2013-2014 SCHOOL IMPROVEMENT PLAN

Southwest Middle School

2815 EDEN PKWY
Lakeland, FL 33803
863-499-2840
http://schools.polk-fl.net/swms

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	Yes	74%

Alternative/ESE Center	Charter School	Minority Rate
No	No	57%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
D	C	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
Focus Year 1	3	Ella Thompson

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

Current School Status

School Information

School-Level Information

School
Southwest Middle School

Principal
John Wilson

School Advisory Council chair
Brian Rutledge

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

Name	Title
John Wilson	Principal

District-Level Information

District
Polk

Superintendent
Mrs. 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

The majority of SAC members are community members and parents not employed by the school district. The SAC is composed of the Principal, a chairperson, a secretary, and an appropriately balance number of teachers, support employees, parents, and other community members who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

During the months of September, October, and November the School Improvement Plan will be presented to the SAC for input, revisions, and monitoring.

Activities of the SAC for the upcoming school year

The School Advisory Council will meet four to eight times during the year. Members are selected according to District and State guidelines. Approval for parent members is obtained at our PTA Open House meeting. The activities of the SAC include reviewing school grade and FCAT data, assisting and reviewing and developing the school mission and vision statements, assisting in reviewing, giving input, and ensuring compliance with the School Improvement Plan. and reviewing the use of funds reported in the School Improvement Plan

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

Any SAC funds we receive will be used for training, substitutes, technology, and classroom resources.

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
3

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

Administrator Information:

John Wilson		
Principal	Years as Administrator: 24	Years at Current School: 32
Credentials	B.S., M.Ed. - Ed. Leadership, MG Science, Biology, Chemistry	
Performance Record	2007-2008: A 79% AYP 2008-2009: A 69% AYP 2009-2010: A 82% AYP 2010-2011: B 74% AYP 2011-2012: C 2012-2013 C	

Desmore Peters		
Asst Principal	Years as Administrator: 13	Years at Current School: 17
Credentials	B.A., M.Ed. - Ed. Leadership	
Performance Record	2009-2010: A 82% AYP 2010-2011: B 74% AYP 2011-2012: C	

Deann Brown		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

Credentials	B.S., M.Ed. - Ed. Leadership English 6-12, Speech K-12, ESOL, Reading Endorsement
Performance Record	2012-2013: C

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
64

 # receiving effective rating or higher
64, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
58, 91%

 # ESOL endorsed
23, 36%

 # reading endorsed
14, 22%

 # with advanced degrees
23, 36%

 # National Board Certified
0, 0%

 # first-year teachers
3, 5%

 # with 1-5 years of experience

19, 30%

 # with 6-14 years of experience

21, 33%

 # with 15 or more years of experience

21, 33%

Education Paraprofessionals

# of paraprofessionals

17

 # Highly Qualified

17, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

9

 # receiving effective rating or higher

(not entered because basis is < 10)

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. School promoted on website - Principal, teachers
2. Open positions advertised on PCSB website - Principal
3. Provide appropriate training and professional development to new teachers - Principal, District
4. Meet at least once a grading period with new teachers to discuss needs, issues, concerns, etc. - Administration

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

New teachers are paired with an experienced teacher in their subject area who has a proven track record. They meet on a regular basis to discuss student progress, teaching strategies, progress monitoring, lesson planning, certification needs, and other issues of concern.

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

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

• The PS/RtI Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.

• The PS/RtI Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:

> Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.

> Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.

> Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

> Focus on improving student achievement outcomes with evidence-based interventions implemented with fidelity and frequent progress monitoring.

> Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

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

John Wilson, Principal: (Required Member) The Principal provides a common vision for the use of data-based 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.

Desmore Peters, Assistant Principal: Assists Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of MTSSS/RtI, further assists the principal in the assessment of MTSS/RtI skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning MTSS/RtI plans and activities.

Heather Lanham (Social Studies): Selected General Education Teachers: Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2/3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Diana Eyman, Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials/ instruction in tiered interventions; collaborates with general education teachers.

Betsy Sargeant, School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical evaluation; assists in facilitation data-based decision making activities.

Deann Wojtylak, MTSS/RtI Behavior Representative (PBS): Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities.

, School Social Worker: Assists with collecting data and meeting with students and families to address attendance issues.

,Speech Language Pathologist: Educates the team in the role language plays in curriculum assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systematic patterns of student need with respect to language skills.

Pam Lenox, Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.

Kalia Paige-Culmer, Title I Facilitator/Counselor: Ensures compliance with Title I guidelines and policies. Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.

Titus Gainous, Technology Specialist: Develops or brokers technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphic display.

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

MTSS and SIP will be monitored through walkthroughs, observations, lesson plans, and staff meetings. In regular meetings with the MTSS Leadership team, data will be analyzed and discussed to determine areas where support is needed. When areas of needed support are identified, appropriate training/ professional development will be provided.

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

Through FAIR and Discovery testing baseline data will be gathered in September in Reading, Math, and Science. Response to a prompt will provide baseline data for writing. Progress monitoring data will again be collected mid-year and at the end of the year. Data from these sources will be analyzed and discussed at our MTSS Leadership Team meetings.

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

• The PS/RtI Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.
• The PS/RtI Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:
> Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.
> Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.
> Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
> Focus on improving student achievement outcomes with evidence-based interventions implemented with fidelity and frequent progress monitoring.
Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

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: Weekend Program

Minutes added to school year: 1,080

For six Saturday mornings leading up to FCAT testing, targeted Level 1 and 2 students will be given the opportunity to attend classes for remediation in Reading, Math, and Writing. Instruction will be focused on identified areas of weakness in these subject areas.

Strategy Purpose(s)

- Instruction in core academic subjects

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

The effectiveness of this strategy will be based on Progress Monitoring and on FCAT results.

Who is responsible for monitoring implementation of this strategy?

School Administration

Literacy Leadership Team (LLT)

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

Name	Title
John Wilson	Principal
Desmore Peters	Assistant Principal
Deann Brown	Assistant Principal
Barbara Abernathy	Media Specialist
Marci Richardson	Reading Contact
Diana Eyman	LEA Facilitator
Christina Saint	ESOL Teacher

How the school-based LLT functions

The Literacy Leadership Team will meet once a month to analyze data, plan, and provide professional instructional leadership that maintains the vision, direction, and focus for student learning.

Major initiatives of the LLT

Implementation of Common Core State Standards

Continued emphasis on authentic literacy skills across all curriculum areas - reading, writing, summarizing, and higher order thinking.

Implementation of the online writing program My Access as means of ensuring writing across all core curriculum areas.

Every Teacher Contributes to Reading Instruction

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

An emphasis will continue to be placed on authentic literacy across all curriculum areas to include reading, writing, and vocabulary development. Lesson plans, walk-throughs, and observations will be utilized to ensure that all teachers are supporting these efforts with research-based strategies.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Career pre-academies in the areas of technology, medicine, and business have been implemented to help students begin thinking about the future and to see the connection between their subjects and possible career paths that they might choose.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

With the assistace of the guidance office students complete a personal four year plan designed to ensure that the course of study pursued in high school will meet the requirements for graduation and will be relevant to future goals.

Strategies for improving student readiness for the public postsecondary level

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	59%	49%	No	63%
American Indian				
Asian	32%	55%	Yes	39%
Black/African American	43%	34%	No	49%
Hispanic	59%	45%	No	63%
White	66%	58%	No	69%
English language learners	34%	13%	No	41%
Students with disabilities	43%	30%	No	48%
Economically disadvantaged	55%	43%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	208	24%	40%
Students scoring at or above Achievement Level 4	197	22%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	11	52%	60%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	538	62%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	136	63%	70%

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)	28	58%	65%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	10	21%	27%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	11	23%	29%

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	100	37%	85%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		86%

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	57%	47%	No	61%
American Indian				
Asian	47%	64%	Yes	52%
Black/African American	44%	27%	No	50%
Hispanic	55%	44%	No	60%
White	62%	56%	No	66%
English language learners	36%	14%	No	42%
Students with disabilities	42%	28%	No	48%
Economically disadvantaged	51%	40%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	236	27%	40%
Students scoring at or above Achievement Level 4	152	17%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	16	76%	80%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		10%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	544	63%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	134	62%	70%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	48	56%	55%
Students scoring at or above Achievement Level 4	29	34%	40%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		15%
Students scoring at or above Achievement Level 4	18	82%	85%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	60	26%	35%
Students scoring at or above Achievement Level 4	40	12%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		43%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		57%

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)	7		7
Participation in STEM-related experiences provided for students	200	22%	24%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	141	15%	20%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	20	90%	90%
Completion rate (%) for CTE students enrolled in *accelerated* courses		90%	100%
Students taking CTE industry certification exams	0	0%	15%
Passing rate (%) for students who take CTE industry certification exams		0%	80%
CTE program concentrators	6	14%	20%
CTE teachers holding appropriate industry certifications	2	33%	50%

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	118	13%	8%
Students who fail a mathematics course	33	4%	2%
Students who fail an English Language Arts course	15	2%	1%
Students who fail two or more courses in any subject	46	5%	3%
Students who receive two or more behavior referrals	278	31%	26%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	259	29%	24%

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

The Southwest Middle Parent Involvement Team will meet to discuss the Parent involvement Plan and Compact at least three times a year. Through multiple forms of communication such as Connect Ed, parent newsletters, flyers and our SWM website, we will extend an invitation for parents to come on campus, to participate, become approved volunteers, and to become a member of our Student Advisory Committee (SAC), which will meet five times in the school year. Parent involvement programs and activities such as iMOM and All Pro Dads will be implemented to teach parents how to help their children at home with reading, writing and other academic skills. iMOM's and All Pro Dads meetings will be held four times each throughout the school year. Other programs will also be encouraged to promote parent involvement throughout the school year.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
iMOM (Parenting Group)	41	5%	5%
All Pro Dad (Parenting Group)	29	3%	5%
School Advisory Committee)	39	4%	4%

Goals Summary

G1. Improve early parent communication to improve attendance, decrease failures, and decrease suspensions.

G2. All teachers will design and implement effective lessons.

G3. All students will increase their academic performance across all curricula.

Goals Detail

G1. Improve early parent communication to improve attendance, decrease failures, and decrease suspensions.

Targets Supported
- EWS
- EWS - Middle School

Resources Available to Support the Goal
- PBS Funds

Targeted Barriers to Achieving the Goal
- Lack of internet access for parents and students
- Incorrect phone numbers and contact information for parents
- Incorrect email addresses for students and parents

Plan to Monitor Progress Toward the Goal

Reports on student attendance, referral rates, suspension rates, and alternative education placement rates will be used to monitor the progress in meeting this goal.

Person or Persons Responsible
Deans, Assistant Principals

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Improved student attendance, reduction of behavioral problems.

G2. All teachers will design and implement effective lessons.

Targets Supported

- All Areas

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

- 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)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- Civics EOC

- Science

- Science - Middle School

- STEM

- STEM - All Levels

- CTE

- Parental Involvement

- EWS

- EWS - Middle School

Resources Available to Support the Goal

- common planning time

- cpalms website

- county curriculum maps

- supplemental planning days

- early release days

- teacher mentors

Targeted Barriers to Achieving the Goal

- Introduction and implementation of new Common Core standards

- Classroom management skills need improving

Plan to Monitor Progress Toward the Goal

Lesson plans Classroom observations Student performance Teacher evaluations Progress Monitoring Behavior Tracking Form Positive Behavior Support Program

Person or Persons Responsible

All teachers Administrators

Target Dates or Schedule:

ongoing

Evidence of Completion:

Lesson plans Classroom observations Student performance Teacher evaluations Progress Monitoring Behavior Tracking Form Discipline Data

G3. All students will increase their academic performance across all curricula.

Targets Supported

- All Areas

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

- 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)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- Civics EOC

- Science

- Science - Middle School

- STEM

- STEM - All Levels

- CTE

- EWS

- EWS - Middle School

- Additional Targets

Resources Available to Support the Goal

- Language Arts teachers mentoring teachers with use of rubrics and correct use of grammar.

- Teachers will use grade level appropriate reading material.

- Teachers will use high interest reading material.

- Teacher's will use PLC's for improvement of ideas and collaborative work.

- Common planning time for departments.

- Teachers will use progress monitoring data.

- Use of My Access computer program.

Targeted Barriers to Achieving the Goal

- Students lack ability to apply skills in all curriculum and into the real world.

- Lack of student attendance.

Plan to Monitor Progress Toward the Goal

Evaluate student writing Collect and analyze data for strengths and weaknesses of students Consistently discuss results of rubric and provide specific feedback Communication logs Attendance records Lesson Plans External resources Progress Monitoring Social Worker home visit logs

Person or Persons Responsible

Administration All teachers

Target Dates or Schedule:

ongoing

Evidence of Completion:

Student work and rubrics attendance records communication logs lesson plans progress monitoring Social Worker home visit logs

Action Plan for Improvement

Problem Solving Key

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

G1. Improve early parent communication to improve attendance, decrease failures, and decrease suspensions.

G1.B1 Lack of internet access for parents and students

G1.B1.S1 Open computer labs after school hours for parents and students to utilize.

Action Step 1

Open computer labs after school hours for parents to utilize for internet access.

Person or Persons Responsible

Technology coach, administration, and parent volunteers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Sign in sheet from parents and a feedback form for parents to make suggestions for improvements

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

Open computer labs after school hours for parents to utilize for internet access.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Monitor program by gathering and analyzing sign in sheets and feedback forms from parents that attend.

Plan to Monitor Effectiveness of G1.B1.S1

Open computer labs after school hours for parents to utilize for internet access.

Person or Persons Responsible

Technology coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

The tech coach will continuously gauge the effectiveness of the open computer lab hours and continuously update programs as needed.

G1.B1.S2 Offer after school hours training for parents in our computer lab regarding programs like Parent Portal, the school website, and Pinnacle Internet Viewer.

Action Step 1

Offer after school hours training for parents in our computer lab regarding programs like Parent Portal, the school website, and Pinnacle Internet Viewer.

Person or Persons Responsible

Technology coach and technology team

Target Dates or Schedule

Once a nine weeks grading period

Evidence of Completion

Sign in sheets and parent feedback forms

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Offer after school hours training for parents in our computer lab regarding programs like Parent Portal, the school website, and Pinnacle Internet Viewer.

Person or Persons Responsible

Administration

Target Dates or Schedule

Twice a nine weeks. One meeting before the parent training night and one meeting after the parent training meeting.

Evidence of Completion

Sign in sheets and parent feedback forms. Tech coach and Tech Team input during meetings.

Plan to Monitor Effectiveness of G1.B1.S2

Offer after school hours training for parents in our computer lab regarding programs like Parent Portal, the school website, and Pinnacle Internet Viewer.

Person or Persons Responsible

Technology Coach and Technology Team

Target Dates or Schedule

Twice a nine weeks. One meeting before the parent training night and one meeting after the parent training meeting.

Evidence of Completion

Tech coach and Tech Team input during meetings.

G1.B2 Incorrect phone numbers and contact information for parents

G1.B2.S1 Send monthly update forms home with students for parents to complete with updated information.

Action Step 1

Send monthly update forms home with students for parents to complete with updated information.

Person or Persons Responsible

Administration, secretarial staff, first period teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Updated information will be entered into GENESIS each month and reports will provide evidence of changes that have been made.

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Send monthly update forms home with students for parents to complete with updated information.

Person or Persons Responsible

Parent Volunteer Coordinator

Target Dates or Schedule

Monthly

Evidence of Completion

Checklist to show teachers have turned in their corrected forms that were returned. Reports from GENESIS to show updated changes.

Plan to Monitor Effectiveness of G1.B2.S1

Send monthly update forms home with students for parents to complete with updated information.

Person or Persons Responsible

Parent Volunteer Coordinator and secretarial staff

Target Dates or Schedule

Monthly

Evidence of Completion

Count of how many forms are returned and updated compared to the list of incorrect phone numbers from the previous month.

G1.B3 Incorrect email addresses for students and parents

G1.B3.S1 Send home hard copy form requesting updated email addresses.

Action Step 1

Send home hard copy form requesting updated email addresses.

Person or Persons Responsible

First period teachers, secretarial staff

Target Dates or Schedule

Beginning of each semester

Evidence of Completion

Returned forms and reports from GENESIS showing changes that have been made.

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Send home hard copy form requesting updated email addresses.

Person or Persons Responsible

Secretarial staff and administration

Target Dates or Schedule

Semester halfway point

Evidence of Completion

Forms that have been returned compared to changes made in GENESIS, Connect Ed reports showing returned emails

Plan to Monitor Effectiveness of G1.B3.S1

Send home hard copy form requesting updated email addresses.

Person or Persons Responsible

Administration

Target Dates or Schedule

Halfway point of each semester

Evidence of Completion

Forms that have been returned compared to changes made in GENESIS, Connect Ed reports showing returned emails

G2. All teachers will design and implement effective lessons.

G2.B4 Introduction and implementation of new Common Core standards

G2.B4.S1 Teachers will use professional development to integrate Common Core standards into their lesson plans.

Action Step 1

Training on Common Core Standards

Person or Persons Responsible

Subject Area Contacts Administration

Target Dates or Schedule

ongoing

Evidence of Completion

PD sign in sheets, department meetings, lesson plans

Facilitator:

Subject Area Contacts Administration

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Review of lesson plans Classroom observations Peer review and/or department collaboration

Person or Persons Responsible

Administration Subject Area Contacts All teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Review of lesson plans Classroom observations Peer review and/or department collaboration

Plan to Monitor Effectiveness of G2.B4.S1

Review of lesson plans Classroom observations Peer review and/or department collaboration

Person or Persons Responsible

Administration Subject Area Contacts All teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Review of lesson plans Classroom observations Peer review and/or department collaboration

G2.B10 Classroom management skills need improving

G2.B10.S1 Staff wide implementation of classroom management strategies.

Action Step 1

Love and Logic strategies

Person or Persons Responsible

Administration All teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Improved student behavior Reduction of student referrals

Facilitator:

Administration

Participants:

All Teachers

Action Step 2

Dealing with Diverse Students

Person or Persons Responsible

District Official, Administration

Target Dates or Schedule

October 2013

Evidence of Completion

Staff sign in sheets

Facilitator:

District Official

Participants:

All staff

Plan to Monitor Fidelity of Implementation of G2.B10.S1

Staff use of Love and Logic strategies with students Staff use of Behavior Tracking Form Positive Behavior Support Program Parent communication Time out Teams Administrative followup for implementation

Person or Persons Responsible

Administration All teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Development of positive student teacher relationships Behavior Tracking Form Reduction of number of referrals Increase instructional time

Plan to Monitor Effectiveness of G2.B10.S1

Behavior Tracking Form Parent communication logs Discipline referral data Positive Behavior Support Program

Person or Persons Responsible

All staff Administration

Target Dates or Schedule

ongoing

Evidence of Completion

classroom observations Professional Development documentation

G3. All students will increase their academic performance across all curricula.

G3.B6 Students lack ability to apply skills in all curriculum and into the real world.

G3.B6.S1 All departments will submit writing samples scored using a rubric based on the 8th Grade Florida Writes Rubric for student portfolios.

Action Step 1

My Access computer writing program

Person or Persons Responsible

All teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Portfolio's

Facilitator:

Administration

Participants:

All teachers

Action Step 2

Professional development on the book "Practice Perfect: 42 Rules for Getting Better at Getting Better"

Person or Persons Responsible

All Staff Administration

Target Dates or Schedule

1st Semester

Evidence of Completion

Staff sign in sheet Follow up Activity

Facilitator:

Administration

Participants:

All staff

Plan to Monitor Fidelity of Implementation of G3.B6.S1

Collect student work samples and distribute to Language Arts teachers

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Portfolios

Plan to Monitor Effectiveness of G3.B6.S1

Student samples based on content specific writing prompts. Students should successfully respond to the prompt. Identify students in need of remediation and provide specific feedback using the rubric.

Person or Persons Responsible

All teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Student writing samples and the rubric.

G3.B6.S2 Teachers will use external resources to incorporate real world elements into their curriculum.

Action Step 1

Teachers will use external resources to incorporate the real world into their classrooms.

Person or Persons Responsible

All teachers

Target Dates or Schedule

Weekly

Evidence of Completion

teacher lesson plans, student work samples

Plan to Monitor Fidelity of Implementation of G3.B6.S2

Administrative observations Department discussions

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

Weekly

Evidence of Completion

Teacher observation data, minutes from department meetings, completed lesson plans and student work samples

Plan to Monitor Effectiveness of G3.B6.S2

Lesson plans that relate to Common Core standards use of progress monitoring tools

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

progress monitoring results student work samples classroom observations lesson plan feedback

G3.B8 Lack of student attendance.

G3.B8.S1 All teachers will communicate with parents/ guardians when students are absent from their class 5 or more days quarterly.

Action Step 1

communicate with parent regarding student absences

Person or Persons Responsible

All teachers

Target Dates or Schedule

ongoing

Evidence of Completion

communication logs

Plan to Monitor Fidelity of Implementation of G3.B8.S1

Attendance manager will send out absent notices to teachers

Person or Persons Responsible

Administration, all teachers, attendance manager

Target Dates or Schedule

ongoing

Evidence of Completion

communication logs and attendance records

Plan to Monitor Effectiveness of G3.B8.S1

attendance records, communication logs

Person or Persons Responsible

Attendance manager, administration, all teachers

Target Dates or Schedule

ongoing

Evidence of Completion

attendance records, communication logs

G3.B8.S2 Attendance manager will mail letters home at 5 and 10 absences.

Action Step 1

Attendance reports reviewed Letter mailed Home visit by Social Worker

Person or Persons Responsible

Administration Social Worker

Target Dates or Schedule

weekly for attendance report ongoing

Evidence of Completion

Administration will work with attendance manager Social Worker home visit log

Plan to Monitor Fidelity of Implementation of G3.B8.S2

Attendance reports reviewed Letter mailed Home visit by Social Worker

Person or Persons Responsible

Administration Attendance Manager

Target Dates or Schedule

ongoing

Evidence of Completion

Administration will work with attendance manager Social Worker home visit log

Plan to Monitor Effectiveness of G3.B8.S2

Improved parent communication Improved student attendance Improved academic performance

Person or Persons Responsible

Administration Attendance Manager

Target Dates or Schedule

ongoing

Evidence of Completion

Administration will work with attendance manager Social Worker home visit log

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
Services are provided to ensure students requiring additional remediation are assisted through after school programs, Saturday academy, or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.
Title I, Part C- Migrant
N/A
Title I, Part D
District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop Out Prevention programs.
Title II
District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Professional development in the form of PD 360 is provided to the staff.
Title III
Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.
Title X- Homeless
District homeless social worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI)
SAI funds will be coordinated with Title I funds to provide before and after school tutoring and a Saturday Academy for Reading and Math, giving priority to Level 1 and 2 students.
Violence Prevention Programs
The school offers a non-violent and anti-drug program to students that incorporates community service, drug tests, and counseling.
Nutrition Programs
N/A
Housing Programs
N/A
Head Start
N/A
Adult Education
N/A
Career and Technical Education
Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged, and handicapped students in grades 6-12.
Job Training
Vocational courses in business, technology, and health services provide students with job skills that will allow students the opportunity to learn how to compete in leading industri

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.

G2. All teachers will design and implement effective lessons.

G2.B4 Introduction and implementation of new Common Core standards

G2.B4.S1 Teachers will use professional development to integrate Common Core standards into their lesson plans.

PD Opportunity 1

Training on Common Core Standards

Facilitator

Subject Area Contacts Administration

Participants

All teachers

Target Dates or Schedule

ongoing

Evidence of Completion

PD sign in sheets, department meetings, lesson plans

G2.B10 Classroom management skills need improving

G2.B10.S1 Staff wide implementation of classroom management strategies.

PD Opportunity 1

Love and Logic strategies

Facilitator

Administration

Participants

All Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Improved student behavior Reduction of student referrals

PD Opportunity 2

Dealing with Diverse Students

Facilitator

District Official

Participants

All staff

Target Dates or Schedule

October 2013

Evidence of Completion

Staff sign in sheets

G3. All students will increase their academic performance across all curricula.

G3.B6 Students lack ability to apply skills in all curriculum and into the real world.

G3.B6.S1 All departments will submit writing samples scored using a rubric based on the 8th Grade Florida Writes Rubric for student portfolios.

PD Opportunity 1

My Access computer writing program

Facilitator

Administration

Participants

All teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Portfolio's

PD Opportunity 2

Professional development on the book "Practice Perfect: 42 Rules for Getting Better at Getting Better"

Facilitator

Administration

Participants

All staff

Target Dates or Schedule

1st Semester

Evidence of Completion

Staff sign in sheet Follow up Activity

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	All students will increase their academic performance across all curricula.	$12,600
	Total	$12,600

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Professional Development	Evidence-Based Program	Total
Title I	$11,000	$1,600	$0	$12,600
	$0	$0	$0	$0
Total	$11,000	$1,600	$0	$12,600

Budget Details

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

G2. All teachers will design and implement effective lessons.

G2.B10 Classroom management skills need improving

G2.B10.S1 Staff wide implementation of classroom management strategies.

Action Step 1

Love and Logic strategies

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3. All students will increase their academic performance across all curricula.

G3.B6 Students lack ability to apply skills in all curriculum and into the real world.

G3.B6.S1 All departments will submit writing samples scored using a rubric based on the 8th Grade Florida Writes Rubric for student portfolios.

Action Step 1

My Access computer writing program

Resource Type

Technology

Resource

My Access is an online writing program.

Funding Source

Title I

Amount Needed

$11,000

Action Step 2

Professional development on the book "Practice Perfect: 42 Rules for Getting Better at Getting Better"

Resource Type

Professional Development

Resource

Book - Practice Perfect - 42 Rules for Getting Better at Getting Better

Funding Source

Title I

Amount Needed

$1,600