

Brevard Public Schools School Improvement Plan 2018-2019

Superintendent:

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Asst. Supt. of Leading and Learning:

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Principal Supervisor:

Sherri Bowman

Name of School:

Southwest Middle School

Principal:

Mr. Ronald Shaw

SAC Chairperson:

Ralph Vacca

School Grade History	2017-18: C	2016-17: C	2016-15: C
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Connections to District Strategic Plan

Obj.L1. Protect instructional time
Obj.L2 Support educator effectiveness and build capacity of teachers to improve student outcomes and close achievement gaps
Obj.L4: Provide equitable support for every student's social-emotional development
Obj.L6. Build principal capacity to develop and spread highly effective instructional practices

Mission Statement:

Cultivate a safe, supportive, and collaborative environment where students accept challenges, become critical thinkers, and apply skill sets and strategies to reflect on how they can improve our community.

Vision Statement:

Empowering each student to emerge as an independent learner and a responsible citizen.

Stakeholder Involvement in School Improvement Planning:

Briefly explain how stakeholders are involved in the development, review, and communication of the SIP.

Our School Improvement Plan (SIP) is developed following an analysis of previous plans, current achievement data, input from teacher leaders, parents, and the SAC committee. Teachers have an opportunity to discuss and analyze the progress of the SIP during the following meetings: faculty, department, team, leadership, and professional development. Additionally, parents, community members, and students discuss and analyze SIP progress at SAC meetings. Southwest Middle School disseminates our SIP through multiple formats. A copy of the SIP is located in the front office and is available upon request.

Brevard Public Schools School Improvement Plan 2018-2019

Part 1: Planning for Student Achievement

RATIONALE – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: Please consider the priority indicators selected from your school BPIE and EDI Insight Survey results within the rationale of your SIP.

What are the areas of successful professional practices and what data shows evidence of improvements? What are the concerns with professional practices and what data shows evidence of opportunities for growth?

Professional Practice and the Data to support the effectiveness:

- M.E.S.H. teaming of the students has several desired effects including:
 - Builds stronger relationships and improves communication among all stakeholders
 - Shared planning fosters cross-curricular assignments and projects as well as opportunities to analyze student achievement indicators.
 - Team tutoring time is offered weekly in all subject areas to enhance achievement.
- MTSS is our regular practice to identify, monitor, and support academic and behavioral interventions.
 - Administrators, MESH teachers, and guidance counselors collaborate, share information and create action plans.
- Content areas are building and implementing common standards based assessments.
 - Aligns instruction with state standards
 - Provides a common student achievement indicator
 - Allows assessment to drive instruction

- Improved teacher Insight Survey Results.
 - 66% of teachers surveyed stated that they are “provided with access to additional resources” for their classroom (up from 48%).
 - 74% of teachers surveyed stated they are “provided regular positive feedback” (up from 45%)
 - 85% of teachers surveyed stated that their school leaders “promoted a safe and productive learning environment” (up from 68%).

Southwest Middle School data shows our concerns and opportunities for growth:

- SWMS ranks ninth out of eleven middle schools for attendance. 2018 overall attendance was 93.52%
- An increase in the lowest quartile scores in ELA from 42% to 46%.
- An increase in the lowest quartile scores in Math from 44% to 46%.
- An increase in Math learning gains from 49% to 51%.
- A drop in ELA learning gains from 51% to 48%, no change in ELA passing scores at -50%
- A drop in the Social Studies passing rate from 68% to 64%. Compared to the county score of 73%.
- A drop in Science SSA from 50% to 43% (lowest in four years).
- Lack of usable computers for online state mandated testing, curriculum resources, and data-driven instruction (labs 8-203, 6-102, 7-201 and media center have computers that range from 8 to 10 years old, 800 computer cart has 0 working computers).
- Decreased teacher Insight Survey results
 - 68% of teachers surveyed stated that “teachers track performance of students toward measurable goals” (down from 88%).
 - 52% of teachers surveyed stated that the school “provides dedicated time for teachers to analyze assessment data” (down from 67%).
 - 40% of teachers surveyed stated that the school has a “low tolerance for ineffective teachers” (down from 60%).

Write a 2-3 sentence summary explaining how the data above provides the rationale for your goals, barriers and action steps.

- Through improved relationships among stakeholders, the goals for SWMS are: improved communication, better attendance rates, and increased academic achievement.
- The barriers we face at SWMS include: an under-resourced student population (76% free/reduced lunch); 50% of students read below grade level based on 2018 FSA ELA scores; antiquated computers The action steps we plan to implement are:
 - Increasing the utilization of common assessments across core classes.
 - Science and literacy coaches collaboration with content area teachers to learn and apply literacy and best practices strategies.
 - Seek funding for new computers for labs and carts (including grant writing training).

Describe how your school ensures standards-aligned instruction is occurring in ELA, math and content areas. Describe the processes in place to progress monitor instruction to ensure it is systematic, explicit and based on data. (Please limit to 250 words.)

Southwest Middle School ensures standards-aligned instruction is occurring through the following:

- Department meetings
- Regularly posted 20 Book Challenge results
- Frequent, structured common assessments that are curriculum and standards- based
- Reading Plus data analyzed three times during the school year.
- Instructional coaches (Science Coach funded by Title 1) will assist with the development (of standards-aligned common assessments.

School-Based Goal: What can be done to improve instructional effectiveness?

SWMS will improve instructional effectiveness in the following ways:

SWMS will improve instructional effectiveness by enhancing relationships with all stakeholders, increased utilization of common standards-based assessments across core subject areas, and empowering all teachers to infuse literacy strategies across all content-areas.

Strategies: Small number of action oriented staff performance objectives.

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
Under-Resourced Student Population	<p>Hiring additional support staff using Title 1 funds (Science Coach, Guidance Counselor, Reading Interventionist)</p> <p>Science - open lab before school for student-driven investigations. Blended learning labs for differentiated instruction.</p> <p>Media Center - open daily before school hours (Makerspace, collaborative STEAM activities, Digital Design, Coding, Programming, Architecture activities)</p>	<p>Administration School Principal</p> <p>Science Coach Science Dept.</p> <p>Media Specialist</p>	<p>August 2018 through Sept 2018</p> <p>Sept 2018 through May 2019</p> <p>Sept 2018 through May 2019</p>	<p>Insight Staff Survey Behavior metrics</p> <p>Student sign-in sheet Student post-lab polls</p> <p>Attendance metrics Insight survey</p>
Dearth of positive relationships with stakeholders (staff, students, parents, and community).	<p>Hiring additional support staff (instructional coaches) provide social/emotional PD's, and staff luncheons</p> <p>Media Center - 20 Book Challenge</p>	<p>All teachers, Administration, SIP Team</p> <p>Media Specialist, Literacy Coach, ILA</p>	<p>Sept 2018 through May 2019</p> <p>Sept 2018 through</p>	<p>Staff insight survey PD survey Instructional Coach data Luncheon participation</p> <p>Student participation reports</p>

	<p>student progress, author visit, new library book choices.</p> <p>Self-Contained Unit parent transition luncheon</p> <p>Trailblazer & Longhorn Teams food/hygiene collection & donation</p> <p>Media Center will increase events posts on social media</p> <p>Admin will conduct weekly walkthroughs</p>	<p>and ELA teachers</p> <p>Self-Contained Unit</p> <p>Trailblazer & Longhorn teachers and students; S. Brevard Sharing Center</p> <p>Media Specialist</p> <p>Administrative Team</p>	<p>May 2019</p> <p>Sept 2018 through May 2019</p> <p>Sept 2018 through May 2019</p> <p>Sept 2018 through May 2019</p> <p>Sept 2018 through May 2019</p>	<p>Author visit attendance Book checkouts</p> <p>RSVP responses IEP survey</p> <p>Quantity of supplies donated</p> <p>Responses to posts (likes, etc.)</p> <p>Comments on ProGoe; Feedback from teachers</p>
<p>Significant Reading Comprehension Achievement Gap</p>	<p>Department utilization of common assessments.</p> <p>Instructional coaches will work with content area teachers to infuse instructional methods designed to improve reading comprehension skills and to use data to drive instruction.</p> <p>20 Book Challenge- Responses are</p>	<p>Dept. Chairs, All teachers, Administrative Team</p> <p>Instructional Coaches</p> <p>Media Specialist</p>	<p>Sept 2018 through May 2019</p> <p>Sept 2018 through May 2019</p> <p>Sept 2018 through</p>	<p>Formative Assessments</p> <p>Reading Plus Data</p> <p>20 Book Challenge</p>

	submitted and feedback given. Admin will conduct weekly walkthroughs Content Area teachers will conduct regular data chats with students to monitor progress and adjust academic goals.	Literacy Coach Administrative Team All teachers, Administrative Team, Instructional Coaches	May 2019 Sept 2018 through May 2019 Sept 2018 through May 2019	Report Comments on ProGoe; Feedback from walk throughs indicates data driven instruction. Comments on ProGoe; Feedback from walk throughs indicates data driven instruction.
Antiquated and Limited Access to Technology (old and broken computers)	Seek funding for new computers including Title 1 funds and grants. Grant writing training. Placement of new computers in critical need areas (computer labs/carts)	Administration SIP Team Media Specialist Grant writing team Administration Dept Heads Technology Specialist	Sept 2018 through May 2019	Technology inventory Technology utilization report Grants awarded Technology inventory

EVALUATION – Outcome Measures and Reflection-*begin with the end in mind.*

Qualitative and Quantitative Professional Practice Outcomes: Measures the level of implementation of professional practices throughout your school.

Qualitative:

The qualitative aspect of Southwest’s professional practice outcomes will focus on two elements: classroom visits and data driven instruction. Currently administrative classroom visits indicate that less than 15% of teachers utilize data to make instructional decisions. Classroom visits also currently indicate that less than 25% of teachers are using BPS provided resources to their full potential. SWMS wants 100% of its faculty to use data to drive classroom instruction and to utilize BPS resources to their full potential. SWMS will increase the percentage of teacher using data to driven instruction by 25% over the each of the next three years until 100% participation is reached. As such, weekly classroom visits will focus on evidence of standards-aligned, data-driven instruction and the full use of district instructional resources.

Quantitative:

The quantitative aspect of Southwest's professional practice outcomes will focus on data analysis. Currently, one department consistently uses common assessments to measure student progress. SWMS wants all MESH departments to use common assessments at least four times each year to track and measure student progress. In doing so, we hope to better identify learning gaps and increase our ability to provide differentiated instruction.

Southwest will focus on analyzing and applying data from the Reading Plus and FSA assessments. Currently only ELA and ILA classes utilize this data. SWMS wants all departments to understand this data and use it to make instructional decisions. This action will supply Southwest with specific data to be used to improve literacy practices in all classrooms.

Finally, we will take advantage of all EOC assessment data available and apply what we decipher from the data to help continuously improve the common assessments we develop. In the past SWMS has not used EOC data in this manner.

Qualitative and Quantitative Student Achievement Outcomes:**Qualitative:**

- Many students enroll at SWMS not knowing their state achievement data. Students are unsure of how they scored on the previous year's FSA assessments and are therefore unable to set realistic academic goals. SWMS wants to ensure all students are aware of the state assessment achievement data. SWMS also wants all students to have the tools they need to set realistic academic goals.
- Currently many SWMS students have limited access to after school extracurricular activities. Given that participation in such activities is linked with higher academic achievement, SWMS want to ensure all students, regardless of their address, has access to after school activities.
- We also intended on utilizing data collected from the Insight Survey to measure our students qualitative achievements. By analyzing data regarding our school's leadership, we can develop a better understanding our shortcoming and successes.

Quantitative:

- SWMS will collect and analyze quantitative data from core subject common assessments and Reading Plus formative assessments to ensure all students are being provided the differentiated instruction necessary for their academic success.

Part 2: Support Systems for Student Achievement (Federal, State, and District Mandates)

For the following areas, please write a brief narrative that includes the data from the year 2017-18 and a

description of changes you intend to incorporate to improve the data for the year 2018-19.

MTSS & EARLY WARNING SYSTEMS Please complete 1 – 4.

1. Describe your school’s data-based problem-solving process and school-based structures in place to address MTSS implementation.

MESH Teams- ELA, Science, History, Math	<ul style="list-style-type: none"> ● Meet once a month per grade level about students and curriculum ● Google sheet is used to log home communication in real time including details about behavior, academics and attendance.
MTSS team includes the M.E.S.H. team, Admin, GSP, Counselor, Title I Contact, and Literacy Coach	<ul style="list-style-type: none"> ● Meet once a month per grade level to problem solve behavior, academic or attendance concerns ● Data is entered and tracked for intervention progress (data binders). ● E-mail containing communication and notes from MTSS meetings are shared with team teachers, elective teachers, off team teachers (electives), admin and the dean. ● Level 1 & 2 students in ELA and Math are monitored to assure support is provided to help them make learning gains. ● Teachers will develop behavior intervention plans as needed to remove barriers to student success.

2. List below who monitors the Early Warning System and how often.

Person Responsible	How often
Team Teachers	Weekly
Dean - Heather Holden	Weekly
Guidance Counselors	Weekly
Teaching Teams, Guidance, Admin and GSP	Regularly scheduled MTSS meetings

3. This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2017-18 school year. These data should be used as part of the needs assessment to identify potential problem areas and inform the school’s planning and problem solving for 2018-19:

Fill in BLANKS with data from 2017-18 School Year - Number of Students							
Grade Level	7	8	9	10	11	12	Total

Attendance <90	163	169					
1 or more ISS or OSS	51	102					
Level 1 in ELA/ Math	76/ 107	61/ 73					
Course Failure in ELA OR Math	43	12					
Students exhibiting 2 or more indicators	13	21					

4. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the Early Warning System (i.e., those exhibiting two or more early warning indicators).

- MTSS meetings once a month per grade level.
- Through ASP funds, a Math tutor (retired Math teacher) has been hired to assist students with Algebra/Math coursework
- Through ASP funds, MESH and Reading teachers will be provided 1 day per semester to collaborate and create formal and informal assessments to be used to collect data for Tier 2 interventions.
- Parent-Teacher Conferences
- Teacher phone calls/parent contacts
- Intensive Language Arts course progress
- Intensive Math course progress
- Utilizing school social worker
- Utilizing guidance counselors
- Attendance monitored weekly
- Daily Team Time for academic support from 8:30am-9:00am
- Behavior Intervention Plans
- Academic Support Program services including summer and weekend math camps to support struggling students
- Content Area teachers will offer test and assignment makeup time as needed
- Content Area teachers will differentiate instruction (i.e form small instructional groups for reteaching or other skills-based instruction, and offer differentiated assignments/projects)

PARENT AND FAMILY INVOLVEMENT: (Parent Survey Data must be referenced) [Title I Schools may use the Parent Involvement Plan to meet the requirements of this section.](#)

Consider the level of family and community involvement at your school and 2018 parent survey data collected. Respond to the following questions. What are strengths and how will they be sustained? What are areas of weaknesses and how will they be addressed?

Listed below are opportunities available to all families:

- FOCUS trainings at Open House, Parent-Teacher Conference Night, CTE and other school events
- Open House in August
- Parent-Teacher Conference Night each semester
- Fine Arts Night
- Individual Problem Solving Team as needed
- Title I Family Night in October
- Parent/Teacher phone calls/contacts for sharing strengths and seeking guidance for opportunities students have in the classroom for assistance/enrichment

- Career Day with volunteers from the community sharing about their careers to students
- Newsletter posted monthly to the school website
- School website with direct links to teachers and administrators, as well as information about school events and classes
- Volunteering opportunities within programs and in individual classes
- Field trip chaperones for multiple trips affecting many kids
- SAC is open to all stakeholders

Strengths as referenced in 2018 Parent Survey:

- 85% of parents surveyed stated that they feel welcome at Southwest
- 75% of parents surveyed stated that SWMS creates a friendly school environment.
- 75% of parents surveyed stated that they are “quite a bit” familiar with how their child is doing academically.
- 60% of parents surveyed stated the school leadership fosters an environment in which staff, parents, and the community work together to improve school achievement.

Weaknesses as referenced in 2018 Parent Survey:

- 19.44% of parents surveyed stated that they “never” have communicated with their child’s teacher regarding progress throughout the school year.
- 43% of parents surveyed stated that they rarely attend informational meetings because they “did not receive information.”
- 81% of parents surveyed stated they participated 0-2 times in family engagement activities, events or programs at Southwest throughout the school year

STUDENT TRANSITION AND READINESS

1. PreK-12 TRANSITION This section used to meet requirements of 20 U.S.C 6314(b)(1)(g).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another. (Example: 6th to 7th grade; 8th to 9th grade)

Southwest Middle School offers the following strategies and events to transition students from one school level to another:

- Elementary school visits: Southwest counselors and administration visit feeder elementary schools to discuss the middle school registration process, academic choices, electives, and advanced placement opportunities offered at Southwest Middle School.
- High school night: 8th grade students and parents are invited to Southwest where our feeder high schools make presentations concerning high school programs and academics. Class progressions, as well as electives and extracurricular activities are discussed.
- High school registration day: High school counselors meet with 8th grade students to enroll them in their 9th grade core classes and choose electives.
- 8th grade registration day: Southwest counselors meet with the grade students to enroll them into their 8th grade classes and choose electives.
- Club Activity Expo: All students are given opportunity to visit the extra-curricular clubs and activities offered at Southwest. Club sponsors and student representatives are available to answer questions and sign up interested students.
- Math Camp: Math summer school implemented to support the district plan of Algebra readiness and success.
- FSA/EOC Boot Camp: Offered several weeks prior to testing; offered by content and by team.

2. **COLLEGE AND CAREER READINESS** This section is required for schools with 9, 10, 11 or 12. This section meets the requirements of Sections 20 U.S.C. § 6314(b).

Describe the strategies the school uses to support college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g. industrial biotechnology) to support student achievement.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report (<http://data.fldoe.org/readiness/>). As required by section 1008.37(4), FL Statutes.