Southwest Middle School

2022-23 Schoolwide Improvement Plan

Table of Contents

Southwest Middle School

Demographics

Principal: Jasmine Delaughter C

Start Date for this Principal: 7/1/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	93%
2021-22 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	2021-22: C (44%) 2018-19: B (54%) 2017-18: 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	ATSI
* 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.](www.floridacims.org)

Purpose and Outline of the SIP

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

Table of Contents

Southwest Middle School

451 ELDRON BLVD SE, Palm Bay, FL 32909

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

School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 7-8	No	93%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission at Southwest Middle School is to improve student academic and behavioral achievement through the development of positive and productive relationships that include celebration mixed with accountability.

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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
DeLaughter, Jasmine	Principal	
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.
Irvine, Brian	Dean	
Rockstraw, Colleen		
Rivera , Melissa	Dean	

Demographic Information

Principal start date
Friday 7/1/2022, Jasmine Delaughter C

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

Total number of students enrolled at the school

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

Identify the number of instructional staff who joined the school during the 2022-23 school year.

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	444	465	0	0	0	0	909
Attendance below 90 percent	0	0	0	0	0	0	0	123	101	0	0	0	0	224
One or more suspensions	0	0	0	0	0	0	0	87	144	0	0	0	0	231
Course failure in ELA	0	0	0	0	0	0	0	26	66	0	0	0	0	92
Course failure in Math	0	0	0	0	0	0	0	22	42	0	0	0	0	64
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	87	124	0	0	0	0	211
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	93	130	0	0	0	0	223
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	82	116	0	0	0	0	198

Using current year data, complete the table below with the number of students identified as being "retained.":

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	27	56	0	0	0	0	83
Students retained two or more times	0	0	0	0	0	0	0	20	33	0	0	0	0	53

Date this data was collected or last updated
Tuesday 9/13/2022

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	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	
Level 1 on 2019 statewide FSA Math assessment	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	
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

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	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	
Level 1 on 2019 statewide FSA Math assessment	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	
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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	40%	50%	50%				53%	59%	54%
ELA Learning Gains	35%						50%	56%	54%
ELA Lowest 25th Percentile	30%						44%	48%	47%
Math Achievement	41%	33%	36%				56%	66%	58%
Math Learning Gains	43%						50%	55%	57%
Math Lowest 25th Percentile	39%						45%	45%	51%
Science Achievement	35%	53%	53%				46%	52%	51%
Social Studies Achievement	60%	48%	58%				64%	75%	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	2022					
	2019	50%	58%	-8%	52%	-2%
Cohort Comparison						
08	2022					
	2019	50%	63%	-13%	56%	-6%
Cohort Comparison		-50%				

				MATH			
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
07	2022					
	2019	48%	62%	-14%	54%	-6%
Cohort Comparison						
08	2022					
	2019	28%	43%	-15%	46%	-18%
Cohort Comparison		-48%				

				SCIENCE			
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
07	2022					
	2019					
Cohort Comparison						
08	2022					
	2019	44%	53%	-9%	48%	-4%
Cohort Comparison		0%				

		BIOLOGY EOC			
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					
		CIVICS EOC			
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	61%	74%	-13%	71%	-10%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	90%	61%	29%	61%	29%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	60%	38%	57%	41%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	15	37	35	15	29	27	18	26			
ELL	29	36	22	33	42	38	26	41	68		
BLK	34	33	20	31	38	39	20	60	65		
HSP	40	41	33	43	45	40	38	48	82		
MUL	44	31	15	42	45	43	44	57	71		
WHT	42	35	37	44	44	39	40	66	70		
FRL	36	34	27	37	40	37	32	55	67		
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							
BLK	40	45	42	38	48	49	27	46	76		

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	37
Total Points Earned for the Federal Index	432
Total Components for the Federal Index	10
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	44
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	46
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Southwest students in EACH demographic area show a deficiency in ELA and ELA learning gains. None of our demographic groups showed 50% of our students with an ELA 3 or above. Additionally (and perhaps more importantly) our ESSA data shows four areas that are below a 41% mastery level. These four areas are: Students with Disabilities, English Language Learners and Black/ African American students. Our SWD and ELL students have scored below a 41% for 3 consecutive years. A deeper analysis of the literacy data shares the lowest strand of mastery on the FSA exam of the CURRENT students was Key Ideas and Details. Deconstructing this strand shares a need for Southwest current students to have increased instruction on inference, summary, main idea and supporting details. None of these areas can be accessed by students without increased vocabulary acquisition. A lack of robust vocabulary will impede each students ability to learn the comprehension pillars previously stated at the outset.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

All data shares that the explicit instruction in comprehension components at the Tier 1 level in ALL classrooms is a high need. The Tier 2 and Tier 3 levels of literacy instruction should ensure a deeper knowledge of phonemic awareness, phonics and vocabulary component instruction.

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

Many factors contributed to the low literacy levels at Southwest. They are: lack of seasoned and experienced reading teachers, high numbers of of students placed in each reading classroom and multiple substitute teachers throughout the campus on a daily basis. These contributed to increased negative student behaviors which in turn, decreased teacher ability to teach.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Many areas showed improvements, however 8th grade FSA math showed a increase of 13 points. 8th grade FSA math moved from 9% level 3 and above to 22% levels 3 and above. It should be noted that this increase likely increased the school wide learning gains in the lowest 25% of the population from 28% to 39%.

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

Southwest tried very hard to keep pre-algebra classes small and used a daily tutoring schedule to ensure help for struggling students.

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

Southwest students need many opportunities to get assistance and acceleration during the school day. They also need study hall opportunities during the day and a myriad of tutoring opportunities for both behavior and academics. Southwest will use 48 minute lunches to ensure students have time for acceleration groups, behavior and growth mindset groups as well as study hall. The groups are entitled Bronco Boost Groups. ZTZ will be added to our way of work to ensure students understand the expectation of completing assignments.

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.

All faculty meetings will be professional development sessions. Those required meetings are twice a month. Each session is taught by the principal and will require teachers to use what is actively happening in their classrooms for evidence of enhanced practice. Every Friday from 3:30-4:30 an optional strategies will be taught for teachers to "plug into" the strategies they need most. These sessions will begin in October.

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

1. Feedback and classrooms observations steeped in rubric language for all teachers by administrators will be a non-negotiable. The classroom observation tool NCR form will be left in every classroom after every formal or informal observation. This will ensure teachers have immediate feedback.
2. Additional training and materials for all ESE push-in teachers will assist students in accessing the curriculum for which they are responsible. Ensuring the materials and training on those materials is key to strong General Teacher and Push-in teacher relationships.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	SWD students at Southwest are performing low in all tested areas. The focus this year will be for increased literacy improvement.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Students with Disabilities at Southwest will increase from 26% mastery in ELA to 36% mastery.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	FAST data will be monitored to determine student achievement along the way.
Person responsible for monitoring outcome:	Jasmine DeLaughter (delaughter.jasmine@brevardschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Push-in teachers and Gen ed techers will have time to plan together on Fridays after school. New equipment will be purchased to aid push-in teachers in conducting support facilitation small group within the classrooms.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	To create impactful support facilitation planning time for gen ed and push in teachers must be a requirement. It is difficult to give time during the day due to scheduling conflicts. Fridays and email are the best tools to ensure push-in teachers are kept in the loop. Our support specialist will ensure that district trainers are available to model and assist with best practices.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#2. Positive Culture and Environment specifically relating to Student Discipline and Corrective Strategies	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	During the 2021-2022 school year Southwest's primary corrective strategy for problematic behaviors was In School Suspension. The data is difficult to capture accurately, but anecdotal records from staff, parents, students and teachers share that the ISS room was always full, but disruptive behaviors in class were not minimized.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Through much research and work with the district student services department, it is the opinion of Southwest's new administration that In School Suspension does not work to change behavior, but does put students farther behind academically due to hours of missed instructional time. The goal for the 2022-2023 school year is to have zero students in ISS or its "equivalent" on campus.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Southwest Middle School Deans will ensure the use of Lunch Detentions, Dean Success Zone (after school detentions), and Saturday School as corrective strategies for undesired behaviors. In the event that an Out of School Suspension is required as a corrective strategy, all efforts will be made to ensure students have access to their school work and not penalized for late work.
Person responsible for monitoring outcome:	Melissa Rivera (riveraerazo.melissa@brevardschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Lunch Detention: One five day session during the lunch period that requires students to sit in a room isolated from their peers in the cafeteria. When lunch is over, the student is able to go their class as usual. 2. Dean's Success Zone: After school detention session on Fridays. All students have access to technology, any missed assignments that need to be made up and tutoring. 3. Saturday School: Used for all students, but assigned to students with a behavioral "need". This is a time for students to get assistance on missed assignments, get tutoring and join the Principals book club (where an entire book is read each Saturday).
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Allowing students to take ownership of their behaviors by requiring them to isolate from their peers, work with the lunch detention professional and think of better choices for next time is the goal of lunch detention. Ensuring students have the opportunity to celebrate their positive behaviors by having the opportunity to eat lunch with their friends and go outside for recess assists in allowing students to make acceptable behavior choices.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No ISS for 7th grade students. Use of alternative measures to assist students in making positive behavior choices.

Person Responsible   Brian Irvine (irvine.brian@brevardschools.org)

No ISS for 8th grade students. Use of alternative measures to assist students in making positive behavior choices.

Person Responsible   Melissa Rivera (riveraerazo.melissa@brevardschools.org)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Southwest students in EACH demographic area show a deficiency in ELA and ELA learning gains. None of our demographic groups showed 50% of our students with an ELA 3 or above. Additionally (and perhaps more importantly) our ESSA data shows four areas that are below a 41% mastery level. These four areas are: Students with Disabilities, English Language Learners and Black/ African American students. Our SWD and ELL students have scored below a 41% for 3 consecutive years. A deeper analysis of the literacy data shares the lowest strand of mastery on the FSA exam of the CURRENT students was Key Ideas and Details. Deconstructing this strand shares a need for Southwest current students to have increased instruction on inference, summary, main idea and supporting details. None of these areas can be accessed by students without increased vocabulary acquisition. A lack of robust vocabulary will impede each students ability to learn the comprehension pillars previously stated at the outset.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	All teachers at Southwest Middle School will introduce new vocabulary in a way that allows students connect words with words. The use of semantic impressions, word walls, Frayer models and Greek/ Latin roots will be seen across campus.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being	Vocabulary instruction must be explicit. Explicit vocabulary instruction includes an easy-to-understand definition presented directly to students along with multiple examples and nonexamples of the target word, brief discussion opportunities, and checks for understanding. Vocabulary instruction must include multiple practice opportunities for using words within and across subjects. That is, instruction must be extended over time with opportunities for students to hear, speak, read, and write words in various contexts. This builds students' breadth and depth of vocabulary knowledge. Vocabulary should be taught schoolwide and across all subject areas.

implemented for this Area of Focus.	Frayer Model: One way to have students extend their knowledge of important words is through a Frayer model. The strategy requires students (not the teacher) to define a vocabulary word and then list its characteristics, examples, and nonexamples. Semantic Impressions or Mapping: Semantic maps visually display and connect a word or phrase and a set of related words or concepts.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

All 2021-2022 school year Youth Truth and Parent Survey Data share that Southwest Middle School needs an abrupt change in its way of work. In each area, we were in the lowest quadrant (if not the lowest) in the district.
Building a positive culture at Southwest, means helping students to understand the value of being present for and participating in their classroom education experience. Holding students accountable for controlling their behaviors in class, being prepared for class, being on time for class and remaining in class will be a huge boost to the positive school culture (although at the outset it won't feel that way). Southwest

administration will work to ensure the supervision needed to decrease opportunities for fights, bullying, tardiness, off task behaviors in hall ways, decrease classroom call outs and "frivolous" bathroom passes. We will use positive postcards and phone calls to ensure students are celebrated for exhibiting on task and academically focused behaviors. Teacher are required (an provided 18 minutes per day) to make six phone calls per week. Many of those are positive phone calls. These go a long way to boost our school culture on and off campus.

Southwest students need to be informed and aware of the "human" resources they have available tot them at school. All counsellors and our school social worker been assigned classroom space within the main area of the school (as opposed to the guidance suite) to ensure kids see them during class change and Boost Groups. All guidance counselors and instructional coaches will run boost groups during all three lunches throughout the school. Meeting with counsellors/ coaches regularly and having small group time shares with all students that there are a plethora of adults on campus that care about you. This adds to a positive school culture. In addition to boost groups, one "fun" evening activity will be planned each month. Students will need to stay off the "No Go" list to participate. Lastly, Southwest students will be afforded the opportunity to play outside after lunch. Going outside is a privilege and only students who are not in lunch detention or ZTZ will be allowed to participate.

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

Students-come to school with a willingness to be taught and respect everyone on campus

Parents-ensuring students are ready to learn each morning and present at school

Administration-set the tone of positivity throughout the campus and hold high expectations for student learning

Teachers- ensure students are aware of the learning targets set for each day and cultivate an environment where kids are celebrated when they reach the target.

Counselor and Social Workers-run effective small groups that allow for students to think through choices, growth mindset and academic needs.