Southwest Middle School

2022-23 Schoolwide Improvement Plan

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Southwest Middle School

2815 EDEN PKWY, Lakeland, FL 33803

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

Demographics

Principal: Jason Looney

Start Date for this Principal: 7/1/2018

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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* Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (41%) 2018-19: C (43%) 2017-18: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](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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2815 EDEN PKWY, Lakeland, FL 33803

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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 6-8	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	69%

School Grades History

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

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

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

School Leadership Team

Membership
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
OLDHAM, SYBILLE	Principal	
Barr, Jeffrey	Assistant Principal	
mathis, kjersten	Instructional Coach	
Hillery, Sheila	Instructional Coach	
Collins, Daisy	School Counselor	
Neilan, Frank	Teacher, K-12	
Lashkajani, Amy	Teacher, K-12	
Eyman, Diana	Teacher, ESE	
Taylor, Paul	Psychologist	
Kirkendoll, Cornell	Assistant Principal	

Demographic Information

Principal start date
Sunday 7/1/2018, Jason Looney

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.*
0

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.*

8

Total number of teacher positions allocated to the school

57

Total number of students enrolled at the school

796

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	258	269	281	0	0	0	0	808
Attendance below 90 percent	0	0	0	0	0	0	77	67	73	0	0	0	0	217
One or more suspensions	0	0	0	0	0	0	75	89	99	0	0	0	0	263
Course failure in ELA	0	0	0	0	0	0	6	7	4	0	0	0	0	17
Course failure in Math	0	0	0	0	0	0	5	2	4	0	0	0	0	11
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	91	65	88	0	0	0	0	244
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	93	56	107	0	0	0	0	256
Number of students with a substantial reading deficiency	0	0	0	0	0	0	232	290	252	0	0	0	0	774
	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	101	127	159	0	0	0	0	387

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	0	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	2	0	4	0	0	0	0	6

Date this data was collected or last updated

Friday 9/9/2022

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

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

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

The number of students identified as retainees:

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

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

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

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

The number of students identified as retainees:

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

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	35%	40%	50%				40%	48%	54%
ELA Learning Gains	41%						49%	52%	54%
ELA Lowest 25th Percentile	35%						34%	48%	47%
Math Achievement	29%	34%	36%				35%	50%	58%
Math Learning Gains	42%						42%	50%	57%
Math Lowest 25th Percentile	50%						40%	48%	51%
Science Achievement	29%	40%	53%				29%	44%	51%
Social Studies Achievement	59%	49%	58%				61%	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
06	2022					
	2019	39%	48%	-9%	54%	-15%
Cohort Comparison						
07	2022					
	2019	35%	42%	-7%	52%	-17%
Cohort Comparison		-39%				
08	2022					
	2019	38%	48%	-10%	56%	-18%
Cohort Comparison		-35%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	35%	47%	-12%	55%	-20%
Cohort Comparison						
07	2022					
	2019	27%	39%	-12%	54%	-27%
Cohort Comparison		-35%				
08	2022					
	2019	19%	35%	-16%	46%	-27%
Cohort Comparison		-27%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	25%	41%	-16%	48%	-23%
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	57%	70%	-13%	71%	-14%

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	59%	50%	9%	61%	-2%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	79%	53%	26%	57%	22%

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	18	29	23	16	41	45	8	27			
ELL	27	47	43	17	46	55	15	44			
BLK	23	32	33	17	34	43	14	42	45		
HSP	31	38	30	26	46	57	31	63	44		
MUL	55	60		41	50						
WHT	45	49	44	39	40	43	43	70	54		
FRL	29	38	32	22	42	50	23	58	44		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	12	27	31	10	18	23	5	27			
ELL	19	39	35	16	14	19		37			
ASN	50	36		50	36						

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
BLK	18	24	28	16	21	26	7	40	20		
HSP	34	43	31	22	21	24	19	49	39		
MUL	36	21		34	25		33	36			
WHT	40	38	23	35	21	33	32	50	54		
FRL	29	33	31	23	20	22	16	46	34		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	20	42	30	19	35	33	19	34	36		
ELL	19	47	46	25	48	53		35			
ASN	55	64		82	83						
BLK	26	36	24	22	31	28	11	40	67		
HSP	38	51	39	31	44	45	14	61	42		
MUL	52	58		28	33						
WHT	51	55	33	48	47	45	52	74	53		
FRL	36	46	33	32	40	37	25	61	44		

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)	TSI
OVERALL Federal Index – All Students	41
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	40
Total Points Earned for the Federal Index	410
Total Components for the Federal Index	10
Percent Tested	97%
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%	3
English Language Learners	
Federal Index - English Language Learners	37

English Language Learners	
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 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	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	52
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	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	47
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	38
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?

The trend over the prior three levels in terms of achievement level demonstrate that a needs improvement area continues to exist in both reading and mathematics.

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

In 2018-2019, 44.2% of our students showed level 3 or greater proficiency in reading. In the most recent segment of data 2021-2022, 32.7% of our student population showed level 3 or greater proficiency in reading.

Additionally, the mathematics numbers for 2018-2019 showed that 35.4% of our students demonstrated proficiency on the FSA. Those numbers declined in 2020-2021 to 25.7% of our students earning a level 3 or greater on the FSA.

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

In the upcoming school year at Southwest Middle School, we will be implementing Corrective Reading and Math 180 in our foundations and intensive reading classrooms to increase their proficiency. Further, we have implemented a new common planning model and assessment design that should encourage more data informed instructional decision-making.

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

Southwest Middle School's achievement rate in 2018-2019 in the social studies civics EOC was at 46.6%. Marked improvement was seen this year in the civics EOC where the students had a 61% achievement rate.

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

The teachers purposefully planned together to increase instructional capacity, and oversight of lessons and assessments were done in an effort to increase achievement levels.

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

Learning in all areas of the campus will be emphasized through a concentrated effort to increase grade-level and benchmark aligned instructional systems.

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 teachers will take part in learning arch training to aid in the deconstruction of the B.E.S.T standards and encourage content is on grade-level and meets the necessary rigor in the development of task.

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

In the 2022-2023 school year several additions to the master schedule, planning, and curriculum adoption are aimed at sustaining the elements where growth is occurring in the social studies. Including, but not limited to, the creation of a new progression plan that includes law studies as a lead into civics and common planning for those teachers.

In terms of Math, our algebra blocking of 8th grade level 3 students is aimed at increasing the achievement rate for those students. Students in that section will have 100 minutes of algebra daily to assist in any remediation that is necessary to increase their potential for passing the test. For our students in on-level math, we have adopted math 180 for remediation.

For ELA the students will also benefit from common planning, increased academic rigor, and the implementation of corrective reading this year.

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

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The adoption of the B.E.S.T benchmarks has made the alignment of instruction and tasks to grade-level curriculum the focal point to achieving student success at Southwest Middle School. In an effort to achieve this goal, the administrative team, coaches, and instructional leads will make increased efforts to provide guidance and feedback to teachers during moments of planning, professional learning, and instructional walkthroughs/observations. The shared purpose is to provide students with an equitable experience in grade-level rigor across the campus and district.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	In providing teacher feedback, the administrative team will conduct standards walk-throughs to give teacher's day-to-day opportunities for growth, and to praise and lift up exemplars at Southwest Middle School. To determine student outcomes in learning teachers will utilize assessments aligned to the benchmarks, and collaborate during common planning to achieve harmony in instruction and assessment. Further, the newly implemented Corrective Reading and Math 180 formats have allowed for even greater accountability in student learning gains that can be used to inform instruction.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The administrative team with conduct inter-rater reliability standards walk throughs to define expectations across the campus as it relates to students being provided with grade-level standards aligned instruction and tasks.
Person responsible for monitoring outcome:	SYBILLE OLDHAM (sybille.oldham@polk-fl.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Whereas the formative offering of the Florida's Assessment of Student Learning (F.A.S.T.) is a direct measure of student mastery of the B.E.S.T benchmarks it is imperative to ensure that our instructional practices are aligned directly to grade-level and standards-based practices.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the	The purpose for selecting this approach is to increase student achievement at our campus. This will be accomplished through common planning, providing students with grade-level instruction, benchmark aligned tasks, and B.E.S.T modeled assessments.

**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.

The Principal creates a vision and mission at Southwest Middle School that is aligned to standards-based learning and instruction based on data analysis from the previous year.

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

The APC designs a master schedule that allows for common planning and assessment development with the teacher, and has disseminated information on the learning arch that can be utilized by the staff in the design of their lessons and modules.

Person Responsible   Jeffrey Barr (jeffrey.barr@polk-fl.net)

Instructional leads and Content-Area Coaches work with the teachers to deconstruct the benchmarks during common planning and offer guidance in the purposeful designing of tasks that are grade-level rigor. The APC audit the lesson plans and tasks.

Person Responsible   Jeffrey Barr (jeffrey.barr@polk-fl.net)

Teachers' proficiency in the implementation of data to inform their instruction is increased through the redesign of the PLC/Common Planning area where data will be warehoused for teachers to reference.

Person Responsible   Jeffrey Barr (jeffrey.barr@polk-fl.net)

Campus walks to ensure teacher's instruction is benchmark aligned and tasks that students are completing are on grade-level.

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

Conversations, coaching, and supporting teachers that need assistance will occur to ensure all faculty are on grade-level throughout the year.

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

Weekly and quarterly review of assessment data to check for areas needing improvement and encourage areas of success.

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

#2. Positive Culture and Environment specifically relating to Reduction in Discipline Incidents

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Student achievement and attendance are crucially linked. In an effort to continuously improve the school's learning gains and achievement rates, students attendance must improve. One of the controllable ways in which we can ensure student attendance is the reduction of short and long-term out-of-school suspensions. Numerous interventions can be employed to achieve this end including: implementation of an in-school-suspension designee for infractions that otherwise may be deemed out-of-school suspension, work details, Positive Behavior Interventions, and success coach check-ins.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The 2021-22 data on students at Southwest Middle School that received out-of-school suspension days indicated that 1,751 days of instruction were lost due to students behavior that was a deemed a violation of the student code of conduct. In the 2022-23 school year, a reduction of 10% in days of out-of-school suspension is the goal. In sum, the school would gain an added 350 days of instructional time with students throughout the school.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Assistant Principal of Administration and the Discipline team will regularly analyze the data and trends on the number of days and infractions that are receiving out-of-school suspension.
Person responsible for monitoring outcome:	Cornell Kirkendoll (cornell.kirkendoll@polk-fl.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy to outline this goal is derived from Hacking School Discipline: 9 Ways to Create a Culture of Empathy & Responsibility Using Restorative Justice. The overarching tenant of the book is that suspensions are not a means to an end to improve campus morale or even to improve discipline outcomes on a campus. The strategies detailed in the book focus on restorative solutions to discipline and underscores that importance of studying the causes of the students actions collaboratively to find lasting solutions to their improper decision-making.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	The maximization of student time with their teacher engaging in grade-level aligned instructional tasks is the paramount objective and rationale for employing this strategy. As a guide, the administrative team and the PBIS team will analyze the lessons of Hacking School Discipline: 9 Ways to Create a Culture of Empathy & Responsibility Using Restorative Justice to find ways in which the concepts of the book can improve student outcomes at Southwest Middle School.

Describe the resources/ criteria used for selecting this strategy.

Collaborate with the administrative team on the vision for the school's climate in the 2022-23 school year. In this collaboration session, the administrative team should achieve consensus on what the measurable outcomes of our students should be in terms of reduction of discipline incidents. Data and anecdotal remembrances of ways in which improvement over the previous year should be shared-out during this meeting to inform decision making and guide the discussion.

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

Revision of the campus discipline guide and campus operations manual should be completed to ensure that the progressions of discipline are being followed accurately. Furthermore, the implementation of In-School-Suspension should be noted as a step that ensures students are present on campus and still able to engage in academics.

Person Responsible   Cornell Kirkendoll (cornell.kirkendoll@polk-fl.net)

Meetings with parents prior to the beginning of school year have been scheduled with students that were on behavioral agreements in the 2021-2022 school year. In these meetings the parents, student and administrators will discuss ways in which the upcoming school year can have increased success.

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

Student pull-outs for lunch and learns will be utilized monthly for students that are having difficulty with rules and incidents of behavior in the classroom. These students will receive mentorship, grade checks, and space to learn new skills.

Person Responsible   Jeffrey Barr (jeffrey.barr@polk-fl.net)

Weekly, monthly, and semester PBIS rewards will be designed and utilized with fidelity to ensure students know that positive actions and behaviors are achievable and encouraged on campus.

Person Responsible   Cornell Kirkendoll (cornell.kirkendoll@polk-fl.net)

Weekly meetings with the administrative team on operational outcomes, PBIS initiative, and the analysis of data as it related to RtD and out-of-school suspension data.

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

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring

N/A

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.

In this upcoming school year, the administrative team and staff are dedicated to providing an environment where students are able to see rewards for academic progress as well as positive behavior and decision making. To this end, regular PBIS rewards are to be implemented at regular intervals and are an inspiration for increasing the rates of attendance, lowering incidences of referrals, and maintaining passing grades. Ideas to be implemented include privileges at lunch to be able to eat in the courtyard, earning free dress days, and field days. As the year progresses and students begin to respond to these initiatives, it will become more apparent as to which incentives program has the largest impact on student behavior. The PBIS team composed of teachers, coaches, guidance counselors, and administrators, meet weekly to analyze trends in campus climate using discipline data on Focus as well as RtD.

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

Every staff member on our campus has a distinct role in promoting a positive school culture and environment. Achievement in reading and math should be celebrated and encouraged to continue to motivate progress and efforts.

Administration's role in promoting a positive school culture and environment includes collecting the data on school incidents and climate surveys of the faculty and staff. Additionally, the administration must be the consistent encouragement to the members of the PBIS team and an active participant in the thought processes to design systems that motivate students.

Teachers and Staff role in the positive school culture and climate includes having a growth mindset to the ideas brought about by the efforts of the PBIS team. As many ideas require buy-in to show progress, it is ever important that the teachers and staff work to see the idea through to fruition. Additionally, the teachers need to feel comfortable in sharing out any and all ideas that may be beneficial to improving outcomes for the school.

Volunteers and Community Partnerships are also important as the school will have economic encumbrances if large scaled rewards programs are shouldered only by the school. It will be imperative that continued efforts are made to garner more supports and donations of time and resources to Southwest Middle School.