional lessons will occur monthly on early release days identified as WOW Wednesday

Individual and/or small group work with Student Success Coach- The Student Success Coach will work with the list of identified students that are classified as Tier II and III in the areas of academics, attendance, and discipline

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 a variety of efforts 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, Mission Transition: 5th Grade Parent Night, and 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.

Mission Transition: 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.

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.

Title I, Part A project funds school-wide services at our eligible and participating Title I schools. The Title I funds provide supplemental instructional resources and interventions so that all students achieve academic success.

Title I, Part C project funds assist students that are prioritized by the MEP for supplemental services based on need and migrant status, as defined by federal and state regulations.

Title I, Part D project funds provide Transition Facilitators at select Neglected and Delinquent school sites to assist students who transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school.

Title II funds provide professional development resources to build the capacity of teachers by funding consultants, district professional development personnel, including district/regional coaches, and curriculum specialists. The Title II project contributes to the recruitment/retention of teachers in the district by funding district recruitment personnel, recruitment initiatives both within and outside the school

district. Also, may reimburse certification exam fees for teachers placed in an area in which they do not yet have certification in upon successful passing of exam.

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, professional learning opportunities for school staff, as well as parent family engagement opportunities.

Title IX – Homeless OR HEARTH Program funded through Title IX and Title I, provides support for students identified as being in a homeless situation. Title I provides support for this program, through funding of HEARTH staff, professional development, and contracted extended learning services for students.

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

At SWMS, we want to develop college and career awareness among all of our students. We celebrate College and Career Awareness Week for all of our students. Our students at all grade levels are invited to take part in Polk State College's College Reach Out Program. We have also partnered with members of Florida Polytechnic University.

Specifically for our 8th grade students:
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.

Part V: Budget

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

1	III.A.	**Areas of Focus: Core Instruction**				**$356,159.23**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	310-Professional and Technical Services	0051 - Southwest Middle School	Title, I Part A		$18,000.00
		Notes: LSI Professional Development sessions and Coaching for Implementation follow-up sessions				
	6150	510-Supplies	0051 - Southwest Middle School	Title, I Part A		$3,000.00
		Notes: Student agendas-keeping parents informed of curriculum initiatives to build school-family partnership. Consistent communication will improve student engagement and student achievement.				
	6150	510-Supplies	0051 - Southwest Middle School	Title, I Part A		$2,000.00
		Notes: Academic Family Workshops				
	6150	510-Supplies	0051 - Southwest Middle School	Title, I Part A		$350.00
		Notes: Mission Transition: 5th Grade Preview Night				

	6400	140-Substitute Teachers	0051 - Southwest Middle School	Title, I Part A		$1,750.00
			Notes: Professional Development (core subject areas)			
	6300	140-Substitute Teachers	0051 - Southwest Middle School	Title, I Part A		$4,500.00
			Notes: Curriculum Planning (Core subject areas)			
	6400	310-Professional and Technical Services	0051 - Southwest Middle School	Title, I Part A		$2,800.00
			Notes: Kagan Summer Professional Development			
	5100	510-Supplies	0051 - Southwest Middle School	Title, I Part A		$1,000.00
			Notes: AR Classroom Library Supplies			
	7300	330-Travel	0051 - Southwest Middle School	Title, I Part A		$4,800.00
			Notes: LSI Conference registration and travel feels (Administration)			
	6400	330-Travel	0051 - Southwest Middle School	Title, I Part A		$5,300.00
			Notes: LSI Conference registration and travel feels (teachers and coaches)			
	6150	510-Supplies	0051 - Southwest Middle School	Title, I Part A		$250.00
			Notes: Annual Title I Meeting and Open House			
	5900	100-Salaries	0051 - Southwest Middle School	Title, I Part A		$7,300.00
			Notes: Extended Learning (Tutoring)			
	5900	100-Salaries	0051 - Southwest Middle School	Title, I Part A		$4,200.00
			Notes: Summer Extended Learning			
	6300	100-Salaries	0051 - Southwest Middle School	Title, I Part A		$10,100.00
			Notes: Summer Curriculum Planning			
	6400	100-Salaries	0051 - Southwest Middle School	Title, I Part A		$1,500.00
			Notes: LSI Summer Professional Development (teachers and coaches)			
	6400	100-Salaries	0051 - Southwest Middle School	Title, I Part A		$64,136.94
			Notes: Kyle Ford-Instructional Coach (ELA/Reading/Social Studies)			
	6400	100-Salaries	0051 - Southwest Middle School	Title, I Part A		$70,343.73
			Notes: Sheila Hillery-Instructional Coach (Mathematics)			
	5100	100-Salaries	0051 - Southwest Middle School	Title, I Part A		$61,264.14
			Notes: Geshonda Barnett Manning-Instructional Coach (Science)			

	5100	100-Salaries	0051 - Southwest Middle School	Title, I Part A		$27,174.05
			Notes: Ernest Rose-Instructional Para			
	5100		0051 - Southwest Middle School	Title, I Part A		$66,390.37
			Notes: Academic Success Coach-Viandra Pryce			
2	**III.A.**	**Areas of Focus: MTSS and PBIS**				**$4,650.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	100-Salaries	0051 - Southwest Middle School	Title, I Part A		$4,500.00
			Notes: CHAMPS Professional Development Session (SAL)			
	6400	310-Professional and Technical Services	0051 - Southwest Middle School	Title, I Part A		$150.00
			Notes: Keith Jordan (CSA) Classroom Management and Engagement Strategies PD-Early Release			
3	**III.A.**	**Areas of Focus: Teacher Retention**				**$15,200.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	330-Travel	0051 - Southwest Middle School	Title, I Part A		$15,200.00
			Notes: Ron Clark Academy			
					Total:	**$376,009.23**