Southwood Middle School

2022-23 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: 6/22/2015

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	66%
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: A (71%) 2018-19: A (68%) 2017-18: A (67%)
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 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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	66%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

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

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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
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
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. The Assistant Principal assist in the implementation of the Principal's vision to use data-based decision making; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation; and ensures adequate professional development to support teachers.
Ramirez, Rita	Other	The activities and athletics director 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.
Cruz, Suzette	Teacher, K-12	The English Language Arts Department Chair provides instructional leadership and enhances articulation regarding curriculum alignment with standards. She facilitates the development and use of common assessments in order to determine instructional strategies that will most effectively meet the needs of students.
Capo, Joyia	Teacher, K-12	The Mathematics Department Chair provides instructional leadership and enhances articulation regarding curriculum alignment with standards. She facilitates the development and use of common assessments in order to determine instructional strategies that will most effectively meet the needs of students.
Dunbar, Rachel	Teacher, K-12	The Science Department Chair provides instructional leadership and enhances articulation regarding curriculum alignment with standards. She facilitates the development and use of common assessments in order to determine instructional strategies that will most effectively meet the needs of students.
Belisle, Jacqueline	Teacher, K-12	The Social Studies Department Chair provides instructional leadership and enhances articulation regarding curriculum alignment with standards. She facilitates the development and use of common assessments in order to

Name	Position Title	Job Duties and Responsibilities
		determine instructional strategies that will most effectively meet the needs of students.
Jacquette, Gail	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.
Jaile, Kristen	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. The Assistant Principal assist in the implementation of the Principal's vision to use data-based decision making; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation; and ensures adequate professional development to support teachers.

Demographic Information

Principal start date
Monday 6/22/2015, Raul Garcia F

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.*
6

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.*
20

Total number of teacher positions allocated to the school
46

Total number of students enrolled at the school
1,104

Identify the number of instructional staff who left the school during the 2021-22 school year.
6

Identify the number of instructional staff who joined the school during the 2022-23 school year.
7

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	346	382	394	0	0	0	0	1122
Attendance below 90 percent	0	0	0	0	0	0	21	66	85	0	0	0	0	172
One or more suspensions	0	0	0	0	0	0	4	42	84	0	0	0	0	130
Course failure in ELA	0	0	0	0	0	0	12	10	13	0	0	0	0	35
Course failure in Math	0	0	0	0	0	0	22	30	24	0	0	0	0	76
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	36	48	67	0	0	0	0	151
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	45	83	76	0	0	0	0	204
Number of students with a substantial reading deficiency	0	0	0	0	0	0	44	76	98	0	0	0	0	218
	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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	43	80	120	0	0	0	0	243

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

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

Date this data was collected or last updated

Wednesday 8/31/2022

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	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

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	352	386	378	0	0	0	0	1116
Attendance below 90 percent	0	0	0	0	0	0	62	83	67	0	0	0	0	212
One or more suspensions	0	0	0	0	0	0	34	60	46	0	0	0	0	140
Course failure in ELA	0	0	0	0	0	0	9	10	15	0	0	0	0	34
Course failure in Math	0	0	0	0	0	0	31	19	37	0	0	0	0	87
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	45	58	67	0	0	0	0	170
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	76	64	72	0	0	0	0	212
Number of students with a substantial reading deficiency	0	0	0	0	0	0	76	95	101	0	0	0	0	272
	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	74	101	90	0	0	0	0	265

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	5	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	5	5	2	0	0	0	0	12

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	73%	55%	50%				75%	58%	54%
ELA Learning Gains	68%						65%	58%	54%
ELA Lowest 25th Percentile	58%						53%	52%	47%
Math Achievement	68%	43%	36%				74%	58%	58%
Math Learning Gains	73%						65%	56%	57%
Math Lowest 25th Percentile	60%						46%	54%	51%
Science Achievement	65%	54%	53%				74%	52%	51%
Social Studies Achievement	84%	64%	58%				81%	74%	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	69%	58%	11%	54%	15%
Cohort Comparison						
07	2022					
	2019	72%	56%	16%	52%	20%
Cohort Comparison		-69%				
08	2022					
	2019	79%	60%	19%	56%	23%
Cohort Comparison		-72%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	71%	58%	13%	55%	16%
Cohort Comparison						
07	2022					
	2019	72%	53%	19%	54%	18%
Cohort Comparison		-71%				
08	2022					
	2019	39%	40%	-1%	46%	-7%
Cohort Comparison		-72%				

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	71%	43%	28%	48%	23%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	68%	32%	67%	33%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	80%	73%	7%	71%	9%

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	94%	63%	31%	61%	33%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	54%	46%	57%	43%

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	32	51	48	22	53	45	13	53			
ELL	54	54	50	56	75	76	27	71	64		
ASN	83	81		87	81		83		100		
BLK	42	59	49	38	59	46	41	61	81		
HSP	76	68	65	71	76	69	65	88	85		
MUL	100			90							
WHT	92	74	62	87	80	68	90	100	96		
FRL	62	65	58	55	68	55	52	77	77		
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		

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
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		
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		

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	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	39
Total Points Earned for the Federal Index	676
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	57
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	86
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	70
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	95
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	83
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	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

Using the findings from the 2019 FSA data, the three year trend data showed an increase in lower quartile student gains in ELA by 5 percentage points, Math by 14 percentage points and in Civics proficiency by 3 percentage points. Furthermore, the acceleration rate increased by 7 percentage points. According to the 2022 FSA data, the data showed a decrease in student proficiency in ELA by 2 percentage points, Math by 6 percentage points, Science by 9 percentage points.

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

Using the findings from the 2022 FSA data, students in the ESE subgroup in both Reading and Math demonstrated the greatest need for improvement. Students in the ESE subgroup in 6th grade (13% proficiency) and 7th grade (23% proficiency) 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 2022 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 2022 state assessments, showed the most improvement?

Using the findings from the 2022 FSA data, Math Learning Gains increased by 38 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 monitor 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 areas and student subgroups.

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 Student Engagement	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	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 2022 FSA data, the data showed a decrease in student proficiency in ELA by 2 percentage points, Math by 6 percentage points, Science by 9 percentage points in comparison to pre-COVID data.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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 14, 2022.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	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: **Describe the evidence-based strategy being implemented for this Area of Focus.**	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 gradual release model for activities that will provide students with opportunities to work on authentic work using higher order thinking activities.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Engaging students in higher order thinking activities through hands on student authentic work to engage all students effectively by October 14, 2022. As a result, there will be an increase of 5% in Reading and Math proficiency from AP1 to AP2.

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.

8/22/22-10/14/22- Conduct weekly grade-level and content areas collaborative meetings to discuss assessment data and best practices. As a result of these meetings, the analysis of student data will demonstrate strategic planning as evidenced in the teachers' lesson plans and explicit instruction.

Person Responsible Raul Garcia (pr6861@dadeschools.net)

8/22/22-10/14/22- Analyze periodic assessments at the end of units/topics, which effectively target each benchmark and gauge understanding. As a result of the analysis of the topic or mini assessment data, it will be placed on an easy-to-access platform, such as an Excel spreadsheet or One Drive for teachers to monitor daily.

Person Responsible   Daniel Alvarez (daalvarez@dadeschools.net)

8/22/22-10/14/22- Use daily class warm-ups and/or exit slip questions to ensure understanding of the standard. As a result of the daily class warm-ups and/or exit slips, student journals/binders will contain standard-aligned questions, students' answers, and effective feedback.

Person Responsible   Joyia Capo (jscapo@dadeschools.net)

8/22/22-10/14/22- Use of the 2022 FSA data and i-Ready Diagnostics each quarter to effectively group students during the lesson. The analysis of data will be evidenced by data charts that show utilization of data and the modifying of student grouping and strategic seating.

Person Responsible   Suzette Cruz (scruzlopez@dadeschools.net)

10/31/22-12/16/22- 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)

10/31/22-12/16/22- 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. 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.	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. During the 2022-2023 school year, teachers will use small differentiated learning groups and ongoing progress monitoring in accordance with the Florida Continuous Improvement Model to facilitate student gains. Students with disabilities was the only subgroup below 41% at 40% proficiency on the FSA.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Student learning outcomes will be monitored with the implementation of the progress monitoring tool such as iReady and then shared with the teachers to improve student deficiencies. The grade level target on the Assessment Period AP3 iReady Diagnostic is 40% or more of students with disabilities by May 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Progress monitoring tools 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: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	After review of iReady data, we noticed that our 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

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.

8/22/22-10/14/22- Collaborative planning once a week so that teachers can discuss content covered, student work samples, discuss pacing, and share best practices. Evidence of cross-curricular planning, the use of data, rigorous activities, best practices, and lesson plans that support the Florida BEST Standards.

Person Responsible   Joyia Capo (jscapo@dadeschools.net)

8/22/22-10/14/22- 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. 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)

8/22/22-10/14/22- Weekly mentoring programs for students with disabilities/at-risk students to help improve their achievement. 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   Golnaz Sami (gsami@dadeschools.net)

8/22/22-10/14/22- Teachers will use daily data-driven instruction by analyzing data, adapting assignments, and creating small strategic groups to ensure opportunities for student success. Data-driven instruction will be evidenced by teacher artifacts, such as lesson plans, grouping charts, and expect an increase in student success.

Person Responsible   Suzette Cruz (scruzlopez@dadeschools.net)

10/31/22-12/16/22- 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   Suzette Cruz (scruzlopez@dadeschools.net)

10/31/22-12/16/22- During the collaborative common planning, math teachers will collaborate and plan for FSA type problems where students learn how math 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. Transformational Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the question "School personnel work together as a team" from the School Climate survey comparing from (89%) 2020-21 and (78%) 2021-22. There was a noticeable decrease of 11%, which we want to use the Targeted Element of the Instructional Leadership Team to address the decrease. 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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% by May 25, 2022.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Developing and including the staff to share leadership will assist in integrating the talents of teachers within the building to carry out the vision, the mission, and problem solve any issues that exist. Throughout this process the Leadership Team will create buy in and bring creative and innovative solutions to the forefront.

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.

8/22/22-10/14/22- A School 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. The successful implementation of this step 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 safe learning environment.

Person Responsible Gail Jacquette (gjacquette@dadeschools.net)

8/22/22-10/14/22- 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 such as Schoology. 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.

Person Responsible Sohpia Duplessis (sduplessis@dadeschools.net)

8/22/22-10/14/22- A School Cyber Safety 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. 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 Vanessa Abanto (vabanto@dadeschools.net)

8/22/22-10/14/22- A School Attendance Committee will meet monthly and provide an opportunity for faculty and staff to feel empowered and also create and implement school wide attendance initiatives. 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	Golnaz Sami (gsami@dadeschools.net)

10/31/22-12/16/22- 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	Raul Garcia (pr6861@dadeschools.net)

10/31/22-12/16/22- 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. Positive Culture and Environment specifically relating to Positive Behavior Intervention and Support	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the data review from District/Tiered Disciplinary Comparison, as a school we had 13% of students receiving referrals compared to other Tier 1 Schools with only 10%, that is a 3% difference. 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 Lowest 25% 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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 by 4 percentage points by June 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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 get incentivized such as field trips, invited to special events, and more. 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: Describe the evidence-	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.

based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this 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

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.

8/22/22-10/14/22- Use a Positive Behavior Support (PBS) system in order to promote prosocial behavior throughout the school on a daily basis. Those students showing positive behavior such as doing the right thing, helping others, preventing altercations will be monitored and recognized on social media, school website, displayed on TV's, and announced over our school PA system. We expect a reduction of disciplinary cases by highlighting the positive interactions students have with each other.

Person Responsible Golnaz Sami (gsami@dadeschools.net)

8/22/22-10/14/22- 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 Golnaz Sami (gsami@dadeschools.net)

8/22/22-10/14/22- A student weekly incentive program will be established, such as Superstar Student of the Week campaign which will recognize one student for their outstanding performance in the classroom. Utilize motivational incentives for random acts of kindness and reward students doing the right thing and help increase student achievement and participation in class since the teacher will be nominating them.

Person Responsible Daniel Alvarez (daalvarez@dadeschools.net)

8/22/22-10/14/22- Implement monthly classroom management strategies designed to help teachers with Social-Emotional Learning (SEL) and infuse it in the students' curriculum. 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)

10/31/22-12/16/22- 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	Raul Garcia (pr6861@dadeschools.net)

10/31/22-12/16/22- 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)

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.

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 school culture and environment.

The schools leadership team comprising of Mr. Raul Garcia, Principal; Mr. Daniel Alvarez, Assistant Principal; Ms. Gail Jacquette, Magnet Lead Teacher; and Mrs. Rita Ramirez, Activities/Athletics Director

alongside the School Counselors and Department Chairpersons work together to promote a positive school culture. The school's PTSA works closely with the school's 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 regarding 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.