2013-2014 SCHOOL IMPROVEMENT PLAN

Southwest Elementary School

2650 SOUTHWEST AVE
Lakeland, FL 33803
863-499-2830
http://schools.polk-fl.net/swe

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	81%

Alternative/ESE Center	Charter School	Minority Rate
No	No	54%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	C	B	A

SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Southwest Elementary School

Principal
Michelle Townley

School Advisory Council chair
Kyle Lawton

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Michelle Townley	Principal
Walter Smith	Assistant Principal
Heather Zipprer	Guidance Counselor
Kyle Lawton	Title I Program Facilitator
Lori Thompson	Reading Resource

District-Level Information

District
Polk

Superintendent
Dr. Kathryn Leroy

Date of school board approval of SIP
Pending

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Our school SAC committee currently consists of 11 members. 55% of the membership are parents/communicty-based, 45% are school based. 46% are white, 27% are black, and 27% are Hispanic. Our SAC Chair is Mr. Kyle Lawton. All other members are voting members.

Involvement of the SAC in the development of the SIP

SAC will provide insights and suggestions for contributing to the goals of the SIP.
SAC will approve the School Improvement Plan and Budget.

Activities of the SAC for the upcoming school year

Analyze data and make suggestions for improving instruction.
Assist in guiding FCIM.

Assist in encouraging home/school/business/community connections.
Develop and approve the school's Parent Involvement Plan.

Projected use of school improvement funds, including the amount allocated to each project

If SAC discretionary funds are allocated, they will be used for Instructional Supplies and Technology.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Michelle Townley		
Principal	Years as Administrator: 8	Years at Current School: 6

Credentials	BAE, MED Certifications Educational Leadership K-12 K-6 6-12 English K-12 PE ESOL Athletic Coaching
Performance Record	12-13 C 11-12 B 10-11 A 09-10 C 08-09 B 07-08 C 06-07 A 05-06 B

Walter Smith		
Asst Principal	Years as Administrator: 8	Years at Current School: 1

Credentials	BAE, MED, Certifications Educational Leadership K-12 Physical Education	
Performance Record	12-13 C 11-12 B 10-11 C 09-10 C 08-09 B 07-08 A 06-07 A	

Instructional Coaches

# of instructional coaches

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers

35

 # receiving effective rating or higher

35, 100%

 # Highly Qualified Teachers

100%

 # certified in-field

35, 100%

 # ESOL endorsed

35, 100%

 # reading endorsed

2, 6%

 # with advanced degrees

12, 34%

 # National Board Certified

2, 6%

 # first-year teachers

0, 0%

 # with 1-5 years of experience

4, 11%

 # with 6-14 years of experience

16, 46%

 # with 15 or more years of experience

15, 43%

Education Paraprofessionals

# of paraprofessionals

12

 # Highly Qualified

12, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

 # receiving effective rating or higher

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. RHS Recruitment System is utilized to screen for highly qualified and certified instructional and non-instructional staff. This system is maintained by the HR Department and is used at the school level by Michelle Townley and Walter Smith to search for applicants when a vacancy occurs.
2. Part of retaining our staff requires us to maintain a professional environment that relies heavily on strong relationships, common goals, and the mutual benefits of professional learning communities. Michelle Townley, Walter Smith, and the entire leadership team work to ensure that our teachers feel supported.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

All of the instructors at Southwest have completed their intital educator preparation program and any additional mentoring programs. Should we hire a first year teacher, he/she will be supported by our leadership team, the grade level chair, and/or additional teachers based on the new teacher's needs.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS Leadership Team will meet at least once per month (or more frequently as needed) to problem solve using school-wide academic and behavioral data. The focus of the team is on evaluating effectiveness of programs, grade levels, and determining what is working in our school.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The following is a list of the MTSS team. Each person shares insights, analyzes data, communicates information, and assists in the problem-solving process through the lens of his/her professinal responsibiliteis and experiences.
Michelle Townley – Principal, Walter Smith - Assistant Principal, Christa Legg –Kindergarten, Donna Adams – 1st , Tauni Pickrell- 2nd, Jennifer Nichols- 3rd, Amy Matthews- 4th, Brenda Mathewson- 5th, Lori Thompson – Reading Resource, Kyle Lawton – Title I Facilitator, Heather Zipprer – ESE/Guidance Counselor, Sara Flora – School Psychologist

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures. Furthermore, the MTSS team will monitor and revise the SIP throughout the school year, utilizing the problem solving process: data analysis; goal setting; areas of weakness are identified; barriers are analyzed; strategies are selected, implemented and monitored throughout the school year.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Tier 1: Discovery, FCAT, SAT-10, writing rubrics, attendance, suspensions, office discipline referrals. Data Management Systems include: IDEAS, Discovery, GENESIS
Tier 2:Extended reading passages, sight word inventories, oral reading fluency, math fluency probes, Wiley Math, and various progress monitoring tools. Data Management Systems Include: IDEAS, Moodle, Title One Progress Monitoring Spreadsheets
Tier 3: Individual progress monitoring which is specific to the students and the problem. Individualized to specific student need. Data Management Systems Include: IDEAS, Moodle, Title One Progress Monitoring Spreadsheets

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional learning will be provided during teacher common planning time (PLC's) and additional PLC sessions will occur throughout the year. A MTSS overview will be provided in August by the leadership team during Professional Learning Community meetings followed by regularly scheduled meetings that

will address specific student needs. MTSS is considered by this administration to be an on-going learning initiative that will prepare teachers to approach student deficiencies in a new light with an eye on "what will work" instead of, "what program or placement will the child fit into."

The District has other mini-modules that will be provided throughout the year for specific staff members to include guidance, administration and school psychologists. A clear focus will be established to guide staff members toward more effective interventions in a systematic approach to addressing students' needs. Options/strategies will be shared to support teacher learning in the area of alternative strategies. The MTSS Leadership Team will evaluate additional staff professional learning needs during the monthly MTSS Leadership Team meetings.

MTSS will be supported by our school psychologist, resource teachers, and leadership team. MTSS will be monitored and discussed in weekly planning sessions, PLCs, and in grade level meetings. Teachers will reflect on student progress and share work samples in order to communicate common expectations and problem solve for students in need of additional support.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 64,000

Students in 3rd-5th grade will receive additional instruction in reading comprehension. Twice per week, 50 minutes each session, 10 week session, twice per year. Four groups of no more than 8 students per group.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is responsible for monitoring implementation of this strategy?

Strategy: Before or After School Program

Minutes added to school year: 172,800

Students in KG -3rd grade will receive additional reading instruction via our partnership grant with YMCA READS. Students are served twice a week, two 60 minute sessions, for 32 weeks. 45 students are in the program.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is responsible for monitoring implementation of this strategy?

Strategy: Before or After School Program

Minutes added to school year: 32,000

Students in 4th-5th grade will receive additional instruction in mathematics. Twice per week, 50 minutes each session, 10 week session, twice per year. Two groups of no more than 8 students per group.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is responsible for monitoring implementation of this strategy?

Strategy: Before or After School Program

Minutes added to school year: 57,600

Students in 4th -5th grade will receive after school enrichment in reading, math, and STEAM activities. Twice per week, 60 minutes each session, 6 week session, twice per year. Four groups of approimately 10 students per group.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Michelle Townley	Principal
Walter Smith	Asst. Principal
Lori Thompson	Reading Resource
Heather Zipprer	Guidance Counselor
Kyle Lawton	Title I Program Facilitator
Allison Davis	Primary Representative
Jennifer Nichols	Intermediate Representative
Sara Flora	School Psychologist

How the school-based LLT functions

The literacy team reviews data, discusses materials and resources needed to support learning, reviews the impact of LFS strategies and makes recommendations to administration. Media issues such as circulation rate and student access to materials are among the topics discussed during the Literacy Leadership Team meetings. The LLT examines student reading and writing achievement data to determine the effectiveness of the strategies, materials and technology that are in place both in the classroom and in small group and individual tutoring sessions. Meetings are conducted by the principal or assistant principal. Input is provided by the Media Specialist regarding circulation, available materials, student access, parent access and involvement and online AR initiatives. Classroom teachers, including ESE teachers give feedback regarding student comfort with use of materials and the effectiveness of the literacy support on campus as they relate to student achievement and interest.

Major initiatives of the LLT

The major initiates for 2013-2014 will be to provide training on high-yield strategies and increased text complexity that leads to improved reading and comprehension skills. Our school is also focusing on reviewing the effective strategies we have implemented over the last four years in order to refine and improve our instructional methods.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

The administrative team monitors Southwest's kindergarten transition activities. Kindergarten Round-Up is held each year with kindergarten teachers playing an important role in the process by providing exciting activities for participants. An invitational atmosphere is created for both students and parents. During the Round-Up, parents are given information about our kindergarten curriculum, routine and available staff support. When appropriate, referrals are made for readiness programs such as Head Start. Local community Pre K programs are notified in advance and fliers are given out to encourage participation. Our school's operating budget and Title I funds are used to supply materials for our kindergarten transition program. FLKRS is used in kindergarten to assess student needs. Observation and reading readiness assessments are administered by the teachers to determine skill levels and establish learning starting points. The guidance counselor is available, as needed, to observe behaviors and assess student behavioral patterns.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	67%	52%	No	70%
American Indian				
Asian				
Black/African American	48%	33%	No	53%
Hispanic	70%	41%	No	73%
White	70%	66%	No	73%
English language learners		35%		
Students with disabilities	43%	25%	No	49%
Economically disadvantaged	64%	47%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	99	52%	53%
Students scoring at or above Achievement Level 4	58	31%	32%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	74	60%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	17	58%	60%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		30%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		30%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	31	54%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	70%	52%	No	73%
American Indian				
Asian				
Black/African American	48%	31%	No	53%
Hispanic	68%	52%	No	72%
White	78%	60%	No	81%
English language learners		35%		
Students with disabilities	52%	23%	No	57%
Economically disadvantaged	65%	46%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	99	52%	58%
Students scoring at or above Achievement Level 4	44	23%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	64	52%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	11	35%	50%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	28	42%	50%
Students scoring at or above Achievement Level 4	15	22%	27%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	13		20
Participation in STEM-related experiences provided for students	102	22%	30%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	43	11%	9%
Students retained, pursuant to s. 1008.25, F.S.	14	3%	2%
Students who are not proficient in reading by third grade	34	50%	40%
Students who receive two or more behavior referrals	44	9%	7%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	35	7%	5%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

See Title One Parent Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Student will be routinely engaged in academic tasks in order to increase instructional time, decrease disicpline, increase attendance, and improve overall feelings towards the importance of school.

G2. Students are proficient with grade level standards and expectations in all content areas.

Goals Detail

G1. Student will be routinely engaged in academic tasks in order to increase instructional time, decrease disicpline, increase attendance, and improve overall feelings towards the importance of school.

Targets Supported

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

Resources Available to Support the Goal

- PBS Implementation

- ITV: Reinforcement of Positive Behavior: Principal's Monday Minute

- Mentoring Program

- Tier 2 and Tier 3 Behavior Supports

- Social worker

- Attendance Manager and Teacher Communication

- Connect Ed Communication

- School Nurse

- Academic Incentives

- Attendance Incentives

Targeted Barriers to Achieving the Goal

- Accepting school rules that may at times be oppostional to peer group norms, home life, outside circumastances, or other cultural influences.

Plan to Monitor Progress Toward the Goal

Discipline Data Attendance Data PBS Reports Overall increased academic performance.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Weekly, Monthly, Quarterly

Evidence of Completion:

Improved Discipline Data on a month-by-month basis. Improved Attendance. Improved academic performance.

G2. Students are proficient with grade level standards and expectations in all content areas.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

Resources Available to Support the Goal

- Strategies in all content areas: evidence of learning (learning logs), accountable writing/talking and justification of answers. Proper/Precise vocabulary use and strategies. Critical thinking skills.

- Reading Strategies: Text complexity professional development, text dependent questions, close reading/re-reading. AR program to support individual reading goals. Implementation of new Reading Wonders series. Support from school-based reading resource teacher.

- Math Strategies: 8 Best Math Practices professional development and implementation, use of visualization/manipulatives, fact fluency, Implementation of new Go Math Common Core Series. Math Facts in a Flash.

- Data Driven Instruction: Common grade level assessments, formative data, compare work samples, use of proficicnecy scales/rubrics.

- Professional Development: PLCs, Common Planning, Vertical Teams, Increase knowledge base of Common Core Standards-based Instruction. A team of 7 people attended the summer Common Core Conference and have shared information with their colleagues.

- MTSS: Implementation of Tier 2 and Tier 3 interventions for struggling students.
- Use of school-wide tools: thinking maps, writing to achieve strategies, CISM, interactive learning logs, HOT /s, summarizin, non-verbal representations, vocabulary in context, advanced organizers/previewing.
- Additional time for instrucion during the school day via STEAM, Title One Funded retired teacher tutors, and Book Clubs lead by resources teachers.
- Gifted and Able-learners being challenged through STEAM classes/activities.
- Support from district-based reading, math, and science coaches.

Targeted Barriers to Achieving the Goal
- Lack of rigorous instructional outcomes set by teachers.

Plan to Monitor Progress Toward the Goal

Lesson Plans, PLC notes, student work samples, student formative data (FAIR)

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Weekly, Every Assessment Period

Evidence of Completion:
PLC notes, data reflections in relation to actual scores.

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Student will be routinely engaged in academic tasks in order to increase instructional time, decrease disicpline, increase attendance, and improve overall feelings towards the importance of school.

G1.B1 Accepting school rules that may at times be oppostional to peer group norms, home life, outside circumastances, or other cultural influences.

G1.B1.S1 Teaching behavior expectations at the begining of the year, after holidays/breaks, and as needed throughout the school and within indiviual classrooms.

Action Step 1

Teaching Expectations, Implementation of PBS plan, attendance records, ITV Reinforcement

Person or Persons Responsible

Teachers, PBS Team, Leadership Team

Target Dates or Schedule

Daily, Weekly, Monthly in PBS Team meetings, and more frequently as needed

Evidence of Completion

PBS Data, attendance data, disicpline data

Facilitator:

Heather Zipprer

Participants:

Teachers, PBS Team, Leadership Team

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Expectation Lessons taught, "SPUR" program, Student agenda use/parent communication, attendance and academic incentives.

Person or Persons Responsible

Teacher, PBS Team, Leadership Team

Target Dates or Schedule

Daily (by teacher and admin during walk-throughs), Weekly (by teacher), Monthly (PBS class reports), Quarterly (discipline and attendance district reports)

Evidence of Completion

PBS Data, attendance data, discipline data.

Plan to Monitor Effectiveness of G1.B1.S1

Expectation Lessons, "SPUR" program, Student agenda use/parent communication, attendance and academic incentives increase in number of students earning the incentives.

Person or Persons Responsible

Teachers, PBS Team, Leadership Team

Target Dates or Schedule

Daily, Weekly, Monthly, Quarterly

Evidence of Completion

PBS Data (benchmarks of quality end of year report) Mentoring Google Apps report End of year attendance data. End of year discipline data. FCAT scores.

G2. Students are proficient with grade level standards and expectations in all content areas.

G2.B1 Lack of rigorous instructional outcomes set by teachers.

G2.B1.S1 Common Planning with support from leadership team to implement school-wide best practices.

Action Step 1

Collaboratively Plan with Teachers Conduct classroom walk-throughs with feedback PLC discussions Vertical Team Meetings Faculty Learning Sessions Follow-up from "Friday Focus"

Person or Persons Responsible

Mrs. Townley, Mr. Smith, Mrs. Thompson, Mr. Lawton, Ms. Zipprer, and classroom teachers.

Target Dates or Schedule

Daily in classroom instruction and observations that are discussed/planned during weekly common planning sessions. Common Planning Sessions will take place every Wednesday, at minimum.

Evidence of Completion

Lesson Plans emailed weekly to Leadership team. Journey as well as "casual" observation feedback. Meeting minutes.

Facilitator:

Michelle Townley

Participants:

Mrs. Townley, Mr. Smith, Mrs. Thompson, Mr. Lawton, Ms. Zipprer, and classroom teachers.

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Collaborative Planning Observations Data Chats PLC activities: rubric evaluation of assessments and assignments.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly during leadership team meetings. Weekly during planning sessions. Weekly during PLCs. Every three weeks in MTSS and Data chat meetings. Progress monitoring assessment periods.

Evidence of Completion

Lesson Plans and discussion in leadership team meetings. Data analysis. PLC work samples.

Plan to Monitor Effectiveness of G2.B1.S1

Feedback, Observations, lesson plans, data analysis.

Person or Persons Responsible

Leadership Team and Teachers.

Target Dates or Schedule

Weekly discussions in leadership team meetings and PLCs.

Evidence of Completion

Smith and Townley walk-through feedback and lesson plans. Data reflections.

G2.B1.S5 Feedback from Classroom observations.

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Action Step 2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S5

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S5

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

Title I, Part A, funds school-wide services to Southwest Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly. Additional coordination of services is accomplished in a smooth manner as local agencies work with our school to support student learning. A Southwest Elementary family's need for social services is addressed through our guidance office and is viewed as critical to student well-being and achievement. Referral services are provided through both the administrative and guidance office at our school. There is a close link between Head Start and local Pre-K programs for smooth transitions to regular kindergarten. In addition, Child Find and our ESE department work with our administrative and Pre-K teachers to identify and place special needs pre-school children from home or local day care facilities into ESE Pre-K classes. We rely on the strong connection between our school and our local health facilities, i.e. the Watson Clinic, Lakeland Regional Medical Center and the Polk County Health Department to provide health screenings and conduct classroom presentations on Career Day that address nutrition, hygiene and wellness. Referrals to United Way provide guidance for parents for shelter, food and clothing.

Title I, Part C- Migrant

We do not have the children of Migrant Farm Workers enrolled at Southwest Elementary at this time. If we receive migrant students, the following outlines our plans: Migrant students enrolled in Southwest Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D

Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II

Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. Funds available to Southwest Elementary are used to purchase substitutes for teacher professional development and unit lesson planning.

Title III

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

Title X- Homeless

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Supplemental Academic Instruction (SAI)

NONE

Violence Prevention Programs

Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc. Our guidance counselor will deliver in-class lessons on bullying and will reinforce the informational anti-bullying inserts that are a new addition this year to student agenda books. Anger management groups and individual behavioral support sessions are provided by the guidance counselor. Conflict Resolution opportunities are encouraged and are available at any time. In addition, our school will begin using Positive Behavioral Support as a school-wide initiative to reduce discipline, build character and raise achievement through positive, intrinsic motivation. A conduct pledge is recited each morning after the pledge of allegiance. The conduct pledge is as follows:
As a valuable member of Southwest Elementary
I pledge to be responsible for my actions
To stay focused on my work
To obey my teachers
To treat everyone with respect and follow the rules of my school.
Spurs are: productive, understanding, respectful, and safe.
All staff members will receive in-service again this year on identifying and reporting bullying. While Southwest Elementary has a low incident rate of bullying and violence in general, we will stay vigilant in our efforts to maintain a safe campus and promote tolerance and peace. Morning student produced TV and strategically placed posters help students have a clear understanding of the issues surrounding bullying and the consequences of such actions. A beginning of the year conference with bus drivers ensures administration that consistent rules are followed as students ride to and from school.
Nutrition Programs
Southwest Elementary is not a location for a summer feeding program for the community.
Housing Programs
Students with housing needs are referred to the Homeless Student Advocate.
Head Start
Head Start is not located on our campus. Resources are provided to the program to assist in the transition of students from pre-k to kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.
Adult Education
Southwest Families are provided with information related to adult education options in our main office.
Career and Technical Education
Referrals are made to West Area Adult School or Travis Vocational School for parents needing job training or career counseling.
Job Training
Referrals are made to West Area Adult School or Travis Vocational School for parents needing job training or career counseling.
Other
A Family Resource Center is located on campus where parents can find educational materials to help their children, information/referrals for social service needs and books on parenting.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Student will be routinely engaged in academic tasks in order to increase instructional time, decrease disicpline, increase attendance, and improve overall feelings towards the importance of school.

G1.B1 Accepting school rules that may at times be oppostional to peer group norms, home life, outside circumastances, or other cultural influences.

G1.B1.S1 Teaching behavior expectations at the begining of the year, after holidays/breaks, and as needed throughout the school and within indiviual classrooms.

PD Opportunity 1

Teaching Expectations, Implementation of PBS plan, attendance records, ITV Reinforcement

Facilitator

Heather Zipprer

Participants

Teachers, PBS Team, Leadership Team

Target Dates or Schedule

Daily, Weekly, Monthly in PBS Team meetings, and more frequently as needed

Evidence of Completion

PBS Data, attendance data, disicpline data

G2. Students are proficient with grade level standards and expectations in all content areas.

G2.B1 Lack of rigorous instructional outcomes set by teachers.

G2.B1.S1 Common Planning with support from leadership team to implement school-wide best practices.

PD Opportunity 1

Collaboratively Plan with Teachers Conduct classroom walk-throughs with feedback PLC discussions Vertical Team Meetings Faculty Learning Sessions Follow-up from "Friday Focus"

Facilitator

Michelle Townley

Participants

Mrs. Townley, Mr. Smith, Mrs. Thompson, Mr. Lawton, Ms. Zipprer, and classroom teachers.

Target Dates or Schedule

Daily in classroom instruction and observations that are discussed/planned during weekly common planning sessions. Common Planning Sessions will take place every Wednesday, at minimum.

Evidence of Completion

Lesson Plans emailed weekly to Leadership team. Journey as well as "casual" observation feedback. Meeting minutes.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Student will be routinely engaged in academic tasks in order to increase instructional time, decrease disicpline, increase attendance, and improve overall feelings towards the importance of school.	$1,000
G2.	Students are proficient with grade level standards and expectations in all content areas.	$120,821
	Total	$121,821

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Program	Total
Title One, School-based funds	$120,821	$0	$120,821
Internal Accounts: General Student Fund	$0	$1,000	$1,000
Total	$120,821	$1,000	$121,821

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Student will be routinely engaged in academic tasks in order to increase instructional time, decrease disicpline, increase attendance, and improve overall feelings towards the importance of school.

G1.B1 Accepting school rules that may at times be oppostional to peer group norms, home life, outside circumastances, or other cultural influences.

G1.B1.S1 Teaching behavior expectations at the begining of the year, after holidays/breaks, and as needed throughout the school and within indiviual classrooms.

Action Step 1

Teaching Expectations, Implementation of PBS plan, attendance records, ITV Reinforcement

Resource Type

Evidence-Based Program

Resource

Incentives for students for meeting PBS, Attendance, and Academic goals.

Funding Source

Internal Accounts: General Student Fund

Amount Needed

$1,000

G2. Students are proficient with grade level standards and expectations in all content areas.

G2.B1 Lack of rigorous instructional outcomes set by teachers.

G2.B1.S1 Common Planning with support from leadership team to implement school-wide best practices.

Action Step 1

Collaboratively Plan with Teachers Conduct classroom walk-throughs with feedback PLC discussions Vertical Team Meetings Faculty Learning Sessions Follow-up from "Friday Focus"

Resource Type

Personnel

Resource

Title One Facilitator and Reading Resource Teacher.

Funding Source

Title One, School-based funds

Amount Needed

$120,821