

Polk County Public Schools

Southwest Middle School



2021-22 Schoolwide Improvement Plan

Table of Contents

| | |
|---|-----------|
| School Demographics | 3 |
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 14 |
| Planning for Improvement | 22 |
| Positive Culture & Environment | 26 |
| Budget to Support Goals | 27 |

Southwest Middle School

2815 EDEN PKWY, Lakeland, FL 33803

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

Demographics

Principal: Jason Looney

Start Date for this Principal: 7/29/2021

| | |
|--|--|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Middle School 6-8 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2020-21 Title I School | Yes |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students* |
| School Grades History | 2018-19: C (43%) 2017-18: C (45%) 2016-17: C (41%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southwest |
| Regional Executive Director | |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | |

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

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

| | |
|---------------------------------------|-----------|
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 14 |
| Planning for Improvement | 22 |
| Title I Requirements | 0 |
| Budget to Support Goals | 27 |

Southwest Middle School

2815 EDEN PKWY, Lakeland, FL 33803

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

School Demographics

| School Type and Grades Served (per MSID File) | 2020-21 Title I School | 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| Middle School 6-8 | Yes | 100% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 69% |

School Grades History

| Year | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|-------|---------|---------|---------|---------|
| Grade | | C | C | C |

School Board Approval

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

SIP Authority

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

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

<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

Using the best practices of middle school including cooperative learning, integration of curriculum, inclusion of applied strategies into the academic curricula, and incorporating process writing across the curriculum, teachers will provide an environment where all students will self actualize as learners.

School Leadership Team

Membership

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

| Name | Position Title | Job Duties and Responsibilities |
|---------------------|--------------------------|---|
| OLDHAM, SYBILLE | Principal | The principal provides a common vision for decision making, models the Problem Solving Process; supervises the development of a strong infrastructure for implementation of MTSS/Rtl; ensures that the school-based team is implementing MTSS/Rtl; conducts assessment of PS/Rtl skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support MTSS/Rtl implementation; develops a culture of expectation with the school staff for the implementation of MTSS/Rtl school wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based MTSS/Rtl plans and activities. |
| Clark, Denay | Assistant Principal | Assist the school principal in providing the vision and leadership necessary to develop and administer educational programs that optimize the human and material resources available. These programs will ensure implementation of learning processes for all students leading to enhanced student achievement within the context of providing a safe and successful school for students, staff, parents, and community in support of enhanced student learning. |
| Thompson, Alonzo | Assistant Principal | Assist the school principal in providing the vision and leadership necessary to develop and administer educational programs that optimize the human and material resources available. These programs will ensure implementation of learning processes for all students leading to enhanced student achievement within the context of providing a safe and successful school for students, staff, parents, and community in support of enhanced student learning. |
| Kirkendoll, Cornell | Assistant Principal | Assist the school principal in providing the vision and leadership necessary to develop and administer educational programs that optimize the human and material resources available. These programs will ensure implementation of learning processes for all students leading to enhanced student achievement within the context of providing a safe and successful school for students, staff, parents, and community in support of enhanced student learning. |
| Hammond, Clarence | Dean | Assist with implementation of individual, class and schoolwide behavior interventions. Deliver appropriate teacher-to-teacher professional learning and support resulting in improved effectiveness of classroom instructional practices, increased learning time for students and enhanced student achievement. |
| Gainous, Titus | Instructional Technology | This position exists to coordinate the installation and management of instructional and non-instructional school microcomputer networks. Acquires and updates skills as necessary for effective network management. Installs, troubleshoots, and maintains hardware and software. |

| Name | Position Title | Job Duties and Responsibilities |
|--------------------|---------------------|---|
| | | Trains users in applications on the network. coordinates activities of outside vendors, consultants and trainers. |
| Eyman, Diana | Teacher, ESE | Coordinates educational placement and appropriate services for students with disabilities. Serves as the LEA (Local Education Agency) representative at staffings and IEP (Individual Education Plan) meetings at the assigned school. Provides direct support to students with disabilities and their general education and ESE teachers to promote inclusion of students with disabilities in the general education environment. |
| Boyzo, Nicole | Instructional Coach | Work collaboratively with science teachers to promote reflection, provide guidance and structure where needed, and focus on strengths, collaboration and common issues of concern. Responsible for ensuring high-quality instruction in classrooms through modeling, co-planning, co-teaching and providing feedback to teachers. Work with small groups of students to improve upon areas in which students are not meeting projected growth based on progress monitoring data. |
| Hillery, Sheila | Instructional Coach | Work collaboratively with math teachers to promote reflection, provide guidance and structure where needed, and focus on strengths, collaboration and common issues of concern. Responsible for ensuring high-quality instruction in classrooms through modeling, co-planning, co-teaching and providing feedback to teachers. Work with small groups of students to improve upon areas in which students are not meeting projected growth based on progress monitoring data. |
| Abernathy, Barbara | Instructional Media | Plans and implements a library media program, which aligns to the mission and vision of the district; providing equal access to all students. Creates and maintains a library media center that is organized, welcoming, and conducive to learning. Delivers library media services by providing resources and instruction for students and teachers to become independent users of information. Plans, prepares, and provides instruction in the skills necessary to access, evaluate, analyze, and organize information in all formats to ensure optimal student achievement. Implements large group, small group, and individual settings. Plans, prepares, and provides literature activities to promote a love of reading and lifelong learning for students. Uses, models, and assists users with instructional applications and use of technology for academic learning. |
| Aguilar, Xochil | Graduation Coach | The student success coach, develops and implements individual intervention strategies and promotion requirements to increase the likelihood that identified students will stay in school and graduate on time. Tracks the progress of individual and subpopulations of students as they progress towards graduation. Communicates regularly with parents of students identified as being at risk of not graduating. Develop partnerships with community colleges and other organizations to support the District |

| Name | Position Title | Job Duties and Responsibilities |
|------------------|---------------------|--|
| | | Strategic Plan and identified graduation goals. Conducts and analyzes on-going formative and summative evaluation data review of students by cohort. Provides and/or submits activity reports as scheduled and requested. |
| Lashkajani, Amy | Teacher, K-12 | Serves as a communication liaison between faculty, administration, and families. Serves as a leader in curriculum and pedagogy in the department. Facilitates department meetings that promote participation from all department members. Advocates for the math department while supporting the wider mission of the school. |
| Salyers, Shannon | School Counselor | Aligns with district's mission to support the academic achievement of all students, ensuring equity and access to all. Implements federal, state and local mandates; facilitates the successful transition and progression of students throughout the system; develops and maintains a written plan for effective delivery of the school counseling program, communicating the goals to educational stakeholders. Direct services address guidance curriculum, individual student planning, preventive and responsive services. The counselor works with students individually and in groups and provides consultation to teachers and other school personnel regarding students and makes referrals as appropriate. |
| Taylor, Paul | Psychologist | Consults and counsels with parents, students, outside agencies, and school personnel to include consultation with guidance committees in Child Study Team activities. Provides in-service education to school-based personnel, district office staff, and parent and community groups. Attends staffings and case conferences for discussion of results with referred students, parents, teachers, other school personnel, and related agencies. Performs professional duties in accordance with the ethics set forth by the National Association of School Psychologists and the Florida Association of School Psychologists |
| Collins, Daisy | School Counselor | Aligns with district's mission to support the academic achievement of all students, ensuring equity and access to all. Implements federal, state and local mandates; facilitates the successful transition and progression of students throughout the system; develops and maintains a written plan for effective delivery of the school counseling program, communicating the goals to educational stakeholders. Direct services address guidance curriculum, individual student planning, preventive and responsive services. The counselor works with students individually and in groups and provides consultation to teachers and other school personnel regarding students and makes referrals as appropriate. |
| mathis, kjersten | Instructional Coach | Work collaboratively with ELA, Reading, and Social Studies teachers to promote reflection, provide guidance and structure where needed, and focus on strengths, collaboration and common issues of concern. |

| Name | Position Title | Job Duties and Responsibilities |
|--------------------|----------------|---|
| | | Responsible for ensuring high-quality instruction in classrooms through modeling, co-planning, co-teaching and providing feedback to teachers. Work with small groups of students to improve upon areas in which students are not meeting projected growth based on progress monitoring data. |
| Brun, Emily | Teacher, K-12 | Serves as a communication liaison between faculty, administration, and families. Serves as a leader in curriculum and pedagogy in the department. Facilitates department meetings that promote participation from all department members. Advocates for the science department while supporting the wider mission of the school. |
| Surrency, Samantha | Teacher, K-12 | Serves as a communication liaison between faculty, administration, and families. Serves as a leader in curriculum and pedagogy in the department. Facilitates department meetings that promote participation from all department members. Advocates for the reading department while supporting the wider mission of the school. |
| Neilan, Frank | Teacher, K-12 | Serves as a communication liaison between faculty, administration, and families. Serves as a leader in curriculum and pedagogy in the department. Facilitates department meetings that promote participation from all department members. Advocates for the social studies department while supporting the wider mission of the school. |

Demographic Information

Principal start date

Thursday 7/29/2021, Jason Looney

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

1

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

9

Total number of teacher positions allocated to the school

60

Total number of students enrolled at the school

780

Identify the number of instructional staff who left the school during the 2020-21 school year.

18

Identify the number of instructional staff who joined the school during the 2021-22 school year.

21

Demographic Data

Early Warning Systems

2021-22

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|---|-----|-----|-----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 256 | 257 | 281 | 0 | 0 | 0 | 0 | 794 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 54 | 57 | 43 | 0 | 0 | 0 | 0 | 154 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 4 | 0 | 0 | 0 | 0 | 7 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 8 | 7 | 0 | 0 | 0 | 0 | 24 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 9 | 12 | 0 | 0 | 0 | 0 | 28 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 84 | 102 | 131 | 0 | 0 | 0 | 0 | 317 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 74 | 125 | 125 | 0 | 0 | 0 | 0 | 324 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|----|----|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 34 | 48 | 43 | 0 | 0 | 0 | 0 | 125 |

The number of students identified as retainees:

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

Date this data was collected or last updated

Friday 8/27/2021

2020-21 - As Reported

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|-------------|---|---|---|---|---|-----|-----|-----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 268 | 243 | 285 | 0 | 0 | 0 | 0 | 796 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 27 | 18 | 19 | 0 | 0 | 0 | 0 | 64 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 75 | 57 | 66 | 0 | 0 | 0 | 0 | 198 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 75 | 70 | 101 | 0 | 0 | 0 | 0 | 246 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 69 | 85 | 107 | 0 | 0 | 0 | 0 | 261 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|----|----|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 68 | 91 | 0 | 0 | 0 | 0 | 185 |

The number of students identified as retainees:

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

2020-21 - Updated

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|-------------|---|---|---|---|---|-----|-----|-----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 268 | 243 | 285 | 0 | 0 | 0 | 0 | 796 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 27 | 18 | 19 | 0 | 0 | 0 | 0 | 64 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 75 | 57 | 66 | 0 | 0 | 0 | 0 | 198 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 8 | 7 | 0 | 0 | 0 | 0 | 24 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 9 | 12 | 0 | 0 | 0 | 0 | 28 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 75 | 70 | 101 | 0 | 0 | 0 | 0 | 246 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 69 | 85 | 107 | 0 | 0 | 0 | 0 | 261 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|----|----|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 68 | 91 | 0 | 0 | 0 | 0 | 185 |

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

| School Grade Component | 2021 | | | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | | | 40% | 48% | 54% | 36% | 46% | 53% |
| ELA Learning Gains | | | | 49% | 52% | 54% | 41% | 47% | 54% |
| ELA Lowest 25th Percentile | | | | 34% | 48% | 47% | 38% | 42% | 47% |
| Math Achievement | | | | 35% | 50% | 58% | 32% | 49% | 58% |
| Math Learning Gains | | | | 42% | 50% | 57% | 32% | 51% | 57% |
| Math Lowest 25th Percentile | | | | 40% | 48% | 51% | 30% | 51% | 51% |
| Science Achievement | | | | 29% | 44% | 51% | 35% | 47% | 52% |
| Social Studies Achievement | | | | 61% | 72% | 72% | 90% | 86% | 72% |

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

| ELA | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2021 | | | | | |
| | 2019 | 39% | 48% | -9% | 54% | -15% |
| Cohort Comparison | | | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 35% | 42% | -7% | 52% | -17% |
| Cohort Comparison | | -39% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 38% | 48% | -10% | 56% | -18% |
| Cohort Comparison | | -35% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2021 | | | | | |
| | 2019 | 35% | 47% | -12% | 55% | -20% |
| Cohort Comparison | | | | | | |
| 07 | 2021 | | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2019 | 27% | 39% | -12% | 54% | -27% |
| Cohort Comparison | | -35% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 19% | 35% | -16% | 46% | -27% |
| Cohort Comparison | | -27% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2021 | | | | | |
| | 2019 | 25% | 41% | -16% | 48% | -23% |
| Cohort Comparison | | | | | | |

| BIOLOGY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 57% | 70% | -13% | 71% | -14% |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 59% | 50% | 9% | 61% | -2% |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 79% | 53% | 26% | 57% | 22% |

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Polk County Public schools utilizes a data dashboard (Inzata) by which we are able to review student progress monitoring data by subject area and demographic subgroup. STAR assessments were administered in the fall, winter, and spring in the areas of ELA and Math. District quarterly assessments were also administered in the fall, winter, and spring for Civics and 8th grade science.

| Grade 6 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 40 | 42 | 43 |
| | Economically Disadvantaged | 33 | 34 | 36 |
| | Students With Disabilities | 13 | 15 | 17 |
| | English Language Learners | 18 | 23 | 28 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 38 | 39 | 33 |
| | Economically Disadvantaged | 32 | 38 | 27 |
| | Students With Disabilities | 18 | 24 | 18 |
| | English Language Learners | 18 | 25 | 20 |

| Grade 7 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 37 | 37 | 34 |
| | Economically Disadvantaged | 31 | 34 | 29 |
| | Students With Disabilities | 7 | 8 | 7 |
| | English Language Learners | 18 | 17 | 18 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 24 | 48 | 27 |
| | Economically Disadvantaged | 26 | 45 | 22 |
| | Students With Disabilities | 4 | 18 | 2 |
| | English Language Learners | 22 | 23 | 14 |
| Civics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 52 | 27 | 39 |
| | Economically Disadvantaged | 51 | 25 | 41 |
| | Students With Disabilities | 30 | 15 | 18 |
| | English Language Learners | 55 | 26 | 38 |

| Grade 8 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 40 | 46 | 38 |
| | Economically Disadvantaged | 37 | 43 | 37 |
| | Students With Disabilities | 17 | 22 | 15 |
| | English Language Learners | 33 | 22 | 15 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 35 | 51 | 42 |
| | Economically Disadvantaged | 35 | 47 | 38 |
| | Students With Disabilities | 11 | 25 | 21 |
| | English Language Learners | 18 | 25 | 20 |
| Science | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 48 | 39 | 27 |
| | Economically Disadvantaged | 46 | 35 | 24 |
| | Students With Disabilities | 18 | 10 | 17 |
| | English Language Learners | 48 | 38 | 31 |

Subgroup Data Review

| 2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 |
| SWD | 12 | 27 | 31 | 10 | 18 | 23 | 5 | 27 | | | |
| ELL | 19 | 39 | 35 | 16 | 14 | 19 | | 37 | | | |
| ASN | 50 | 36 | | 50 | 36 | | | | | | |
| BLK | 18 | 24 | 28 | 16 | 21 | 26 | 7 | 40 | 20 | | |
| HSP | 34 | 43 | 31 | 22 | 21 | 24 | 19 | 49 | 39 | | |
| MUL | 36 | 21 | | 34 | 25 | | 33 | 36 | | | |
| WHT | 40 | 38 | 23 | 35 | 21 | 33 | 32 | 50 | 54 | | |
| FRL | 29 | 33 | 31 | 23 | 20 | 22 | 16 | 46 | 34 | | |
| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 20 | 42 | 30 | 19 | 35 | 33 | 19 | 34 | 36 | | |
| ELL | 19 | 47 | 46 | 25 | 48 | 53 | | 35 | | | |

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| ASN | 55 | 64 | | 82 | 83 | | | | | | |
| BLK | 26 | 36 | 24 | 22 | 31 | 28 | 11 | 40 | 67 | | |
| HSP | 38 | 51 | 39 | 31 | 44 | 45 | 14 | 61 | 42 | | |
| MUL | 52 | 58 | | 28 | 33 | | | | | | |
| WHT | 51 | 55 | 33 | 48 | 47 | 45 | 52 | 74 | 53 | | |
| FRL | 36 | 46 | 33 | 32 | 40 | 37 | 25 | 61 | 44 | | |
| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 11 | 34 | 33 | 16 | 30 | 26 | 6 | 80 | | | |
| ELL | 18 | 40 | 45 | 17 | 27 | 34 | 20 | | | | |
| ASN | 82 | 55 | | 82 | 18 | | | | | | |
| BLK | 25 | 33 | 26 | 15 | 23 | 23 | 21 | 90 | 73 | | |
| HSP | 34 | 42 | 46 | 26 | 28 | 33 | 31 | 71 | 65 | | |
| MUL | 38 | 41 | | 29 | 24 | | | | | | |
| WHT | 43 | 46 | 47 | 47 | 43 | 32 | 42 | 95 | 77 | | |
| FRL | 32 | 38 | 36 | 29 | 31 | 28 | 31 | 89 | 74 | | |

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

| ESSA Federal Index | |
|---|-----|
| ESSA Category (TS&I or CS&I) | |
| OVERALL Federal Index – All Students | 32 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 7 |
| Progress of English Language Learners in Achieving English Language Proficiency | 35 |
| Total Points Earned for the Federal Index | 317 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 97% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 21 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |

| English Language Learners | |
|--|-----|
| Federal Index - English Language Learners | 24 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |
| Asian Students | |
| Federal Index - Asian Students | 43 |
| Asian Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | 22 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 31 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | 31 |
| Multiracial Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |
| White Students | |
| Federal Index - White Students | 36 |
| White Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years White Students Subgroup Below 32% | |

| Economically Disadvantaged Students | |
|--|-----|
| Federal Index - Economically Disadvantaged Students | 29 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

SWD and ELL students are extremely low for all subject areas with the exception of 7th grade science (ELL). 7th grade cohort (upcoming 8th grade students) are lowest in ELA and Math but highest for science for proficiency in terms of quarterly data.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

ELA and Math continue to have the greatest need for improvement school-wide and for all grade levels.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Lack of certified teachers, teachers out on medical leave and/or frequent COVID disruption. Also, elearners were routinely not attending classes and/or not adequately engaged in instructional lessons.

In order to address the need for improvement we will need to continue to actively recruit permanent highly qualified instructional personnel to ensure standards-based instruction. There will also need to be remediation and tutoring opportunities available for all students, but particularly for elearners and students who missed school due to numerous bouts of mandatory quarantine. Small group instruction will also be critical to meeting students' academic needs in core content areas.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

7th grade science quarterly data improved for quarters 1 and 2 comparing 2019 and 2020. 8th grade math proficiency improved when comparing 2019 and 2020 due to allowable math scheduling changes for some 8th grade students.

What were the contributing factors to this improvement? What new actions did your school take in this area?

New science coach to offer more consistent and in-depth support with teachers. Also, while 7th grade teachers were not fully certified, we had the same two teachers in place for the duration of the school year.

Due to the fact that we were not required to place low level 3 students in Algebra 1, we were able to

create a Pre-Algebra “honors” course for these students to instruct them in Pre-Algebra and Algebra 1 standards while still being able to count those students in our 8th grade math proficiency.

What strategies will need to be implemented in order to accelerate learning?

Small group instruction in all core subject areas. Coaches will ensure school-wide instructional framework model is in place with all core subject areas. Common assessments and data analysis to guide classroom instruction and small group formation.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development will be held in the following areas: student engagement strategies, differentiation, collaborative structures, reading and analyzing STAR reports as well as how to use data to guide classroom instruction, and ELL and ESE instructional strategies.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Implement MTSS processes of identifying and supporting students in need based on academics, attendance, and discipline. Student success coach will be used to work individually and in small groups with students exhibiting multiple criteria within the Early Warning System. Instructional coaches will review student and teacher data to provide instructional support and assist with pulling small groups of students to remediate, as needed.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement**Area of Focus Description and Rationale:**

Instructional efficacy will increase throughout the school year as teachers develop new skills and sharpen preexisting skills. It is expected that teachers will utilize high-yield engagement strategies including teaming and other opportunities for academic discourse. Student achievement data indicates that core instruction must improve so that the majority of our students are meeting proficiency expectations. As instructional practices are effectively implemented that focus on student engagement, students are more likely to become active agents in their learning and necessary information. Students will be more likely to exhibit standards mastery and increase student achievement.

Measurable Outcome:

Based on classroom observations and routine rigor walks, students will be engaged in high yield engagement and instructional strategies, comprising at least 25% of the daily instructional lesson in at least 75% of core subject area classrooms.

Monitoring:

Frequent non-evaluative classroom walkthroughs providing feedback regarding instructional practices. Teachers will then be expected to make adjustments to instruction with the assistance of instructional coaches and administration, as needed.

Person responsible for monitoring outcome:

SYBILLE OLDHAM (sybille.oldham@polk-fl.net)

Evidence-based Strategy:

Marzano's Instructional Framework focusing on research-based high yield engagement and instructional strategies.

Rationale for Evidence-based Strategy:

Student engagement directly correlates with student achievement. Engagement strategies encourage students to actively participate in the learning process, thus improving student ownership. These strategies enhance students' attention and focus on the subject being presented, making it more likely that they will retain the information.

Action Steps to Implement

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

Person Responsible

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

Professional development opportunities for instructional staff will be offered throughout the school year to improve instructional practices and promote student engagement. Professional development opportunities include, but are not limited to writing calibration, analyzing STAR reports, using STAR and progress monitoring data to guide classroom instruction, collaborative practices, differentiated instruction, etc.

Person Responsible

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

Collaborative planning sessions during school year and summer. Summer sessions will be funded through Title I. Administrators/coaches participate in collaborative planning to ensure standards-based instruction.

Person Responsible

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

Implementation of AR classroom libraries to promote student literacy.

Person Responsible

Barbara Abernathy (barbara.abernathy@polk-fl.net)

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

Person Responsible SYBILLE OLDHAM (sybille.oldham@polk-fl.net)

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

Person Responsible Xochil Aguilar (xochil.aguilar@polk-fl.net)

#2. Other specifically relating to Multi-Tiered Systems of Support

| | |
|---|---|
| Area of Focus | According to student data, school-wide systems should be in place and intervention strategies should be implemented with fidelity to support students in the area of academics, behavior, and attendance. |
| Description and Rationale: | |
| Measurable Outcome: | |
| Monitoring: | Meetings will be scheduled weekly according to the week's area of Focus (i.e. SBLT, Tier 1, Tier 2, Tier 3). During these meetings, staff members will discuss progress and adjust implementation as needed. |
| Person responsible for monitoring outcome: | [no one identified] |
| Evidence-based Strategy: | MTSS (Multi-Tiered Systems of Support) is an instructional framework that includes universal screening of all students, multiple tiers of instruction and support services, and an integrated data collection and assessment system to inform decisions at each tier of instruction. |
| Rationale for Evidence-based Strategy: | Positive Behavioral Interventions and Supports (PBIS) is based on a problem-solving model and aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors. |
| Rationale for Evidence-based Strategy: | MTSS helps schools to organize levels of supports into three tiers so that students receive necessary instruction, support, and interventions based on need. Students with more intense needs will increase in tier level with students at Tier 3 needing the most intensive level of support. Upon reviewing student data, school personnel can work together to provide appropriate supports/interventions to students and adjust strategies, as needed, to meet student needs. |

Action Steps to Implement

Provide professional development to instructional staff regarding school-wide MTSS procedures.

Person Responsible Alonzo Thompson (alonzo.thompson@polk-fl.net)

Maintain regularly scheduled meetings related to Tier 1, Tier 2, and Tier 3 implementation.

Person Responsible Shannon Salyers (shannon.salyers@polk-fl.net)

Identify and track interventions of students who require Tier 2 and 3 academic interventions.

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

Identify and track students who require Tier 2 and 3 attendance interventions.

Person Responsible Shannon Salyers (shannon.salyers@polk-fl.net)

Identify and track students who require Tier 2 and 3 behavior interventions.

Person Responsible Alonzo Thompson (alonzo.thompson@polk-fl.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

This school year an implementation of grade level MTSS teams led by administration where administrators will meet with tier two discipline students weekly and document their efforts with positive behavior interventions. Guidance counselors will meet with tier two attendance students weekly and document their efforts. Instructional coaches will monitor tier two academic students weekly and document their efforts. Monthly discussions will occur for all tier two students.

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment.

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

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

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

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

informal setting allows staff and students to build relationships outside of the academic realm.

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

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

PBIS tier 1 team- Quarterly PBIS celebrations, student of the month, teacher of the month, and support staff of the month. Monthly attendance recognitions for staff and quarterly attendance recognition for students. Quarterly academic celebrations for students. Semester celebrations for students with no discipline referrals and staff with no absences.

Administration and coaches- "Teachertastic" tickets and monthly drawings

Administration team- Quarterly staff culture activities

Instructional coaches- quarterly progress monitoring incentives for students that show growth or proficiency

Teachers- daily incentives to promote a positive classroom environment (NOLES cards and Tomahawk tickets). Monthly clubs and tribe talks with SEL components to build positive relationships with students and staff. Lead extramural and intramural activities with students.

Part V: Budget

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

| 1 | III.A. | Areas of Focus: Instructional Practice: Student Engagement | | | | \$322,503.29 |
|---|----------|--|--|-----------------|-----|--------------|
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | 6400 | 100-Salaries | 0051 - Southwest Middle School | Title, I Part A | | \$281,308.68 |
| | | | <i>Notes: Full-time salary and benefits for school instructional coaches: Kjersten Mathis (ELA), Sheila Hillery (Math), Nicole Boyzo (Science)</i> | | | |
| | 5100 | 510-Supplies | 0051 - Southwest Middle School | Title, I Part A | | \$2,048.61 |
| | | | <i>Notes: Instructional supplies</i> | | | |
| | 5100 | 510-Supplies | 0051 - Southwest Middle School | Title, I Part A | | \$1,500.00 |
| | | | <i>Notes: Ink/toner to support printing materials for instruction</i> | | | |
| | 5100 | 519-Technology-Related Supplies | 0051 - Southwest Middle School | Title, I Part A | | \$11,340.00 |
| | | | <i>Notes: Docking stations for classroom computers</i> | | | |
| | 6150 | 510-Supplies | 0051 - Southwest Middle School | Title, I Part A | | \$3,530.00 |

| | | | | | | |
|----------|---------------|---|---|-----------------|---------------|---------------------|
| | | | <i>Notes: Supplies and snacks for Parent and Family Engagement workshops; student agendas</i> | | | |
| | 6400 | 330-Travel | 0051 - Southwest Middle School | Title, I Part A | | \$20,776.00 |
| | | | <i>Notes: Ron Clark Academy-hotel, lodging, registration (will be separated into appropriate line items when processed). Administration and teachers/support staff will attend.</i> | | | |
| | 6400 | 330-Travel | 0051 - Southwest Middle School | Title, I Part A | | \$2,000.00 |
| | | | <i>Notes: LSI Summer Conference-hotel, lodging, registration (will be separated into appropriate line items when processed). Administration and teachers/support staff will attend.</i> | | | |
| 2 | III.A. | Areas of Focus: Other: Multi-Tiered Systems of Support | | | | \$17,185.12 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | 5900 | 100-Salaries | 0051 - Southwest Middle School | Title, I Part A | | \$17,185.12 |
| | | | <i>Notes: Special Activity Payroll for extended learning opportunities</i> | | | |
| | | | | | Total: | \$339,688.41 |