

Brevard Public Schools

Southwest Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Southwest Middle School

451 ELDRON BLVD SE, Palm Bay, FL 32909

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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 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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
DeLaughter, Jasmine	Principal	Lead all adults in creating a school culture that accentuates a student-centered learning environment. Celebrates student and teacher achievements and fosters positive youth mental health.
Postlethweight, Brittany	Assistant Principal	Lead all adults in creating a school culture that accentuates a student-centered learning environment. Celebrates student and teacher achievements and fosters positive youth mental health.
Rivera, Melissa	Dean	Lead all adults in creating a school culture that accentuates a student-centered learning environment. Celebrates student and teacher achievements and fosters positive youth mental health.
Shanosky, Matthew	Other	Lead all adults in creating a school culture that accentuates a student-centered learning environment. Celebrates student and teacher achievements and fosters positive youth mental health.
Rockstraw, Colleen	School Counselor	Ensure each student is accurately scheduled to ensure their academic success and assist in individual mental health needs.
Watkins, Lara	Instructional Coach	Assist teachers with integrating literacy strategies that elevate student academic success in each discipline.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

This SIP process involves all stakeholders by sharing the data with all. The SAC committee (last year and this year) are given a copy of our achievement data with clear areas of concern. Teachers and parents are given the same data through pre-planning and newsletter notifications. Focus areas are determined as a team and are shared throughout the school. Additionally, each year parent, teacher, and student surveys are reviewed for areas where conditions affecting school culture could be improved.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The MATH/ELA FAST test will be given three times a year. Each time it is given, the results will take us back to the work we decided to focus on through our SIP. We will then analyze the results, our approach and make adjustments as needed.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	55%
2022-23 Economically Disadvantaged (FRL) Rate	93%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C

	2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	0	56	39	95
One or more suspensions	0	0	0	0	0	0	0	21	24	45
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	31	69	100
Course failure in Math	0	0	0	0	0	0	0	17	53	70
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	101	122	223
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	90	117	207
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	101	122	223

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	59	94	153

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	5	3	8
Students retained two or more times	0	0	0	0	0	0	0	12	8	20

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	123	101	224	
One or more suspensions	0	0	0	0	0	0	0	87	144	231	
Course failure in ELA	0	0	0	0	0	0	0	26	66	92	
Course failure in Math	0	0	0	0	0	0	0	22	42	64	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	87	124	211	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	93	130	223	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	0	82	116	198	

The number of students identified retained:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Retained Students: Current Year	0	0	0	0	0	0	0	27	56	83	
Students retained two or more times	0	0	0	0	0	0	0	20	33	53	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	123	101	224	
One or more suspensions	0	0	0	0	0	0	0	87	144	231	
Course failure in ELA	0	0	0	0	0	0	0	26	66	92	
Course failure in Math	0	0	0	0	0	0	0	22	42	64	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	87	124	211	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	93	130	223	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	0	82	116	198	

The number of students identified retained:

Indicator	Grade Level								Total	
	K	1	2	3	4	5	6	7		8
Retained Students: Current Year	0	0	0	0	0	0	0	27	56	83
Students retained two or more times	0	0	0	0	0	0	0	20	33	53

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	39	51	49	40	50	50	39		
ELA Learning Gains				35			36		
ELA Lowest 25th Percentile				30			25		
Math Achievement*	38	55	56	41	33	36	40		
Math Learning Gains				43			31		
Math Lowest 25th Percentile				39			28		
Science Achievement*	32	47	49	35	53	53	34		
Social Studies Achievement*	50	67	68	60	48	58	55		
Middle School Acceleration	61	69	73	72	36	49	63		
Graduation Rate					48	49			
College and Career Acceleration					71	70			
ELP Progress	37	47	40	37	72	76	48		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	257
Total Components for the Federal Index	6
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	432
Total Components for the Federal Index	10
Percent Tested	96
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	18	Yes	4	2
ELL	28	Yes	4	1
AMI				
ASN	60			
BLK	39	Yes	2	
HSP	42			
MUL	44			
PAC				
WHT	46			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	38	Yes	2	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	26	Yes	3	1
ELL	37	Yes	3	
AMI				
ASN				
BLK	38	Yes	1	
HSP	45			
MUL	44			
PAC				
WHT	46			
FRL	40	Yes	1	

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	39			38			32	50	61			37
SWD	15			17			14	25			4	
ELL	26			29			7	39			5	37
AMI												
ASN	70			50							2	
BLK	31			28			25	42	63		6	45
HSP	41			38			32	56	53		6	29
MUL	41			38			33	54	56		5	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	42			42			34	50	63		5	
FRL	34			31			27	44	54		6	36

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	40	35	30	41	43	39	35	60	72			37
SWD	15	37	35	15	29	27	18	26				36
ELL	29	36	22	33	42	38	26	41	68			37
AMI												
ASN												
BLK	34	33	20	31	38	39	20	60	65			
HSP	40	41	33	43	45	40	38	48	82			38
MUL	44	31	15	42	45	43	44	57	71			
PAC												
WHT	42	35	37	44	44	39	40	66	70			
FRL	36	34	27	37	40	37	32	55	67			33

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	39	36	25	40	31	28	34	55	63			48
SWD	13	19	22	13	26	31	14	34	14			
ELL	22	36	36	30	25	29	11	38				48
AMI												
ASN												
BLK	30	28	19	29	26	20	21	45	53			
HSP	42	40	26	38	32	39	25	48	59			52
MUL	46	38	21	41	25	28	41	53	62			
PAC												
WHT	41	36	28	46	34	29	43	62	66			
FRL	35	35	25	35	31	29	25	52	54			44

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	37%	53%	-16%	47%	-10%
08	2023 - Spring	37%	52%	-15%	47%	-10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	32%	58%	-26%	48%	-16%
08	2023 - Spring	23%	38%	-15%	55%	-32%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	29%	48%	-19%	44%	-15%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	64%	51%	13%	50%	14%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	91%	50%	41%	48%	43%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	48%	69%	-21%	66%	-18%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

23% of 8th graders tested scored proficient in math. This has been a trend for the past two years. In 2021-2122 the percentage of percentage 8th graders was 22%. Some of the contributing factors to this decline were student behaviors in math courses. The students scheduled in 8th grade pre-algebra are level 1 and 2 students who need strong classroom management, ESE teaching strategies and increased math vocabulary instruction.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Two areas at Southwest were tied for the greatest decline which was ten percentage points. Those areas were Algebra 1 EOC pass rate (which went from 74% to 64%) and the Civics EOC (which went from 58% to 48%).

Algebra Analysis:

Due to our low 8th grade pre-algebra percentage, it would seem that math placement needs to be addressed at Southwest. If 8th graders are appropriately placed both pre-algebra and algebra scores should increase. It is clear that some students were not prepared for the rigor of algebra 1 in middle school.

Civics:

Deeper analysis of the civics scores shares two contributing factors. First, a teacher analysis revealed that one teacher had a significant number of students who did not pass the Civics EOC. That teacher no longer teaches at Southwest. Second, the literacy skills needed to access most Civics based questions (vocabulary and cause and effect) need to be explicitly taught at Southwest.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

7th grade math at the state level scored 58% proficient. Southwest's 7th grade math scored at 32% proficient. That is a difference of 26 points. Math as a whole (outside of geometry) took some deep dives at southwest. Factors that contributed to this dive are lack of instructional personnel, math placement, ESE math instructional strategies and use of data to inform and enhance instruction.

Which data component showed the most improvement? What new actions did your school take in this area?

Geometry proficiency increased this year from 90% to 91%. One teacher owns the entire score, and she did much work with student centered learning environments and frequent assessment of student skills.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

None of the EWS data from part 1 {NOTE - EWS DATA IS PULLED FROM FOCUS - NOT YET ENTERED IN PART 1]captures the scores from 2022-2023. However, the areas of concern are the literacy and math scores of our ESE and Black subgroups. EWS data shows a high number of level 1's in ELA and MATH in 7th and 8th grade.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Highest Priorities for Southwest Middle School this year are as follows: [NOTE TO JASMINE: MAKE SURE WHAT IS LISTED HERE MATCHES ALL AREAS OF FOCUS IN NEXT SECTION.]

1. Literacy skills for ALL. Our scores show a lack of our students to summarize and understand the components of fiction and non-fiction text.
2. Math skills for ALL: Our scores share huge gaps in number sense for all students.
3. Science education for ALL: Our scores share a huge gap in the nature of science strand.
4. ESE instruction needs to truly capture the needs of our SPECIFIC kiddos.
5. Monitoring and support for all ESSA subgroups performing under Federal Index of 41
6. Positive School Culture

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This year Southwest Middle School has implemented true MESH teaming to enhance positive culture for students and teachers. MESH teachers have not only been given the same students, they also share a common planning period in an effort to ensure they have time to collectively create a positive team culture in their classrooms, expectations, accountability and celebrations.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

-We plan to have 3 team based academic award ceremonies throughout the year (one each nine weeks). This will allow teams to celebrate kids who have shown academic and behavioral success.

-Teachers are required and given time to make 4 parent phone calls per week to assist in communicating with parents on the positive and negative items for students on their team

-Teams are encouraged to hold team conferences with students that are struggling with all four MESH class content and behavioral expectations.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Deans will monitor team meeting minutes

Team leaders will meet with Principal each nine weeks to express ideas, feedback and team needs.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The Southwest version of PBIS will be implemented. It values experiences over token items purchased.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Ensuring students have the opportunity daily to display behavior that earns them recess time and monthly "best behaved bronco bashes" will allow them to hold each other accountable for schoolwide behavior

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

SWMS has four subgroups performing below the FDOE Federal Index of 41. The Federal Index is an average of all cells in the school grade formula combined with ELL WIDA proficiency.

The following subgroups are underperforming:

- Students with Disabilities (SWD): Federal Index of 26 (below 41 for 3 consecutive years)
- English Language Learners (ELL): Federal Index of 37 (below 41 for 3 consecutive years)
- Black/African American: Federal Index of 38 (below 41 for 1 year)
- Free and Reduced Lunch (FRL) Federal Index of 40 (below 41 for 1 year)

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By EOY 23-24:

The following subgroups will improve their overall Federal Index score to 41 or higher.

- Students with Disabilities (SWD): Federal Index of 41
- English Language Learners (ELL): Federal Index of 41
- Black/African American: Federal Index of 41
- Free and Reduced Lunch (FRL) Federal Index of 41

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

MONITORING FOR IMPLEMENTATION OF SIP:

Classroom walkthroughs examining the educational experience of students in underperforming subgroups.

MONITORING FOR IMPACT OF SIP:

- ELA PROFICIENCY using FAST PM1, PM2 AND PM3 data
- MATH PROFICIENCY using FAST PM1, PM2 AND PM3 data
- Common Assessments
- Attendance and Behavior will also be monitored quarterly to make sure these are not barriers to academic success.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Student/Adult Connections

Zero Tolerance Zone

Vocabulary Instruction across the Curriculum: <https://www.texasldcenter.org/teachers-corner/five-research-based-ways-to-teach-vocabulary>

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Southwest students of ALL UNDERPERFORMING SUBGROUPS 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. In pursuit of this end, Bronco Boost Groups and ZTZ were created.

Summarization and text annotation have a .79 and .63 effect size (respectively) based on John Hattie's research in "Visible Learning for Literacy". He asserts that "guided annotation of text, including underlining, circling, and making margin notes, can improve student understanding of new knowledge, and builds the capacity of students to better engage in study skills." Southwest has adopted these two strategies as our focus for this school year. Our literacy team met over the summer and created the Bronco Annotation guide. It was rolled out to all teachers during pre-planning and each team was given the responsibility to ensure that their students were annotating at least twice in one week. Summarization strategies are embedded with the Bronco Annotation guide and a copy is placed in each nine-week planner.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

SUPPORTS TO SUPPORT ACADEMIC SUCCESS OF SWD:

1. Ensure ESE students are scheduled and matched with appropriate teachers.
2. BRONCO BOOST
3. Summarization and Text Annotation will be taught school wide.
4. Push-in teachers and Gen ed teachers 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.

Person Responsible: Jasmine DeLaughter (delaughter.jasmine@brevardschools.org)

By When: ONGOING

SUPPORTS TO SUPPORT ACADEMIC SUCCESS OF ELLS:

1. Teachers will plan ELL strategies for all content areas.
2. Vocabulary instruction

Person Responsible: Brittany Postlethweight (postlethweight.brittany@brevardschools.org)

By When: ONGOING

SUPPORTS TO SUPPORT ACADEMIC SUCCESS OF BLACK/AFRICAN AMERICAN:

1. Vocabulary instruction

Person Responsible: [no one identified]

By When: ONGOING

#3. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ELA: 7th grade - 37% were proficient based on FAST [district average 53%]
 8th grade - 37% were proficient based on FAST [district average 52%]

MATH: 23% of 8th graders tested scored proficient in math. This has been a trend for the past two years. In 2021-2122 the percentage of percentage 8th graders was 22% (district average 38). Some of the contributing factors to this decline were student behaviors in math courses. The students scheduled in 8th grade pre-algebra are level 1 and 2 students who need strong classroom management, ESE teaching strategies and increased math vocabulary instruction.

SCIENCE: 29% of 8th graders were proficient (DISTRICT AVERAGE 48%) Science education for ALL: Our scores share a huge gap in the nature of science strand.

CIVICS: Civics scores have been below state and district averages. First, a teacher analysis revealed that one teacher had a significant number of students who did not pass the Civics EOC. That teacher no longer teaches at Southwest. Second, the literacy skills needed to access most Civics based questions (vocabulary and cause and effect) need to be explicitly taught at Southwest. 48% proficiency rate SY23 [district average 69)

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Percent of students scoring at or above proficiency will increase by EOY 2023-2024:

ELA:

7TH GRADE - 50%

8TH GRADE - 50%

MATH:

7TH GRADE - XX%

8TH GRADE - XX%

ALG1 - XX%

SCIENCE:

8TH GRADE - 50%

CIVICS:

7TH GRADE: 60%

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

MONITORED FOR IMPLEMENTATION OF SIP:

Classroom walkthroughs

MONITORING FOR IMPACT OF SIP:

ELA PROFICIENCY using FAST PM1, PM2 AND PM3 data

MATH PROFICIENCY using FAST PM1, PM2 AND PM3 data

Common Assessments

Attendance and Behavior will also be monitored quarterly to make sure these are not barriers to academic success.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Summarization and text annotation have a .79 and .63 effect size (respectively) based on John Hattie's research in "Visible Learning for Literacy". He asserts that "guided annotation of text, including underlining, circling, and making margin notes, can improve student understanding of new knowledge, and builds the capacity of students to better engage in study skills." Southwest has adopted these two strategies as our focus for this school year. Our literacy team met over the summer and created the Bronco Annotation guide. It was rolled out to all teachers during pre-planning and each team was given the responsibility to ensure that their students were annotating at least twice in one week. Summarization strategies are embedded with the Bronco Annotation guide and a copy is placed in each nine-week planner.

PLCs: Evidence suggests that teachers' work within successful PLCs improves instruction which may lead to improved student achievement (Lomos et al., 2011; Jones et al., 2013) and contribute to the effectiveness of schools (Louis et al., 2010; Hofman et al., 2015).

Student data chats will be conducted after each testing season to ensure students and teachers have a grasp on what still needs to be taught or reviewed for growth.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

<https://www.texasldcenter.org/teachers-corner/five-research-based-ways-to-teach-vocabulary>

SWMS students lack background vocabulary.

What Research Says About Effective Vocabulary Instruction

----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.

----Vocabulary should be taught schoolwide and across all subject areas. Each subject has a unique set of vocabulary terms, and students need to know their meanings and how to use them in various contexts.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Text Annotation and Summarization follow through and feedback Professional Development will be on going through weekly faculty meetings that are differentiated by subject area.

Person Responsible: Jasmine DeLaughter (delaughter.jasmine@brevardschools.org)

By When: ONGOING

ACTION STEPS FOR ELA (ACROSS ALL CONTENT AREAS:

1. PD Text Annotation and Summarization Skills
2. 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.
3. PLC'S

Person Responsible: Brittany Postlethweight (postlethweight.brittany@brevardschools.org)

By When: WITH LITERACY COACH ONGOING

ACTION STEPS FOR MATH:

The students scheduled in 8th grade pre-algebra are level 1 and 2 students who need strong classroom management, ESE teaching strategies and increased math vocabulary instruction.

2. Math problem annotation strategies will be implemented.
3. student centered learning environments and frequent assessment of student skills.
4. 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.

Person Responsible: Brittany Postlethweight (postlethweight.brittany@brevardschools.org)

By When: ONGOING

ACTION STEPS FOR CIVICS:

1. the literacy skills needed to access most Civics based questions (vocabulary and cause and effect) need to be explicitly taught at Southwest.
2. Text Annotation and Summarization strategies will be used taught and used at all faculty meetings throughout the school year.
3. 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.

Person Responsible: Brittany Postlethweight (postlethweight.brittany@brevardschools.org)

By When: ONGOING

ACTION STEPS FOR SCIENCE:

1. Our scores share a huge gap in the nature of science strand. More labs and lab reports will assist our students in growth for this area.
2. Science notebooks will include vocabulary, text annotation, summarization and claim evidence and reasoning inquiry writing.
3. Science vocabulary - explicit instruction with pictures, anchor charts and word walls for ESE/ELL students.

Person Responsible: Brittany Postlethweight (postlethweight.brittany@brevardschools.org)

By When: ONGOING

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Southwest's leadership team meets at the start of the school year to review the master schedule, personnel and personnel schedules, instructional materials, and technology resources to ensure alignment with needs of IEP's and Gen Ed Students. The schedule of both ESE and GenEd teachers are aligned and maximized to ensure students get the highest quality of support. This includes scheduling for collaborative planning, core instruction, intervention and time on technology with support programs.

Additionally, the following things are also aligned to support all students.

CLASS SIZE: To impact SWMS's math achievement, class size in ALG 1 classes is kept to less than 16 students.

ZERO TOLERANCE ZONE/BRONCO BOOST: 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, mental health 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. Time before school and during lunch are strategically used for students (including all underperforming subgroups) to be notified about and complete missing or incomplete assignments. Available teachers and instructional assistants are matched with available times to assist, coach and mentor students.

PERSONNEL: This year Southwest Middle School has implemented true MESH teaming to enhance positive culture for students and teachers. MESH teachers have not only been given the same students, they also share a common planning period in an effort to ensure they have time to collectively create a positive team culture in their classrooms, expectations, accountability and celebrations.

DISTRICT RESOURCE TEACHERS/CONTENT SPECIALIST – Content resource teachers are available to support corresponding content areas.

ACADEMIC TUTORING: A robust tutoring schedule with team tutor days and times has been implemented. Southwest has also implemented Saturday school utilizing ASP funds. Students will be able to attend Saturday School to receive extra academic support.

VOLUNTEERS -Parent involvement is imperative for positive culture at school as they are the primary force with their students. Being actively involved with the school whether it be through SAC or volunteering will greatly help promote our vision for /Southwest Middle School. Parents have the opportunity to complete the parent survey each Spring providing input specifically relating to the school and district. The information is reviewed and considered when planning for SY24. In addition, the administration team regularly shares school-wide data in relation to the school improvement plan with the School Advisory Council. Stakeholders are able to seek further clarification, provide feedback, engage in problem solving dialog.