Southwood Middle School

2021-22 Schoolwide Improvement Plan

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Southwood Middle School

16301 SW 80TH AVE, Palmetto Bay, FL 33157

http://southwood.dadeschools.net/

Demographics

Principal: Raul Garcia F

Start Date for this Principal: 8/30/2015

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	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	66%
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: A (68%) 2017-18: A (67%) 2016-17: A (66%)
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 Dade 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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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	No	58%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	83%

School Grades History

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

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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.

Southwood Middle School is committed to preparing our students to become productive, responsible, and self-reliant citizens ready to meet the challenges of tomorrow's technological and multi-cultural society.

Provide the school's vision statement.

Southwood Middle School strives to forge a partnership with society in order to build a community of learners who are well prepared to meet 21st century challenges. In order to do so, the school offers its diverse population an intellectually stimulating curriculum in a culturally rich and accepting environment. Ultimately, students will develop a sense of respect for the individual rights of others while developing their own sense of self.

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
Garcia, Raul	Principal	The principal is responsible for providing strategic direction for the school. The principal oversees the implementation of the school's curriculum, monitors student achievement, encourages parental involvement, reviews and revises policies and procedures, manages the school's budget and is responsible for the hiring and evaluation of all school staff. The principal is the lead in security and safety and is the coordinator of all school events and programs.
Alvarez, Daniel	Assistant Principal	The assistant principal, under the direction of the school principal, serves as the leader in school curriculum, security, and the planning and coordinating of school events and programs. The assistant principal works with the SPED and ELL department to ensure all students receive appropriate accommodations to ensure academic success.
Cameron, Nicholas	Magnet Coordinator	The magnet coordinator is responsible for the recruitment of students, public relations, managing student programs and activities, management of budget and the monitoring of program success.
Ramirez, Rita	Other	The test chairperson is responsible to plan and implement all state and local student assessments to include training of teachers, providing parental guidance and support, test security, and ensuring all students receive appropriate accommodations as stated on student IEPS and LEPS. Additionally, the activities coordinator position is responsible to coordinate and implement all extra curricular activities related to sports, school performances, field trips and serves as the school's community liaison.

Demographic Information

Principal start date
Sunday 8/30/2015, Raul Garcia F

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.*
46

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.*
16

Total number of teacher positions allocated to the school
70

Total number of students enrolled at the school
1,088

Identify the number of instructional staff who left the school during the 2020-21 school year.
0

Identify the number of instructional staff who joined the school during the 2021-22 school year.
2

Demographic Data

Early Warning Systems

2021-22

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	348	377	363	0	0	0	0	1088
Attendance below 90 percent	0	0	0	0	0	0	41	72	63	0	0	0	0	176
One or more suspensions	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	12	15	6	0	0	0	0	33
Course failure in Math	0	0	0	0	0	0	23	25	20	0	0	0	0	68
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	23	32	31	0	0	0	0	86
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	36	48	42	0	0	0	0	126
Number of students with a substantial reading deficiency	0	0	0	0	0	0	61	103	104	0	0	0	0	268
	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	88	111	100	0	0	0	0	299

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	1	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	4	5	2	0	0	0	0	11

Date this data was collected or last updated

Monday 8/30/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	374	394	393	0	0	0	0	1161
Attendance below 90 percent	0	0	0	0	0	0	73	75	74	0	0	0	0	222
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	13	10	8	0	0	0	0	31
Course failure in Math	0	0	0	0	0	0	23	26	16	0	0	0	0	65
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	31	36	40	0	0	0	0	107
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	46	42	48	0	0	0	0	136

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	52	61	47	0	0	0	0	160

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	3	4	1	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	3	5	5	0	0	0	0	13

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				75%	58%	54%	71%	56%	53%
ELA Learning Gains				65%	58%	54%	64%	56%	54%
ELA Lowest 25th Percentile				53%	52%	47%	53%	52%	47%
Math Achievement				74%	58%	58%	71%	56%	58%
Math Learning Gains				65%	56%	57%	61%	56%	57%
Math Lowest 25th Percentile				46%	54%	51%	45%	55%	51%
Science Achievement				74%	52%	51%	69%	52%	52%
Social Studies Achievement				81%	74%	72%	88%	73%	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	69%	58%	11%	54%	15%
Cohort Comparison						
07	2021					
	2019	72%	56%	16%	52%	20%
Cohort Comparison		-69%				
08	2021					
	2019	79%	60%	19%	56%	23%
Cohort Comparison		-72%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	71%	58%	13%	55%	16%
Cohort Comparison						
07	2021					
	2019	72%	53%	19%	54%	18%
Cohort Comparison		-71%				
08	2021					
	2019	39%	40%	-1%	46%	-7%
Cohort Comparison		-72%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	71%	43%	28%	48%	23%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	68%	32%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	80%	73%	7%	71%	9%

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	94%	63%	31%	61%	33%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	54%	46%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

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

Grades 6-6 ELA and Math will use iReady AP1 data for Fall, AP2 for Winter, and AP3 for Spring. Our Algebra, Geometry, Biology, Civics, and 8th Grade Science will use Baseline Assessments for the Fall and Mid-year Assessments for Winter.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	54.9	62.7	62.0
	Economically Disadvantaged	45.4	54.3	50.7
	Students With Disabilities	20.0	22.0	23.8
	English Language Learners	8.3	0	16.7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	44.5	55.0	61.1
	Economically Disadvantaged	36.9	45.0	51.5
	Students With Disabilities	7.1	14.0	22.0
	English Language Learners	9.1	9.1	16.7

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	61.3	66.2	64.7
	Economically Disadvantaged	49.0	57.1	53.4
	Students With Disabilities	11.4	17.6	22.6
	English Language Learners	14.3	14.3	28.6
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	47.1	56.5	65.1
	Economically Disadvantaged	32.0	44.6	50.5
	Students With Disabilities	14.3	0	10.0
	English Language Learners	0	14.3	0
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	0	81.0	0
	Economically Disadvantaged	0	72.0	0
	Students With Disabilities	0	42.0	0
	English Language Learners	0	29.0	0

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	61.1	66.1	64.5
	Economically Disadvantaged	53.6	58.5	58.9
	Students With Disabilities	24.0	38.8	30.6
	English Language Learners	18.2	18.2	27.3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	44.3	55.8	60.5
	Economically Disadvantaged	37.0	48.8	52.4
	Students With Disabilities	17.0	19.1	30.0
	English Language Learners	10.0	18.2	27.3
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	31.0	0
	Economically Disadvantaged	0	27.0	0
	Students With Disabilities	0	3.0	0
	English Language Learners	0	11.0	0

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	26	38	31	18	24	20	19	19	29		
ELL	59	54	37	52	35	28	41	59	75		
ASN	88	68		88	63			100			
BLK	42	35	22	31	23	15	27	47	39		
HSP	70	55	33	61	35	29	62	72	69		
MUL	82	55		75	50						
WHT	81	62	50	75	46	43	77	92	73		
FRL	56	46	26	46	30	24	48	58	56		
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	24	38	38	31	46	39	21	38			
ELL	59	59	54	65	60	53	61	58	88		

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	86	89		95	100						
BLK	51	54	44	47	49	35	51	55	65		
HSP	78	66	59	78	66	49	76	87	83		
MUL	75	65		74	64		82				
WHT	86	67	52	86	77	63	81	91	82		
FRL	64	63	56	65	60	44	65	71	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	23	43	46	27	39	35	31	50	38		
ELL	34	62	63	44	52	47	43	74	30		
ASN	81	69		84	66		75	100	92		
BLK	42	44	36	43	47	38	31	74	70		
HSP	74	67	60	73	61	48	73	89	71		
MUL	88	79		76	68		82	82	100		
WHT	86	72	68	88	71	61	83	96	90		
FRL	61	58	49	61	55	43	60	84	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	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	532
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	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	81
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	31
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	55
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	66
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	67
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	45
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?

Using the findings from the 2019 FSA data, the three year trend data showed an increase in student proficiency in ELA by 7 percentage points, Math by 3 percentage points and in Science by 3 percentage points. While Middle School acceleration rates maintained proficiency at 98 percent, there was a decrease in Social Studies by 7 percentage points. According to the 2021 FSA data, the data showed a decrease in student proficiency in ELA by 8 percentage points, Math by 16 percentage points, Science by 15 percentage points, and Middle School acceleration by 15 percentage points, and Social Studies (Civics) by 9 percentage points.

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

Using the findings from the 2019 FSA data, students in the ESE subgroup in both Reading and Math demonstrate the greatest need for improvement. Students in the ESE subgroup in 6th grade (13% proficiency) and 7th grade (23% proficiency) which showed the least amount of proficient students from each subgroup.

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

Using the findings from the 2019 FSA data, the ESE subgroup demonstrated the greatest need for improvement. In order to address the needs of the ESE subgroup and ensure an increase in proficiency, a focus on differentiated instruction will be implemented in order to close the achievement learning gaps.

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

Using the findings from the 2019 FSA data, ELA proficiency decreased by only 8 percentage points, showing the greatest improvement as compared to all other academic areas.

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

Progress monitoring programs such as iReady Diagnostics were implemented with fidelity to ensure students were working on their independent learning levels and that students were receiving targeted instruction. The new actions the school took was to train all teachers in reading iReady reports and adjusting their lessons to address each student's needs.

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

In order to accelerate learning, a focus on differentiated instruction will need to be implemented to close the learning achievement gaps and to target student learning. Progress monitoring tools such as Topic/Unit assessments will be used to track student progress and iReady will be used to provide targeted lessons in Reading and in Math according to the student's personalized instruction.

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.

The professional development will be offered to teachers to help them in data analysis, using data to plan for differentiated instruction, and use progress monitoring tools to track student learning.

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

We will continuously monitoring topic assessments/iReady data and provide meaningful professional development to teachers according to the data analysis. As a result of this implementation, we should see an increase in student achievement in all subject area and student subgroups.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	As a result of learning loss during the 2020-2021 school year, a focus on differentiated instruction is necessary in order to bridge the learning gaps. Students will be placed in learning groups and participate in progress monitoring throughout the school year. According to the 2021 FSA data, the data showed a decrease in student proficiency in ELA by 8 percentage points, Math by 16 percentage points, Science by 15 percentage points, and Middle School acceleration by 15 percentage points, and Social Studies (Civics) by 9 percentage points.
Measurable Outcome:	Student learning outcomes will be monitored using the progress monitoring tool with iReady and shared with the teachers to improve student deficiencies. Students will meet their learning target set by Assessment Period 1 iReady Diagnostic by October 28, 2021 .
Monitoring:	Progress monitoring tool such as Reading/Math iReady Diagnostics and Unit/Topic Assessments will be used to monitor student learning throughout the school year. The data will be used to guide differentiated instruction lessons and activities both teacher guided and for student independent practice.
Person responsible for monitoring outcome:	Raul Garcia (pr6861@dadeschools.net)
Evidence-based Strategy:	The Evidence-based strategy we would like to implement is Differentiated Instruction. Our plan is to use the iReady computer program along with the iReady teachers tool box which is a district adopted program specifically designed to target student learning deficiencies for differentiated instruction. iReady is also the recommended program to use for progress monitoring student achievement.
Rationale for Evidence-based Strategy:	After review of iReady data, we noticed that our L25 and ESE students needed more specific instruction. We noticed teachers were using whole group instruction and not pulling small groups of students to provide differentiated instruction to remediate a lesson. Resources such as iReady, iReady tool box, and FSA scores were used to select our strategy of differentiated instruction.

Action Steps to Implement

9/16/21- Provide Professional Development for teachers on effective implementation of differentiated instruction that is aligned to the school goals based on data. As a result, teachers will develop classroom systems that are conducive to small group instruction such as allocated space, student folders, and posted groups.

Person Responsible	Daniel Alvarez (daalvarez@dadeschools.net)

8/31/21-10/22/21-Teachers will develop lesson plans that are inclusive of DI instruction. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction.

Person Responsible	Daniel Alvarez (daalvarez@dadeschools.net)

8/31/21-10/22/21- Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. Teachers will attend collaborative planning and take turns taking the lead and modeling explicit instruction during small groups.

Person Responsible	Joyia Capo (jscapo@dadeschools.net)

8/31/21-10/22/21- Teachers will collaboratively develop data trackers that can be used to track mini-assessments that are aligned to weekly small group instruction. Teachers will use data trackers to monitor student progress and adjust as necessary.

Person Responsible   Raul Garcia (pr6861@dadeschools.net)

11/1/21-12/17/21- Analyze periodic math assessments, at the end of units/topics, which effectively target each benchmark and gauge understanding. As a result of the analyzing the topic or mini assessment data, it has been placed on an easy-to-access platform, such as an Excel spreadsheet on One Drive that teachers have monitored daily.

Person Responsible   Joyia Capo (jscapo@dadeschools.net)

11/1/21-12/17/21- Use daily class warm-ups and/or exit slip questions in English Language Art classes to ensure understanding of the standard. As a result of the daily class warm-ups and/or exit slips, student journals/binders have demonstrated standard-aligned questioning, students' answers, and effective feedback written on the assignment.

Person Responsible   Suzette Cruz (scruzlopez@dadeschools.net)

#2. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	Sustaining proficiency is an area that needs to be maintained. In order to maintain and increase proficiency levels, student engagement on on-task student authentic learning opportunities needs to be a priority in the classrooms. According to the 2021 FSA data, the data showed a decrease in student proficiency in ELA by 8 percentage points, Math by 16 percentage points, Science by 15 percentage points, and Middle School acceleration by 15 percentage points, and Social Studies (Civics) by 9 percentage points.
Measurable Outcome:	Southwood Middle will increase proficiency levels by 5% for Tier 1 students in both ELA and Math using the progress monitoring tool which helps with assigning appropriate lessons based on the student's AP1 Diagnostic performance by October 28, 2021.
Monitoring:	iReady will be used as a progress monitoring tool to help increase proficiency in Reading and Math. The leadership team will monitor iReady student AP1 performances in Reading and Math that will drive decision making to help improve teacher instruction and engagement in the classroom.
Person responsible for monitoring outcome:	Rita Ramirez (ritaramirez@dadeschools.net)
Evidence-based Strategy:	The Evidence-based strategy we would like to implement is Student Engagement. The use of scaffolded lessons and the gradual release of instruction method of learning will be implemented during whole group instruction. Students will engage in "they do" "you do" activities that will provide students with opportunities to work on authentic work using higher order thinking activities.
Rationale for Evidence-based Strategy:	Engaging students in higher order thinking activities through hands on student authentic work to engage all students effectively by October 28, 2021. As a result, an increase of 5% in Reading and Math proficiency from AP1 to AP2.

Action Steps to Implement

8/31/21-10/22/21-Collaborative planning once a week so that teachers can discuss content covered, calibrate student work samples, discuss pacing, and share best practices. As a result, teachers will participate in cross-curricular planning, the use of data, rigorous activities, best practices, and lesson plans that support the Florida Standards and will help with student engagement.

Person Responsible	Suzette Cruz (scruzlopez@dadeschools.net)

8/31/21-10/22/21-Weekly administrative walk-throughs to ensure student engagement is taking place while the use of standard-based instruction is on pace and data-driven lessons are on target. As a result, students will show gains in topic assessments and i-Ready lessons. Also, students will be engaged in the lesson by the use of hands-on activities and answering higher-order questions.

Person Responsible	Daniel Alvarez (daalvarez@dadeschools.net)

8/31/21-10/22/21-Weekly mentoring programs for students with disabilities/at-risk students to help improve their achievement. As a result, counselors will provide students with individual and group counseling. Student orientations, weekly progress reports, and parent teacher conferences will also be facilitated to properly implement the desired outcome. Counselors conduct follow ups with those at-risk students and students with other social/emotional needs and document via Student Services Management System. We expect an improvement in the overall performance of our students.

Person Responsible   Sonia Alvarez (sonia_alvarez@dadeschools.net)

8/31/21-10/22/21-Teachers will use daily data-driven instruction by analyzing data, adapting assignments, and creating small strategic groups to ensure opportunities for student success. As a result, data-driven instruction will be evidenced by teacher artifacts, such as lesson plans and grouping charts. We expect an increase in student success.

Person Responsible   Daniel Alvarez (daalvarez@dadeschools.net)

11/1/21-12/17/21- Student interest topics and end products will be developed during collaborative common planning. Weekly lesson plans, student work samples and student work folders will be used as evidence for the implementation.

Person Responsible   Daniel Alvarez (daalvarez@dadeschools.net)

11/1/21-12/17/21- During the collaborative common planning, Algebra 1 teachers will collaborate and plan for FSA type problems where students learn how Algebra is used in the real world problem solving. Weekly lesson plans will be used as evidence for the implementation of the FSA type real world word problems.

Person Responsible   Joyia Capo (jscapo@dadeschools.net)

#3. Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale:	Based on qualitative data from the School Climate survey and the SIP survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Instructional Leadership Team. Teachers in the building don't feel that they have a voice in the decision-making process, therefore we want to develop teacher leaders by involving them in school-wide initiatives and ensuring they are informed and feel as though they have membership to the school community. By involving them in school-wide initiatives and allowing them the opportunity to further their learning, student success is positively impacted.
Measurable Outcome:	If we successfully implement the Targeted Element of Shared Leadership, our teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings. This will be realized through teachers participating in the logistical elements of meetings, presenting ideas to solve issues that arise, etc. The percentage of teachers in leadership roles will increase by at least 5% during the 2021-2022 school year.
Monitoring:	The Leadership Team will identify specific staff members that are experts in areas that will serve as leads with new initiatives and development. By involving teachers, we hope to create an environment of shared leadership. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. To ensure we are on the right track, teachers who receive support will share the knowledge they have gained during faculty meetings.
Person responsible for monitoring outcome:	Daniel Alvarez (daalvarez@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Shared Leadership, we will focus on the evidence-based strategy of: Involving Staff in Important Decisions. By creating a teacher leaders list and involving teachers in the decision making process, we hope to increase the feeling of shared leadership. Teacher leaders in the building will provide a summary of support to the Leadership Team on a monthly basis to ensure we are on the right track to meeting the outcome above.
Rationale for Evidence-based Strategy:	Involving Staff will assist in integrating the talents of teachers within the building to carry out the vision, the mission, and problem solve. Throughout this process the Leadership Team will create buy in and bring creative and innovative solutions to the forefront.

Action Steps to Implement	

8/31/21-10/22/21- A COVID-19 Safety Committee will meet monthly to provide an opportunity for faculty and staff to feel empowered and also create and implement school wide initiatives to keep our students and staff safe. As a result, this will provide the faculty with opportunities to create a schoolwide safety action plan that will allow committee members to voice their ideas and concerns. This will be evidenced by meeting attendance rosters, meeting agendas, committee action plan and execution of a COVID-19 safety initiative.

Person Responsible	Rachel Dunbar (r_dunbar@dadeschools.net)

8/31/21-10/22/21- Online Learning Platform Teacher Committee will meet monthly and provide an opportunity for faculty and staff to feel empowered and also help and assist their colleagues to become successful and comfortable using online platforms. As a result, the successful implementation of this step will provide the faculty with opportunities to create a school action plan focused on increasing staff knowledge on online platforms and will allow committee members to voice their ideas and concerns. This

will be evidenced by meeting attendance rosters, meeting agendas, committee action plan. A faculty and staff survey will be conducted and reviewed for improvement by October 22, 2021.

Person Responsible Suzette Cruz (scruzlopez@dadeschools.net)

8/31/21-10/22/21- A School Cyber Safety Faculty Committee will meet monthly and provide an opportunity for faculty and staff to feel empowered and also create and implement school wide initiatives to keep our students and staff cybersafe. As a result, the successful implementation of this step will provide the faculty with opportunities to create a school safety action plan allowing committee members to voice their ideas and concerns. This will be evidenced by meeting attendance rosters, meeting agendas, and a committee action plan. A staff survey will be conducted and reviewed for improvement.

Person Responsible Golnaz Sami (gsami@dadeschools.net)

8/31/21-10/22/21- A School Attendance Faculty Committee will meet monthly and provide an opportunity for faculty and staff to feel empowered and also create and implement school wide attendance initiatives. As a result, the successful implementation of this step will provide the faculty with opportunities to create a school attendance action plan that will allow committee members to voice their ideas and concerns. This will be evidenced by meeting attendance rosters, meeting agendas, committee action plan and a reduction in student referrals and absences from school.

Person Responsible Sonia Alvarez (sonia_alvarez@dadeschools.net)

11/1/21-12/17/21- Online Learning Platform Teacher Committee will meet monthly and provide an opportunity for faculty and staff to feel empowered and also help and assist their colleagues to become successful and comfortable using online platforms. The success of this implementation step has provided the faculty with opportunities to create a school action plan focused on increasing staff knowledge on online platforms and has allowed committee members to voice their ideas and concerns. This has been evidenced by meeting attendance rosters, meeting agendas, and committee action plan.

Person Responsible Daniel Alvarez (daalvarez@dadeschools.net)

11/1/21-12/17/21- Schoolwide teacher-to-student mentoring program. All teachers, counselors, administrators will mentor two L25 or low performing students and be a guiding light for them and assist with making sure the student is successful in school. Each week the mentor teacher will meet with the student to provide feedback and helpful strategies and set goals to be successful in class. Each nine-weeks when grades are released those students that showed improvement will be rewarded with different types of incentives.

Person Responsible Daniel Alvarez (daalvarez@dadeschools.net)

#4. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Positive Behavior Support (PBS). Through our data review, we noticed the students who struggle with disciplinary issues are also the students who are not meeting expectations for learning gains as well as proficiency. In addition, many of our L25 students have had reoccurring disciplinary issues. We recognize the need to tailor our discipline initiatives and improve in making connections with families and the community to ensure student success.
Measurable Outcome:	If we successfully implement the Targeted Element of Positive Behavior Support, our students will receive quality instruction that will contribute to improved student outcomes. With consistent student incentives, our disciplinary issues will decrease 7 percentage points by June 2022.
Monitoring:	The Leadership Team will work to connect with families who struggle with their student's behavior at school and identify the root cause for the unwanted behavior and create a plan of action to ensure students are able to be behave in school daily. The Leadership Team will mentor individual students who have consistent disciplinary issues and connect with them daily to reward or encourage their efforts. The Leadership Team will plan regular student incentives to promote consistent student positive behavior. Teachers will monitor their daily behavior and submit that data to the Leadership Team on a weekly basis with emphasis on behavior trends. The Leadership Team will identify opportunities for students who show improvement will then get incentivized. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact will be made when necessary.
Person responsible for monitoring outcome:	Daniel Alvarez (daalvarez@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Positive Behavior Support, our school will focus on the evidence-based strategy of: Discipline Initiatives. Discipline Initiatives will assist in narrowing the discipline gap amongst our students. Student discipline will be monitored on a weekly basis to prevent a pattern of excessive disciplinary issues.
Rationale for Evidence-based Strategy:	Positive Behavior Support Initiatives will assist in decreasing the number of student disciplinary incidences. The initiatives will provide the Leadership Team with a systematic approach to identify discipline issues, remediation, and rewards.

Action Steps to Implement

8/31/21-10/22/21-Use a Positive Behavior Support (PBS) system in order to promote prosocial behavior throughout the school on a daily basis through our student services department. As a result, positive behavior for each grade level will be monitored and posted on social media, school website, displayed on TV's, and announced over our school PA system. We expect a reduction of disciplinary cases.

Person Responsible	Golnaz Sami (gsami@dadeschools.net)

8/31/21-10/22/21-Our Student Services Department will provide a weekly mentoring program for identified students needing conflict resolution strategies to promote a positive school environment. As a result of the Student Services mentoring program, the identified students will receive in depth conflict resolution strategies that will in turn help the student handle difficult or challenging situations to ensure a positive learning environment.

Person Responsible	Sonia Alvarez (sonia_alvarez@dadeschools.net)

8/31/21-10/22/21-Various student incentive programs will be established such as, "Do the Right Thing" campaign, and honor roll ceremonies each quarter. As a result of the incentive program, we will utilize motivational incentives for random acts of kindness, rewarding students doing the right thing, and acknowledging students with excellent academic and conduct grades.

Person Responsible	Sonia Alvarez (sonia_alvarez@dadeschools.net)

8/31/21-10/22/21- Implement monthly classroom management strategies designed to help teachers with Social-Emotional Learning (SEL) and infuse it in the students' curriculum. As a result, teachers will be trained on how to use the SEL component of our District Pacing Guides. These strategies will help reinforce student's self-esteem in the classroom, which will increase motivation and learning.

Person Responsible	Golnaz Sami (gsami@dadeschools.net)

11/1/21-12/17/21- Use a Positive Behavior Support (PBS) system in order to promote prosocial behavior throughout the school on a daily basis. Positive behavior for each grade level has been monitored and posted on social media, school website, displayed on TV's, and announced over our school PA system. We have had a reduction of disciplinary cases so far this school year.

Person Responsible	Sonia Alvarez (sonia_alvarez@dadeschools.net)

11/1/21-12/17/21- Implement monthly classroom management strategies designed to help teachers with Social-Emotional Learning (SEL) and infuse it in the students' curriculum. Teachers have been trained on how to use the SEL component of our District Pacing Guides. These strategies have helped reinforce student's self-esteem in the classroom, which has increased motivation and learning.

Person Responsible	Golnaz Sami (gsami@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the 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.

Southwood Middle school ranked #156 out of #553. 1.96 incidents occured per 100 students with a total of 24 incidents during the 2020-2021 school year. The positive behavior system approach will be used during the 2021-2022 school year to promote positive and wanted behaviors versus unwanted behaviors. Teachers will be trained on how to implement positive behavior techniques and how to deescalate behaviors and prompt wanted behaviors.

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.

Southwood Middle school strives to build a community that is conducive to building inclusivity in a positive nurturing environment. Programs such as student RJP, Superstar Student of the Week, Values Matter Campaign and the 5000 role model program are just a few of the initiatives that Southwood offers to empower student efficacy. In addition the PTSA works closely with the school community and staff to provide incentives, programs and extra curricular activities that align with the schools vision. Our school creates experiences throughout the year to engage with parents and families and ensures they have necessary information to support their children. Students are supported through mentorship programs. Staff are provided opportunities to take part in Team-Building activities and social seminars where we come together to share celebrations of success during informal meetings. We provide opportunities for both staff and students to provide ongoing feedback and suggestions to school leaders and we schedule informal conferences with staff and students to garner information about their educational/professional experience at our school. We also ensure information is provided to all stakeholder through our website and our Teams page for staff and channels set up by department to connect with one another consistently. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning.

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

The schools leadership team comprising of Mr. Raul Garcia, Principal; Mr. Daniel Alvarez, Assistant Principal; Mr. Nicholas Cameron, Magnet Lead Teacher; and Mrs. Rita Ramirez, Activities Director alongside the School Counselors and Department Chairpersons work together to promote a positive school culture. The school PTSA works closely with the school culture team to engage all school stakeholders in cultivating a positive school culture and environment. The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building and morale boosting activities. The Assistant Principals will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and counselors assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Student Engagement	$0.00
3	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	$0.00
4	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	$0.00
		Total:	$0.00