

Volusia County Schools

Southwestern Middle School



2021-22 Schoolwide Improvement Plan

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Southwestern Middle School

605 W NEW HAMPSHIRE AVE, Deland, FL 32720

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

Demographics

Principal: Jacqu ESE Copeland J

Start Date for this Principal: 7/1/2016

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

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

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2020-21 Title I School</p> <p style="font-size: 1.2em;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 1.2em;">74%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 1.2em;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 1.2em;">57%</p>

School Grades History

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

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SIP Authority

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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. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Copeland, Jacquese	Principal	Communicates the vision for student achievement and guides the team's work.
Swift, Tai	Assistant Principal	Monitors teacher and student data, assisting teachers with instructional support to ensure implementation of intervention and documentation to help our students meet the School Improvement Goal. Monitor and conference with students who are identified on the Early Warning System who are in need academic or behavioral support on a weekly basis.
Thomas, David	Dean	Provides support for the needs of the students to ensure a safe and successful school environment.
DiGrazia, Stephanie	Assistant Principal	Monitors teacher and student data, assisting teachers with instructional support to ensure implementation of intervention and documentation to help our students meet the School Improvement Goal. Monitor and conference with students who are identified on the Early Warning System who are in need academic or behavioral support on a weekly basis.
King, Nicholas	Assistant Principal	Monitors teacher and student data, assisting teachers with instructional support to ensure implementation of intervention and documentation to help our students meet the School Improvement Goal. Monitor and conference with students who are identified on the Early Warning System who are in need academic or behavioral support on a weekly basis.
Hooker, Pamela	Teacher, K-12	Provides support for the needs of the students to ensure a safe and successful school environment.
Bryant, Bernadette	Math Coach	Provides support for the needs of the students to ensure a safe and successful school environment.
Azucar, Holly	Teacher, K-12	Provides support for the needs of the students to ensure a safe and successful school environment.
Pena, Heidi	Teacher, K-12	Provides support for the needs of the students to ensure a safe and successful school environment.
Perrino, Nicole	Teacher, K-12	Provides support for the needs of the students to ensure a safe and successful school environment.
Higham, Rebecca	Teacher, ESE	Provides support for the needs of the students to ensure a safe and successful school environment.

Name	Position Title	Job Duties and Responsibilities
Andersen, Stacey	School Counselor	Shares data, data analysis, assists teachers with Social Emotional needs, ensures implementation of intervention support, and documentation to help our students meet the School Improvement Goal. Assists with parent/teacher conferences, address attendance and behavior concerns in addition to facilitating the problem solving team meetings. Students are also mentored as needed.
Klimas, Keith	Teacher, K-12	Provides support for the needs of the students to ensure a safe and successful school environment.

Demographic Information

Principal start date

Friday 7/1/2016, Jacqu ESE Copeland J

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

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

Total number of teacher positions allocated to the school

58

Total number of students enrolled at the school

728

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

16

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

16

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	241	221	261	0	0	0	0	723
Attendance below 90 percent	0	0	0	0	0	0	71	63	78	0	0	0	0	212
One or more suspensions	0	0	0	0	0	0	18	41	46	0	0	0	0	105
Course failure in ELA	0	0	0	0	0	0	15	10	15	0	0	0	0	40
Course failure in Math	0	0	0	0	0	0	18	9	9	0	0	0	0	36
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	58	55	89	0	0	0	0	202
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	82	62	95	0	0	0	0	239
Number of students with a substantial reading deficiency	0	0	0	0	0	0	53	79	51	0	0	0	0	183

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	58	56	72	0	0	0	0	186

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	5	6	3	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	4	2	4	0	0	0	0	10

Date this data was collected or last updated

Thursday 8/26/2021

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	64	46	63	0	0	0	0	173

The number of students identified as retainees:

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	64	46	63	0	0	0	0	173

The number of students identified as retainees:

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

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				49%	51%	54%	46%	51%	53%
ELA Learning Gains				51%	51%	54%	54%	53%	54%
ELA Lowest 25th Percentile				40%	42%	47%	45%	43%	47%
Math Achievement				41%	54%	58%	43%	54%	58%
Math Learning Gains				43%	51%	57%	46%	55%	57%
Math Lowest 25th Percentile				42%	42%	51%	46%	46%	51%
Science Achievement				51%	58%	51%	52%	61%	52%
Social Studies Achievement				68%	71%	72%	71%	69%	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	49%	50%	-1%	54%	-5%
Cohort Comparison						
07	2021					
	2019	40%	47%	-7%	52%	-12%
Cohort Comparison		-49%				
08	2021					
	2019	48%	50%	-2%	56%	-8%
Cohort Comparison		-40%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	36%	48%	-12%	55%	-19%
Cohort Comparison						
07	2021					
	2019	31%	47%	-16%	54%	-23%
Cohort Comparison		-36%				
08	2021					
	2019	14%	29%	-15%	46%	-32%
Cohort Comparison		-31%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	49%	57%	-8%	48%	1%
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	66%	68%	-2%	71%	-5%

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	65%	54%	11%	61%	4%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	55%	45%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

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

Math

Grade 6 - SMT 1 & 2

Grade 7 - SMT 1 & 2

Grade 8 - SMT 1 & 2

Algebra - SMT 1 & 2

Geometry - SMT 1 & 2

Science

Grade 6 - SMT 1 & 2
 Grade 7 - SMT 1 & 2
 Grade 8 - SMT 1 & 2

ELA

Grade 6 - AOS 1 & 2
 Grade 7 - AOS 1 & 2
 Grade 8 - AOS 1 & 2

Civics

Grade 7 & 8 - SMT 1 & 2

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	5.4%	43.7%	4%
	Economically Disadvantaged	2.9%	17.7%	0%
	Students With Disabilities	0%	12.2%	0%
	English Language Learners	5%	27.8%	7.7%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0%	3.4%	0%
	Economically Disadvantaged	0%	2.9%	0%
	Students With Disabilities	0%	6.1%	0%
	English Language Learners	0%	0%	0%

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	9.6%	14.6%	29.4%
	Economically Disadvantaged	5.1%	7.3%	15.6%
	Students With Disabilities	2.4%	6.8%	13.6%
	English Language Learners	3.8%	0%	46.7%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0%	2.7%	8.3%
	Economically Disadvantaged	0%	0%	5.8%
	Students With Disabilities	0%	0%	4.3%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	63.1%	54.7%	61.3%
	Economically Disadvantaged	45%	36.7%	51.3%
	Students With Disabilities	50%	38.9%	42.1%
	English Language Learners	36%	18.5%	20%

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16.3%	32.5%	52.1%
	Economically Disadvantaged	9.7%	28.6%	43%
	Students With Disabilities	2.6%	15.9%	31%
	English Language Learners	5.6%	10%	40%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0%	0%	0%
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	21.8%	26.9%	24.9%
	Economically Disadvantaged	9.4%	11.3%	15.2%
	Students With Disabilities	5.3%	6.2%	2.8%
	English Language Learners	2.8%	3.1%	5.3%

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	15	32	27	16	38	37	18	28			
ELL	29	39	43	25	36	33	15	53			
ASN	57	77		50	54						
BLK	31	37	28	21	28	38	30	54	47		
HSP	38	41	35	32	35	34	35	57	59		
MUL	52	74		36	45		55				
WHT	55	53	38	51	36	44	63	76	67		
FRL	38	44	37	31	35	39	38	59	49		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	17	35	34	19	38	35	20	34			
ELL	20	35	30	20	35	55	18	30			

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	80	64		80	50						
BLK	30	43	33	26	30	29	22	53	75		
HSP	41	44	33	32	44	57	36	55	52		
MUL	55	52		67	55						
WHT	58	58	50	49	48	40	66	80	73		
FRL	40	47	39	34	42	41	41	60	72		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	11	38	41	14	38	38	19	33			
ELL	16	43	43	18	36	38	18	55			
ASN	77	64		69	71						
BLK	27	47	48	25	40	44	34	54	57		
HSP	40	53	43	36	40	40	33	69	61		
MUL	65	65		35	38		67				
WHT	55	56	46	55	51	54	68	77	69		
FRL	40	52	43	36	45	47	43	67	58		

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	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	461
Total Components for the Federal Index	10
Percent Tested	96%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	25
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	35
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	60
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	35
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	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	52
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

Decline in math achievement overall with a drop by 2%.

AA students are underperforming in all core areas except Social Studies (Civics):

Math - 17% below school average

ELA - 14% below school average

Science - 18% below school average

SWD are underperforming in all core areas:

Math - 18% below school average

ELA - 32% below school average

Science - 30% below school average

Civics - 37% below school average

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

Math Achievement - There was a 3% (41% to 38%) drop in overall math achievement from 2019-2021.

Math LQ - There was a 4% (42% to 40%) drop in Math Lowest quartile from 2019-2021.

Math LG - There was an 8% (43% to 35%) drop in Math Learning Gains from 2019-2021.

ELA LQ - there was a 4% (40% to 36%) drop in ELA Learning Gains from 2019-2021.

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

Contributing Factors: Students lack the knowledge of basic math facts and vocabulary; teacher retention

New Actions: Utilize Tiger Time to review math fact fluency; creating lessons that spiral back to content; creating consistency amongst department in planning and developing lessons; utilize common language and resources in ELA

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

The science achievement of SWD improved by one point and AA science achievement improved by 8 points; Math AA LQ improved by 12 points

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

Contributing Factors: Identification of students needing targeted interventions

New Actions: Implemented targeted interventions and ESSER tutoring in math.

The intervention teachers will focus on standards based instruction when students are failing courses or are demonstrating severe deficits in all core areas.

Additionally, ESSER tutoring will utilize district assessment data in math to target standards that the school as a whole is showing deficiencies in.

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

Teach math fluency and vocabulary during Tiger Time

Use more manipulatives in math for LQ students

Utilize the intervention team proactively

Review of ELA vocabulary terms on a consistent basis with students.

Utilization of Tiger Time during the school day for acceleration, remediation, review, etc.

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.

Teacher Clarity - Teachers and administrators will learn how to create clear learning targets and objectives for students in an effort to increase student understanding and achievement in our students.

Unpacking Standards - Teachers will be given the opportunity to unpack the standards of their curriculum area. Additionally, teachers will make the connection with vertical planning to gain a more in-depth knowledge of the standards.

Cross-Curricular Vocabulary Training - Teachers will learn how to relate vocabulary across curricular areas to increase student vocabulary and facilitate cross-curricular instruction for teachers.

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

Grade-level PLC time to develop needs of subject area, common language, and activities to implement during Tiger Time.

Intervention Teachers are now targeted to specific subject areas.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: As a result of our needs assessment and analysis, our math proficiency declined and was below the district and state average.
 Math Achievement - There was a 3% (41% to 38%) drop in overall math achievement from 2019-2021.
 Math LQ - There was a 4% (42% to 40%) drop in Math Lowest quartile from 2019-2021.
 Math LG - There was an 8% (43% to 35%) drop in Math Learning Gains from 2019-2021.

Measurable Outcome: Increase math achievement from 38% to 44%, increase math LQ from 40% to 46%, and increase math LG from 35% to 41%. (Increase of 6% in each area.)

Monitoring: This area of focus will be monitored through classroom formative and district assessments. District Assessments will include:
 Grade 6 SMT 1 and 2, and all DIAs
 Grade 7 SMT 1 and 2, and all DIAs
 Grade 8 SMT 1 and 2, and all DIAs

Person responsible for monitoring outcome: Nicholas King (njking@volusia.k12.fl.us)

Evidence-based Strategy: The evidence-based strategy being implemented will be collaborative planning which will be monitored through PLC minutes and walkthroughs. Grade level teams and individual teachers will receive feedback to guide them in planning and instructing for input on student's learning and determining next steps.

Rationale for Evidence-based Strategy: Collaborative planning has an effect size of 0.76 according to John Hattie.

Action Steps to Implement

Share the data that the SLT examined and determined was an area of need with the entire faculty and staff the data includes:
 Math Achievement - There was a 3% (41% to 38%) drop in overall math achievement from 2019-2021.
 Math LQ - There was a 4% (42% to 40%) drop in Math Lowest quartile from 2019-2021.
 Math LG - There was an 8% (43% to 35%) drop in Math Learning Gains from 2019-2021.

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

Provide time and resources for collaborative planning days.

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

Conduct collaborative planning that includes planning for common formative/summative assessments, teaching vocabulary, and aligning the standard, lesson, and tasks.

Person Responsible Bernadette Bryant (bbryant@volusia.k12.fl.us)

Conduct grade-level data chats (after each DIA) to determine students who need additional instruction or intervention to be successful.

Person Responsible Bernadette Bryant (bbryant@volusia.k12.fl.us)

Provide Professional Learning in the following areas:

Teacher Clarity - Teachers and administrators will learn how to create clear learning targets and objectives for students in an effort to increase student understanding and achievement in our students.
 Unpacking Standards - Teachers will be given the opportunity to unpack the standards of their curriculum area. Additionally, teachers will make the connection with vertical planning to gain a more in-depth knowledge of the standards.

Cross-Curricular Vocabulary Training - Teachers will learn how to relate vocabulary across curricular areas to increase student vocabulary and facilitate cross-curricular instruction for teachers.

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

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

Area of Focus Description and Rationale:	Based on the discipline data reviewed, we had 378 total suspensions last school year. Academic performance increases when students are in class rather than out for disciplinary reasons.
Measurable Outcome:	The school would like to decrease the total suspensions by 10% from 47.88% to 37.88%.
Monitoring:	Monthly suspension data will be reviewed and shared with faculty/staff.
Person responsible for monitoring outcome:	Tai Swift (tswift@volusia.k12.fl.us)
Evidence-based Strategy:	PBIS and Restorative Practices
Rationale for Evidence-based Strategy:	SEL Programs increase academic achievement and positive social interactions and will decrease negative outcomes later in life. We plan to use Class Meetings during Tiger Time (bonus period on campus). The use of restorative circles, and an SEL curriculum that incorporates restorative justice and practices.

Action Steps to Implement

Train faculty/staff on PBIS and Restorative Practices

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

PBIS will meet monthly and report discipline data to faculty/staff.

Person Responsible Bernadette Bryant (bbryant@volusia.k12.fl.us)

Implement Tiger Talk (SEL Lessons) through elective classes.

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

Incorporate SEL in core classes

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

Train elective teachers on the implementation of Tiger Talk

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

#3. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale: As a result of our needs assessment and analysis, African American students are under-performing their peers in ELA, math, and science. The data to support this is as follows:
 Math - 17% below school average
 ELA - 14% below school average
 Science - 18% below school average

Measurable Outcome: African American students will make a 5% increase or higher in ELA, math, and science.
 We would like to see improvement in the following areas:
 Math achievement from 21% to 26%
 ELA achievement from 31% to 36%
 Science achievement from 30% to 35%
 This area of focus will be monitored through district assessments.
 Math
 Grade 6 SMT 1 and 2 and all DIAs
 Grade 7 SMT 1 and 2 and all DIAs
 Grade 8 SMT 1 and 2 and all DIAs

Monitoring: ELA
 Grade 6 AOS 1 - 4 and VLTs
 Grade 7 AOS 1 - 4 and VLTs
 Grade 8 AOS 1 - 4 and VLTs
 Science
 Grade 8 SMT 1 and 2 and all DIAs

Person responsible for monitoring outcome: Stephanie DiGrazia (sadigra2@volusia.k12.fl.us)

Evidence-based Strategy: Explicit Teaching Strategies

Rationale for Evidence-based Strategy: Explicit teaching strategies has an effect size of 0.75 according to John Hattie.

Action Steps to Implement

Teacher Clarity Training provided to faculty/staff

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

Diversity Training for faculty/staff

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

Utilize intervention teachers to work with low-performing African American students.

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

Monitor student DIA progress

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

ESE Accommodation Training for New Teachers

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

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.

After comparing our school's SESIR incident and discipline data to other schools across the state, we have identified fighting as an area of concern. It is ranked very high. Our school plans to reduce these incidents by implementing the following:

School will:

Provide professional learning on restorative practices, to include SEL and circles

Implement SEL into daily schedule

Report discipline data monthly at faculty meetings

Train faculty in PBIS and monitor its effectiveness

Teachers will:

Implement SEL and Restorative Practices strategies in the classroom

Participate in monthly behavior chats

Identify mentors for students with discipline incidents

Assist in monitoring students in the hallways during transitions by standing at their door

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.

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

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

Administration - Administration leads and develops positive culture at Southwestern through the use of mentoring programs, creation of clubs on campus, new teacher mentors, and the Principal's Advisory Council.

Coach - Mrs. Bryant will help mentor and coach teachers of various experience levels on teaching best

practices as well as be a support system for new teachers by meeting with them monthly.

SLT Members - Provides feedback from staff and disseminates information to staff to help create open communication.

Teachers - Provide engaging, and content rich instruction for students.