

Volusia County Schools

Southwestern Middle School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	17
Positive Culture & Environment	20
Budget to Support Goals	21

Southwestern Middle School

605 W NEW HAMPSHIRE AVE, Deland, FL 32720

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

Demographics

Principal: Jacqu ESE Copeland J

Start Date for this Principal: 7/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
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 Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (51%) 2017-18: C (52%) 2016-17: C (49%) 2015-16: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	21

Southwestern Middle School

605 W NEW HAMPSHIRE AVE, Deland, FL 32720

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

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	79%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

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

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

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

Name	Title	Job Duties and Responsibilities
Thomas, David	Dean	Provides support for the needs of the students and teachers to ensure a safe and successful school environment.
Maclin, Michelle	Instructional Coach	Provides support for the needs of the students and teachers to ensure a safe and successful school environment.
Zillmann, Cari	Teacher, K-12	Provides support for the needs of the students to ensure a safe and successful school environment.
DiGrazia, Stephanie	Assistant Principal	Monitors teacher and student data, assisting teachers with instructional support to ensure implementation of intervention and documentation to help our students meet the School Improvement Goal. Monitor and conference with students who are identified on the Early Warning System who are in need academic or behavioral support on a weekly basis.

Demographic Information

Principal start date

Friday 7/1/2016, Jacqu ESE Copeland J

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.*

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.*

Total number of teacher positions allocated to the school

41

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 Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (51%) 2017-18: C (52%) 2016-17: C (49%) 2015-16: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	287	278	254	0	0	0	0	819
Attendance below 90 percent	0	0	0	0	0	0	48	40	62	0	0	0	0	150
One or more suspensions	0	0	0	0	0	0	82	51	58	0	0	0	0	191
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	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	10	3	5	0	0	0	0	18
Level 1 on State Assessment	0	0	0	0	0	0	98	94	106	0	0	0	0	298

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	64	46	63	0	0	0	0	173

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	2	4	9	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	4	2	8	0	0	0	0	14

Date this data was collected or last updated

Tuesday 7/28/2020

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	298	271	250	0	0	0	0	819
Attendance below 90 percent	0	0	0	0	0	0	50	53	39	0	0	0	0	142
One or more suspensions	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	112	97	105	0	0	0	0	314

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

Indicator	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	25	23	21	0	0	0	0	69

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

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	298	271	250	0	0	0	0	819	
Attendance below 90 percent	0	0	0	0	0	0	50	53	39	0	0	0	0	142	
One or more suspensions	0	0	0	0	0	0	2	0	0	0	0	0	0	2	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	0	0	0	112	97	105	0	0	0	0	314	

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

Indicator	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	25	23	21	0	0	0	0	69	

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

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

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

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(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	49%	50%	-1%	54%	-5%
	2018	43%	48%	-5%	52%	-9%
Same Grade Comparison		6%				
Cohort Comparison						
07	2019	40%	47%	-7%	52%	-12%
	2018	40%	47%	-7%	51%	-11%
Same Grade Comparison		0%				
Cohort Comparison		-3%				
08	2019	48%	50%	-2%	56%	-8%
	2018	50%	56%	-6%	58%	-8%
Same Grade Comparison		-2%				
Cohort Comparison		8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	36%	48%	-12%	55%	-19%
	2018	36%	49%	-13%	52%	-16%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	31%	47%	-16%	54%	-23%
	2018	31%	44%	-13%	54%	-23%
Same Grade Comparison		0%				
Cohort Comparison		-5%				
08	2019	14%	29%	-15%	46%	-32%
	2018	35%	37%	-2%	45%	-10%
Same Grade Comparison		-21%				
Cohort Comparison		-17%				

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

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

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	17	35	34	19	38	35	20	34			
ELL	20	35	30	20	35	55	18	30			
ASN	80	64		80	50						
BLK	30	43	33	26	30	29	22	53	75		
HSP	41	44	33	32	44	57	36	55	52		
MUL	55	52		67	55						
WHT	58	58	50	49	48	40	66	80	73		
FRL	40	47	39	34	42	41	41	60	72		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	11	38	41	14	38	38	19	33			
ELL	16	43	43	18	36	38	18	55			
ASN	77	64		69	71						
BLK	27	47	48	25	40	44	34	54	57		
HSP	40	53	43	36	40	40	33	69	61		
MUL	65	65		35	38		67				
WHT	55	56	46	55	51	54	68	77	69		
FRL	40	52	43	36	45	47	43	67	58		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	11	34	33	9	27	30	27	13			
ELL	15	35	52	12	32	38	7	38			
ASN	67	50		61	50						
BLK	23	34	35	21	27	27	32	34	62		
HSP	30	40	50	29	33	39	37	51	60		
MUL	67	71		46	61			60	60		
WHT	60	57	52	55	48	42	70	65	79		
FRL	37	43	44	34	37	37	46	47	63		

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	39
Total Points Earned for the Federal Index	496
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	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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	69
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	38
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	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	57
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	58
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	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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.

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

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

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

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

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

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

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

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

Suspension and absences

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

1. ELA Lowest Quartile Achievement
2. Math Achievement
3. Attendance

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale: As a result of our needs assessment and analysis, students with disabilities, African-American students, and English Language Learners are under-performing their peers in ELA, math, science and social studies.

Measurable Outcome: Students with disabilities, African-American students, and English Language Learners will make a 5% increase or higher in ELA, math, science and social studies achievement.

Person responsible for monitoring outcome: Jacquese Copeland (jjslocum@volusia.k12.fl.us)

Evidence-based Strategy: Explicit Teaching Strategies

Rationale for Evidence-based Strategy: Explicit teaching strategies has a .75 effect size according to research done by John Hattie.

Action Steps to Implement

Facilitate professional learning on explicit teaching strategies and students' accommodations

Person Responsible Stephanie DiGrazia (sadigra2@volusia.k12.fl.us)

Collaborative planning sessions with Gen Ed and ESE teachers in PLC

Person Responsible Stephanie DiGrazia (sadigra2@volusia.k12.fl.us)

Coaching Cycles

Person Responsible Heather Henderson (hhhender@volusia.k12.fl.us)

Peer Classroom Observations

Person Responsible Heather Henderson (hhhender@volusia.k12.fl.us)

Monitor student DIA progress to determine additional student needs and refer students to the intervention team for extra support as needed.

Person Responsible Nicholas King (njking@volusia.k12.fl.us)

#2. Culture & Environment specifically relating to Early Warning Systems

Area of Focus Description and Rationale: Based on the EWS data, 150 students are chronically absent. Absences (including out of school suspensions) limit the amount of time in the classroom to receive instruction, which impacts student learning outcomes. Targeting these students will increase their instructional time.

Measurable Outcome: Reduce the number of students chronically absent by 50%.

Person responsible for monitoring outcome: Jacquese Copeland (jjslocum@volusia.k12.fl.us)

Evidence-based Strategy: The evidence-based strategy being implemented for this area of focus is a School-Based Mentoring Program.

Rationale for Evidence-based Strategy: According to MENTOR: The National Mentoring Partnership, mentoring guarantees young people that there is someone who cares about them, assures them they are not alone in dealing with day-to-day challenges, and makes them feel like they matter. Research confirms that quality mentoring relationships have powerful positive effects on young people in a variety of personal, academic, and professional situations. The school-based mentoring program creates a positive school culture by increasing accountability for students and parents. This will allow us to track and act on real-time data because the mentors are actively involved in engaging the student and parent.

Action Steps to Implement

Identify the chronically absent students.

Person Responsible Nicholas King (njking@volusia.k12.fl.us)

Identify the students who are absent due to suspension.

Person Responsible Nicholas King (njking@volusia.k12.fl.us)

Recruit, train, and assign faculty/staff mentors. Faculty/staff will meet bi-weekly with their assigned mentee.

Person Responsible Heather Henderson (hhhender@volusia.k12.fl.us)

Establish a team and plan for direct parent/guardian communication.

Person Responsible Jeannie Maddox (jmaddox@volusia.k12.fl.us)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Based on our data review, we processed 1,307 referrals during the 19-20 school year. To address this area of focus we will implement daily SEL time into our bell schedule along with restorative practices. This will reduce the number of referrals and the amount of time out of class.

Measurable Outcome: 15% reduction in referrals per grading period

Person responsible for monitoring outcome: David Thomas (dlthomas@volusia.k12.fl.us)

Evidence-based Strategy: Social Emotional Learning and Restorative Practices

Rationale for Evidence-based Strategy: These are district-provided multi-tiered systems of supports that have been vetted on campuses to improve school climate, interpersonal relationships, and reduce the amount of discipline infractions.

Action Steps to Implement

SEL/Restorative Practices Professional Learning for New Faculty/Staff

Person Responsible: Tai Swift (tlswift@volusia.k12.fl.us)

SEL/Restorative Practices Professional Learning Refresher for existing faculty/staff.

Person Responsible: Tai Swift (tlswift@volusia.k12.fl.us)

Implement SEL/Restorative Practices Daily across campus, in all classes.

Person Responsible: Jacquese Copeland (jjslocum@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities

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

The school leadership team will address the area of math achievement by utilizing math manipulatives and explicit teaching strategies. Coaching cycles and DIA progress monitoring will be used as well.

ELA Achievement will be addressed through the use of explicit teaching strategies in the classroom. Because the VLTs are so few in ELA, common formative assessments will be used to progress monitor.

Student achievement and progress monitoring will be reviewed during PLCs.

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.

Southwestern Middle School strives to create a positive school culture and environment by implementing social emotional learning, positive behavior intervention and supports, and restorative practices in order to build relationships with all stakeholders. We engage the community through active participation in mentoring programs. As a school, we provide teacher mentoring/support for retention and to build teacher efficacy and afford leadership opportunities to aid in development and relationship building.

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: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
Total:			\$0.00