

Brevard Public Schools

Southwest Middle School



2020-21 Schoolwide Improvement Plan

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Southwest Middle School

451 ELDRON BLVD SE, Palm Bay, FL 32909

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

Demographics

Principal: Ron Shaw

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 7-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	67%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: B (54%) 2017-18: C (53%) 2016-17: C (53%) 2015-16: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Our mission at Southwest Middle School is to improve student achievement through the development of positive and productive relationships with all stakeholders.

Provide the school's vision statement

At The Great Southwest, we courageously strive to provide each of our students with the best educational experience possible by helping students meet rigorous moral and academic expectations.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Shaw, Ronald	Principal	Ron Shaw's major duties consist of overseeing the entire school. He manages essential school meeting and helps to solve major problems that may present themselves. He also acts as the school's leader and provides guidance to staff and faculty when needed or requested.
Glover, Laura	Assistant Principal	Laura Glover's primary duties is to provide support and implement the state curriculum. She also provides and oversees many other responsibilities such as scheduling, planning events, and heading communications with parents and other stakeholders. Assisting Principal Shaw when needed, Laura Glover provides support in all fashions for the entire school.
Doucimo, Todd	Instructional Coach	Todd Doucimo's primary duties are provide literacy support for all classrooms. Todd is also responsible for hosting professional development training sessions, helping to provide teachers with possible literacy techniques and ways to implement them. Todd also maintains a school-wide Google Classroom, providing helpful literacy documents, various important information/data, and provides feedback when needed.
Friday, Carrie	Instructional Media	Carrie Friday's primary duty is the management of our Media Center: procuring new titles, checking books in and out to students, and partnering with YA authors for the purpose of hosting school-wide events with them. She is also responsible for creating and hosting professional development activities for teachers and assisting teachers with the implementation and creation of lesson plans involving the Media Center and its resources. Carrie also manages TGSW's online media presence.
Holden, Heather	Dean	Heather Holden is an Assistant Principal and our Dean of Discipline. Her primary responsibilities include processing all referrals and conducting all disciplinary investigations, including Title IX. Mrs. Holden is also responsible for attendance data, failures due to attendance, and student activities. Assisting Principal Shaw when needed, Heather Holden provides support in all fashions for the entire school.
Bonney, Michelle	Other	Michelle Bonney is our teacher on assignment in the Dean's Office. She assists the dean with processing referrals, handling discipline issues, mediating student disagreements, and making parent contact. She also provides assistance to the Dean in all fashions including supervision duties for hall change and cafeteria time.

Name	Title	Job Duties and Responsibilities
Rockstraw, Colleen	Guidance Counselor	<p>Colleen Rockstraw's primary duties are to provide academic guidance to all students in grade 8, ESE students, and GAPP students. She also facilitates MTSS and provides mental health counseling. She enrolls new students (schedule) and makes necessary schedule changes. She communicates with parents and arranges and attends parent/teacher conferences. Colleen also oversees 504 meetings and re-evaluations for 8th grade students, she leads Guidance dept. meetings, and counsels students for academic, behavioral, and emotional issues. She handles 8th grade teacher guidance referrals, facilitates IPST meetings, schedules and sets up PTC night and schedules and sets up High school Night for 8th grade students in addition to assisting with our 6th grade registration program. She organizes and facilitates 7th and 8th grade registration including visiting elementary feeder schools for incoming registration. She also coordinates Social and Emotional Lessons for teachers to deliver to students.</p>
Mercier, Susan	Guidance Counselor	<p>Susan Mercier's primary duties are to provide academic guidance and address scheduling needs, of all students in grade 7 and 7th grade ESE students (temporarily). She is also the 504 Contact, Student in Transition Contact, Foster Care Contact and serves as a primary member of the school Threat Assessment Team. Ms. Mercier also does crisis counseling to include short-term mental health counseling as needed, conducts SRI's, and provides resources to students and parents as appropriate. She also coordinates IPST team meetings involving assigned students who may require evaluation for special programs and facilitates the process, in coordination with IPST team members and teachers, if evaluation is determined to be necessary.</p>
McClory, Karen	Attendance/Social Work	<p>Karen McClory's primary responsibilities are to provide social work services to students. She assists with finding resources to struggling families and she assists with mental health counseling.</p>
Hayford, Leslie	Other	<p>Mrs. Hayford is our ELL coordinator and Testing Chair. She is responsible for tracking the academic progress of all our ELL students. She also holds all ELL meetings and ensures the accuracy of ELL data. She also coordinates all EOC, WIDA, and FSA, FSAA, and MAP assessments. She also assists in the development and creation of the Master Schedule. Mrs. Hayford manages our website and the schoolwide calendar. She is our Gradebook Manager and is responsible for the posting and uploading of all student grades.</p>

Demographic Information

Principal start date

Sunday 7/1/2018, Ron Shaw

Number of teachers with a 2019 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.*

4

Number of teachers with a 2019 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.*

2

Total number of teacher positions allocated to the school

61

Demographic Data

2020-21 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
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	67%
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2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims

Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	471	442	0	0	0	0	913
Attendance below 90 percent	0	0	0	0	0	0	0	63	78	0	0	0	0	141
One or more suspensions	0	0	0	0	0	0	0	71	130	0	0	0	0	201
Course failure in ELA	0	0	0	0	0	0	0	9	6	0	0	0	0	15
Course failure in Math	0	0	0	0	0	0	0	10	4	0	0	0	0	14
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	90	85	0	0	0	0	175
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	117	77	0	0	0	0	194

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	95	120	0	0	0	0	215

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	16	5	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	0	5	7	0	0	0	0	12

Date this data was collected or last updated

Thursday 9/17/2020

Prior Year - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	477	427	0	0	0	0	904
Attendance below 90 percent	0	0	0	0	0	0	0	60	69	0	0	0	0	129
One or more suspensions	0	0	0	0	0	0	0	76	68	0	0	0	0	144
Course failure in ELA or Math	0	0	0	0	0	0	0	8	4	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	0	0	0	0	173	175	0	0	0	0	348

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	215	207	0	0	0	0	422

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	12	5	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	11	18	0	0	0	0	29

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	477	427	0	0	0	0	904
Attendance below 90 percent	0	0	0	0	0	0	0	60	69	0	0	0	0	129
One or more suspensions	0	0	0	0	0	0	0	76	68	0	0	0	0	144
Course failure in ELA or Math	0	0	0	0	0	0	0	8	4	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	0	0	0	0	173	175	0	0	0	0	348

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	215	207	0	0	0	0	422

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	12	5	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	11	18	0	0	0	0	29

Part II: Needs Assessment/Analysis

School Data

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	53%	59%	54%	50%	59%	53%
ELA Learning Gains	50%	56%	54%	48%	52%	54%
ELA Lowest 25th Percentile	44%	48%	47%	46%	45%	47%
Math Achievement	56%	66%	58%	56%	65%	58%
Math Learning Gains	50%	55%	57%	51%	56%	57%
Math Lowest 25th Percentile	45%	45%	51%	46%	47%	51%
Science Achievement	46%	52%	51%	45%	54%	52%
Social Studies Achievement	64%	75%	72%	64%	72%	72%

EWS Indicators as Input Earlier in the Survey			
Indicator	Grade Level (prior year reported)		Total
	7	8	
	(0)	(0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2019	50%	58%	-8%	52%	-2%
	2018	46%	56%	-10%	51%	-5%
Same Grade Comparison		4%				
Cohort Comparison						
08	2019	50%	63%	-13%	56%	-6%
	2018	53%	65%	-12%	58%	-5%
Same Grade Comparison		-3%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2019	48%	62%	-14%	54%	-6%
	2018	49%	62%	-13%	54%	-5%
Same Grade Comparison		-1%				
Cohort Comparison						
08	2019	28%	43%	-15%	46%	-18%
	2018	37%	41%	-4%	45%	-8%
Same Grade Comparison		-9%				
Cohort Comparison		-21%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	44%	53%	-9%	48%	-4%
	2018	43%	55%	-12%	50%	-7%
Same Grade Comparison		1%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	61%	74%	-13%	71%	-10%
2018	63%	73%	-10%	71%	-8%
Compare		-2%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	90%	61%	29%	61%	29%
2018	86%	62%	24%	62%	24%
Compare		4%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	98%	60%	38%	57%	41%
2018	100%	60%	40%	56%	44%
Compare		-2%			

Subgroup Data

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 2016-17	C & C Accel 2016-17
SWD	20	40	40	21	44	43	22	26	60		
ELL	29	42	41	22	42	42	9	41			
ASN	80			90							
BLK	40	45	42	38	48	49	27	46	76		
HSP	48	49	47	48	47	36	37	62	73		
MUL	55	46	30	61	43	45	46	72	79		
WHT	59	53	46	65	53	46	57	69	80		
FRL	49	48	43	51	47	43	39	62	79		

2018 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 2015-16	C & C Accel 2015-16
SWD	18	35	38	21	37	41	23	38	42		
ELL	12	26	27	39	47	25		28			
BLK	38	45	42	42	42	36	28	59	68		
HSP	44	48	40	45	45	39	34	55	65		
MUL	51	41	30	54	53	60	41	65	82		
WHT	58	51	56	67	56	57	59	69	73		
FRL	45	47	48	51	50	43	37	60	68		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	546
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
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	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	85
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	46
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	51
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	53
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students 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
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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	59
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	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The data component that shows the lowest performance here at The Great Southwest (TGSW) occurs in ELA and Math achievement for our English Language Learners (ELL) and our Students with Disabilities (SWD). While both subgroups posted significant gains in 2019, they remain well behind other subgroups and the school as a whole. Overall ELA achievement is 53% at TGSW; it is 29% for ELLs and 20% for SWD. Overall MATH achievement is 56% at TGSW; it is 22% for ELLs and 21% for SWD.

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

In general, our Math and ELA lowest 25th percentile showed the greatest decline at 1% and 2% respectively. Additionally, our Math learning gains dropped by 1%. While these are not significant declines, they are concerning none the less. During the 2018-2019 school year TGSW had an extremely high turnover of math instructional personnel. This instructional instability greatly impacted our ability to provide consistent, effective math instruction.

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

Our Social Studies Achievement is 8% below the state average at 64%. Here too, SWMS had a high turnover of instructional personnel. This instructional instability greatly impacted our ability to provide consistent, effective social studies instruction.

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

ELA Achievement and Learning Gains showed our greatest increase at 3% and 2% respectively. These gains are attributed to department utilization of data to drive instruction and instructional coaches working with all teachers to improve instructional delivery and formative data collection. Additionally, we implemented well orchestrated school-wide incentives linked to meeting literacy goals (i.e. 20 Book Challenge) such as New York Times Bestselling authors visits with Kwame Alexander and Jason Reynolds.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

In reviewing our EWS data, an area of great concern is the number of level 1 students. The 348 students listed represent 42% of the student body. This is a great impediment to student achievement and must be addressed with appropriate strategies and instructional planning.

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

1. Increase ELA and MATH achievement rates for English Language Learners to 35% and 30%, respectively.
2. Increase both ELA and MATH achievement rates to 30% for Students with Disabilities.
3. Increase both ELA and MATH lowest 25th percentile average to 50%.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale: Our English Language Learners subgroup achieved an average proficiency rate of 36% on the ESSA Federal Index which reflects a huge achievement gap when compared to our White subgroup proficiency rate of 59% on the ESSA Federal Index.

Measureable Outcome: Southwest Middle School will increase English Language Learners subgroup math and reading proficiency to at least 30% and 35% proficiency, respectively. This represents a 8% and 6% increase, respectively.

Person responsible for monitoring outcome: Todd Doucimo (doucimo.todd@brevardschools.org)

Evidence-based Strategy: Culturally Responsive Teaching and Differentiated Instruction

Rationale for Evidence-based Strategy: Preparing teachers with culturally responsive knowledge, attitudes, and skills during pre-service education programs will improve the school success of diverse students. Through proper training, teachers will bridge the gap between instructional delivery and diverse learning styles and establish continuity between how diverse students learn.

Action Steps to Implement

Southwest Middle School will provide professional development to our instructional staff to better support Culturally Responsive Instruction.

Person Responsible Todd Doucimo (doucimo.todd@brevardschools.org)

Administration will ensure teachers are incorporating Culturally Responsive Instructional strategies into their lesson plans. This will be done using classroom walk-throughs, monitoring Pro-Goe for PD participation, obtaining feedback from teachers, and periodic review of lesson plans. Teachers will be praised where successful and their instructional ideas will be made available to other teachers to use. Teachers who demonstrate a need for additional PD will be referred to the Literacy Coach for mentoring in this area.

Person Responsible Ronald Shaw (shaw.ron@brevardschools.org)

Student achievement data including grades, attendance, parent contacts, discipline data, and standardized assessment performance including MAP, Reading Plus and Lexia will be monitored via MTSS.

Person Responsible Colleen Rockstraw (rockstraw.colleen@brevardschools.org)

Teachers will utilize the Media Center by creating, enriching, and coordinating lessons with the Media Specialist in an effort to be more culturally responsive to student needs.

Person Responsible Carrie Friday (friday.carrie@brevardschools.org)

The Literacy Coach will provide the faculty with professional development on using Snap & Read (a Google Chrome extension), various translation services, and Microsoft 365 to help meet the accommodations of ELL students. He will also create and publish a database of our

bilingual faculty and staff so that all SWMS employees know who they can reach out to when one-on-one translation services are needed.

Person Responsible Todd Doucimo (doucimo.todd@brevardschools.org)

Tutoring sessions will be offered both in-person and virtually to all ELL students. Additionally, student grades, school attendance, and any other relevant data point will be used to determine which students are great need for these tutoring sessions and parent contact will be made to solicit and encourage their participation.

Person Responsible Leslie Hayford (hayford.leslie@brevardschools.org)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Our Students with Disabilities (SWD) subgroup achieved an average proficiency rate of 38% on the ESSA Federal Index which reflects a huge achievement gap when compared to our White subgroup proficiency rate of 59% on the ESSA Federal Index.

Measureable Outcome: Southwest Middle School will increase SWD subgroup math and reading proficiency to at least 30% proficiency. This represents a 9% and 10% increase, respectively.

Person responsible for monitoring outcome: Ronald Shaw (shaw.ron@brevardschools.org)

Evidence-based Strategy: Implementation of differentiated literacy strategies and a variety of accommodations to meet the individual needs of students.

Rationale for Evidence-based Strategy: Teachers frequently request strategies and accommodations to use with SWD. We believe that concerted professional development can accelerate student achievement for our SWD population.

Action Steps to Implement

Southwest Middle School will plan, conduct, and monitor professional development with our instructional staff providing a variety of content area strategies, techniques and accommodations geared toward our SWD population. Teacher feedback will be given on a regular basis by the Admin Team.

Person Responsible Laura Glover (glover.laura@brevardschools.org)

Literacy Coach and SWD teachers will partner with non-SWD content-area teachers to model differentiated instructional strategies including the use of the Google Chrome "Snap & Read" extension.

Person Responsible Todd Doucimo (doucimo.todd@brevardschools.org)

Instructional leaders will facilitate data analysis via department meeting and utilize instructional strategies based on student needs as determined by MAP, Reading Plus, Lexia, grades, attendance, parent contacts, discipline data, and standardized assessment performance.

Person Responsible Laura Glover (glover.laura@brevardschools.org)

Administration will ensure teachers are incorporating appropriate instructional strategies and accommodations into their lesson plans for our SWD. This will be done using classroom walk-throughs, monitoring Pro-GOE for PD participation, obtaining feedback from teachers, and periodic review of lesson plans. Teachers will be praised where successful and their instructional ideas will be made available to other teachers to use. Teachers who demonstrate a need for additional PD will be referred to the Literacy Coach for mentoring in this area.

Person Responsible Ronald Shaw (shaw.ron@brevardschools.org)

Teachers will utilize the Media Center by creating, enriching, and coordinating lessons with the Media Specialist in order to meet the needs and accommodations of our SWD.

Person Responsible Carrie Friday (friday.carrie@brevardschools.org)

With our new block schedule, SWD now focus on two MESH classes per semester instead of four. This may provide a less stressful academic environment and facilitate increased student success.

Person Responsible Leslie Hayford (hayford.leslie@brevardschools.org)

SWD are provided a Learning Strategies course per their IEP. This provides SWD with additional academic support and helps to meet their accommodations.

Person Responsible Susan Mercier (mercier.susan@brevardschools.org)

Tutoring sessions will be offered both in-person and virtually to all SWD. Additionally, student grades, school attendance, and any other relevant data point will be used to determine which students are in great need for these tutoring sessions and parent contact will be made to solicit and encourage their participation.

Person Responsible Karen McClory (mcclory.karen@brevardschools.org)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Our ELA Lowest 25th Percentile dropped from 46% to 44%. This drop, while currently small, must be addressed in order to prevent larger drops in the future.

Measureable Outcome: Southwest Middle School will increase the ELA Lowest 25th Percentile average to 50%. This represents a 6% increase.

Person responsible for monitoring outcome: Ronald Shaw (shaw.ron@brevardschools.org)

Evidence-based Strategy: Tutoring, Data Driven Instruction, Differentiated Instruction, and Parent Contact.

Rationale for Evidence-based Strategy: Students identified in the ELA Lowest 25th Percentile will be offered a seat in the Southwest Success Academy which will provide remediation based on each student's academic performance. Teachers will be required to provide evidence of data-driven instruction. These students are also enrolled in Tier 3 intervention via Intensive Language Arts or Learning Strategies courses.

Action Steps to Implement

Southwest will identify students in the ELA Lowest 25th Percentile.

Person Responsible Todd Doucimo (doucimo.todd@brevardschools.org)

Southwest will identify teachers to provide additional support both during school hours (via push-ins) and after school hours (via tutoring) Monday through Thursday and Saturday mornings from 8:30am to 11:30am (11/7/2020, 11/21, 12/5, 1/9/2021, 1/30, 2/20, 3/6, 4/10, and 4/24.)

Person Responsible Laura Glover (glover.laura@brevardschools.org)

Southwest will utilize CARES Act funds to pay for tutors enrolled in the Southwest Success Academy (after school hours, virtually, and on Saturday mornings as indicated above).

Person Responsible Laura Glover (glover.laura@brevardschools.org)

Student achievement data including grades, attendance, parent contacts, discipline data, and standardized assessment performance including Reading Plus and Lexia will be monitored via MTSS. Instructional strategies and additional services will be recommended based on this information as needed including tutoring enrollment.

Person Responsible Colleen Rockstraw (rockstraw.colleen@brevardschools.org)

Administration will ensure teachers are appropriate instructional strategies into their lesson plans. This will be done using classroom walk-throughs, monitoring Pro-GOE for PD participation, obtaining feedback from teachers, and periodic review of lesson plans. Teachers will be praised where successful and their instructional ideas will be made available to other teachers to use. Teachers who demonstrate a need for additional PD will be referred

to the Literacy Coach for mentoring in this area. Administrators will ensure teachers are providing data-driven and differentiated instruction with fidelity.

Person Responsible Ronald Shaw (shaw.ron@brevardschools.org)

Teachers will utilize the Media Center by creating, enriching, and coordinating lessons with the Media Specialist in order to meet the literacy needs of each student.

Person Responsible Carrie Friday (friday.carrie@brevardschools.org)

#4. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Our Math Lowest 25th Percentile dropped from 46% to 45%. This drop, while currently small, must be addressed in order to prevent larger drops in the future.

Measureable Outcome: Southwest Middle School will increase the Math Lowest 25th Percentile average to 50%. This represents a 5% increase.

Person responsible for monitoring outcome: Ronald Shaw (shaw.ron@brevardschools.org)

Evidence-based Strategy: Tutoring, Data Driven Instruction, Differentiated Instruction and Parent Contact.

Rationale for Evidence-based Strategy: Students identified in the Math Lowest 25th Percentile will be offered a seat in the Southwest Success Academy which will provide remediation based on each student's academic performance. Teachers will be required to provide evidence of data-driven instruction.

Action Steps to Implement

Southwest will identify students in the Math Lowest 25th Percentile.

Person Responsible Laura Glover (glover.laura@brevardschools.org)

Southwest will identify teachers to provide additional support both during school hours (via push-ins) and after school hours (via tutoring) Monday through Thursday and Saturday mornings from 8:30am to 11:30am (11/7/2020, 11/21, 12/5, 1/9/2021, 1/30, 2/20, 3/6, 4/10, and 4/24.)

Person Responsible Laura Glover (glover.laura@brevardschools.org)

Southwest will utilize CARES Act funds to pay for tutors enrolled in the Southwest Success Academy (after school hours, virtually, and on Saturday mornings as indicated above).

Person Responsible Laura Glover (glover.laura@brevardschools.org)

Student achievement data including grades, attendance, parent contacts, discipline data, and standardized assessment performance and MAP data will be monitored via MTSS. Instructional strategies and additional services will be recommended based on this information as needed including tutoring enrollment.

Person Responsible Laura Glover (glover.laura@brevardschools.org)

Administration will ensure teachers are appropriate instructional strategies into their lesson plans. This will be done using classroom walk-throughs, monitoring Pro-GOE for PD participation, obtaining feedback from teachers, and periodic review of lesson plans. Teachers will be praised where successful and their instructional ideas will be made available to other teachers to use. Teachers who demonstrate a need for additional PD will be referred

to an master math teaching for mentoring in this area. Administrators will ensure teachers are providing data-driven and differentiated instruction with fidelity.

Person Responsible Laura Glover (glover.laura@brevardschools.org)

Teachers will utilize the Media Center by creating, enriching, and coordinating lessons with the Media Specialist in order to meet the literacy needs of each student.

Person Responsible Carrie Friday (friday.carrie@brevardschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

This year TGSW will make great efforts to promote culturally relevant teaching. We will build on last year's PLC, "Closing The Attitude Gap". We will provide professional development to help teacher's accomplish this, to include our subgroups' varied and beautiful cultures in our lessons and assignments. We will highlight the accomplishments of all peoples regardless of their background and culture, and ensure that pre-selected educational periods such as Hispanic Heritage Month and African American History Month are celebrated in a rich and prominent manner. We will provide more than 6 hours of Trauma Awareness to all teachers and 6 hours of Social-Emotional Learning (SEL) lessons to all students. We believe that being trauma-informed is a mindset with which educators approach all students of all races, cultures, genders and ages. Research indicates that strong, stable, and nurturing relationships foster a feeling of belonging that is essential for all students but is imperative for healing with students who have experienced trauma or who are in need of SEL awareness and strategies. It is necessary that our students see themselves in their studies. Additionally, our Media Center will continue to purchase and promote age appropriate texts that mirror our student population.

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Our Parent Survey revealed a major concern about the lack of communication between SWMS and families. From the survey: “Teacher communication has had issues with specific teachers not responding to emails.” Parents gave specific praise to our front office support staff for being eager and willing to assist parents. To address the concern we will reinforce the 48-hour expectation for teachers to respond to parental. Bi-weekly Focus reports will be generated to monitor that updates are taking place regularly. In addition, our teachers will contact parents of potential failures quarterly. Our front office staff works well together. To ensure cohesiveness and a positive attitude of this particular group, we have instituted a monthly breakfast for our front office staff. Each month they are treated to a 30-minute, duty free, breakfast with each other in the principal’s office. This simple gesture has fostered goodwill and helped to maintain a positive working environment and has motivated them to provide the very best customer service.

Our Youth Truth Survey identified a glaring issue with our students and the way they feel their teachers care about them individually. In the response to the survey item, “How many teachers try to understand what your life is like outside of school?” Our schoolwide response was 2.18. Students felt that the majority of their teachers believed that they could earn a good grade if they tried, with a rating of 4.17. Often times teachers feel so overwhelmed with instruction, especially in an atmosphere in which they are teaching on two separate platforms simultaneously, that we attempted a subtle approach to help bridge the teacher-student relationship piece. We intentionally incorporated our Social Emotional Learning in a manner in which our teachers work directly with their own students. Which naturally infuses conversations concerning activities that are outside of their curriculum creating a more personal environment.

We are expounding on the Attitude Gap book study from last year to help reinforce the fact that every student can learn. There is a separation between how the students and teachers feel toward each other. To this end, we will offer professional development on Culturally Relevant Teaching to help teachers bridge the gap students have identified.

The Teacher Insight survey revealed tremendous growth in the Evaluation Process (from 3.9 to 4.9 in one year) while Academic Opportunity was at a low with a rating of 3.7 (up from 3.2 the previous year). The administrative team will conduct walkthroughs together and compare results at least once a month. Our individual goal will consist of at least 5 informal observations per week with relevant and timely feedback provided to teachers. Time is built-in to our weekly administrative meetings to discuss our individual informative observations. This year our teachers have academic planning time to allow departments to collaborate and plan for rigorous instruction and assessments. If an adequate number of substitutes can be found, we will also include various teachers to participate in classroom walkthroughs and allow new teachers the opportunity to visit other classrooms.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget			
1	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners	\$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
Total:			\$0.00