Southwest Middle School

2020-21 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: 5/22/2018

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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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2815 EDEN PKWY, Lakeland, FL 33803

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

School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	93%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	68%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

We envision Southwest Middle School as a school in which there is no distinction between student performance based on socio-economic status, ethnicity, or gender. All students will become active learners using interactive communication techniques to enhance their creativity, productivity, self-confidence, and self-esteem.

Using the best practices of middle school including 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, position title, and job duties/responsibilities 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	This position exists to coordinate the installation and management of instructional and non-instructional school microcomputer networks. Acquires and updates skills as necessary for effective network management. Installs, troubleshoots, and maintains hardware and software. Trains users in applications on the network. coordinates activities of outside vendors, consultants and trainers.
Eyman, Diana	Teacher, ESE	Coordinates educational placement and appropriate services for students withdisabilities. Serves as the LEA (Local Education Agency) representative at staffings and IEP (Individual Education Plan) meetings at the assigned school. Provides direct support to students with disabilities and their general education and ESE teachers to promote inclusion of students with disabilities in the general education environment.
Thompson, Alonzo	Assistant Principal	Assist the school principal in providing the vision and leadership necessary to develop and administer educational programs that optimize the human and material resources available. These programs will ensure implementation of learning processes for all students leading to enhanced student achievement within the context of providing a safe and successful school for students, staff, parents, and community in support of enhanced student learning.
Clark, Denay	Assistant Principal	Assist the school principal in providing the vision and leadership necessary to develop and administer educational programs that optimize the human and material resources available. These programs will ensure implementation of learning processes for all students leading to enhanced student achievement within the context of providing a safe and successful school for students, staff, parents, and community in support of enhanced student learning.
Hammond, Clarence	Dean	Assist with implementation of individual, class and schoolwide behavior interventions. Deliver appropriate teacher-to-teacher professional learning and support resulting in improved effectiveness of classroom instructional practices, increased learning time for students and enhanced student achievement.

Name	Title	Job Duties and Responsibilities
Seeden, Shenita	School Counselor	Aligns with district's mission to support the academic achievement of all students, ensuring equity and access to all. Implements federal, state and local mandates; facilitates the successful transition and progression of students throughout the system; develops and maintains a written plan for effective delivery of the school counseling program, communicating the goals to educational stakeholders. Direct services address guidance curriculum, individual student planning, preventive and responsive services. The counselor works with students individually and in groups and provides consultation to teachers and other school personnel regarding students and makes referrals as appropriate.
Sasser, Jennifer	Assistant Principal	Assist the school principal in providing the vision and leadership necessary to develop and administer educational programs that optimize the human and material resources available. These programs will ensure implementation of learning processes for all students leading to enhanced student achievement within the context of providing a safe and successful school for students, staff, parents, and community in support of enhanced student learning.
Ford, Kyle	Instructional Coach	Work collaboratively with ELA, Reading, and Social Studies teachers to promote reflection, provide guidance and structure where needed, and focus on strengths, collaboration and common issues of concern. Responsible for ensuring high-quality instruction in classrooms through modeling, co-planning, co-teaching and providing feedback to teachers. Work with small groups of students to improve upon areas in which students are not meeting projected growth based on progress monitoring data.
Hillery, Sheila	Instructional Coach	Work collaboratively with math teachers to promote reflection, provide guidance and structure where needed, and focus on strengths, collaboration and common issues of concern. Responsible for ensuring high-quality instruction in classrooms through modeling, co-planning, co-teaching and providing feedback to teachers. Work with small groups of students to improve upon areas in which students are not meeting projected growth based on progress monitoring data.
Boyzo, Nicole	Instructional Coach	Work collaboratively with science teachers to promote reflection, provide guidance and structure where needed, and focus on strengths, collaboration and common issues of concern. Responsible for ensuring high-quality instruction in classrooms through modeling, co-planning, co-teaching and providing feedback to teachers. Work with small groups of students to improve upon areas in which students are not meeting projected growth based on progress monitoring data.
Abernathy, Barbara	Instructional Media	Plans and implements a library media program, which aligns to the mission and vision of the district; providing equal access to all students. Creates and maintains a library media center that is organized, welcoming, and conducive to learning. Delivers library media services by providing resources

Name	Title	Job Duties and Responsibilities
		and instruction for students and teachers to become independent users of information. Plans, prepares, and provides instruction in the skills necessary to access, evaluate, analyze, and organize information in all formats to ensure optimal student achievement. Implements large group, small group, and individual settings. Plans, prepares, and provides literature activities to promote a love of reading and lifelong learning for students. Uses, models, and assists users with instructional applications and use of technology for academic learning.

Demographic Information

Principal start date
Tuesday 5/22/2018, Jason Looney

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
6

Total number of teacher positions allocated to the school
53

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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](#).

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	268	243	285	0	0	0	0	796
Attendance below 90 percent	0	0	0	0	0	0	27	18	19	0	0	0	0	64
One or more suspensions	0	0	0	0	0	0	75	57	66	0	0	0	0	198
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	75	70	101	0	0	0	0	246
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	69	85	107	0	0	0	0	261

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	26	68	91	0	0	0	0	185

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	4	0	0	0	0	0	0	4

Date this data was collected or last updated

Tuesday 6/16/2020

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	
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

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	
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

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	
	(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.

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						

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State 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%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
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		
MUL	38	41		29	24						

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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
WHT	43	46	47	47	43	32	42	95	77		
FRL	32	38	36	29	31	28	31	89	74		

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
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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%	2
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%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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. Progress monitoring data for 8th grade science during 19-20 showed that during the first quarter, student data was comparable to the district average. As the year progressed, the data declined. Teacher retention had an effect on student performance. There was teacher turnover in both 8th grade science classes.
Pre-Algebra saw a boost in performance in 19-20 as demonstrated in progress monitoring. Between August and December there was an increase in over one year of grade equivalency from 4.69 to 5.99.

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

In the 18-19 school year the Civics data showed the greatest decline. This decline had been anticipated due to the fact that the only students participating in the assessment had been accelerated/honors students. The 19-20 progress monitoring data for Civics was very promising. The average score actually increased from 40% during the first quarter to 42% in the third quarter.

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.

Based on the 18-19 data, 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 the previous year. According to the 19-20 progress monitoring STAR data, both 7th and 8th grade math scores improved significantly over the course of the semester. The grade equivalency increase for 7th grade was from 5.09 to 6.48.

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

Based on the 18-19 data, math showed the greatest improvements in the area of learning gains. The progress monitoring indicators for 19-20 showed that this trend was continuing.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Attendance and Students performing below proficiency are areas of concern

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

1. Improving core instruction to enhance student engagement and increase student achievement
2. Targeted interventions for students classified within under-performing subgroups (ESSA)
3. Refining MTSS/PBIS
4. Teacher Retention

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	Instructional efficacy will increase throughout the school year as teachers develop new skills and sharpen preexisting skills. It is expected that teachers will utilize high-yield engagement strategies including teaming and other opportunities for academic discourse. Student achievement data indicates that core instruction must improve. As instructional practices are effectively implemented that focus on student engagement, students are more likely to become active agents in their learning and necessary information. Students will be more likely to exhibit standards mastery and increase student achievement.
Measurable Outcome:	Based on classroom observations and routine rigor walks, students will be engaged in teaming, collaborative practices, or other accountable talk measures comprising at least 25% of the instructional lesson in at least 75% of core classes.
Person responsible for monitoring outcome:	SYBILLE OLDHAM (sybille.oldham@polk-fl.net)
Evidence-based Strategy:	Marzano's Instructional Framework focusing on academic teaming and other research-based high yield engagement strategies.
Rationale for Evidence-based Strategy:	Academic teaming compels every student to participate, engage, and contribute, thus improving student ownership. Academic teaming works for all students because they have access to specific team resources, structures like roles and norms, and challenging academic tasks that allow them to be successful as an individual and within a collaborative group.
Action Steps to Implement	

Igniting Student Ownership PD and follow-up (LSI) (Oldham-Jackson)

LSI Summer Conference for admin, coaches, and teacher leaders (Oldham-Jackson)

Extended learning sessions to provide additional opportunities for student engagement: before/after school tutoring, Saturday Academies/Boot Camps (Denay Clark)

Additional professional development opportunities for instructional staff throughout the school year to improve instructional practices and promote student engagement: writing calibration, Social Studies DBQ, etc). (Clark and instructional coaches)

Collaborative planning sessions during school year and summer. (Clark)

AR classroom library books to promote student literacy (Abernathy)

Instructional supplies for small group instruction (Instructional Coaches)

Instructional Coaches (Kyle Ford, Sheila Hillery, Nicole Boyzo) provide professional development and coaching cycles in order to improve instructional practice.

Administrators/coaches participate in collaborative planning to ensure standards-based instruction. Monitoring for implementation will occur through routine classroom walkthroughs, observations, edtc.

Academic Success Coach (Xochil Aguilar)-monitor student progress (attendance, behavior, grades) and intervene with targeted students in bottom 30%.

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

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:	By refining and enhancing the Multi-Tiered Systems of Support process, improvements will be noted in the areas of attendance, behavior, and academics . Reducing the number of student absences, minimizing Office Discipline Referrals, and improving core instruction/ student engagement, will result in an overall increase of student academic achievement for under-performing ESSA subgroups. Student achievement data, specifically for under-performing subgroups, indicates that focus must be placed on attendance, behavior, and academics in order to improve student achievement.
Measurable Outcome:	Reduce the number of students with two or more of the Early Warning Indicators by at least 20%. Improve academic achievement of the following ESSA subgroups by at least 5%: African-American, Hispanic, ESE, ELL, and economically disadvantaged students.
Person responsible for monitoring outcome:	SYBILLE OLDHAM (sybille.oldham@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 Steps to Implement

Identify, create, and provide training to PBIS committee and MTSS committee.(Sasser)

Maintain regularly scheduled meetings related to Tier 1, Tier 2, and Tier 3 implementation (Sasser)

Train staff and implement CHAMPS and PBIS procedures throughout the campus to construct school-wide behavioral expectations. (Thompson and Sasser)

Identify Tier 2 and Tier 3 students that require behavioral and academic interventions.(MTSS Leadership team)

Formulate tracking tool to monitor individual student needs related to academics and behaviors. (MTSS Leadership team)

Provide professional development opportunities related to MTSS/PBIS including, but not limited to: Tier 1/ 2/3 training, trauma-informed care, conscious discipline, restorative practices, cultural awareness and diversity training, poverty awareness, etc. (Sasser and Thompson)

Admin and Support staff track and monitor progress for specific under-performing subgroups:

ELL-Sasser

ESE-Clark
African-American-Thompson
Hispanic-Aguilar
Economically Disadvantaged-Oldham-Jackson

Person Responsible Jennifer Sasser (jennifer.sasser@polk-fl.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Refining PBIS school-wide: Professional development regarding school-wide expectations, classroom expectations/policies, etc. Training on PBIS expectations and implementation plan for teachers. Addressing expectations with students at the beginning of the school year regarding PBIS/school expectations and re-iterating/re-teaching throughout the school year. Introducing PBIS rewards/token economy and following through with rewards as initially outlined in expectations.

Refining MTSS school-wide: Regularly scheduled Tier 1 and 2 meetings as outlined by MTSS expectations. Problem-solving meetings every 6 weeks with most at-risk Tier 2 and Tier 3 students. Introduce interventions and discuss progress made with interventions, modify interventions as needed, refer for ESE or additional services, as needed.

Check and Connect Program: Program to improve student engagement through mentoring efforts. Each mentor is paired with 1-2 students to provide intensive progress monitoring, provides resources as needed, communicates with parents regarding progress. Mentor sets goals with student(s) based on data, reviews data throughout the year, and adjusts goals/ strategies as needed.

Teacher retention: Continue with PEC program for new teachers (instructional coaches as mentors); coaching cycles based on instructional efficacy and additional requested support. Promote staff bonding and improve school culture through recognition, appreciation efforts, etc.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

A positive school culture allows all members of the school community to feel value. A sense of belonging and safety- physically, intellectually and socially, is the foundation upon which trust and understanding are built. A clear and consistent vision for all of our stakeholders drives the everyday actions and decision making. All members of the school community are exposed to the N.O.L.E.S. creed.

One of the ways in which members of the school community feel valued is through regular feedback and celebrations of success. Students are regularly recognized academically, not only for reaching certain levels of proficiency but also for making gains in their learning. Student athletes and club members are recognized for balancing the demands of school, home, and extracurricular activities through various mediums including the daily school news show, schoolwide announcements and through social media outlets.

Staff members celebrate and are celebrated at SWMS. Monthly breakfasts organized by staff members give a sense of community. Several times throughout the year, staff is provided meals through organizations such as the PTA, SAC or administration. During our WOW Wednesday on early dismissal days, faculty compete together as a team against the grade levels.

Another aspect of a positive school culture is building strong, trusting relationships. Strong relationships are built at SWMS through student-centered learning in the classroom on a regular basis. During WOW Wednesdays, each staff member has a small group of students during what is known as Tribe Talk. This is a time for students and staff to learn and practice social-emotional learning skills. Also on WOW Wednesday, staff members sponsor clubs based on their interests and the interests of the students. This informal setting allows staff and students to build relationships outside of the academic realm.

Building relationships among all stakeholders is important. Creating and maintaining efficient communication throughout the organization is key. Staff members are kept informed through weekly emails from the principal, monthly meetings, and regular emails and announcements. Parents and community members are informed through access to Parent Portal, social media outlets, the school website, and even announcements at sporting or other events.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement				$265,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	310-Professional and Technical Services	0051 - Southwest Middle School	Title, I Part A		$9,000.00
		Notes: LSI Professional Development session and Coaching for Implementation follow-up session				
	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			
	6400	310-Professional and Technical Services	0051 - Southwest Middle School	Title, I Part A		$3,000.00
			Notes: LSI Summer Conference Registration/Conference Fees (Administration)			
	6400	330-Travel	0051 - Southwest Middle School	Title, I Part A		$2,000.00
			Notes: LSI Summer Conference Hotel and Travel Fees (Administration)			
	6400	310-Professional and Technical Services	0051 - Southwest Middle School	Title, I Part A		$5,400.00
			Notes: LSI Summer Conference Registration/Conference Fees (Teachers and Coaches)			
	6400	330-Travel	0051 - Southwest Middle School	Title, I Part A		$3,000.00
			Notes: LSI Summer Conference Hotel and Travel Fees			
	6400	100-Salaries	0051 - Southwest Middle School	Title, I Part A		$65,000.00
			Notes: Instructional Coach (Literacy/Social Studies)-Kyle Ford			
	6400	100-Salaries	0051 - Southwest Middle School	Title, I Part A		$71,000.00
			Notes: Instructional Coach (Mathematics)-Sheila Hillery			
	6400	100-Salaries	0051 - Southwest Middle School	Title, I Part A		$62,000.00
			Notes: Instructional Coach (Science)-Nicole Boyzo			
	6400	310-Professional and Technical Services	0051 - Southwest Middle School	Title, I Part A		$10,000.00
			Notes: Ron Clark Academy-Conference Registration Fees			
	6400	330-Travel	0051 - Southwest Middle School	Title, I Part A		$3,000.00

			Notes: Ron Clark Academy-Hotel and Lodging Fees			
	6400	100-Salaries	0051 - Southwest Middle School	Title, I Part A		$2,000.00
			Notes: Ron Clark Academy-Special Activity Pay			
	6300	100-Salaries	0051 - Southwest Middle School	Title, I Part A		$10,000.00
			Notes: Summer Curriculum Planning-Special Activity Pay			
	6400	100-Salaries	0051 - Southwest Middle School	Title, I Part A		$5,000.00
			Notes: Summer Professional Development			
2	**III.A.**	**Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups**				**$76,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	100-Salaries	0051 - Southwest Middle School	Title, I Part A		$65,000.00
			Notes: Student Academic Success Coach-Xochil Aguilar			
	5900	100-Salaries	0051 - Southwest Middle School	Title, I Part A		$7,500.00
			Notes: Extended Learning-Special Activity Pay			
	5900	100-Salaries	0051 - Southwest Middle School	Title, I Part A		$4,000.00
			Notes: Summer Extended Learning-Special Activity Pay			
					Total:	**$342,300.00**