



## Southwest Middle School

2815 EDEN PKWY, Lakeland, FL 33803

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2015-16 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
Middle School 6-8	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	D	C

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

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

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Southwest Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">Gayle Sitter</a>	Not In DA - None

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement

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

##### b. Provide the school's vision statement

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

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

#### 2. School Environment

##### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Southwest Middle school teachers have built relationships between teachers and students by the implementation of mentoring programs throughout the school year. These mentoring programs increase respect, understanding and familiarization between various cultures and to build rapport as it shows support for student success in academic achievement. Teachers are also required to be ESOL endorsed through college credits and/or professional development inservices to be highly qualified.

##### b. Describe how the school creates an environment where students feel safe and respected before, during and after school

Southwest Middle school has a zero tolerance policy for harassment and bullying. Students are provided with bullying lessons every school year with curriculum provided by Polk County Schools. Parents and caregivers are provided an anti-bullying awareness evening program in conjunction with other educational workshops, and staff members are trained on protocol and warning signs of students that are afraid and/or may have been abused or mistreated. Staff members have morning and afternoon duty throughout the campus. An adequate number of staff members are also present during lunch, assemblies and every school activity before, during and after school. CHAMPS is also being implemented school-wide proactive and positive approach to classroom management.

##### c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

All SWMS students meet, by grade level, with administration at the start of the school year where expectations for behavior and conduct are clearly presented. Staff at Southwest Middle School will use a school-wide Behavior Intervention Form (BIF) to track minor discipline issues in class and a call log to record parent contact. Major breaches of conduct will be referred to the discipline office.

Teachers will receive professional development on CHAMPS and other PD opportunities based on teacher and/or school needs.

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Social-emotional needs are being met by means of group counseling, individual counseling, crisis counseling and bullying prevention. Referrals for students are also given to parents and caregivers for community agencies for follow-up and/or extensive counseling, as needed.

**3. Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system**

An online Early Warning System is provided to schools that provides information including numbers of students and student names on attendance, suspensions, overage students, and tardiness to school. Failures in Language Arts and Math as well as students scoring a level 1 on the statewide assessment in Language Arts and Math are obtained by accessing files made available by the district.

**b. Provide the following data related to the school's early warning system**

**1. 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
Attendance below 90 percent	0	0	0	0	0	0	60	55	86	0	0	0	0	201
One or more suspensions	0	0	0	0	0	0	66	62	84	0	0	0	0	212
Course failure in ELA or Math	0	0	0	0	0	0	14	7	8	0	0	0	0	29
Level 1 on statewide assessment	0	0	0	0	0	0	104	94	78	0	0	0	0	276

**The number of students identified by the system as exhibiting two or more early warning indicators:**

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

**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

- A letter is sent home when a student reaches five days of unexcused absences and another letter at ten days. At ten days, the school social worker get involved along with the possibility of Youth and Family Alternatives (YFA).

One or more suspensions, whether in school or out of school

- The discipline office will have a conference with the student and the parent where the student's discipline record is reviewed and the student and parent may sign the Student Behavior Contract.

Course failure in English Language Arts or mathematics

- The student's report card is stamped in red with "Possible Retention" and the Guidance office contacts parents to set up parent conferences. Counselors meet with and counsel students who are in danger of failing beginning immediately after first nine week grades, and/or as teachers express concern from the beginning of the school year. Progress reports for all subjects will be printed and distributed to go home every two weeks in addition to the regularly scheduled interim reports and progress reports.

A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

- Students scoring a level 1 are placed in Intensive Reading classes so they receive extra instruction time. 6th grade students who scored a level 1 on the 5th grade FSA ELA are automatically placed in a Critical Thinking Course for one semester where they learn study skills and other learning strategies to help students become more academically successful.

## B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

### 1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

#### a. Will the school use its PIP to satisfy this question?

Yes

##### 1. PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/320951>.

##### 2. Description

A PIP has been uploaded for this school or district - see the link above.

### 2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The process of building partnerships with the local community is a multi-tiered process. First, the volunteer coordinator and business partnerships contact person at the school meet each year to discuss the different opportunities available for parents and community members to be involved in the school's events. Next the events are publicized and the coordinators individually contact target groups for each event for involvement. After groups volunteer their time, all procedures required at the county level are followed to ensure that all members of the community working with our students are approved volunteers. Business partners and the school work collaboratively to design a plan of action that provides the school with services and resources from each business partners' area of expertise and provides the business with reciprocal benefits from the school community. This plan is followed through the school year and revised each year to meet the ever changing needs of the school community.

Southwest Middle School will also be piloting a multi-faceted business/community partnership with the City of Lakeland. Mr. Bruno (Principal) and Mr. Thompson (Assistant Principal) met with community leaders to discuss a community-school partnership that will center around mentorship and career exposure.



## C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Bruno, Tye	Principal
Gainous, Titus	Instructional Technology
Graydon, Bryan	Assistant Principal
Lenox, Pam	Guidance Counselor
Ross, Ariel	Instructional Coach
Abernathy, Barbara	Instructional Media
Sargeant, Betsy	Psychologist
Eyman, Diana	Teacher, ESE
Thompson, Alonzo	Assistant Principal
Clark, Denay	Assistant Principal
Jennings, Kaprilla	Dean
Brown, Bryna	Teacher, K-12
Brown, Josey	Teacher, K-12
Wallace, Denise	Other
Gallman, James	Teacher, K-12
Wonders, Marbelis	Teacher, K-12
Blanchette, Laura	Teacher, K-12

#### b. Duties

##### **1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

Tye Bruno, Principal: The Principal provides a common vision for the use of data-based decision making, models the Problem Solving Process; supervises the development of a strong infrastructure for implementation of MTSS/RtI; ensures that the school-based team is implementing MTSS/RtI; conducts assessment of PS/RtI skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support MTSS/RtI implementation; develops a culture of expectation with the school staff for the implementation of MTSS/RtI school wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based MTSS/RtI plans and activities.

Alonzo Thompson, Assistant Principal, MTSS/RtI Behavior Representative (PBS): Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities.

Denay Clark, Assistant Principal: Assists Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the

implementation of MTSS/RtI, further assists the principal in the assessment of MTSS/RtI skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning MTSS/RtI plans and activities.

Bryan Graydon, Assistant Principal: MTSS/RtI Behavior Representative (PBS): Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation of data-based decision making activities.

Leslie Hilton, Literacy Coach: Creates a literacy environment conducive to effective instruction; uses assessment data to assist administrators with placement of students in appropriate instructional or intervention programs and assists teachers in using data to drive instructional practices; Provides in-service training and follow-up coaching to assist classroom teachers in the use of reading/learning strategies in their classrooms; participates in literacy collaborative planning sessions to assist with planning, sequencing, and scaffolding literacy instruction.

Ariel Ross, Mathematics Coach: Uses assessment data to assist administrators with placement of students in appropriate instructional or intervention programs and assists teachers in using data to drive instructional practices; Provides in-service training and follow-up coaching to assist classroom teachers in the use of strategies in their classrooms; participates in math department collaborative planning sessions to assist with planning, sequencing, and scaffolding mathematics instruction.

Barbara Abernathy, Media Specialist: Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2/3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Diana Eyman, Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials/ instruction in tiered interventions; collaborates with general education teachers.

Betsy Sargeant, School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical evaluation; assists in facilitation data-based decision making activities.

Kaprilla Jennings, Dean, MTSS/RtI Behavior Representative (PBS): Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities.

Pam Lenox, Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.

Titus Gainous, Technology Specialist: Develops or brokers technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphic display.

Denise Wallace, Math Interventionist: Regularly analyzes math data and monitors student progress while delivering focused intervention to students; Prepares lesson plans, in collaboration with teachers and coaches, related to differentiating instruction and providing interventions while adhering to district scope and sequence guides and curriculum in an effort to close the achievement gap in

mathematics; ensures compliance with Title I guidelines and policies. Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.

Lindsey Graham, Reading Interventionist/Title I Contact: Regularly analyzes reading data and monitors student progress while delivering focused intervention to students; Prepares lesson plans, in collaboration with teachers and coaches, related to differentiating instruction and providing interventions while adhering to district scope and sequence guides and curriculum in an effort to close the achievement gap in reading; ensures compliance with Title I guidelines and policies. Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.

**2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

- The PS/RtI Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.
- The PS/RtI Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:
  - > Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.
  - > Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.
  - > Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
  - > Focus on improving student achievement outcomes with evidence-based interventions implemented with fidelity and frequent progress monitoring.
  - > Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

#### Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after school programs, Saturday academy, or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

#### Title I, Part C- Migrant

N/A

#### Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop Out Prevention programs.

#### Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Professional development (state/district/school) is provided to the staff, as needed.

#### Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

#### Title X- Homeless

District homeless social worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless to eliminate barriers for a free and appropriate education.

#### Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds (as needed) to provide academic tutoring , giving priority to Level 1 and 2 students.

#### Violence Prevention Programs

The school offers a non-violent and anti-drug program to students that incorporates community service, drug tests, and counseling.

#### Nutrition Programs

Southwest Middle School participates in the Community Eligibility Provision (CEP) program. All students at SWMS will be served breakfast and lunch at no charge without having to fill out an application for the free and reduced meal program.

#### Housing Programs

N/A

#### Head Start

N/A

#### Adult Education

N/A

#### Career and Technical Education

Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged, and handicapped students in grades 6-12. Southwest Middle currently offers pre-academy programs in Business Enterprise, Robotics, Video Game Development, and Video Production.

#### Job Training

Vocational courses in business, technology, and health services provide students with job skills that will allow students the opportunity to learn how to compete in leading industries.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Tye Bruno	Principal
Denay Clark	Education Support Employee
Bryan Graydon	Education Support Employee
Briann Peterson	Education Support Employee
Ryan Rogers	Business/Community
Michael Angelo Suarez	Parent
Lea Rivera	Parent
Sheryl Smith	Parent
Jackie Schmitt	Parent
AlonzoThompson	Education Support Employee
David Torres	Business/Community
Jean Gonzalez	Parent
Karen Horsting	Teacher
Yuleisy Palencia	Parent
Erica Cruz	Parent
Kaprilla Jennings	Education Support Employee
Vicky Glass	Education Support Employee
Leslie Hilton	Education Support Employee
Lindsey Graham	Education Support Employee

**b. Duties**

**1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*a. Evaluation of last year's school improvement plan*

In the process of developing and updating the 2016-2017 School Improvement Plan, the SIP for 15-16 school year will be reviewed for the effectiveness of implementation. In particular, goals, strategies, and targets will be evaluated for effectiveness and need for revision along with parent involvement initiatives.

*b. Development of this school improvement plan*

The school's SAC committee will meet quarterly to discuss a variety of issues that may impact the school. The School Improvement Plan will be presented to the SAC for input, revisions, and monitoring.

*c. Preparation of the school's annual budget and plan*

The annual school budget is prepared each spring for the upcoming year. The budget will be reviewed and explained to SAC members as a part of the meeting agendas over the course of the year. The Title I budget must also be presented annually to the SAC according to federal guidelines.

**2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

Any SAC funds received will be used for training, substitutes, technology, and classroom resources.

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Several parents have shown interest in participating in the SAC committee for the 2015-2016 school year. If parent participation equals parent participation, SWMS will be will meet the requirements of the SAC committee according to state statutes.

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
	Instructional Coach
Bruno, Tye	Principal
Thompson, Alonzo	Assistant Principal
Graydon, Bryan	Assistant Principal
Eyman, Diana	Administrative Support
Lenox, Pam	Guidance Counselor
Clark, Denay	Assistant Principal
Jennings, Kaprilla	Dean
Graham, Lindsey	Other
Gallman, James	Teacher, K-12
Abernathy, Barbara	Instructional Media

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable**

The LLT will promoted literacy within the school through book fairs, the Accelerated Reading program, and by maintaining a well equipped, student friendly Media Center. Initiatives to encourage reading among students will be implemented throughout the year. A book club for students will be formed and will meet regularly throughout the year.

Continued emphasis on authentic literacy skills across all curriculum areas - reading, writing, summarizing, and higher order thinking.

**D. Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Academic subject areas are scheduled for common planning time. Twice a week subject area teachers will meet for collaborative planning. During these planning sessions teachers will be expected to review standards, gauge progress in teaching the standards, analyze progress monitoring data, discuss teaching strategies and specifically strategies for developing higher order thinking skills among students.

## **2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

1. School promoted on website - Principal, teachers
2. Open positions advertised on PCSB website - Principal
3. Provide appropriate training and professional development to new teachers - Principal, District
4. New teachers meet with administrators, coaches, and or/teacher leaders to discuss instructional strategies, questions/concerns, etc. and they will participate in a teacher mentoring program throughout the school year (extended as needed).

## **3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

New teachers are paired with an experienced teacher in their subject area who has a proven track record of effective classroom management, use of effective teaching strategies, and successful student data. This relationship will promote discussion regarding student progress, teaching strategies, progress monitoring, lesson planning, certification needs, and other issues of concern.

New teachers will also participate in a teacher mentoring program which requires teachers to meet on a monthly basis to discuss high-yield instructional strategies, technology implementation, ESE/ESOL/504 accommodations, differentiating instruction, etc .

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

##### ***1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

The school's administration team ensures that core instructional programs and materials are aligned to Florida standards through teacher submission of weekly lesson plans, weekly meetings with teachers, and through regular classroom observations.

#### **b. Instructional Strategies**

##### ***1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Instructional staff members consistently access the most recent data available from several progress monitoring reports. Data is reviewed by teachers individually and/or during collaborative planning sessions. Teachers discuss data and collaboratively plan to address the areas of weakness in each tested subject.

Students that are performing at a less than proficient level based on current data, are provided extra support in the specific skill/standards in which students did not meet proficiency standards (i.e. fluency, theme, central idea, etc.). County mandated programs such as Achieve and Voyager are utilized to meet the specific needs of students that are performing at a low level of proficiency in Reading. Teachers also use data to identify students who need one-on-one instruction for "pull out" opportunities with interventionists or ESE support teachers who provide assistance in the classroom.

##### ***2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Before School Program

**Minutes added to school year:** 1,080

In preparation for FSA testing, students will be given the opportunity to attend morning session for remediation and/or enrichment in core content areas. Instruction will be focused on identified areas of weakness in these subject areas based on current data. Students who are currently meeting proficiency standards will have the opportunity for enrichment activities.

### **Strategy Rationale**

Based on attendance reports from last year's after-school tutoring sessions, many students did not take advantage of the remediation opportunities available, even with the opportunity to receive bus transportation. Most school buses arrive on campus around 8:30 AM, so it is the hope that students will be more likely to participate in morning sessions.

Peers in certain classrooms may also create distractions for learning. However, extended learning academy sessions may provide a different pairing of students/teachers than their regularly scheduled courses and will also give teachers the opportunity to work with students in small groups on targeted skills.

### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

### **Person(s) responsible for monitoring implementation of the strategy**

Bruno, Tye , tye.bruno@polk-fl.net

### **Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

The effectiveness of this strategy will be based on Progress Monitoring and on the results of the Florida Standards Assessment and other summative assessments.

## **2. Student Transition and Readiness**

### **a. PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

#### **1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Southwest Middle School employs several strategies to support incoming and outgoing students including Orientation, Open House, FL Choices for 8th students, Four Year Plans for 8th grade students, High School visits to our campus for 8th graders, Band Summer Camp, 5th Grade Parent Night, 8th grade participation in the We3 conference (Workforce Education Expo).

Orientation Day-includes but is not limited to the issuance of class schedules, student packets, purchasing school shirts, opportunity to establish lunch accounts, and meet teachers and administrative staff.

Open House-reviewing school policies/procedures, presentation of Title I information and classroom visits to allow for mini progress reports on student performance.



FL Choices-computer based on-line resource for exploration and career planning that all 8th grade students are required to complete in preparation for their future goals.

Four-Year Plans-completed with 8th grade students in conjunction with FL Choices to help students plan for high school courses to meet requirements for college and career goals.

High School Reps Visit SWMS-In-zone high schools send representatives every year to make presentations and conduct early registration and scheduling.

Band Summer Camp-students interested in the band program can participate in summer camp to become familiarized with the program/teacher, instruments, and to help them prepare for advance band program placement.

5th Grade Parent Night-help parents prepare their children for middle school by looking at the pre-academy selection displays and academic program displays with opportunities to explore and ask questions. Students and parents receive a brief introduction on school policies, procedures and activities, and are able to meet instructional staff and administration.

Workforce Education Expo (We3)-8th grade students attend this conference to explore the options that high schools, local colleges and vocational schools have to offer. Schools and other agencies provide displays, presentations, and demonstrations to promote student interest.

## **b. College and Career Readiness**

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

With the assistance of the guidance office, students complete a personal four year plan designed to ensure that the course of study pursued in high school will meet the requirements for graduation and will be relevant to future goals.

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

Career pre-academies in the areas of Business Enterprise, Robotics, Video Game Development, and Digital Video Production have been created to pair students' education with future career aspirations. By participating in these programs, students begin thinking about the future and see the real-world relevant connection between their subjects and possible future career paths.

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

Career and technical education courses/programs offered at Southwest Middle School are geared toward computer applications/technology, media design, video game design, and robotics/engineering.

### **4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

## **II. Needs Assessment**

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

### **A. Problem Identification**

## 1. Data to Support Problem Identification

### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Spring_2016_Comparative_Chart.pdf
<i>Spring 2016 Comparative Data</i>
Current_Students_Spring_Data_15-16.xlsx
<i>Current Students Data Spring 2016</i>
SWMS_Achievement_Data_15-16.docx
<i>SWMS Overall Achievement Data Spring 2016</i>

## 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Areas of Growth: 7th Math, 8th Math, and Civics

Areas of Strength: 8th Grade ELA, 7th Grade Math

Areas of Weakness: 6th Math and 6th ELA

## B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

6th Grade ELA: Lack of highly-qualified teacher in 6th grade Reading classes for the duration of the school year, lack of instructional momentum and progression in Language Arts

6th Grade Math: Classroom management, instructional momentum and progression

## C. Strategic Goals

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** All core content area instructional staff will collaboratively plan, design, implement and monitor effective lessons utilizing Florida Standards and research based instructional strategies. These actions will result in an increase in student achievement for all core content areas.
  
- G2.** To actively engage families in the educational process of their child or children, by increasing attendance at parent involvement events by at least 10% from 2015-2016 school year. These actions will promote, facilitate, and enhance a partnership between the family and school to encourage student achievement and success for all students.
  
- G3.** All teachers will be trained to implement CHAMPS strategies and the use of STOIC methodology, to provide higher structure to their classroom management procedures and to improve our communication of student expectations school wide.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

**G1.** All core content area instructional staff will collaboratively plan, design, implement and monitor effective lessons utilizing Florida Standards and research based instructional strategies. These actions will result in an increase in student achievement for all core content areas. 1a

G077606

**Targets Supported** 1b

Indicator	Annual Target
Science Achievement - Satisfactory or Above	49.0
Civics EOC Pass	54.0
FSA Mathematics Achievement	42.0
Math Gains	44.0
Math Lowest 25% Gains	40.0
FSA ELA Achievement	45.0
ELA/Reading Gains	55.0
ELA/Reading Lowest 25% Gains	40.0

**Targeted Barriers to Achieving the Goal** 3

- Teacher effective use of planning time
- Teachers struggle with understanding the depth of the standards

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Master schedule
- Curriculum Maps
- Supplemental planning days
- Early release days
- Teacher mentors
- Common planning time
- IBTP training and instructions

**Plan to Monitor Progress Toward G1.** 8

Lesson plans, observation data, and teacher feedback will be used to monitor progress toward meeting the goal, including the implementation of the Florida standards.

**Person Responsible**

Denay Clark

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Lesson plans submitted on a weekly basis. Data collected from weekly classroom observations will provide evidence of progress.

**Plan to Monitor Progress Toward G1. 8**

Classroom observations will exhibit progress toward meeting goal.

**Person Responsible**

Denay Clark

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Lesson plans will be routinely checked by administration and instructional coaches as teachers submit them via their lesson plan dropbox. Administration and instructional coaches will check for implementation with fidelity during classroom visits/observations for alignment with standards and instructional activities.

**Plan to Monitor Progress Toward G1. 8**

Formative and summative assessments will determine progress toward effective planning and instruction.

**Person Responsible**

Denay Clark

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Data chats/notes, data spreadsheets, remediation/extension plans

**G2.** To actively engage families in the educational process of their child or children, by increasing attendance at parent involvement events by at least 10% from 2015-2016 school year. These actions will promote, facilitate, and enhance a partnership between the family and school to encourage student achievement and success for all students. 1a

G077605

**Targets Supported** 1b

Indicator	Annual Target
5Es Score: Involved Families	
5Es Score: Parent Involvement	

**Targeted Barriers to Achieving the Goal** 3

- Lack of or incorrect contact information for parents.
- Difficulty communicating scheduled events to parents

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Community advertising outlets and social media
- Neighborhood meeting venues

**Plan to Monitor Progress Toward G2.** 8

Reports on student attendance, referral rates, suspension rates, and alternative education placement rates will be used to monitor the progress in meeting this goal.

**Person Responsible**

Alonzo Thompson

**Schedule**

Quarterly, from 8/15/2016 to 6/2/2017

**Evidence of Completion**

Referral reports, and attendance reports will be produced to monitor the progress being made toward this goal.

**Plan to Monitor Progress Toward G2.** 8

Student grade reports, missing grade reports will be used to assess effectiveness of bi-weekly progress reports in decreasing student failure rate

**Person Responsible**

Denay Clark

**Schedule**

Biweekly, from 9/2/2016 to 6/2/2017

**Evidence of Completion**

Student grade reports and missing grade report analysis

**G3.** All teachers will be trained to implement CHAMPS strategies and the use of STOIC methodology, to provide higher structure to their classroom management procedures and to improve our communication of student expectations school wide. 1a

G079186

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	900.0
School Climate Survey - Student	
School Climate Survey - Parent	

**Targeted Barriers to Achieving the Goal** 3

- Inconsistent implementation of the CHAMPS classroom management approach school wide and individual classrooms.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Provide resources and training for CHAMPS to all teachers to develop course specific expectations.
- All teacher will develop a classroom management behavior plan based on the CHAMPS model.
- We will draw on the experience of District Level personnel to assist us in addressing challenges that arise in our implementation of CHAMPS campus wide.
- Our PBIS will serve as a means of recognizing student compliance and progress.

**Plan to Monitor Progress Toward G3.** 8

Comparison of discipline occurrences

**Person Responsible**

Alonzo Thompson

**Schedule**

Monthly, from 8/15/2016 to 6/2/2017

**Evidence of Completion**

Comparisons will be made based off of discipline data from the current 16-17 school year and the prior 15-16 school year. We will analyze specific incident types and occurrences and evaluate the effectiveness of CHAMPS implementation. We will use this data as next steps for more effectiveness.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** All core content area instructional staff will collaboratively plan, design, implement and monitor effective lessons utilizing Florida Standards and research based instructional strategies. These actions will result in an increase in student achievement for all core content areas. **1**

 G077606

**G1.B2** Teacher effective use of planning time **2**

 B203583

**G1.B2.S1** Master schedule will be designed to give teachers in core academic subject areas a daily common planning time. **4**

 S215409

### Strategy Rationale

Time is one of the biggest, if not the biggest, obstacle to collaborative planning. Providing a common planning time gives teachers the opportunity on a daily basis to work together during the work day.

### Action Step 1 **5**

In designing the master schedule, each core subject area will be allocated a common planning period during student contact time.

#### Person Responsible

Denay Clark

#### Schedule

Daily, from 6/13/2016 to 6/30/2016

#### Evidence of Completion

The school master schedule and student schedules will show completion of this step.



**Plan to Monitor Fidelity of Implementation of G1.B2.S1 6**

Administration and guidance will work together to develop a master schedule that ensures appropriate class size along with common planning periods for teachers of core academic subject areas.

**Person Responsible**

Denay Clark

**Schedule**

Daily, from 6/13/2016 to 8/31/2016

***Evidence of Completion***

The school master schedule will be used to monitor implementation.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7**

Planning period meetings for the purpose of collaborative planning will be scheduled twice per week. Administration will participate in collaborative planning sessions and monitor effective use of time.

**Person Responsible**

Denay Clark

**Schedule**

Weekly, from 8/15/2016 to 6/2/2017

***Evidence of Completion***

Lesson plan, teacher feedback, and classroom observations will provide documentation for effectiveness.

**G1.B2.S2** Two days will be designated each week for teachers to meet during the scheduled common planning time for the purpose of collaborative planning. 4

S215410

### Strategy Rationale

Designating a day for required planning provides structure and expectations to teachers as well as an emphasis on the importance of collaborative planning.

### Action Step 1 5

Two days will be designated each week for subject area teachers to meet during their scheduled planning time for the purpose of collaborative planning.

#### Person Responsible

Denay Clark

#### Schedule

Weekly, from 8/22/2016 to 6/2/2017

#### Evidence of Completion

Teacher feedback, notes taken during collaborative planning time, and lesson plans.

### Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Each administrator will be assigned one or more subject areas with whom he/she will be responsible for facilitating the weekly collaborative planning sessions.

#### Person Responsible

Denay Clark

#### Schedule

Weekly, from 8/22/2016 to 6/2/2017

#### Evidence of Completion

Teacher feedback, student work samples, notes taken during meetings, and lesson plans

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7**

Teachers will be required to bring documentation of plans, writing samples, and higher order thinking activities to the weekly planning meetings.

**Person Responsible**

Denay Clark

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Lesson plans, student work samples, and teacher feedback

**G1.B2.S3** Reading and Language Arts teachers will collaborate during one of the two required collaborative planning sessions each week. 4

 S218047

**Strategy Rationale**

Reading and Language Arts share many standards. In areas where Reading may not be able to go in-depth with some of the reading standards, Language Arts may be able to cover the standard in greater depth. By planning together, the departments can concurrently incorporate similar topics and standards based on the curriculum provided.

**Action Step 1 5**

Reading and Language Arts teachers will collaboratively plan one day per week in an effort to integrate lessons/standards between classes.

**Person Responsible**

Denay Clark

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Lesson plans, classroom walk-throughs and observations, formative data analysis, etc.

**Plan to Monitor Fidelity of Implementation of G1.B2.S3 6**

Administrators, literacy coach, and reading interventionist will attend and participate in weekly collaborative planning sessions between Reading and Language Arts

**Person Responsible**

Denay Clark

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Lesson plan notes, completed lesson plans, classroom walkthroughs and observations will be used as evidence that the action step is implemented with fidelity.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7**

Related topics and similar standards being presented, or at least complementary in nature, between Reading and Language Arts classes.

**Person Responsible**

Denay Clark

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Lesson plans, classroom walkthroughs and observations, formative data analysis will be used as evidence to monitor effectiveness.

**G1.B4** Teachers struggle with understanding the depth of the standards **2**

 B203585

**G1.B4.S1** Develop teacher leaders in the school who will serve as resources to their peers in the implementation of the Florida standards. **4**

 S215411

**Strategy Rationale**

Teachers need to gain an in-depth understanding of the new standards and of how the new standards affect instruction.

**Action Step 1** **5**

Continued PD opportunities regarding state instructional standards will be provided to selected teachers as needed.

**Person Responsible**

Denay Clark

**Schedule**

Monthly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

PD sign in sheets, department meetings, lesson plans

**Action Step 2** **5**

Provide time with Title I funds, as allowable, to teacher leaders to participate in professional development opportunities regarding standards and/or effective instructional practices.

**Person Responsible**

Tye Bruno

**Schedule**

Semiannually, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Professional development plans and observation of training provided to other teachers will provide evidence of completion.

**Plan to Monitor Fidelity of Implementation of G1.B4.S1 6**

Curriculum alignment charts will be used to monitor and support fidelity of implementation of training.

**Person Responsible**

Denay Clark

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Curriculum alignment charts and teacher sign-in sheets will be collected to demonstrate implementation of training.

**Plan to Monitor Fidelity of Implementation of G1.B4.S1 6**

Administration attendance and observation of standards related professional development will be used to support and monitor the fidelity of implementation.

**Person Responsible**

Denay Clark

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Curriculum alignment charts and teacher sign-in sheets will be collected to demonstrate implementation of training.

**Plan to Monitor Fidelity of Implementation of G1.B4.S1 6**

Observations of subject area collaborative planning will support the implementation of teacher leader development.

**Person Responsible**

Denay Clark

**Schedule**

Weekly, from 8/22/2016 to 6/7/2017

***Evidence of Completion***

The evidence for implementation of this step will be based largely on teacher feedback and input.

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7**

Lesson plans will be regularly reviewed with feedback provided to teachers.

**Person Responsible**

Denay Clark

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Lesson plan documentation will be collected to monitor for effectiveness.

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7**

Classroom observations

**Person Responsible**

Denay Clark

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Lesson observation will be completed documenting implementation of standards being taught, the alignment of instruction with lesson plans and standards, the use of higher order thinking activities, the implementation of authentic literacy, and the creation of an environment conducive to learning.

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7**

Peer input and department collaboration

**Person Responsible**

Denay Clark

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Notes will be kept recording teacher input and feedback.

**G1.B4.S2** Teacher leaders will provide professional development to the instructional staff as well as work with the staff to guide collaborative planning time. 4

S215412

### Strategy Rationale

Teachers will need ongoing guidance and support in gaining an understanding of the new standards and of effective strategies for the implementation of the standards.

### Action Step 1 5

Effective teacher leaders will provide professional development to instructional staff based on needs from surveys, observations, and conversations.

#### Person Responsible

Denay Clark

#### Schedule

Monthly, from 8/22/2016 to 6/2/2017

#### Evidence of Completion

Agendas and sign-in sheets will be collected to provide documentation of the completed activities

### Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Administration will attend and participate in standards professional development, as offered/required by the district so they are familiar with the standards for their particular area of concentration.

#### Person Responsible

Tye Bruno

#### Schedule

Annually, from 8/22/2016 to 6/2/2017

#### Evidence of Completion

Professional development sign-in sheets for administration.



**Plan to Monitor Fidelity of Implementation of G1.B4.S2** 6

Administration will regularly conduct walk-throughs to monitor the implementation of standards based instruction.

**Person Responsible**

Tye Bruno

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Lesson plans, walkthroughs, and observation notes will provide documentation of implementation.

**Plan to Monitor Effectiveness of Implementation of G1.B4.S2** 7

Administration will discuss teacher leaders' areas of strength and create professional development based on teachers' areas of need.

**Person Responsible**

Tye Bruno

**Schedule**

Quarterly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Formulation of professional development opportunities based on teacher needs.

**G2.** To actively engage families in the educational process of their child or children, by increasing attendance at parent involvement events by at least 10% from 2015-2016 school year. These actions will promote, facilitate, and enhance a partnership between the family and school to encourage student achievement and success for all students. 1

G077605

**G2.B1** Lack of or incorrect contact information for parents. 2

B203575

**G2.B1.S1** Enact a series of ongoing efforts to keep parent contact information (telephone, email, address) up to date. 4

S215406

### Strategy Rationale

Phone numbers, email addresses, and even home addresses change frequently. Parents often forget to notify the school of these changes so that our records can be updated.

### Action Step 1 5

Provide continuous verification of contact information when parents visit our campus for conferences, for checking students in or out, etc.

#### Person Responsible

Alonzo Thompson

#### Schedule

Daily, from 8/15/2016 to 6/2/2017

#### Evidence of Completion

Updated information will be entered into GENESIS each month and reports will provide evidence of changes that have been made.

### Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

There will be a plan in place to monitor and collect updated forms from students.

#### Person Responsible

Alonzo Thompson

#### Schedule

Daily, from 8/15/2016 to 9/9/2016

#### Evidence of Completion

Checklist to show teachers have turned in their corrected forms that were returned. Reports from GENESIS to show updated changes.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1 6**

Forms will be kept on hand for parents to check and update at any time that they visit the school.

**Person Responsible**

Alonzo Thompson

**Schedule**

Daily, from 8/15/2016 to 6/2/2017

**Evidence of Completion**

Updated contact information will serve as evidence for fidelity of implementation.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

Effectiveness will be measured by the number of incorrect phone numbers reported to us from the automated phone system.

**Person Responsible**

Alonzo Thompson

**Schedule**

Monthly, from 8/15/2016 to 6/2/2017

**Evidence of Completion**

Count of how many forms are returned and updated compared to the list of incorrect phone numbers from the previous month.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

Notices will be kept at the front counter and in guidance to remind visiting parents to update any changes to their contact information.

**Person Responsible**

Alonzo Thompson


**Schedule**

Weekly, from 8/15/2016 to 6/2/2017

**Evidence of Completion**

The regularity with which contact information is updated will serve as evidence of the effectiveness of this action step.

**G2.B1.S3** Send bi-weekly progress reports home to parents reflecting current course grades **4**

 S215408

**Strategy Rationale**

Parents will have the ability to consistently monitor student progress in all courses. Even parents who do not have internet access at home will then be able to review student progress.

**Action Step 1** **5**

Bi-weekly progress reports will be printed Thursday afternoons and distributed to students on Friday during 7th period

**Person Responsible**

Denay Clark

**Schedule**

Biweekly, from 9/2/2016 to 6/9/2017

**Evidence of Completion**

Parents will inquire with their child and/or teachers regarding student progress, or lack thereof

**Plan to Monitor Fidelity of Implementation of G2.B1.S3** **6**

Assistant Principal will ensure reports have been picked up and distributed every other Friday during 7th period; substitutes will receive student progress reports in the morning for their 7th period class when they check-in.

**Person Responsible**

Denay Clark

**Schedule**

Biweekly, from 9/2/2016 to 6/7/2017

**Evidence of Completion**

Assistant principal will ensure that all interim reports have been picked up from teachers' boxes; announcements will be made to remind teachers about distributing reports; prepare for parent conferences, as needed, as parents review student progress reports.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7**

Routine check of missing grade report and D/F report

**Person Responsible**

Denay Clark

**Schedule**

Biweekly, from 8/29/2016 to 6/2/2017


**Evidence of Completion**

Monitor student grades to see if grades and/or assignment completion percentages have improved as a result of the bi-weekly progress reports

**G2.B7 Difficulty communicating scheduled events to parents 2**

 B203604

**G2.B7.S1** Collect as many parent email addresses as possible to enable direct contact about parent involvement events. 4

 S215428

**Strategy Rationale**

Since the automated call out system cannot be used for this, direct electronic communication ensures parents can be made aware.

**Action Step 1 5**

Parent will update contact information when they come onto campus for events.

**Person Responsible**

Lindsey Graham

**Schedule**

Monthly, from 8/15/2016 to 6/2/2017

**Evidence of Completion**

Updated email address, as well as telephone numbers, will be input regularly to Genesis to keep accurate records.

**Plan to Monitor Fidelity of Implementation of G2.B7.S1** 6

Update contact information collected at PI events

**Person Responsible**

Lindsey Graham

**Schedule**

Monthly, from 8/15/2016 to 6/2/2017

***Evidence of Completion***

Email addresses will be collected from PI event sign in sheets and uploaded to Genesis to keep accurate records of parent contact information.

**Plan to Monitor Effectiveness of Implementation of G2.B7.S1** 7

Update contact information collected at PI events

**Person Responsible**

Lindsey Graham

**Schedule**

Monthly, from 8/15/2016 to 6/2/2017

***Evidence of Completion***

Parent contact information will be collected from PI event sign in sheets and be updated through Genesis. This will allow SWMS to stay in contact with parents and inform them of upcoming events.

**G2.B7.S2** Utilize a variety of communication methods, including social media, at least 2 times for each parent involvement event. 4

S215440

### Strategy Rationale

With the widespread use of various social media platforms, as well as phone, text, email, & flyers, it ensures multiple ways to communicate with parents about upcoming events.

### Action Step 1 5

Advertise upcoming parent involvement events, multiple times, in a variety of ways.

#### Person Responsible

Lindsey Graham

#### Schedule

Monthly, from 8/15/2016 to 6/2/2017

#### Evidence of Completion

Collect responses from parent evaluations on how they were informed of the event and their suggestions on how they would like to be informed in the future.

### Plan to Monitor Fidelity of Implementation of G2.B7.S2 6

Evaluate the parent responses regarding the way they were informed about the event

#### Person Responsible

Lindsey Graham

#### Schedule

Monthly, from 8/15/2016 to 6/2/2017

#### Evidence of Completion

Collect responses from parent evaluations on how they were informed of the event and their suggestions on how they would like to be informed in the future. Observe the results and note trends on the most and least effective forms of communication. Use results to drive further communication between the school and families.

**Plan to Monitor Effectiveness of Implementation of G2.B7.S2 7**

Evaluate the effectiveness of different means of communication by the results of the Evaluation of Activities to Build Capacity

**Person Responsible**

Lindsey Graham

**Schedule**


Monthly, from 8/15/2016 to 6/2/2017

***Evidence of Completion***


Based on the responses given on parent evaluations at parent involvement nights regarding communication means, we will evaluate the effectiveness of our communication by the number of parents that attended the events for the whole year. The goal is to increase attendance by at least 10% from the 15-16 school year.



**G3.** All teachers will be trained to implement CHAMPS strategies and the use of STOIC methodology, to provide higher structure to their classroom management procedures and to improve our communication of student expectations school wide. **1**

 G079186

**G3.B1** Inconsistent implementation of the CHAMPS classroom management approach school wide and individual classrooms. **2**

 B208656

**G3.B1.S1** We will develop school based CHAMPS Expectation posters to ensure consistent implementation for all common activities (i.e. Dismissal, transitions, common areas. etc.), and expect teacher developed poster for individual classrooms. **4**

 S221537

### **Strategy Rationale**

For all staff members to be consistently using the CHAMPS approach, as well as visibility of expectations across campus. This will aid in student compliance.

### **Action Step 1 **5****

CHAMPS training based on district plan, as well as additional training specific to the identified needs of our students and teachers.

#### **Person Responsible**

Alonzo Thompson

#### **Schedule**

Monthly, from 8/8/2016 to 4/30/2017

#### **Evidence of Completion**

Monthly agendas and sign in sheets from PD meetings.

**Plan to Monitor Fidelity of Implementation of G3.B1.S1 6**

At each PD session, a new goal or step in the CHAMPS process will be rolled out with the expectation that it will implemented in a specific time frame.

**Person Responsible**

Alonzo Thompson

**Schedule**

Monthly, from 8/29/2016 to 6/2/2017

***Evidence of Completion***

All staff members will individually or school wide (depending on what is being implemented that month) state how the step/goal will be executed in their class. Implementation will be observed based on walk throughs and/or teacher observations.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

Use of and compliance to the expectations posted around campus and within the classroom will be observed during classroom walk-through and student transitions.

**Person Responsible**

Alonzo Thompson

**Schedule**

Weekly, from 8/15/2016 to 6/2/2017

***Evidence of Completion***

Based on walk throughs and observations, staff will maintain student expectations and monitor misbehavior by referring to CHAMPS expectation posters that will be posted in all common areas and classrooms.

**G3.B1.S2** In order to bolster CHAMP efforts, administration and staff members will identify students in need of more intensive efforts to improve student behavior and decrease disciplinary actions. Students identified will participate in the school's Check-In/Check-Out program and will be monitored on a daily/weekly/monthly basis for progress. 4

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### Strategy Rationale

By identifying students in need of additional support, and offering incentives for positive/improved behavior based on school-wide expectations, students are more likely to follow classroom/school rules, resulting in not only a turnaround for those individual students, but the culture of the school as a whole.

### Action Step 1 5

Check-In/Check-Out program facilitator will provide technical assistance to teachers in regards to monitoring student behavior and completing the necessary paperwork for documentation.

#### Person Responsible

Kaprilla Jennings

#### Schedule

Weekly, from 9/26/2016 to 6/2/2017

#### Evidence of Completion

Informal conversation, emails, and Check-In/Check-Out behavior monitoring forms will serve as evidence that teachers understand the principles behind the program as well student/teacher/facilitator responsibilities.

### Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Students will turn in their CICO behavior monitoring forms to their teachers each day, teachers will complete the paperwork based on student's daily behavior, and facilitator will review students' paperwork each week to monitor student progress, or lack thereof

#### Person Responsible

Kaprilla Jennings

#### Schedule

Weekly, from 9/26/2016 to 6/2/2017

#### Evidence of Completion

CICO behavior monitoring forms will serve as evidence of implementation with fidelity.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7**

Administrative staff will review discipline records for CICO student participants to determine if participation in the program resulted in a decrease in disciplinary action for targeted students.

**Person Responsible**

Kaprilla Jennings

**Schedule**

Monthly, from 9/26/2016 to 6/2/2017

***Evidence of Completion***

Student disciplinary records, CICO documentation, informal and formal observations and/or teacher communication regarding student behavior.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2016</b>					
G1.B2.S1.A1 A269730	In designing the master schedule, each core subject area will be allocated a common planning period...	Clark, Denay	6/13/2016	The school master schedule and student schedules will show completion of this step.	6/30/2016 daily
G1.B2.S1.MA1 M263612	Administration and guidance will work together to develop a master schedule that ensures...	Clark, Denay	6/13/2016	The school master schedule will be used to monitor implementation.	8/31/2016 daily
G3.B1.S1.A1 A279304	CHAMPS training based on district plan, as well as additional training specific to the identified...	Thompson, Alonzo	8/8/2016	Monthly agendas and sign in sheets from PD meetings.	4/30/2017 monthly
G2.B1.S1.MA1 M263603	There will be a plan in place to monitor and collect updated forms from students.	Thompson, Alonzo	8/15/2016	Checklist to show teachers have turned in their corrected forms that were returned. Reports from GENESIS to show updated changes.	9/9/2016 daily
G2.B1.S1.MA3 M263604	Forms will be kept on hand for parents to check and update at any time that they visit the school.	Thompson, Alonzo	8/15/2016	Updated contact information will serve as evidence for fidelity of implementation.	6/2/2017 daily
G3.MA1 M279073	Comparison of discipline occurrences	Thompson, Alonzo	8/15/2016	Comparisons will be made based off of discipline data from the current 16-17 school year and the prior 15-16 school year. We will analyze specific incident types and occurrences and evaluate the effectiveness of CHAMPS implementation. We will use this data as next steps for more effectiveness.	6/2/2017 monthly
G2.B1.S1.MA1 M263601	Effectiveness will be measured by the number of incorrect phone numbers reported to us from the...	Thompson, Alonzo	8/15/2016	Count of how many forms are returned and updated compared to the list of incorrect phone numbers from the previous month.	6/2/2017 monthly
G2.B1.S1.MA4 M263602	Notices will be kept at the front counter and in guidance to remind visiting parents to update any...	Thompson, Alonzo	8/15/2016	The regularity with which contact information is updated will serve as evidence of the effectiveness of this action step.	6/2/2017 weekly
G2.B7.S1.MA1 M277533	Update contact information collected at PI events	Graham, Lindsey	8/15/2016	Email addresses will be collected from PI event sign in sheets and uploaded to Genesis to keep accurate records of parent contact information.	6/2/2017 monthly
G2.B7.S2.MA1 M275343	Evaluate the effectiveness of different means of communication by the results of the Evaluation of...	Graham, Lindsey	8/15/2016	Based on the responses given on parent evaluations at parent involvement nights regarding communication means, we will evaluate the effectiveness of our communication by the number of parents that attended the events for the whole year. The goal is to increase attendance by at least 10% from the 15-16 school year.	6/2/2017 monthly
G2.B1.S1.A1 A269728	Provide continuous verification of contact information when parents visit our campus for...	Thompson, Alonzo	8/15/2016	Updated information will be entered into GENESIS each month and reports will provide evidence of changes that have been made.	6/2/2017 daily
G1.B2.S1.MA1 M263611	Planning period meetings for the purpose of collaborative planning will be scheduled twice per...	Clark, Denay	8/15/2016	Lesson plan, teacher feedback, and classroom observations will provide documentation for effectiveness.	6/2/2017 weekly
G2.MA1 M263609	Reports on student attendance, referral rates, suspension rates, and alternative education...	Thompson, Alonzo	8/15/2016	Referral reports, and attendance reports will be produced to monitor the progress being made toward this goal.	6/2/2017 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B7.S2.MA1 M275257	Evaluate the parent responses regarding the way they were informed about the event	Graham, Lindsey	8/15/2016	Collect responses from parent evaluations on how they were informed of the event and their suggestions on how they would like to be informed in the future. Observe the results and note trends on the most and least effective forms of communication. Use results to drive further communication between the school and families.	6/2/2017 monthly
G2.B7.S2.A1 A278300	Advertise upcoming parent involvement events, multiple times, in a variety of ways.	Graham, Lindsey	8/15/2016	Collect responses from parent evaluations on how they were informed of the event and their suggestions on how they would like to be informed in the future.	6/2/2017 monthly
G3.B1.S1.MA1 M279058	Use of and compliance to the expectations posted around campus and within the classroom will be...	Thompson, Alonzo	8/15/2016	Based on walk throughs and observations, staff will maintain student expectations and monitor misbehavior by referring to CHAMPS expectation posters that will be posted in all common areas and classrooms.	6/2/2017 weekly
G2.B7.S1.A1 A269799	Parent will update contact information when they come onto campus for events.	Graham, Lindsey	8/15/2016	Updated email address, as well as telephone numbers, will be input regularly to Genesis to keep accurate records.	6/2/2017 monthly
G2.B7.S1.MA1 M277553	Update contact information collected at PI events	Graham, Lindsey	8/15/2016	Parent contact information will be collected from PI event sign in sheets and be updated through Genesis. This will allow SWMS to stay in contact with parents and inform them of upcoming events.	6/2/2017 monthly
G1.MA1 M263624	Lesson plans, observation data, and teacher feedback will be used to monitor progress toward...	Clark, Denay	8/22/2016	Lesson plans submitted on a weekly basis. Data collected from weekly classroom observations will provide evidence of progress.	6/2/2017 weekly
G1.B2.S3.A1 A274963	Reading and Language Arts teachers will collaboratively plan one day per week in an effort to...	Clark, Denay	8/22/2016	Lesson plans, classroom walk-throughs and observations, formative data analysis, etc.	6/2/2017 weekly
G1.B4.S1.A1 A269732	Continued PD opportunities regarding state instructional standards will be provided to selected...	Clark, Denay	8/22/2016	PD sign in sheets, department meetings, lesson plans	6/2/2017 monthly
G1.B4.S1.A2 A269733	Provide time with Title I funds, as allowable, to teacher leaders to participate in professional...	Bruno, Tye	8/22/2016	Professional development plans and observation of training provided to other teachers will provide evidence of completion.	6/2/2017 semiannually
G1.B4.S1.MA1 M263618	Curriculum alignment charts will be used to monitor and support fidelity of implementation of...	Clark, Denay	8/22/2016	Curriculum alignment charts and teacher sign-in sheets will be collected to demonstrate implementation of training.	6/2/2017 weekly
G1.B4.S1.MA3 M263619	Administration attendance and observation of standards related professional development will be...	Clark, Denay	8/22/2016	Curriculum alignment charts and teacher sign-in sheets will be collected to demonstrate implementation of training.	6/2/2017 weekly
G1.B4.S1.MA6 M263617	Peer input and department collaboration	Clark, Denay	8/22/2016	Notes will be kept recording teacher input and feedback.	6/2/2017 weekly
G1.B4.S1.MA5 M263616	Classroom observations	Clark, Denay	8/22/2016	Lesson observation will be completed documenting implementation of standards being taught, the alignment of instruction with lesson plans and standards, the use of higher order thinking activities, the implementation of authentic literacy, and the creation of an environment conducive to learning.	6/2/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S3.MA1 M273486	Administrators, literacy coach, and reading interventionist will attend and participate in weekly...	Clark, Denay	8/22/2016	Lesson plan notes, completed lesson plans, classroom walkthroughs and observations will be used as evidence that the action step is implemented with fidelity.	6/2/2017 weekly
G1.B4.S1.MA1 M263615	Lesson plans will be regularly reviewed with feedback provided to teachers.	Clark, Denay	8/22/2016	Lesson plan documentation will be collected to monitor for effectiveness.	6/2/2017 weekly
G1.B2.S2.MA1 M263613	Teachers will be required to bring documentation of plans, writing samples, and higher order...	Clark, Denay	8/22/2016	Lesson plans, student work samples, and teacher feedback	6/2/2017 weekly
G1.B2.S2.MA1 M263614	Each administrator will be assigned one or more subject areas with whom he/she will be responsible...	Clark, Denay	8/22/2016	Teacher feedback, student work samples, notes taken during meetings, and lesson plans	6/2/2017 weekly
G1.B2.S2.A1 A269731	Two days will be designated each week for subject area teachers to meet during their scheduled...	Clark, Denay	8/22/2016	Teacher feedback, notes taken during collaborative planning time, and lesson plans.	6/2/2017 weekly
G1.B4.S2.MA1 M263621	Administration will discuss teacher leaders' areas of strength and create professional development...	Bruno, Tye	8/22/2016	Formulation of professional development opportunities based on teacher needs.	6/2/2017 quarterly
G1.B4.S2.MA1 M263622	Administration will attend and participate in standards professional development, as...	Bruno, Tye	8/22/2016	Professional development sign-in sheets for administration.	6/2/2017 annually
G1.MA2 M263625	Classroom observations will exhibit progress toward meeting goal.	Clark, Denay	8/22/2016	Lesson plans will be routinely checked by administration and instructional coaches as teachers submit them via their lesson plan dropbox. Administration and instructional coaches will check for implementation with fidelity during classroom visits/ observations for alignment with standards and instructional activities.	6/2/2017 weekly
G1.B4.S2.A1 A269734	Effective teacher leaders will provide professional development to instructional staff based on...	Clark, Denay	8/22/2016	Agendas and sign-in sheets will be collected to provide documentation of the completed activities	6/2/2017 monthly
G1.B2.S3.MA1 M273490	Related topics and similar standards being presented, or at least complementary in nature, between...	Clark, Denay	8/22/2016	Lesson plans, classroom walkthroughs and observations, formative data analysis will be used as evidence to monitor effectiveness.	6/2/2017 weekly
G1.MA3 M273546	Formative and summative assessments will determine progress toward effective planning and...	Clark, Denay	8/22/2016	Data chats/notes, data spreadsheets, remediation/extension plans	6/2/2017 weekly
G1.B4.S2.MA3 M263623	Administration will regularly conduct walk-throughs to monitor the implementation of standards...	Bruno, Tye	8/22/2016	Lesson plans, walkthroughs, and observation notes will provide documentation of implementation.	6/2/2017 weekly
G1.B4.S1.MA4 M263620	Observations of subject area collaborative planning will support the implementation of teacher...	Clark, Denay	8/22/2016	The evidence for implementation of this step will be based largely on teacher feedback and input.	6/7/2017 weekly
G3.B1.S1.MA1 M276825	At each PD session, a new goal or step in the CHAMPS process will be rolled out with the...	Thompson, Alonzo	8/29/2016	All staff members will individually or school wide (depending on what is being implemented that month) state how the step/goal will be executed in their class. Implementation will be observed based on walk throughs and/ or teacher observations.	6/2/2017 monthly
G2.B1.S3.MA1 M263607	Routine check of missing grade report and D/F report	Clark, Denay	8/29/2016	Monitor student grades to see if grades and/or assignment completion percentages have improved as a result of the bi-weekly progress reports	6/2/2017 biweekly
G2.MA2 M263610	Student grade reports, missing grade reports will be used to assess effectiveness of bi-weekly...	Clark, Denay	9/2/2016	Student grade reports and missing grade report analysis	6/2/2017 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S3.MA1 M263608	Assistant Principal will ensure reports have been picked up and distributed every other Friday...	Clark, Denay	9/2/2016	Assistant principal will ensure that all interim reports have been picked up from teachers' boxes; announcements will be made to remind teachers about distributing reports; prepare for parent conferences, as needed, as parents review student progress reports.	6/7/2017 biweekly
G2.B1.S3.A1 A269729	Bi-weekly progress reports will be printed Thursday afternoons and distributed to students on...	Clark, Denay	9/2/2016	Parents will inquire with their child and/or teachers regarding student progress, or lack thereof	6/9/2017 biweekly
G3.B1.S2.MA1 M313393	Students will turn in their CICO behavior monitoring forms to their teachers each day, teachers...	Jennings, Kaprilla	9/26/2016	CICO behavior monitoring forms will serve as evidence of implementation with fidelity.	6/2/2017 weekly
G3.B1.S2.A1 A307144	Check-In/Check-Out program facilitator will provide technical assistance to teachers in regards to...	Jennings, Kaprilla	9/26/2016	Informal conversation, emails, and Check-In/Check-Out behavior monitoring forms will serve as evidence that teachers understand the principles behind the program as well student/teacher/facilitator responsibilities.	6/2/2017 weekly
G3.B1.S2.MA1 M314403	Administrative staff will review discipline records for CICO student participants to determine if...	Jennings, Kaprilla	9/26/2016	Student disciplinary records, CICO documentation, informal and formal observations and/or teacher communication regarding student behavior.	6/2/2017 monthly



## V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** All core content area instructional staff will collaboratively plan, design, implement and monitor effective lessons utilizing Florida Standards and research based instructional strategies. These actions will result in an increase in student achievement for all core content areas.

**G1.B4** Teachers struggle with understanding the depth of the standards

**G1.B4.S1** Develop teacher leaders in the school who will serve as resources to their peers in the implementation of the Florida standards.

### **PD Opportunity 1**

Continued PD opportunities regarding state instructional standards will be provided to selected teachers as needed.

#### **Facilitator**

Subject Area Contacts Administration District Resources

#### **Participants**

Teachers, as needed

#### **Schedule**

Monthly, from 8/22/2016 to 6/2/2017

**G1.B4.S2** Teacher leaders will provide professional development to the instructional staff as well as work with the staff to guide collaborative planning time.

### **PD Opportunity 1**

Effective teacher leaders will provide professional development to instructional staff based on needs from surveys, observations, and conversations.

#### **Facilitator**

Selected teacher leaders

#### **Participants**

Teachers

#### **Schedule**

Monthly, from 8/22/2016 to 6/2/2017

**G3.** All teachers will be trained to implement CHAMPS strategies and the use of STOIC methodology, to provide higher structure to their classroom management procedures and to improve our communication of student expectations school wide.

**G3.B1** Inconsistent implementation of the CHAMPS classroom management approach school wide and individual classrooms.

**G3.B1.S1** We will develop school based CHAMPS Expectation posters to ensure consistent implementation for all common activities (i.e. Dismissal, transitions, common areas. etc.), and expect teacher developed poster for individual classrooms.

### **PD Opportunity 1**

CHAMPS training based on district plan, as well as additional training specific to the identified needs of our students and teachers.

#### **Facilitator**

Alonzo Thompson, Kaprilla Jennings, Lindsey Graham

#### **Participants**

All Instructional Staff

#### **Schedule**

Monthly, from 8/8/2016 to 4/30/2017

## VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

## VII. Budget

1	G1.B2.S1.A1	In designing the master schedule, each core subject area will be allocated a common planning period during student contact time.				\$0.00
2	G1.B2.S2.A1	Two days will be designated each week for subject area teachers to meet during their scheduled planning time for the purpose of collaborative planning.				\$0.00
3	G1.B2.S3.A1	Reading and Language Arts teachers will collaboratively plan one day per week in an effort to integrate lessons/standards between classes.				\$0.00
4	G1.B4.S1.A1	Continued PD opportunities regarding state instructional standards will be provided to selected teachers as needed.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0051 - Southwest Middle School	Title I Part D (N&D)		\$5,000.00
			<i>Notes: This is to pay for substitutes to provide planning days to teachers to support additional collaborative planning and for sending teachers to district professional development opportunities.</i>			
5	G1.B4.S1.A2	Provide time with Title I funds, as allowable, to teacher leaders to participate in professional development opportunities regarding standards and/or effective instructional practices.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3299		0051 - Southwest Middle School	Title I Part D (N&D)		\$1,000.00
			<i>Notes: Funds will be used to pay for substitute teachers while classroom teachers are participating in collaborative PD and planning.</i>			
6	G1.B4.S2.A1	Effective teacher leaders will provide professional development to instructional staff based on needs from surveys, observations, and conversations.				\$0.00
7	G2.B1.S1.A1	Provide continuous verification of contact information when parents visit our campus for conferences, for checking students in or out, etc.				\$0.00
8	G2.B1.S3.A1	Bi-weekly progress reports will be printed Thursday afternoons and distributed to students on Friday during 7th period				\$0.00
9	G2.B7.S1.A1	Parent will update contact information when they come onto campus for events.				\$0.00
10	G2.B7.S2.A1	Advertise upcoming parent involvement events, multiple times, in a variety of ways.				\$0.00
11	G3.B1.S1.A1	CHAMPS training based on district plan, as well as additional training specific to the identified needs of our students and teachers.				\$0.00

12	G3.B1.S2.A1	Check-In/Check-Out program facilitator will provide technical assistance to teachers in regards to monitoring student behavior and completing the necessary paperwork for documentation.	\$0.00
<b>Total:</b>			<b>\$6,000.00</b>