

Brevard Public Schools

Southwest Middle School



2021-22 Schoolwide Improvement Plan

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Southwest Middle School

451 ELDRON BLVD SE, Palm Bay, FL 32909

<http://www.southwest.brevard.k12.fl.us>

Demographics

Principal: Jasmine Delaughter C

Start Date for this Principal: 7/2/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 7-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	93%
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: B (54%) 2017-18: C (53%) 2016-17: C (53%)
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 Brevard 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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Southwest Middle School

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<http://www.southwest.brevard.k12.fl.us>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 7-8</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">66%</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="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">53%</p>

School Grades History

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

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SIP Authority

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

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission at Southwest Middle School is to improve student achievement through the development of positive and productive relationships with all stakeholders.

Provide the school's vision statement.

At The Great Southwest, we courageously strive to provide each of our students with the best educational experience possible by helping students meet rigorous moral and academic expectations.

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
Shaw, Ronald	Principal	Ronald Shaw's major duties consist of overseeing the entire school. He manages essential school meetings and helps to solve major problems that may present themselves. Mr. Shaw also acts as the school's leader and provides guidance to staff and faculty when needed or requested.
Glover, Laura	Assistant Principal	Laura Glover's primary duties are to provide support and implement the state curriculum. She also provides and oversees many other responsibilities such as scheduling, planning events, and heading communications with parents and other stakeholders. Assisting Principal Shaw when needed, Ms. Glover provides support in all fashions for the entire school.
McMahon, Paige	Assistant Principal	Paige McMahon is an Assistant Principal and our Dean of Discipline. Her primary responsibilities include processing all referrals and conducting all disciplinary investigations. Dr. McMahon is also responsible for attendance data, failures due to attendance, and student activities. Assisting Principal Shaw when needed, Dr. McMahon provides support in all fashions for the entire school.
Bonney, Michelle	Other	Michelle Bonney is our Teacher On Assignment in the Dean's Office. Ms. Bonney assists with processing referrals, handling discipline issues, mediating student disagreements, and making parent contact. She also provides assistance in all fashions including supervision duties around campus.
Bretz, Elizabeth	Other	Elizabeth Bretz's primary duty is to provide support to teachers and to help implement the state curriculum. Assisting Principal Shaw when needed, Ms. Bretz provides support in all fashions for the entire school.
Hayford, Leslie	Other	Leslie Hayford's primary responsibility is as the state and district testing coordinator. Ms. Hayford also oversees our ESOL program and assists with scheduling of all students.
Watkins, Lara	Reading Coach	Lara Watkins leads the Reading and English Language Arts departments in implementing the new BEST standards, as well as this year's new curriculum. She also supports literacy across all classrooms to improve our students' reading achievement.

Demographic Information

Principal start date

Monday 7/2/2018, Jasmine Delaughter C

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.*

0

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.*

6

Total number of teacher positions allocated to the school

55

Total number of students enrolled at the school

941

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

12

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

12

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	0	474	458	0	0	0	0	932
Attendance below 90 percent	0	0	0	0	0	0	0	80	78	0	0	0	0	158
One or more suspensions	0	0	0	0	0	0	0	51	110	0	0	0	0	161
Course failure in ELA	0	0	0	0	0	0	0	14	20	0	0	0	0	34
Course failure in Math	0	0	0	0	0	0	0	10	46	0	0	0	0	56
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on FSA ELA	0	0	0	0	0	0	0	82	120	0	0	0	0	202
Level 1 on FSA Math	0	0	0	0	0	0	0	103	127	0	0	0	0	230

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	0	69	111	0	0	0	0	180

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	12	5	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	23	11	0	0	0	0	34

Date this data was collected or last updated

Wednesday 8/25/2021

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	0	471	442	0	0	0	0	913
Attendance below 90 percent	0	0	0	0	0	0	0	63	78	0	0	0	0	141
One or more suspensions	0	0	0	0	0	0	0	71	130	0	0	0	0	201
Course failure in ELA	0	0	0	0	0	0	0	9	6	0	0	0	0	15
Course failure in Math	0	0	0	0	0	0	0	10	4	0	0	0	0	14
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	90	85	0	0	0	0	175
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	117	77	0	0	0	0	194

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	0	95	120	0	0	0	0	215

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	16	5	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	0	5	7	0	0	0	0	12

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	0	471	442	0	0	0	0	913
Attendance below 90 percent	0	0	0	0	0	0	0	63	78	0	0	0	0	141
One or more suspensions	0	0	0	0	0	0	0	71	130	0	0	0	0	201
Course failure in ELA	0	0	0	0	0	0	0	9	6	0	0	0	0	15
Course failure in Math	0	0	0	0	0	0	0	10	4	0	0	0	0	14
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	90	85	0	0	0	0	175
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	117	77	0	0	0	0	194

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	0	95	120	0	0	0	0	215

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	16	5	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	0	5	7	0	0	0	0	12

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				53%	59%	54%	50%	59%	53%
ELA Learning Gains				50%	56%	54%	48%	52%	54%
ELA Lowest 25th Percentile				44%	48%	47%	46%	45%	47%
Math Achievement				56%	66%	58%	56%	65%	58%
Math Learning Gains				50%	55%	57%	51%	56%	57%
Math Lowest 25th Percentile				45%	45%	51%	46%	47%	51%
Science Achievement				46%	52%	51%	45%	54%	52%
Social Studies Achievement				64%	75%	72%	64%	72%	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
07	2021					
	2019	50%	58%	-8%	52%	-2%
Cohort Comparison						
08	2021					
	2019	50%	63%	-13%	56%	-6%
Cohort Comparison		-50%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	48%	62%	-14%	54%	-6%
Cohort Comparison						
08	2021					
	2019	28%	43%	-15%	46%	-18%
Cohort Comparison		-48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	44%	53%	-9%	48%	-4%
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	61%	74%	-13%	71%	-10%

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	90%	61%	29%	61%	29%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	98%	60%	38%	57%	41%

Grade Level Data Review - Progress Monitoring Assessments

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

7th grade - i-Ready data for ELA and Math
 8th grade - Reading Plus and MAP

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40	43	49
	Economically Disadvantaged	34	36	43
	Students With Disabilities	12	14	79
	English Language Learners	0	6	6
		Number/% Proficiency	Fall	Winter
Mathematics	All Students	25	33	50
	Economically Disadvantaged	80	31	46
	Students With Disabilities	6	7	16
	English Language Learners	0	6	12
		Number/% Proficiency	Fall	Winter
Civics	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
		Number/% Proficiency	Fall	Winter

Grade 8					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		35	35	35
	Economically Disadvantaged		32	32	31
	Students With Disabilities		1.5	3.5	5.5
	English Language Learners		0	5	0
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		54	58	48
	Economically Disadvantaged		52	62	37
	Students With Disabilities		27	21	23
	English Language Learners		22	20	20
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		n/a	n/a	n/a
	Economically Disadvantaged		n/a	n/a	n/a
	Students With Disabilities		n/a	n/a	n/a
	English Language Learners		n/a	n/a	n/a
		Number/% Proficiency	Fall	Winter	Spring

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	13	19	22	13	26	31	14	34	14		
ELL	22	36	36	30	25	29	11	38			
BLK	30	28	19	29	26	20	21	45	53		
HSP	42	40	26	38	32	39	25	48	59		
MUL	46	38	21	41	25	28	41	53	62		
WHT	41	36	28	46	34	29	43	62	66		
FRL	35	35	25	35	31	29	25	52	54		
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	40	40	21	44	43	22	26	60		
ELL	29	42	41	22	42	42	9	41			
ASN	80			90							

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
BLK	40	45	42	38	48	49	27	46	76		
HSP	48	49	47	48	47	36	37	62	73		
MUL	55	46	30	61	43	45	46	72	79		
WHT	59	53	46	65	53	46	57	69	80		
FRL	49	48	43	51	47	43	39	62	79		
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	18	35	38	21	37	41	23	38	42		
ELL	12	26	27	39	47	25		28			
BLK	38	45	42	42	42	36	28	59	68		
HSP	44	48	40	45	45	39	34	55	65		
MUL	51	41	30	54	53	60	41	65	82		
WHT	58	51	56	67	56	57	59	69	73		
FRL	45	47	48	51	50	43	37	60	68		

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	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	399
Total Components for the Federal Index	10
Percent Tested	92%

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	31
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	30
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	40
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	39
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	43
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	37
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?

Our students consistently fell below district averages in proficiency, learning gains, and learning gains of the bottom quartile in every core content area.

The following trends were noted across grade levels, subgroups and content areas:

- Six out of the ten ESSA subgroups performed below the federal index of 40%.
- Hispanic, White and Multi-racial students performed with similar results in both ELA and Math while their Black peers of similar group size had roughly 10% less students performing proficiently.
- All subgroups in 8th grade science dropped roughly 15% from 2019 to 2021. However, Black students showed the smallest gap with only 9% drop in Level 3 or higher.
- 7th grade had a proficiency rate four times higher than the 8th grade on the FSA Math.
- MAP Growth assessments in grade 8 showed 52 percent of Economically Disadvantaged students performing at proficient levels while Students with Disabilities and ELL students had only 27 percent and 22 percent respectively. This trend carried through across the Winter and Spring MAP Growth assessments.
- 7th grade progress monitoring in Math resulted in 80% of Economically disadvantaged students demonstrating proficiency in the Fall. Students with Disabilities only having six percent proficient. Spring results showed a 34 percent drop in proficiency for Economically Disadvantaged and a 10% increase for Students with Disabilities.
- Economically Disadvantaged students showed no change in ELA across both grade levels in from Fall to the FSA ELA assessment staying within a 5 point range all year.

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

Our learning gains lagged behind district averages more so than our proficiency numbers. However, improvement is needed in both proficiency and learning gains across the board. Our learning gains in both ELA and Math need drastic improvement. ELA gains dropped by 14% while ELA lower 25% gains dropped by almost 20% to 25.1%. In addition, Math proficiency overall dropped by 16% as well. Learning gains in Math dropped over 18% and lower 25% gains dropped 20%.

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

The constant flow of students learning from e-learning to brick and mortar and vice versa through the year made continuous quality instruction challenging. In addition, we had many new teachers join us las year. Furthermore, the use of block scheduling throughout the year and FSA testing in the Spring made review difficult for those that took their core content classes such as math and language arts in

the Fall.

We have made the switch back to traditional class scheduling so that students have courses throughout the school year rather than both semesters in an 18-week period. We have assigned mentors and have district specialist visiting to ensure we are working with new teachers with professional development, model, co-teaching, observation and feedback throughout the year. In addition, we have added weekly classroom walk throughs with a new feedback tool. Teachers have been given additional professional development on the need for continued focus on standard task, assessment alignment in lesson planning and instructional delivery. This effort has been front loaded and modeled this first year and continues through the year.

Throughout the core classes, teachers have been given additional resources and data points to analyze to drive instruction while identifying gaps in student learning.

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

Unfortunately, we did not improve in any area. Our social studies achievement fell the least amount of all tested components by 9 percentage points.

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

Civics was the area that showed the smallest decrease in proficiency. Civics teachers used the Gateway to American Government textbook in addition to test taking strategies in preparing students for the end of course exam. Using the block schedule and semester model, but administering EOC tests in both the Winter and Spring allowed all students enrolled in Civics to test soon after completing the course (as opposed to some students who completed a math class in January, but did not take the corresponding FSA until May).

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

To accelerate learning, core instruction must be rigorous and continuous. Strategies that will be implemented to accelerate learning will include the following:

- Ongoing PLCs on student engagement, reaching standard targets and questioning techniques.
- Focus on lesson planning and instruction that is geared towards standard learning goals and objectives.
- Consistent, common planning time for PLCs. Admin attendance in PLCs, providing feedback on their planning process for standard learning goals and common assessment alignment.
- Weekly observation, feedback on standard tasks, assessment alignment using the walkthrough tool.

In addition to planning for standard learning goals and assessment alignment, PLCs need to progress monitor student mastery of standards and have systems in place for remediation and reassessment during the school day, after and Saturdays (as needed).

Furthermore, to accelerate learning, we also need to establish consistent PBIS systems, SEL, and proactive systems to address attendance and behavior concerns:

- PBIS committee that will meet bimonthly to oversee this initiative.
- SEL will continue to be implemented daily during homeroom.
- Social worker, guidance, core teachers, will meet weekly for MTSS to monitor and discuss attendance, behavior and systems in place to support improvement of these areas. Tier 1,2,3 interventions will be established with this group.

- We will also establish and provide more ways to connect students to school and improve school culture.

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.

Staff will receive professional development within department PLCs on analyzing data to identify learning gaps while using data to drive instruction and the 4 Ls of Learning. In addition, the ELA and Reading teachers will continue to have PLCs in using the newly adopted ELA materials. Furthermore, with the assistance of district specialists our core subject teachers will receive continuing coaching on implementing groups and rotations with the class time as well as classroom management strategies for new teachers.

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

Regularly scheduled administrative walkthroughs has been created to provide teachers with increased observations and feedback to ensure sustainability of areas mentioned in this plan. Continuous feedback to staff will ensure that areas of weaknesses are remediated quickly, and instruction is improved for increased student achievement. In addition, these walkthroughs provide common expectations for staff for instruction alignment.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: ELA is the backbone of all core content areas and it is critical that our students have strong literacy skills to help them perform better in every subject. Our ELA Proficiency and Learning Gains fell 14% in 2021.

Measurable Outcome: Southwest Middle School will increase the ELA Learning Gains of the Lowest 25% to 45% and the ELA Proficiency to 50%. This represents a 20% increase in Learning Gains and an 11% increase in Proficiency.

Monitoring: Read 180 data will be used to monitor student progress throughout the year.

Person responsible for monitoring outcome: Laura Glover (glover.laura@brevardschools.org)

Evidence-based Strategy: ELA and ILA teachers will be observed and given feedback regularly through monthly coaching cycles, no less than once per month.

Rationale for Evidence-based Strategy: Teachers will be observed by multiple people on the leadership team and provided with valuable post-observation feedback to improve their instruction, as well as their students' achievement.

Action Steps to Implement

ELA and ILA teachers will be trained with using student data to conduct data chats to bring awareness of where students are and where they need to be. The ELA and ILA departments will reserve one day a month to conduct these data stat chats, they will identify the stat chat day on lesson plans. Students will write reflections about their current progress on their individual stat chat data sheet.

Person Responsible: Laura Glover (glover.laura@brevardschools.org)

Support for ESOL students will be provided in the form of current WIDA scores and can-do descriptors so teachers can meet them at their current level to increase their skill abilities. Teachers will chart student progress on the WIDA chart monthly. A schoolwide spreadsheet will be created for teachers to chart ELL student progress based on WIDA levels.

Person Responsible: Leslie Hayford (hayford.leslie@brevardschools.org)

All ELA and ILA classes will increase their 20 book challenge participation, the spreadsheet will be shared, at a minimum, quarterly. Classes will have a goal of at least 80% participation. ILA classes will also be increasing their writing by including additional practice on Fridays in the form of poetry writing after all forms of figurative language have been taught. The figurative language lessons will occur between September through December in preparation for poetry writing to begin in second semester. Students will produce individual poetry books using their own poems that have been written from January through April. A minimum of 15 poems will be written and included in the poetry books. ILA teachers will keep a log of how many poems have been written by each student.

Person Responsible: Lara Watkins (watkins.lara@brevardschools.org)

ELA classes will be increasing vocabulary knowledge by utilizing the Amplify vocabulary lessons that are included in each unit. Vocabulary scores will be printed out monthly so month by month comparisons can be made while in the Department meeting.

Person Responsible: Laura Glover (glover.laura@brevardschools.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Our overall math proficiency and math learning gains both fell 19% making up our greatest losses in 2021.

Measurable Outcome: Southwest Middle School will increase the Math Learning Gains of the Lowest 25% to 45% and the Math Proficiency to 55%. This represents a 17% increase in Learning Gains and a 15% in Proficiency.

Monitoring: All students will be monitored through our Progress Monitoring system for math (MAP Growth Assessment) in the Fall, Spring and Winter) in addition to real-time course based data. School staff will analyze student data and provide research-based interventions both inside the classroom and in enrichment opportunities.
Department meetings and grade-level MTSS teams will be used to review data of academic interventions.

Person responsible for monitoring outcome: Laura Glover (glover.laura@brevardschools.org)

Evidence-based Strategy: Math teachers will be observed and given feedback regularly through monthly coaching cycles, no less than once per month. Department PLCs and school based PLCs will be utilized to collaborate on key areas such as: common assessment analysis, student data chats, student engagement and standards aligned curriculum.

Rationale for Evidence-based Strategy: Teachers will be observed by multiple people on the leadership team and provided with valuable post-observation feedback to improve their instruction, as well as their students' achievement. In addition, increasing the effectiveness of the math department as a whole through department PLCs will allow for teachers to plan for implementation of their standards aligned curriculum and collaborate. Research shows that teachers who collaboratively plan, develop common instructional lessons and common formative assessments based off of data driven intentions achieve greater student success. Walkthrough observations will be the leadership team's way of inspecting the expectation and providing continuous feedback upon what is going well and specifically where teachers need more support to inform meaningful professional development.

Action Steps to Implement

Math Department as well as whole school PLCs will take place bimonthly. This will effectively and efficiently utilize PLC/Collaborative time to create and analyze assessments, create data driven lessons and share student work samples/best practices that have achieved positive results, as well as areas in need of revision to better support student learning across all curricular areas.

Person Responsible Paige McMahon (mcmahon.paige@brevardschools.org)

A district Math Specialist will be on campus each quarter to participate in PLC discussions and to provide coaching to teachers as needed based on walk-through data. This will help enhance the quality of instruction and student engagement. Teachers will be provided professional development on using student data chats to bring student awareness of where they are and where they need to achieve.

Person Responsible Paige McMahon (mcmahon.paige@brevardschools.org)

Algebra “skills” days will be conducted to address gap knowledge and test taking strategies for students enrolled in Algebra 1.

Person Responsible Paige McMahon (mcmahon.paige@brevardschools.org)

MAP Growth assessments, classroom work, tests and assessments will be used to drive instruction. Teachers will create and give common assessments, discuss the results to reflect on best practices and make adjustments as needed. Data will be used to determine areas of needs, guide remediation and differentiated instruction. Data chats will be conducted with students to increase student ownership of achievements. FSA, MAP and quarterly progress monitoring data will be utilized to facilitate conversations regarding remediation or enrichment needs for students.

Person Responsible Paige McMahon (mcmahon.paige@brevardschools.org)

Math teachers will be given coverage to engage in planning days to review item specs, data, blueprint, strand data, and standards. They will review pacing guides compared to blueprints to focus on the most critical standards. New and struggling teachers will be supported through the mentoring program, by non-evaluative walkthroughs, collaborative planning and individualized/on demand PD to focus on specific needs.

Person Responsible Laura Glover (glover.laura@brevardschools.org)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Science achievement fell 12% and sits 21% below the district average. To incorporate acceleration points into our science lesson planning and implementation (where appropriate) by providing pre-assessments to determine areas of concern. We will utilize data from Benchmark Assessments to identify the benchmarks that are lacking and incorporate those concepts in current lessons to provide scaffolding and improve comprehension strategies.

Measurable Outcome: Southwest Middle School will increase the Science Achievement to 45% on SSA. This represents an 11% increase. Student Winter benchmark assessments will demonstrate growth in 6-8th grade benchmarks leading to increased semester exam scores and ultimately increase SSA scores from the previous year.

Monitoring: Student progress will be monitored through monthly department PLC data chats comparing common assessment data.

Person responsible for monitoring outcome: Laura Glover (glover.laura@brevardschools.org)

Evidence-based Strategy: Science teachers will be observed and given feedback regularly through monthly coaching cycles, no less than once per month. Department PLCs and school based PLCs will be utilized to collaborate on key areas such as: common assessment analysis, student data chats, student engagement and standards aligned curriculum. In addition, teachers will use the 5E Model and cyclical teaching with bellwork, exit tickets, technologically enriched strategies as well as increasing student engagement through increased practical activities.

Rationale for Evidence-based Strategy: Teachers will be observed by multiple people on the leadership team and provided with valuable post-observation feedback to improve their instruction, as well as their students' achievement. Increasing the effectiveness of the science department as a whole through department PLCs will allow for teachers to plan for implementation of their standards aligned curriculum and collaborate. Research shows that teachers who collaboratively plan, develop common instructional lessons and common formative assessments based off of data driven intentions achieve greater student success. Walkthrough observations will be the leadership team's way of inspecting the expectation and providing continuous feedback upon what is going well and specifically where teachers need more support to inform meaningful professional development. Furthermore, it is imperative that the Sunshine State Standards for grades 6-8 are being mastered before the 8th graders complete the SSA. Intentional addressing of the standards with fidelity including data assessments will help increase student achievement.

Action Steps to Implement

To ensure the Sunshine State Standards for 6-8 are being taught before the 8th graders complete the SSA, the science team and Teacher On Assignment in Curriculum will determine which standards have not been mastered by students in previous grade levels. This will be completed through benchmark assessments at least 3 times per year. Bellringers google forms and slides with practice questions covering tested standards will be used daily and data tracked. Lessons will be added or adjusted by the Science team during PLCs to ensure coverage of the standards.

Person Responsible Laura Glover (glover.laura@brevardschools.org)

Teachers will utilize scientific probes to provide a hands-on data collection experience to enhance science lab instruction as well as to increase success in the "Nature of Science" strand.

Person Responsible Laura Glover (glover.laura@brevardschools.org)

The district Science Specialist will be on campus each quarter to participate in PLC discussions and to provide coaching to teachers as needed based on walk-through data. This will help enhance the quality of instruction and student engagement as well as ensure teachers are using standards aligned curriculum. Teachers will be provided professional development on using student data chats to bring student awareness of where they are and where they need to achieve. PLCs will engage in reviewing item specs, data, strand data, and standards.

Person Responsible Laura Glover (glover.laura@brevardschools.org)

New and struggling teachers will be supported through the mentoring program, by non-evaluative walkthroughs, collaborative planning and individualized/on demand PD to focus on specific needs.

Person Responsible Laura Glover (glover.laura@brevardschools.org)

Benchmark assessments, chapter assessments, as well as daily Bellringers will be used to assess mastery of standards and drive instruction. Teachers will create and give common assessments, discuss the results to reflect on best practices and make adjustments as needed. Data will be used to determine areas of needs, guide remediation and differentiated instruction. Data chats will be conducted with students to increase student ownership of achievements. SSA, bellringer data, and quarterly progress monitoring data will be utilized to facilitate conversations regarding remediation or enrichment needs for students.

Person Responsible Laura Glover (glover.laura@brevardschools.org)

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.

Violent incidents are a high area of concern. We are taking a tough stance on acts of physical aggression and fighting. By utilizing the most severe but appropriate punishments available, we aim to prevent repeat offenders and discourage additional violent offenses. Discipline data is reviewed monthly at PBIS Team meetings and monthly Bronco lessons for students are created based on the most frequent offenses seen in our data.

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.

Several key sources of data were utilized when planning for the 2021-2022 school year which include school-wide parent surveys, faculty insight surveys, and the student Youth Truth surveys. These data sets were invaluable when looking at the various areas of culture and promoting a positive environment.

- The parent survey results indicated a positive response in the following categories: Feeling welcome at school (80% yes) and effectiveness of school's information being sent online (91% received online). Areas of improvement included: Increase in parent/teacher communication and more resources relating to classroom assistance. Focus areas for improvement planning include ensuring that FOCUS & Google classroom resources are available for all parents with relevant information.
- Student data from our "Youth Truth" survey indicate that we were below the average for BPS in the following categories: Engagement, academic challenge, relationships, and culture. These focus areas will be addressed with the reinforcement of standards aligned instruction, developing positive relationships with students and raising the level of rigor in daily instruction. Twice monthly PLC meetings will include specific action analysis of these standards and ensure that items are being addressed. Additionally, student leaders from our PBIS Student Committee will meet with school administration each semester to gain further insight into which practices are most effective as viewed by the students.
- Our faculty insight survey also included areas of strength that included "School Operations", "Observation & Feedback", and "Diversity, Equity, & Inclusion". Target areas for improvement include "Instructional Planning for Student Growth" and "Academic Opportunity". Using this trend data, resources will be provided at each faculty meeting and PLC meeting to add instructional tools for our staff.

Additionally, Southwest is proud to be a PBIS school. Our PBIS program educates and encourages both students and staff about our BRONCO expectations. By demonstrating our expectations, students and staff earn Bronco Bucks which can be used to purchase goods at our Bronco Store, to earn admission into special school events, and to participate in schoolwide raffles. Once monthly, students are presented with a PBIS lesson targeting behaviors of concern based on our discipline data. Our school PBIS Team meets monthly to review discipline data, coordinate upcoming PBIS lessons, and to plan upcoming events around campus to add to our positive school culture.

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

The school engages families, students, and all faculty in a shared understanding of academic and behavioral expectations, as well as high-quality instruction.

Teachers communicate high expectations for all students. Teachers meet in PLCs twice monthly to routinely examine disaggregated data to look for themes/patterns among student groups. The school provides orientation for new teachers and ongoing support from a mentor teacher. Teachers establish and practice clear expectations and classroom procedures, and provide frequent feedback to students, and encourage students to be caring and respectful to one another and teachers model such interactions in the classroom. The schools, curriculum and teachers' lesson plans draw on the diverse interests and experiences of students.

The administration ensures that teachers have resources, training, and ongoing support to meet them and provides frequent, constructive feedback, and actively makes themselves available to teachers and staff. The leadership team actively solicits staff feedback on school-wide procedures and creates opportunities for teachers to assume leadership roles. They also structure the master schedule to include collaborative planning and ensure it is rooted in data on student progress and interests.

A clear code of conduct for students and adults with input from students, families, and school personnel has been created. After reviewing monthly discipline data, the PBIS Team (faculty and students) creates lessons targeting frequent behaviors of concern for students. All teachers and staff are trained on using our PBIS program to promote positive behavior and consistent expectations campus-wide. Both staff and students have participated in interest surveys so that programming and rewards are catered to their specific interests. . This year, to spread awareness of our PBIS program to families and community members, we created handouts highlighting our expectations, as well as school spirit days and upcoming events. These flyers were given out at Open House and advertised on our school social media. We've also solicited more parent volunteers to assist with our PBIS program and events. Community partners regularly donate goods to our Bronco Store and items to be raffled off in our student and staff raffles.

The school has established an infrastructure to support family engagement through the decision-making SAC council. It reaches out to families and the community early and often - not just when there is an issue. Seeking input from families on how the school can support students, and follow up with what's being done as a result. We also ensure that logistics of parent/teacher conferences and other school events enable all parents to participate (schedule to accommodate varied work hours, offer translation, and provide food and childcare).

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
Total:			\$0.00