Brevard Public Schools

SOUTHWEST MIDDLE SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

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

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

Southwest Middle School is committed to creating a culture of coherent instruction through intentional standards-based planning, aligned instructional practices, and clearly defined success criteria. By ensuring consistency in lesson design, collaborative planning, formative assessment, and targeted instructional support, we will provide all students with meaningful, rigorous, and engaging learning experiences that promote academic growth and achievement for every Bronco.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Jasmine DeLaughter

DeLaughter.Jasmine@brevardschools.org

Position Title

Principal

Job Duties and Responsibilities

Lead and support all stakeholders in cultivating a student-centered learning environment that promotes academic excellence, positive school culture, and equitable outcomes for all students. Foster strong relationships with students, staff, families, and the community while recognizing and celebrating student and teacher achievements. Promote positive youth development, social-emotional well-being, and a safe, supportive school climate that encourages engagement, collaboration, and

continuous growth.

Leadership Team Member #2

Employee's Name
Melissa Rivera

RiveraErazo.Melissa@Brevardschools.org

Position Title
Assistant Principal of Curriculum

Job Duties and Responsibilities

Lead and support all stakeholders in cultivating a student-centered learning environment that promotes academic excellence, positive school culture, and equitable outcomes for all students. Foster strong relationships with students, staff, families, and the community while recognizing and celebrating student and teacher achievements. Promote positive youth development, social-emotional well-being, and a safe, supportive school climate that encourages engagement, collaboration, and continuous growth.

Leadership Team Member #3

Employee's Name
Sophia Ponton

Ponton.Sophia@brevardschools.org

Position Title
Assistant Principal of Discipline

Job Duties and Responsibilities

Lead and support all stakeholders in cultivating a student-centered learning environment that promotes academic excellence, positive school culture, and equitable outcomes for all students. Foster strong relationships with students, staff, families, and the community while recognizing and celebrating student and teacher achievements. Promote positive youth development, social-emotional well-being, and a safe, supportive school climate that encourages engagement, collaboration, and continuous growth.

Leadership Team Member #4

Employee's Name
Erica Jackson Green

JacksonGreen.Erica@Brevardschools.org

Position Title
Assistant Principal of Discipline

Job Duties and Responsibilities

Lead and support all stakeholders in cultivating a student-centered learning environment that promotes academic excellence, positive school culture, and equitable outcomes for all students. Foster strong relationships with students, staff, families, and the community while recognizing and celebrating student and teacher achievements. Promote positive youth development, social-emotional well-being, and a safe, supportive school climate that encourages engagement, collaboration, and continuous growth.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

Over the summer, student achievement, attendance, behavioral, and climate data were reviewed collaboratively by the school leadership team to identify areas of strength, areas of need, and priorities for continuous improvement. During pre-planning, schoolwide data and SIP priorities were shared with faculty and staff to gather feedback and support the development of instructional and operational goals for the 2026-2027 school year. Departments and grade-level teams reviewed subject-area and subgroup data to develop action steps aligned to school improvement priorities and student achievement goals.

Southwest Middle School actively involves a variety of stakeholders in the SIP development and monitoring process, including school leadership, teachers, staff, students, parents and families, business partners, community members, and the School Advisory Council (SAC). Stakeholder feedback is gathered through SAC meetings, faculty meetings, surveys, family engagement events, and ongoing collaboration throughout the school year. Student voice and input are also considered to support a positive and student-centered learning environment.

The School Advisory Council (SAC) reviews school data, SIP goals, progress monitoring updates, and proposed action steps prior to approval and submission of the School Improvement Plan. The SIP is monitored regularly throughout the school year during leadership meetings, PLCs, faculty

meetings, MTSS meetings, and SAC meetings to ensure effective implementation and alignment to student needs.

Additionally, the SIP is posted on the school website and shared with families and community stakeholders to promote transparency and collaboration. The plan remains a living document and may be revised throughout the year based on stakeholder input, student performance data, and ongoing school improvement efforts to ensure continuous growth and academic success for all students.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Southwest Middle School's School Improvement Plan (SIP) will be monitored regularly through ongoing data analysis, collaborative planning, classroom walkthroughs, and stakeholder feedback to ensure effective implementation and continuous improvement in student achievement. School leadership, instructional coaches, counselors, and teacher leaders will review academic, behavioral, attendance, and intervention data during PLCs, MTSS meetings, leadership meetings, and data chats throughout the school year.

Progress monitoring will include the review of FAST assessment data, district benchmark assessments, common formative assessments, classroom walkthrough trends, and subgroup performance data with a particular focus on students demonstrating the greatest achievement gaps, including SWD, ELL, and Level 1 and Level 2 students. Instructional practices and intervention supports will be adjusted based on student performance trends and identified areas of need.

The school will also monitor the effectiveness of Tier 1 instruction, intervention courses, student engagement strategies, and MTSS supports through frequent observation and feedback cycles. Stakeholder input from teachers, staff, students, families, SAC, and district support personnel will be utilized to revise and refine the SIP throughout the year as needed.

Southwest Middle School remains committed to fostering a culture of continuous improvement by using data-driven decision-making, collaborative problem-solving, and strategic instructional planning to ensure all students have access to high-quality instruction and academic success.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**MIDDLE/JR. HIGH** **7-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**93.4%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: C** **2024-25: C** **2023-24: C** **2022-23: C** **2021-22: C**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment								487	486	973
Absent 10% or more school days								126	83	209
One or more suspensions								14	83	97
Course failure in English Language Arts (ELA)								16	47	63
Course failure in Math								15	36	51
Level 1 on statewide ELA assessment								71	99	170
Level 1 on statewide Math assessment								64	100	164
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)								17	6	23
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)								0	0	0

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								50	91	141

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year								22	13	35
Students retained two or more times								14	9	23

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment								488	502	990
Absent 10% or more school days								142	92	234
One or more suspensions								83	114	197
Course failure in English Language Arts (ELA)								1	101	102
Course failure in Math									65	65
Level 1 on statewide ELA assessment								69	141	210
Level 1 on statewide Math assessment								74	127	201
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								73	136	209

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	[]	[]	[]	[]	[]	[]	[]	[]	[]	0
Students retained two or more times	[]	[]	[]	[]	[]	[]	[]	[]	[]	0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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

Data for 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	53	65	62	48	60	58	45	55	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	52	59	61	49	55	59	46	53	56
ELA Lowest 25th Percentile	42	50	53	42	46	52	46	46	50
Math Achievement*	60	67	65	51	63	63	52	59	60
Math Learning Gains	56	54	62	48	54	62	53	51	62
Math Lowest 25th Percentile	52	55	57	47	52	57	56	55	60
Science Achievement	37	60	57	41	55	54	31	48	51
Social Studies Achievement*	68	77	77	60	72	73	62	69	70
Graduation Rate									
Middle School Acceleration	77	78	82	56	70	77	68	70	74
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					47	53		56	49

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

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	55%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	497
Total Components for the FPPI	9
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
55%	47%	51%	43%	43%	40%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	37%	Yes	7	
English Language Learners	46%	No		
Black/African American Students	52%	No		
Hispanic Students	51%	No		
Multiracial Students	60%	No		
White Students	59%	No		
Economically Disadvantaged Students	52%	No		

D. Accountability Components by Subgroup

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

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	53%		52%	42%	60%	56%	52%	37%	68%	77%			
Students With Disabilities	26%		42%	36%	35%	50%	38%	17%	34%	52%			
English Language Learners	37%		46%	34%	50%	56%	53%	18%	47%	77%			
Black/African American Students	48%		53%	40%	53%	58%	51%	31%	58%	79%			
Hispanic Students	52%		48%	35%	60%	53%	43%	36%	62%	73%			
Multiracial Students	60%		64%	65%	58%	50%	57%	39%	74%	75%			
White Students	57%		53%	42%	66%	57%	58%	43%	77%	76%			
Economically Disadvantaged Students	47%		49%	41%	56%	56%	50%	33%	63%	74%			

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	48%		49%	42%	51%	48%	47%	41%	60%	56%			28%
Students With Disabilities	19%		32%	33%	22%	42%	47%	9%	26%	40%			6%
English Language Learners	27%		40%	39%	44%	44%	37%	31%	43%	75%			28%
Black/African American Students	41%		46%	41%	44%	45%	43%	30%	53%	46%			29%
Hispanic Students	51%		50%	39%	52%	49%	45%	48%	67%	56%			30%
Multiracial Students	49%		53%	31%	47%	47%	48%	35%	56%	59%			
White Students	51%		50%	47%	56%	49%	56%	45%	61%	59%			
Economically Disadvantaged Students	44%		44%	37%	48%	44%	42%	36%	56%	55%			14%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	45%		46%	46%	52%	53%	56%	31%	62%	68%			54%
Students With Disabilities	14%		35%	39%	25%	52%	52%	5%	26%	30%			40%
English Language Learners	32%		49%	53%	44%	51%	37%	8%	45%	61%			54%
Asian Students	73%		73%		73%	55%							
Black/African American Students	38%		45%	42%	42%	56%	59%	16%	55%	57%			62%
Hispanic Students	41%		44%	46%	56%	58%	47%	26%	54%	60%			55%
Multiracial Students	51%		46%	50%	59%	61%	42%	41%	77%	82%			
White Students	49%		46%	50%	55%	48%	63%	39%	65%	70%			
Economically Disadvantaged Students	43%		45%	42%	47%	52%	57%	25%	58%	67%			62%

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

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

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

		2025-26 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	7	56%	66%	-10%	62%	-6%
ELA	8	45%	63%	-18%	60%	-15%
Math	7	43%	49%	-6%	53%	-10%
Math	8	51%	62%	-11%	61%	-10%
Science	8	37%	57%	-20%	52%	-15%
Civics	7	66%	78%	-12%	77%	-11%
Civics	8	55%	75%	-20%	75%	-20%
Algebra	7	98%	92%	6%	96%	2%
Algebra	8	84%	78%	6%	84%	0%
Geometry	8	96%	88%	8%	95%	1%
Biology	8	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry	7	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Southwest Middle School demonstrated significant improvement across multiple accountability areas during the 2025-2026 school year. The greatest areas of growth included Geometry proficiency increasing from 70.59% to 100%, Algebra proficiency increasing from 63% to 88%, Math proficiency increasing from 51% to 56%, Civics proficiency increasing from 60% to 66%, ELA proficiency increasing from 48% to 51%, and SWD proficiency gains in both Math and ELA.

Several strategic actions contributed to these improvements. The school strengthened Tier 1 instruction through the use of teacher clarity within our "Week on a Sheet" and standards based unit folders. Teachers utilized benchmark and FAST data to identify student deficits and provide targeted interventions and enrichment opportunities. Southwest Middle School also implemented intensive support courses, including intensive Algebra, to provide students with additional instructional time and intervention aligned to student needs. Focused monitoring of student progress, instructional walkthrough feedback, and increased alignment to state standards also supported overall academic growth.

Lowest Performance

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

Science proficiency decreased from 41% to 37%, making Science the school’s lowest performing content area. Several contributing factors impacted student achievement during the 2025-2026 school year. The 8th grade science team experienced significant staffing and instructional changes, including multiple new teachers, internal teacher transitions between teams, and the loss of the Science Instructional Coach midway through the school year. These changes impacted instructional consistency, collaborative planning, and the implementation of targeted interventions and data-driven instructional practices. Additionally, trends indicated that students struggled with the nature of Science strand on the FCAT test and scientific vocabulary development.

Greatest Decline

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

Science demonstrated the greatest decline from the previous school year, decreasing from 41% proficiency to 37% proficiency. Contributing factors included staffing changes, teacher transitions between grade-level teams, and the departure of the Science Instructional Coach during the school year. These factors impacted instructional continuity, collaborative planning structures, and the consistency of standards-based instruction and intervention implementation.

Greatest Gap

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

Southwest Middle School's greatest achievement gap Math (10%), Science(15%) and ELA achievement when compared to state averages and overall school performance. In 2024-2025, SWD proficiency rates remained significantly lower than overall student proficiency rates, with SWD Science achievement at 9%, ELA achievement at 19%, and Math achievement at 22%. Additionally, students identified with multiple Early Warning System (EWS) indicators, including excessive absences, suspensions, and course failures, contributed to persistent academic gaps among identified subgroups.

Several factors contributed to this achievement gap, including inconsistent attendance, gaps in foundational academic skills, limited access to rigorous grade-level content, and the need for increased differentiated instruction and targeted interventions. Trends also indicated that students with multiple EWS indicators and students requiring intensive academic support struggled most with mastery of benchmark-aligned standards and higher-order thinking tasks.

EWS Areas of Concern

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

Southwest Middle School identified student attendance, course failures, and the increasing number of students with multiple Early Warning System (EWS) indicators as primary areas of concern for the 2026-2027 school year. During the 2025-2026 school year, 234 students were absent 10% or more of school days, 197 students received one or more suspensions, and 209 students demonstrated two or more EWS indicators. Additionally, 102 students experienced course failure in ELA and 65 students experienced course failure in Math, indicating a continued need for targeted academic and behavioral supports.

The data also reflects ongoing achievement gaps among Students with Disabilities (SWD), English

Language Learners (ELL), and economically disadvantaged students, particularly in ELA, Math, and Science achievement. Science proficiency remains an area of concern across multiple subgroups and will require focused instructional support and intervention.

To address these concerns, Southwest Middle School will strengthen MTSS processes, increase progress monitoring and data chats, expand intervention and coherence support classes, and implement targeted attendance and behavioral interventions. The school will continue utilizing restorative practices, parent communication, mentoring opportunities, and student support systems to improve student engagement, attendance, and academic outcomes. Additional focus will be placed on strengthening Tier 1 instruction, differentiated instruction, and standards-based interventions to reduce course failures and close subgroup achievement gaps.

Highest Priorities

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

1. Strengthen Tier 1 instruction across all content areas through standards-based planning, collaborative PLCs, data analysis, and instructional monitoring.
2. Increase student achievement and learning gains in ELA, Math, Science, and Civics with targeted support for Students with Disabilities (SWD), English Language Learners (ELL), and Level 1 and Level 2 students.
3. Improve Science proficiency through focused instructional coaching, rigorous standards-aligned instruction, vocabulary development, inquiry-based learning opportunities, and consistent progress monitoring.
4. Reduce the number of students identified with Early Warning System indicators by improving attendance, decreasing course failures and behavioral referrals, and increasing student engagement and intervention supports.
5. Strengthen MTSS systems, intervention programs, and stakeholder collaboration to ensure students receive timely academic, behavioral, and social-emotional support aligned to individual student needs.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Southwest Middle School identified English Language Arts as an instructional priority through analysis of FAST assessment data, classroom walkthroughs, collaborative planning observations, and the district Coherence Audit. Current schoolwide ELA proficiency is **52% of students demonstrating learning gains** and **42% of the Lowest 25% making learning gains**, indicating the need to strengthen Tier I instruction while accelerating achievement for all learners, particularly students performing below proficiency.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By May 2027, the percentage of students scoring proficient (Level 3 or above) on the FAST English Language Arts Assessment will increase from **52% to 62%**.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Data Analysis: Analyze FAST Progress Monitoring, district common assessments, classroom formative assessments, and student work during collaborative planning to determine the

effectiveness of instructional practices and intervention supports.

Quarterly Monitoring: Review implementation fidelity and student achievement data each quarter to adjust instructional practices and intervention supports.

Walkthrough Monitoring: Conduct regular classroom walkthroughs to monitor implementation of intentional explicit instruction, aligned learning outcomes, teacher modeling, gradual release, student discourse, and evidence of student-centered learning.

Collaborative Planning Monitoring: Review collaborative planning agendas, lesson plans, common assessments, and instructional artifacts to ensure instructional consistency across General Education, ESE, and ESOL classrooms.

Person responsible for monitoring outcome

Administrators, instructional coaches, department chairs, teacher leaders, and classroom teachers will implement and sustain effective collaborative planning structures and instructional alignment.

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Intentional Explicit Instruction and Teacher Clarity will serve as the primary evidence-based intervention. Teachers will implement a common instructional framework that includes teacher modeling, think-alouds, guided practice, gradual release of responsibility, frequent checks for understanding, corrective feedback, academic discourse, academic vocabulary development, and independent practice. Three coherence classes will provide scaffolded instruction for students identified through FAST PM3 Level 1 achievement in ELA and Mathematics. Teachers will provide intentional supports that enable students to successfully complete grade-level tasks and solve complex problems while gradually reducing instructional supports as students demonstrate increasing independence. Collaborative planning teams will utilize common assessment data, FAST Progress Monitoring, and student work to align instruction, identify misconceptions, develop standards-based interventions, and ensure consistency across General Education, ESE, and ESOL classrooms.

Rationale:

Research consistently demonstrates that intentional explicit instruction, teacher clarity, collaborative planning, scaffolded instruction, and aligned learning outcomes improve student achievement by increasing instructional consistency, strengthening Tier I instruction, and providing equitable access to rigorous grade-level learning. Findings from the district Coherence Audit identified the need to strengthen collaborative planning, align learning outcomes across all instructional settings, and implement student-centered learning environments supported by explicit instruction and gradual release. Through these evidence-based practices, Southwest Middle School will improve English Language Arts achievement, increase learning gains, and create coherent instructional experiences that support success for every student.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Quarter 1: Build the Foundation for Instructional Coherence

Person Monitoring:
Taylor, Huff, Rivera, Green, Delaughter, Ponton, Jackson-Green

By When/Frequency:
Quarter 1

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
-Establish schoolwide instructional expectations for intentional explicit instruction, aligned learning outcomes, and the Southwest Teacher Model.
-Implement collaborative planning protocols with designated teacher leaders facilitating focused planning meetings centered on standards alignment, benchmark unpacking, instructional decision-making, and common formative assessment development.
-Ensure instructional teams utilize Week on a Sheet (WOS), Common Unit Folders, pacing supports, and collaborative planning protocols to establish instructional consistency and aligned student learning experiences across grade levels and content areas.
-Provide professional learning focused on teacher clarity, explicit instruction, gradual release, learning targets, success criteria, and student-centered learning environments.
Instructional Coach Actions
-Facilitate collaborative planning utilizing Week on a Sheet (WOS), Common Unit Folders, pacing supports, and district curriculum resources to support standards-based lesson planning and aligned instructional delivery.
-Model intentional explicit instruction, teacher think-alouds, gradual release, and effective questioning strategies.
-Support teachers in unpacking benchmarks, aligning learning outcomes, and developing common formative assessments across General Education, ESE, and ESOL classrooms.
-Begin coaching cycles focused on implementation of the Southwest Teacher Model.
Teacher Actions
-Utilize Week on a Sheet (WOS), Common Unit Folders, pacing supports, and collaborative planning protocols to collaboratively develop standards-aligned lessons and common learning outcomes.
-Implement intentional explicit instruction through teacher modeling, guided practice, gradual release, corrective feedback, and independent practice.
-Establish aligned learning targets, success criteria, and academic vocabulary across General Education, ESE, and ESOL classrooms.
-Utilize common formative assessments and frequent checks for understanding to monitor student learning and adjust instruction.

Action Step #2
Quarter 2: Strengthen Instruction Through Data-Driven Collaboration and Targeted Intervention

Person Monitoring:
Wiggins, Taylor, Huff, Rivera, Green, Delaughter, Ponton, Jackson-Green

By When/Frequency:
2nd Quarter

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions

-Monitor implementation of aligned learning outcomes and instructional expectations through classroom walkthroughs, collaborative planning observations, and lesson plan reviews.
-Ensure instructional teams continue utilizing Week on a Sheet (WOS), Common Unit Folders, pacing supports, and collaborative planning protocols to maintain instructional consistency and aligned student learning experiences across grade levels and content areas.
-Facilitate quarterly data reviews utilizing FAST Progress Monitoring, district common assessments, classroom formative assessments, and collaborative planning artifacts to guide instructional decision-making.
-Monitor implementation of coherence classes to ensure interventions remain aligned with Tier I instruction.
Instructional Coach Actions
-Facilitate collaborative planning sessions focused on analyzing student achievement data and refining instruction using Week on a Sheet (WOS), Common Unit Folders, pacing supports, and common assessments.
-Continue coaching cycles emphasizing intentional explicit instruction, academic vocabulary, questioning strategies, and student discourse.
-Support teachers in refining pacing, instructional scaffolds, and intervention strategies based on student performance data.
-Model differentiated instructional practices that support General Education, ESE, and ESOL learners.
Teacher Actions
-Analyze FAST Progress Monitoring, district common assessments, classroom formative assessments, and student work to identify learning gaps and adjust instruction.
-Continue utilizing Week on a Sheet (WOS), Common Unit Folders, pacing supports, and collaborative planning protocols to ensure instructional consistency and alignment to grade-level standards.
-Implement targeted re-teaching utilizing intentional explicit instruction, scaffolded supports, corrective feedback, and gradual release.
-Collaborate with General Education, ESE, and ESOL teachers to monitor student progress and provide differentiated supports.

Action Step #3
Quarter 3: Deepen Instructional Rigor Through Data-Driven Adjustments

Person Monitoring:
Taylor, Huff, Rivera, Green, Delaughter, Ponton, Jackson-Green

By When/Frequency:
Quarter 3

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
-Analyze mid-year student achievement data, collaborative planning artifacts, classroom walkthroughs, and formative assessment results to identify instructional trends, monitor implementation fidelity, and determine data-driven instructional adjustments.
-Ensure instructional teams continue utilizing Week on a Sheet (WOS), Common Unit Folders, pacing supports, and collaborative planning protocols to maintain instructional consistency and aligned student learning experiences across grade levels and content areas.
-Inspect intervention systems to ensure coherence classes and intervention supports are directly aligned to Tier I instruction, grade-level standards, and identified student learning needs.
-Highlight and expand high-impact instructional practices by identifying classrooms demonstrating effective intentional explicit instruction and providing opportunities for peer observations, collaborative learning, and instructional sharing.

Instructional Coach Actions
-Continue modeling intentional explicit instruction in whole-group and small-group settings through teacher modeling, think-alouds, guided practice, and gradual release.
-Differentiate coaching cycles based on teacher implementation and student performance data, with targeted support to strengthen lesson pacing, teacher clarity, modeling, guided practice, and student engagement.
-Coach teachers on utilizing formative assessment data during instruction to make real-time instructional adjustments that address misconceptions and accelerate student learning.
-Facilitate collaborative planning utilizing Week on a Sheet (WOS), Common Unit Folders, pacing supports, common assessments, and student achievement data to identify instructional strengths, address learning gaps, evaluate the impact of explicit instruction on standards mastery, and develop targeted re-teaching plans.
Teacher Actions (General Education, ESE, and ESOL)
-Continue utilizing Week on a Sheet (WOS), Common Unit Folders, pacing supports, and collaborative planning protocols to ensure instructional consistency and standards-aligned instruction across all learning environments.
-Utilize exit tickets, formative assessments, quick checks for understanding, quizzes, and student work to identify skill gaps and make data-driven instructional adjustments, including targeted Tier I re-teaching, intervention, and enrichment.
-Strengthen intentional explicit instruction by breaking complex skills into manageable learning progressions through teacher modeling, think-alouds, guided practice, corrective feedback, and gradual release before independent practice.
-Ensure Tier I instruction and intervention remain aligned by utilizing consistent academic language, instructional routines, pacing supports, and grade-level expectations.
-Collaborate regularly across General Education, ESE, and ESOL teams to monitor student progress, evaluate the effectiveness of instructional adjustments, and ensure equitable access to rigorous, standards-based instruction.

Action Step #4
Quarter 4: Monitor Implementation, Make Instructional Adjustments, and Sustain Continuous Improvement Leadership Actions

Person Monitoring:
Taylor, Huff, Rivera, Green, Delaughter, Ponton, Jackson-Green

By When/Frequency:
Quarter 4

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
-Review FAST PM3, district common assessments, classroom formative assessments, collaborative planning artifacts, and classroom walkthrough data to evaluate the effectiveness of Tier I instruction and intervention supports in improving student achievement.
-Ensure instructional teams continue utilizing Week on a Sheet (WOS), Common Unit Folders, pacing supports, and collaborative planning protocols to maintain instructional consistency and aligned student learning experiences across grade levels and content areas.
-Monitor implementation fidelity to ensure Tier I instruction and intervention remain aligned to grade-level standards, learning targets, and student needs.
-When student achievement data indicates students are not making expected progress, implement targeted instructional adjustments, including Tier I re-teaching, expanded intervention opportunities, flexible grouping, focused small-group instruction, and "all hands on deck" support to accelerate learning.
-Prioritize instructional support for bubble students and students approaching proficiency to maximize

achievement and learning gains while identifying schoolwide priorities for continuous improvement.
Instructional Coach Actions
-Support collaborative planning teams in analyzing FAST PM3, common assessments, classroom formative assessments, and student work to identify students requiring re-teaching, enrichment, and targeted intervention.
-Continue coaching cycles focused on sustaining intentional explicit instruction, the Southwest Teacher Model, and data-driven instructional decision-making.
-Facilitate collaborative planning utilizing Week on a Sheet (WOS), Common Unit Folders, pacing supports, common assessments, and student achievement data to evaluate instructional effectiveness and develop responsive instructional adjustments.
-Model and support targeted instructional response strategies, including flexible grouping, focused small-group instruction, intensive re-teaching cycles, and differentiated supports aligned to identified student needs.
-Share high-impact instructional practices demonstrating strong alignment between Tier I instruction, intervention, and improved student outcomes.
Teacher Actions (General Education, ESE, and ESOL)
-Continue utilizing Week on a Sheet (WOS), Common Unit Folders, pacing supports, and collaborative planning protocols to ensure instructional consistency and standards-aligned instruction across all learning environments.
-Review FAST PM3, district common assessments, classroom formative assessments, exit tickets, and student work to identify students requiring re-teaching, enrichment, intervention, or additional instructional support.
-Make timely instructional adjustments by implementing targeted Tier I re-teaching, differentiated instruction, flexible grouping, enrichment opportunities, and intervention supports when students are not demonstrating mastery of grade-level standards.
-Collaborate across General Education, ESE, and ESOL teams to evaluate the effectiveness of instructional adjustments, ensure equitable access to rigorous instruction, and maximize student achievement and learning gains through the end of the school year.

Area of Focus #2

Address the school’s highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Southwest Middle School identified Mathematics as an area of focus based on FAST Mathematics achievement data, classroom walkthroughs, collaborative planning observations, and instructional coherence findings. Current mathematics proficiency is **60%**, indicating the need to strengthen Tier I instruction, increase instructional consistency, and provide targeted support to address unfinished learning and accelerate student achievement.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By May 2027, Southwest Middle School will increase Mathematics proficiency from **60% to 70%**, as measured by the Florida Assessment of Student Thinking (FAST) Mathematics Progress Monitoring 3 assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Data Analysis: Analyze FAST Progress Monitoring, district common assessments, classroom formative assessments, and student work during collaborative planning to determine the effectiveness of instructional practices and intervention supports.

Quarterly Monitoring: Review implementation fidelity and student achievement data each quarter to adjust instructional practices and intervention supports.

Walkthrough Monitoring: Conduct regular classroom walkthroughs to monitor implementation of intentional explicit instruction, aligned learning outcomes, teacher modeling, gradual release, student discourse, and evidence of student-centered learning.

Collaborative Planning Monitoring: Review collaborative planning agendas, lesson plans, common assessments, and instructional artifacts to ensure instructional consistency across General Education, ESE, and ESOL classrooms.

Person responsible for monitoring outcome

Administrators, instructional coaches, department chairs, teacher leaders, and classroom teachers will implement and sustain effective collaborative planning structures and instructional alignment.

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Intentional Explicit Instruction and Teacher Clarity will serve as the primary evidence-based intervention. Teachers will implement a common instructional framework that includes teacher modeling, think-alouds, guided practice, gradual release of responsibility, frequent checks for understanding, corrective feedback, academic discourse, academic vocabulary development, and independent practice. Three coherence classes will provide scaffolded instruction for students identified through FAST PM3 Level 1 achievement in ELA and Mathematics. Teachers will provide intentional supports that enable students to successfully complete grade-level tasks and solve complex problems while gradually reducing instructional supports as students demonstrate increasing independence. Collaborative planning teams will utilize common assessment data, FAST Progress Monitoring, and student work to align instruction, identify misconceptions, develop standards-based

interventions, and ensure consistency across General Education, ESE, and ESOL classrooms.

Rationale:
Research consistently demonstrates that intentional explicit instruction, teacher clarity, collaborative planning, scaffolded instruction, and aligned learning outcomes improve student achievement by increasing instructional consistency, strengthening Tier I instruction, and providing equitable access to rigorous grade-level learning. Findings from the district Coherence Audit identified the need to strengthen collaborative planning, align learning outcomes across all instructional settings, and implement student-centered learning environments supported by explicit instruction and gradual release. Through these evidence-based practices, Southwest Middle School will improve Math achievement, increase learning gains, and create coherent instructional experiences that support success for every student.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Quarter 1: Build the Foundation for Instructional Coherence

Person Monitoring:	**By When/Frequency:**
Taylor, Huff, Rivera, Green, Delaughter, Ponton, Jackson-Green	Quarter 1

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
-Establish schoolwide instructional expectations for intentional explicit instruction, aligned learning outcomes, and the Southwest Teacher Model.
-Implement collaborative planning protocols with designated teacher leaders facilitating focused planning meetings centered on standards alignment, benchmark unpacking, instructional decision-making, and common formative assessment development.
-Ensure instructional teams utilize Week on a Sheet (WOS), Common Unit Folders, pacing supports, and collaborative planning protocols to establish instructional consistency and aligned student learning experiences across grade levels and content areas.
-Provide professional learning focused on teacher clarity, explicit instruction, gradual release, learning targets, success criteria, and student-centered learning environments.
Instructional Coach Actions
-Facilitate collaborative planning utilizing Week on a Sheet (WOS), Common Unit Folders, pacing supports, and district curriculum resources to support standards-based lesson planning and aligned instructional delivery.
-Model intentional explicit instruction, teacher think-alouds, gradual release, and effective questioning strategies.
-Support teachers in unpacking benchmarks, aligning learning outcomes, and developing common formative assessments across General Education, ESE, and ESOL classrooms.
-Begin coaching cycles focused on implementation of the Southwest Teacher Model.
Teacher Actions

-Utilize Week on a Sheet (WOS), Common Unit Folders, pacing supports, and collaborative planning protocols to collaboratively develop standards-aligned lessons and common learning outcomes.
-Implement intentional explicit instruction through teacher modeling, guided practice, gradual release, corrective feedback, and independent practice.
-Establish aligned learning targets, success criteria, and academic vocabulary across General Education, ESE, and ESOL classrooms.
-Utilize common formative assessments and frequent checks for understanding to monitor student learning and adjust instruction.

Action Step #2
Quarter 2: Strengthen Instruction Through Data-Driven Collaboration and Targeted Intervention

Person Monitoring:
Taylor, Huff, Rivera, Green, Delaughter, Ponton, Jackson-Green

By When/Frequency:
Quarter 2

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
-Monitor implementation of aligned learning outcomes and instructional expectations through classroom walkthroughs, collaborative planning observations, and lesson plan reviews.
-Ensure instructional teams continue utilizing Week on a Sheet (WOS), Common Unit Folders, pacing supports, and collaborative planning protocols to maintain instructional consistency and aligned student learning experiences across grade levels and content areas.
-Facilitate quarterly data reviews utilizing FAST Progress Monitoring, district common assessments, classroom formative assessments, and collaborative planning artifacts to guide instructional decision-making.
-Monitor implementation of coherence classes to ensure interventions remain aligned with Tier I instruction.
Instructional Coach Actions
-Facilitate collaborative planning sessions focused on analyzing student achievement data and refining instruction using Week on a Sheet (WOS), Common Unit Folders, pacing supports, and common assessments.
-Continue coaching cycles emphasizing intentional explicit instruction, academic vocabulary, questioning strategies, and student discourse.
-Support teachers in refining pacing, instructional scaffolds, and intervention strategies based on student performance data.
-Model differentiated instructional practices that support General Education, ESE, and ESOL learners.
Teacher Actions
-Analyze FAST Progress Monitoring, district common assessments, classroom formative assessments, and student work to identify learning gaps and adjust instruction.
-Continue utilizing Week on a Sheet (WOS), Common Unit Folders, pacing supports, and collaborative planning protocols to ensure instructional consistency and alignment to grade-level standards.
-Implement targeted re-teaching utilizing intentional explicit instruction, scaffolded supports, corrective feedback, and gradual release.
-Collaborate with General Education, ESE, and ESOL teachers to monitor student progress and provide differentiated supports.

Action Step #3
Quarter 3: Deepen Instructional Rigor Through Data-Driven Adjustments

Person Monitoring:
Taylor, Huff, Rivera, Green, Delaughter, Ponton, Jackson-Green

By When/Frequency:
Quarter 3

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
-Analyze mid-year student achievement data, collaborative planning artifacts, classroom walkthroughs, and formative assessment results to identify instructional trends, monitor implementation fidelity, and determine data-driven instructional adjustments.
-Ensure instructional teams continue utilizing Week on a Sheet (WOS), Common Unit Folders, pacing supports, and collaborative planning protocols to maintain instructional consistency and aligned student learning experiences across grade levels and content areas.
-Inspect intervention systems to ensure coherence classes and intervention supports are directly aligned to Tier I instruction, grade-level standards, and identified student learning needs.
-Highlight and expand high-impact instructional practices by identifying classrooms demonstrating effective intentional explicit instruction and providing opportunities for peer observations, collaborative learning, and instructional sharing.
Instructional Coach Actions
-Continue modeling intentional explicit instruction in whole-group and small-group settings through teacher modeling, think-alouds, guided practice, and gradual release.
-Differentiate coaching cycles based on teacher implementation and student performance data, with targeted support to strengthen lesson pacing, teacher clarity, modeling, guided practice, and student engagement.
-Coach teachers on utilizing formative assessment data during instruction to make real-time instructional adjustments that address misconceptions and accelerate student learning.
-Facilitate collaborative planning utilizing Week on a Sheet (WOS), Common Unit Folders, pacing supports, common assessments, and student achievement data to identify instructional strengths, address learning gaps, evaluate the impact of explicit instruction on standards mastery, and develop targeted re-teaching plans.
Teacher Actions (General Education, ESE, and ESOL)
-Continue utilizing Week on a Sheet (WOS), Common Unit Folders, pacing supports, and collaborative planning protocols to ensure instructional consistency and standards-aligned instruction across all learning environments.
-Utilize exit tickets, formative assessments, quick checks for understanding, quizzes, and student work to identify skill gaps and make data-driven instructional adjustments, including targeted Tier I re-teaching, intervention, and enrichment.
-Strengthen intentional explicit instruction by breaking complex skills into manageable learning progressions through teacher modeling, think-alouds, guided practice, corrective feedback, and gradual release before independent practice.
-Ensure Tier I instruction and intervention remain aligned by utilizing consistent academic language, instructional routines, pacing supports, and grade-level expectations.
-Collaborate regularly across General Education, ESE, and ESOL teams to monitor student progress, evaluate the effectiveness of instructional adjustments, and ensure equitable access to rigorous, standards-based instruction.

Action Step #4
Quarter 4: Monitor Implementation, Make Instructional Adjustments, and Sustain Continuous Improvement Leadership Actions

Person Monitoring:

By When/Frequency:

Taylor, Huff, Rivera, Green, Delaughter, Ponton, Jackson-Green Quarter 4

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Leadership Actions
-Review FAST PM3, district common assessments, classroom formative assessments, collaborative planning artifacts, and classroom walkthrough data to evaluate the effectiveness of Tier I instruction and intervention supports in improving student achievement.
-Ensure instructional teams continue utilizing Week on a Sheet (WOS), Common Unit Folders, pacing supports, and collaborative planning protocols to maintain instructional consistency and aligned student learning experiences across grade levels and content areas.
-Monitor implementation fidelity to ensure Tier I instruction and intervention remain aligned to grade-level standards, learning targets, and student needs.
-When student achievement data indicates students are not making expected progress, implement targeted instructional adjustments, including Tier I re-teaching, expanded intervention opportunities, flexible grouping, focused small-group instruction, and "all hands on deck" support to accelerate learning.
-Prioritize instructional support for bubble students and students approaching proficiency to maximize achievement and learning gains while identifying schoolwide priorities for continuous improvement.
Instructional Coach Actions
-Support collaborative planning teams in analyzing FAST PM3, common assessments, classroom formative assessments, and student work to identify students requiring re-teaching, enrichment, and targeted intervention.
-Continue coaching cycles focused on sustaining intentional explicit instruction, the Southwest Teacher Model, and data-driven instructional decision-making.
-Facilitate collaborative planning utilizing Week on a Sheet (WOS), Common Unit Folders, pacing supports, common assessments, and student achievement data to evaluate instructional effectiveness and develop responsive instructional adjustments.
-Model and support targeted instructional response strategies, including flexible grouping, focused small-group instruction, intensive re-teaching cycles, and differentiated supports aligned to identified student needs.
-Share high-impact instructional practices demonstrating strong alignment between Tier I instruction, intervention, and improved student outcomes.
Teacher Actions (General Education, ESE, and ESOL)
-Continue utilizing Week on a Sheet (WOS), Common Unit Folders, pacing supports, and collaborative planning protocols to ensure instructional consistency and standards-aligned instruction across all learning environments.
-Review FAST PM3, district common assessments, classroom formative assessments, exit tickets, and student work to identify students requiring re-teaching, enrichment, intervention, or additional instructional support.
-Make timely instructional adjustments by implementing targeted Tier I re-teaching, differentiated instruction, flexible grouping, enrichment opportunities, and intervention supports when students are not demonstrating mastery of grade-level standards.
-Collaborate across General Education, ESE, and ESOL teams to evaluate the effectiveness of instructional adjustments, ensure equitable access to rigorous instruction, and maximize student achievement and learning gains through the end of the school year.

Area of Focus #3

Address the school’s highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Southwest Middle School will strengthen science instruction by implementing intentional explicit instruction, standards-aligned collaborative planning, and student-centered, inquiry-based learning experiences that increase scientific reasoning, conceptual understanding, and proficiency. Instruction will emphasize teacher clarity, teacher modeling, academic discourse, hands-on laboratory investigations, and data-driven instructional adjustments to ensure all students have equitable access to rigorous, grade-level science instruction.

Rationale

Southwest Middle School identified Science as an area of focus based on FAST and statewide assessment data, classroom walkthroughs, collaborative planning observations, and instructional coherence findings indicating the need to improve student proficiency and strengthen Tier I science instruction. Current Science proficiency is **37%**, demonstrating the need for increased instructional consistency, stronger standards alignment, and expanded opportunities for students to actively engage in scientific inquiry and application of grade-level concepts.

To address these needs, instructional teams will continue utilizing **Week on a Sheet (WOS), Common Unit Folders, pacing supports, and collaborative planning protocols** to ensure instructional consistency and aligned learning experiences across grade levels. Teachers will implement the Southwest Teacher Model through intentional explicit instruction, teacher modeling, think-alouds, guided practice, scientific discourse, checks for understanding, and gradual release of responsibility while providing students with frequent opportunities to engage in collaborative laboratory investigations and evidence-based problem solving.

As part of the school's science improvement initiative, science classrooms have been redesigned to promote collaborative, hands-on learning through laboratory tables that support partner investigations. Dedicated science instructional resources have been expanded to strengthen laboratory experiences and increase student engagement with grade-level standards. Teachers will continue participating in collaborative professional learning focused on benchmark progression, teacher clarity, explicit instructional practices, and effective data analysis to improve instructional delivery and student outcomes.

Student performance data from district common assessments, classroom formative assessments, laboratory performance tasks, and collaborative planning will be used to make timely instructional adjustments, strengthen Tier I instruction, and ensure interventions remain aligned to grade-level

expectations for all students, including those in General Education, ESE, and ESOL classrooms.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By May 2027, Southwest Middle School will increase **Science proficiency from 37% to 47%**, as measured by the Florida Statewide Science Assessment. T

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Data Analysis: Analyze FAST Progress Monitoring, district common assessments, classroom formative assessments, and student work during collaborative planning to determine the effectiveness of instructional practices and intervention supports.

Quarterly Monitoring: Review implementation fidelity and student achievement data each quarter to adjust instructional practices and intervention supports.

Walkthrough Monitoring: Conduct regular classroom walkthroughs to monitor implementation of intentional explicit instruction, aligned learning outcomes, teacher modeling, gradual release, student discourse, and evidence of student-centered learning.

Collaborative Planning Monitoring: Review collaborative planning agendas, lesson plans, common assessments, and instructional artifacts to ensure instructional consistency across General Education, ESE, and ESOL classrooms.

Person responsible for monitoring outcome

Administrators, instructional coaches, department chairs, teacher leaders, and classroom teachers will implement and sustain effective collaborative planning structures and instructional alignment.

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Intentional Explicit Instruction and Teacher Clarity will serve as the primary evidence-based intervention. Teachers will implement a common instructional framework that includes teacher modeling, think-alouds, guided practice, gradual release of responsibility, frequent checks for understanding, corrective feedback, academic discourse, academic vocabulary development, and independent practice. Three coherence classes will provide scaffolded instruction for students identified through FAST PM3 Level 1 achievement in ELA and Mathematics. Teachers will provide intentional supports that enable students to successfully complete grade-level tasks and solve complex problems while gradually reducing instructional supports as students demonstrate increasing independence. Collaborative planning teams will utilize common assessment data, FAST Progress

Monitoring, and student work to align instruction, identify misconceptions, develop standards-based interventions, and ensure consistency across General Education, ESE, and ESOL classrooms.

Rationale:
Research consistently demonstrates that intentional explicit instruction, teacher clarity, collaborative planning, scaffolded instruction, and aligned learning outcomes improve student achievement by increasing instructional consistency, strengthening Tier I instruction, and providing equitable access to rigorous grade-level learning. Findings from the district Coherence Audit identified the need to strengthen collaborative planning, align learning outcomes across all instructional settings, and implement student-centered learning environments supported by explicit instruction and gradual release. Through these evidence-based practices, Southwest Middle School will improve Science achievement, increase learning gains, and create coherent instructional experiences that support success for every student.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Quarter 1: Build the Foundation for Instructional Coherence

Person Monitoring:	**By When/Frequency:**
Taylor, Huff, Rivera, Green, Delaughter, Ponton, Jackson-Green	Quarter 1

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
-Establish schoolwide instructional expectations for intentional explicit instruction, aligned learning outcomes, and the Southwest Teacher Model.
-Implement collaborative planning protocols with designated teacher leaders facilitating focused planning meetings centered on standards alignment, benchmark unpacking, instructional decision-making, and common formative assessment development.
-Ensure instructional teams utilize Week on a Sheet (WOS), Common Unit Folders, pacing supports, and collaborative planning protocols to establish instructional consistency and aligned student learning experiences across grade levels and content areas.
-Provide professional learning focused on teacher clarity, explicit instruction, gradual release, learning targets, success criteria, and student-centered learning environments.
Instructional Coach Actions
-Facilitate collaborative planning utilizing Week on a Sheet (WOS), Common Unit Folders, pacing supports, and district curriculum resources to support standards-based lesson planning and aligned instructional delivery.
-Model intentional explicit instruction, teacher think-alouds, gradual release, and effective questioning strategies.
-Support teachers in unpacking benchmarks, aligning learning outcomes, and developing common formative assessments across General Education, ESE, and ESOL classrooms.
-Begin coaching cycles focused on implementation of the Southwest Teacher Model.

Teacher Actions
-Utilize Week on a Sheet (WOS), Common Unit Folders, pacing supports, and collaborative planning protocols to collaboratively develop standards-aligned lessons and common learning outcomes.
-Implement intentional explicit instruction through teacher modeling, guided practice, gradual release, corrective feedback, and independent practice.
-Establish aligned learning targets, success criteria, and academic vocabulary across General Education, ESE, and ESOL classrooms.
-Utilize common formative assessments and frequent checks for understanding to monitor student learning and adjust instruction.

Action Step #2
Quarter 2: Strengthen Instruction Through Data-Driven Collaboration and Targeted Intervention

Person Monitoring:
Taylor, Huff, Rivera, Green, Delaughter, Ponton, Jackson-Green

By When/Frequency:
Quarter 2

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
-Monitor implementation of aligned learning outcomes and instructional expectations through classroom walkthroughs, collaborative planning observations, and lesson plan reviews.
-Ensure instructional teams continue utilizing Week on a Sheet (WOS), Common Unit Folders, pacing supports, and collaborative planning protocols to maintain instructional consistency and aligned student learning experiences across grade levels and content areas.
-Facilitate quarterly data reviews utilizing FAST Progress Monitoring, district common assessments, classroom formative assessments, and collaborative planning artifacts to guide instructional decision-making.
-Monitor implementation of coherence classes to ensure interventions remain aligned with Tier I instruction.
Instructional Coach Actions
-Facilitate collaborative planning sessions focused on analyzing student achievement data and refining instruction using Week on a Sheet (WOS), Common Unit Folders, pacing supports, and common assessments.
-Continue coaching cycles emphasizing intentional explicit instruction, academic vocabulary, questioning strategies, and student discourse.
-Support teachers in refining pacing, instructional scaffolds, and intervention strategies based on student performance data.
-Model differentiated instructional practices that support General Education, ESE, and ESOL learners.
Teacher Actions
-Analyze FAST Progress Monitoring, district common assessments, classroom formative assessments, and student work to identify learning gaps and adjust instruction.
-Continue utilizing Week on a Sheet (WOS), Common Unit Folders, pacing supports, and collaborative planning protocols to ensure instructional consistency and alignment to grade-level standards.
-Implement targeted re-teaching utilizing intentional explicit instruction, scaffolded supports, corrective feedback, and gradual release.
-Collaborate with General Education, ESE, and ESOL teachers to monitor student progress and provide differentiated supports.

Action Step #3

Quarter 3: Deepen Instructional Rigor Through Data-Driven Adjustments

Person Monitoring:
Taylor, Huff, Rivera, Green, Delaughter, Ponton, Jackson-Green

By When/Frequency:
Quarter 3

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
-Analyze mid-year student achievement data, collaborative planning artifacts, classroom walkthroughs, and formative assessment results to identify instructional trends, monitor implementation fidelity, and determine data-driven instructional adjustments.
-Ensure instructional teams continue utilizing Week on a Sheet (WOS), Common Unit Folders, pacing supports, and collaborative planning protocols to maintain instructional consistency and aligned student learning experiences across grade levels and content areas.
-Inspect intervention systems to ensure coherence classes and intervention supports are directly aligned to Tier I instruction, grade-level standards, and identified student learning needs.
-Highlight and expand high-impact instructional practices by identifying classrooms demonstrating effective intentional explicit instruction and providing opportunities for peer observations, collaborative learning, and instructional sharing.
Instructional Coach Actions
-Continue modeling intentional explicit instruction in whole-group and small-group settings through teacher modeling, think-alouds, guided practice, and gradual release.
-Differentiate coaching cycles based on teacher implementation and student performance data, with targeted support to strengthen lesson pacing, teacher clarity, modeling, guided practice, and student engagement.
-Coach teachers on utilizing formative assessment data during instruction to make real-time instructional adjustments that address misconceptions and accelerate student learning.
-Facilitate collaborative planning utilizing Week on a Sheet (WOS), Common Unit Folders, pacing supports, common assessments, and student achievement data to identify instructional strengths, address learning gaps, evaluate the impact of explicit instruction on standards mastery, and develop targeted re-teaching plans.
Teacher Actions (General Education, ESE, and ESOL)
-Continue utilizing Week on a Sheet (WOS), Common Unit Folders, pacing supports, and collaborative planning protocols to ensure instructional consistency and standards-aligned instruction across all learning environments.
-Utilize exit tickets, formative assessments, quick checks for understanding, quizzes, and student work to identify skill gaps and make data-driven instructional adjustments, including targeted Tier I re-teaching, intervention, and enrichment.
-Strengthen intentional explicit instruction by breaking complex skills into manageable learning progressions through teacher modeling, think-alouds, guided practice, corrective feedback, and gradual release before independent practice.
-Ensure Tier I instruction and intervention remain aligned by utilizing consistent academic language, instructional routines, pacing supports, and grade-level expectations.
-Collaborate regularly across General Education, ESE, and ESOL teams to monitor student progress, evaluate the effectiveness of instructional adjustments, and ensure equitable access to rigorous, standards-based instruction.

Action Step #4
Quarter 4: Monitor Implementation, Make Instructional Adjustments, and Sustain Continuous Improvement Leadership Actions

Person Monitoring:
Taylor, Huff, Rivera, Green, Delaughter, Ponton, Jackson-Green

By When/Frequency:
Quarter 4

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
-Review FAST PM3, district common assessments, classroom formative assessments, collaborative planning artifacts, and classroom walkthrough data to evaluate the effectiveness of Tier I instruction and intervention supports in improving student achievement.
-Ensure instructional teams continue utilizing Week on a Sheet (WOS), Common Unit Folders, pacing supports, and collaborative planning protocols to maintain instructional consistency and aligned student learning experiences across grade levels and content areas.
-Monitor implementation fidelity to ensure Tier I instruction and intervention remain aligned to grade-level standards, learning targets, and student needs.
-When student achievement data indicates students are not making expected progress, implement targeted instructional adjustments, including Tier I re-teaching, expanded intervention opportunities, flexible grouping, focused small-group instruction, and "all hands on deck" support to accelerate learning.
-Prioritize instructional support for bubble students and students approaching proficiency to maximize achievement and learning gains while identifying schoolwide priorities for continuous improvement.
Instructional Coach Actions
-Support collaborative planning teams in analyzing FAST PM3, common assessments, classroom formative assessments, and student work to identify students requiring re-teaching, enrichment, and targeted intervention.
-Continue coaching cycles focused on sustaining intentional explicit instruction, the Southwest Teacher Model, and data-driven instructional decision-making.
-Facilitate collaborative planning utilizing Week on a Sheet (WOS), Common Unit Folders, pacing supports, common assessments, and student achievement data to evaluate instructional effectiveness and develop responsive instructional adjustments.
-Model and support targeted instructional response strategies, including flexible grouping, focused small-group instruction, intensive re-teaching cycles, and differentiated supports aligned to identified student needs.
-Share high-impact instructional practices demonstrating strong alignment between Tier I instruction, intervention, and improved student outcomes.
Teacher Actions (General Education, ESE, and ESOL)
-Continue utilizing Week on a Sheet (WOS), Common Unit Folders, pacing supports, and collaborative planning protocols to ensure instructional consistency and standards-aligned instruction across all learning environments.
-Review FAST PM3, district common assessments, classroom formative assessments, exit tickets, and student work to identify students requiring re-teaching, enrichment, intervention, or additional instructional support.
-Make timely instructional adjustments by implementing targeted Tier I re-teaching, differentiated instruction, flexible grouping, enrichment opportunities, and intervention supports when students are not demonstrating mastery of grade-level standards.
-Collaborate across General Education, ESE, and ESOL teams to evaluate the effectiveness of instructional adjustments, ensure equitable access to rigorous instruction, and maximize student achievement and learning gains through the end of the school year.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Southwest Middle School will strengthen instructional practices for Students with Disabilities (SWD) by ensuring equitable access to rigorous, grade-level standards through intentional explicit instruction, differentiated Tier I instruction, collaborative planning, and data-driven decision-making. Instruction will focus on increasing student engagement, academic independence, and achievement through consistent implementation of evidence-based instructional practices, specially designed instruction, and aligned intervention supports across all instructional settings.

Southwest Middle School identified Students with Disabilities (SWD) as an area of focus based on student achievement data, classroom walkthroughs, collaborative planning observations, and instructional coherence findings indicating the need to increase proficiency and learning gains across all accountability areas. To improve outcomes, students must have consistent access to high-quality Tier I instruction that is aligned to grade-level standards and supported through differentiated instruction, appropriate accommodations, specially designed instruction, and targeted intervention.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By May 2027, **Students with Disabilities (SWD)** will demonstrate a **10 percentage point increase** in student achievement across all applicable accountability measures, including **English Language Arts proficiency, Mathematics proficiency, English Language Arts Learning Gains, Mathematics Learning Gains, and the Lowest 25% Learning Gains**, as measured by the Florida Assessment of Student Thinking (FAST) Progress Monitoring 3 and applicable state accountability measures.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Data Analysis: Analyze FAST Progress Monitoring, district common assessments, classroom

formative assessments, and student work during collaborative planning to determine the effectiveness of instructional practices and intervention supports.

Quarterly Monitoring: Review implementation fidelity and student achievement data each quarter to adjust instructional practices and intervention supports.

Walkthrough Monitoring: Conduct regular classroom walkthroughs to monitor implementation of intentional explicit instruction, aligned learning outcomes, teacher modeling, gradual release, student discourse, and evidence of student-centered learning.

Collaborative Planning Monitoring: Review collaborative planning agendas, lesson plans, common assessments, and instructional artifacts to ensure instructional consistency across General Education, ESE, and ESOL classrooms.

Person responsible for monitoring outcome

Administrators, instructional coaches, department chairs, teacher leaders, and classroom teachers will implement and sustain effective collaborative planning structures and instructional alignment.

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Intentional Explicit Instruction and Teacher Clarity will serve as the primary evidence-based intervention. Teachers will implement a common instructional framework that includes teacher modeling, think-alouds, guided practice, gradual release of responsibility, frequent checks for understanding, corrective feedback, academic discourse, academic vocabulary development, and independent practice. Three coherence classes will provide scaffolded instruction for students identified through FAST PM3 Level 1 achievement in ELA and Mathematics. Teachers will provide intentional supports that enable students to successfully complete grade-level tasks and solve complex problems while gradually reducing instructional supports as students demonstrate increasing independence. Collaborative planning teams will utilize common assessment data, FAST Progress Monitoring, and student work to align instruction, identify misconceptions, develop standards-based interventions, and ensure consistency across General Education, ESE, and ESOL classrooms.

Rationale:

Southwest Middle School identified Students with Disabilities (SWD) as an area of focus based on student achievement data, classroom walkthroughs, collaborative planning observations, and instructional coherence findings indicating the need to increase proficiency and learning gains across all accountability areas. To improve outcomes, students must have consistent access to high-quality Tier I instruction that is aligned to grade-level standards and supported through differentiated instruction, appropriate accommodations, specially designed instruction, and targeted intervention. Instructional teams will continue utilizing Week on a Sheet (WOS), Common Unit Folders, pacing supports, and collaborative planning protocols to ensure instructional consistency and alignment across General Education, ESE, and ESOL classrooms. Teachers will implement the Southwest Teacher Model through intentional explicit instruction, teacher modeling, think-alouds, guided practice, checks for understanding, corrective feedback, and gradual release of responsibility while incorporating accommodations and instructional supports aligned to each student's Individualized

Education Program (IEP). Student performance data from FAST Progress Monitoring, district common assessments, classroom formative assessments, and collaborative planning will be used to monitor progress, make timely instructional adjustments, strengthen Tier I instruction, and ensure interventions remain aligned to grade-level expectations to improve proficiency and learning gains for Students with Disabilities.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Quarter 1: Build the Foundation for Instructional Coherence

Person Monitoring:
Taylor, Huff, Rivera, Green, Delaughter, Ponton, Jackson-Green

By When/Frequency:
Quarter 1

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
-Establish schoolwide instructional expectations for intentional explicit instruction, aligned learning outcomes, and the Southwest Teacher Model.
-Implement collaborative planning protocols with designated teacher leaders facilitating focused planning meetings centered on standards alignment, benchmark unpacking, instructional decision-making, and common formative assessment development.
-Ensure instructional teams utilize Week on a Sheet (WOS), Common Unit Folders, pacing supports, and collaborative planning protocols to establish instructional consistency and aligned student learning experiences across grade levels and content areas.
-Provide professional learning focused on teacher clarity, explicit instruction, gradual release, learning targets, success criteria, and student-centered learning environments.
Instructional Coach Actions
-Facilitate collaborative planning utilizing Week on a Sheet (WOS), Common Unit Folders, pacing supports, and district curriculum resources to support standards-based lesson planning and aligned instructional delivery.
-Model intentional explicit instruction, teacher think-alouds, gradual release, and effective questioning strategies.
-Support teachers in unpacking benchmarks, aligning learning outcomes, and developing common formative assessments across General Education, ESE, and ESOL classrooms.
-Begin coaching cycles focused on implementation of the Southwest Teacher Model.
Teacher Actions
-Utilize Week on a Sheet (WOS), Common Unit Folders, pacing supports, and collaborative planning protocols to collaboratively develop standards-aligned lessons and common learning outcomes.
-Implement intentional explicit instruction through teacher modeling, guided practice, gradual release, corrective feedback, and independent practice.
-Establish aligned learning targets, success criteria, and academic vocabulary across General Education, ESE, and ESOL classrooms.

-Utilize common formative assessments and frequent checks for understanding to monitor student learning and adjust instruction.

Action Step #2
Quarter 2: Strengthen Instruction Through Data-Driven Collaboration and Targeted Intervention

Person Monitoring:
Taylor, Huff, Rivera, Green, Delaughter, Ponton, Jackson-Green

By When/Frequency:
Quarter 2

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
-Monitor implementation of aligned learning outcomes and instructional expectations through classroom walkthroughs, collaborative planning observations, and lesson plan reviews.
-Ensure instructional teams continue utilizing Week on a Sheet (WOS), Common Unit Folders, pacing supports, and collaborative planning protocols to maintain instructional consistency and aligned student learning experiences across grade levels and content areas.
-Facilitate quarterly data reviews utilizing FAST Progress Monitoring, district common assessments, classroom formative assessments, and collaborative planning artifacts to guide instructional decision-making.
-Monitor implementation of coherence classes to ensure interventions remain aligned with Tier I instruction.
Instructional Coach Actions
-Facilitate collaborative planning sessions focused on analyzing student achievement data and refining instruction using Week on a Sheet (WOS), Common Unit Folders, pacing supports, and common assessments.
-Continue coaching cycles emphasizing intentional explicit instruction, academic vocabulary, questioning strategies, and student discourse.
-Support teachers in refining pacing, instructional scaffolds, and intervention strategies based on student performance data.
-Model differentiated instructional practices that support General Education, ESE, and ESOL learners.
Teacher Actions
-Analyze FAST Progress Monitoring, district common assessments, classroom formative assessments, and student work to identify learning gaps and adjust instruction.
-Continue utilizing Week on a Sheet (WOS), Common Unit Folders, pacing supports, and collaborative planning protocols to ensure instructional consistency and alignment to grade-level standards.
-Implement targeted re-teaching utilizing intentional explicit instruction, scaffolded supports, corrective feedback, and gradual release.
-Collaborate with General Education, ESE, and ESOL teachers to monitor student progress and provide differentiated supports.

Action Step #3
Quarter 3: Deepen Instructional Rigor Through Data-Driven Adjustments

Person Monitoring:
Taylor, Huff, Rivera, Green, Delaughter, Ponton, Jackson-Green

By When/Frequency:
Quarter 3

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions

-Analyze mid-year student achievement data, collaborative planning artifacts, classroom walkthroughs, and formative assessment results to identify instructional trends, monitor implementation fidelity, and determine data-driven instructional adjustments.
-Ensure instructional teams continue utilizing Week on a Sheet (WOS), Common Unit Folders, pacing supports, and collaborative planning protocols to maintain instructional consistency and aligned student learning experiences across grade levels and content areas.
-Inspect intervention systems to ensure coherence classes and intervention supports are directly aligned to Tier I instruction, grade-level standards, and identified student learning needs.
-Highlight and expand high-impact instructional practices by identifying classrooms demonstrating effective intentional explicit instruction and providing opportunities for peer observations, collaborative learning, and instructional sharing.
Instructional Coach Actions
-Continue modeling intentional explicit instruction in whole-group and small-group settings through teacher modeling, think-alouds, guided practice, and gradual release.
-Differentiate coaching cycles based on teacher implementation and student performance data, with targeted support to strengthen lesson pacing, teacher clarity, modeling, guided practice, and student engagement.
-Coach teachers on utilizing formative assessment data during instruction to make real-time instructional adjustments that address misconceptions and accelerate student learning.
-Facilitate collaborative planning utilizing Week on a Sheet (WOS), Common Unit Folders, pacing supports, common assessments, and student achievement data to identify instructional strengths, address learning gaps, evaluate the impact of explicit instruction on standards mastery, and develop targeted re-teaching plans.
Teacher Actions (General Education, ESE, and ESOL)
-Continue utilizing Week on a Sheet (WOS), Common Unit Folders, pacing supports, and collaborative planning protocols to ensure instructional consistency and standards-aligned instruction across all learning environments.
-Utilize exit tickets, formative assessments, quick checks for understanding, quizzes, and student work to identify skill gaps and make data-driven instructional adjustments, including targeted Tier I re-teaching, intervention, and enrichment.
-Strengthen intentional explicit instruction by breaking complex skills into manageable learning progressions through teacher modeling, think-alouds, guided practice, corrective feedback, and gradual release before independent practice.
-Ensure Tier I instruction and intervention remain aligned by utilizing consistent academic language, instructional routines, pacing supports, and grade-level expectations.
-Collaborate regularly across General Education, ESE, and ESOL teams to monitor student progress, evaluate the effectiveness of instructional adjustments, and ensure equitable access to rigorous, standards-based instruction.

Action Step #4
Quarter 4: Monitor Implementation, Make Instructional Adjustments, and Sustain Continuous Improvement Leadership Actions

Person Monitoring:
Taylor, Huff, Rivera, Green, Delaughter, Ponton, Jackson-Green

By When/Frequency:
Quarter 4

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
-Review FAST PM3, district common assessments, classroom formative assessments, collaborative planning artifacts, and classroom walkthrough data to evaluate the effectiveness of Tier I instruction

and intervention supports in improving student achievement.
-Ensure instructional teams continue utilizing Week on a Sheet (WOS), Common Unit Folders, pacing supports, and collaborative planning protocols to maintain instructional consistency and aligned student learning experiences across grade levels and content areas.
-Monitor implementation fidelity to ensure Tier I instruction and intervention remain aligned to grade-level standards, learning targets, and student needs.
-When student achievement data indicates students are not making expected progress, implement targeted instructional adjustments, including Tier I re-teaching, expanded intervention opportunities, flexible grouping, focused small-group instruction, and "all hands on deck" support to accelerate learning.
-Prioritize instructional support for bubble students and students approaching proficiency to maximize achievement and learning gains while identifying schoolwide priorities for continuous improvement.
Instructional Coach Actions
-Support collaborative planning teams in analyzing FAST PM3, common assessments, classroom formative assessments, and student work to identify students requiring re-teaching, enrichment, and targeted intervention.
-Continue coaching cycles focused on sustaining intentional explicit instruction, the Southwest Teacher Model, and data-driven instructional decision-making.
-Facilitate collaborative planning utilizing Week on a Sheet (WOS), Common Unit Folders, pacing supports, common assessments, and student achievement data to evaluate instructional effectiveness and develop responsive instructional adjustments.
-Model and support targeted instructional response strategies, including flexible grouping, focused small-group instruction, intensive re-teaching cycles, and differentiated supports aligned to identified student needs.
-Share high-impact instructional practices demonstrating strong alignment between Tier I instruction, intervention, and improved student outcomes.
Teacher Actions (General Education, ESE, and ESOL)
-Continue utilizing Week on a Sheet (WOS), Common Unit Folders, pacing supports, and collaborative planning protocols to ensure instructional consistency and standards-aligned instruction across all learning environments.
-Review FAST PM3, district common assessments, classroom formative assessments, exit tickets, and student work to identify students requiring re-teaching, enrichment, intervention, or additional instructional support.
-Make timely instructional adjustments by implementing targeted Tier I re-teaching, differentiated instruction, flexible grouping, enrichment opportunities, and intervention supports when students are not demonstrating mastery of grade-level standards.
-Collaborate across General Education, ESE, and ESOL teams to evaluate the effectiveness of instructional adjustments, ensure equitable access to rigorous instruction, and maximize student achievement and learning gains through the end of the school year.

Area of Focus #5

Address the school’s highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as

a crucial need from the prior year data reviewed.

Southwest Middle School recognizes that student engagement is strengthened when students learn in a positive, safe, and supportive environment that promotes strong relationships, high expectations, and meaningful participation in the learning process. Analysis of school climate, behavioral, attendance, and academic data indicates that increasing student engagement through a schoolwide Positive Behavioral Interventions and Supports (PBIS) framework will improve students' sense of belonging, increase instructional engagement, and support positive academic and behavioral outcomes.

Southwest Middle School will implement a comprehensive **Positive Behavioral Interventions and Supports (PBIS)** framework to establish consistent schoolwide expectations, recognize positive student behaviors, strengthen relationships, and promote a positive school culture. PBIS practices will include explicit instruction of behavioral expectations, positive reinforcement systems, restorative practices, mentoring opportunities, student recognition programs, and data-driven decision-making to proactively support student success.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase student participation in PBIS incentives (attendance drawings, behavior drawings, shout-outs around the school) by 10%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Implementation of the PBIS/Student Engagement Area of Focus will be monitored through ongoing review of schoolwide behavioral, attendance, engagement, and academic data. School leadership, the PBIS Team, MTSS Team, counselors, deans, instructional coaches, and teachers will collaboratively monitor implementation fidelity and student outcomes using multiple data sources. Monitoring will include:

- Monthly review of **behavior referral**, suspension, attendance, and PBIS recognition data.
- Analysis of student engagement through **classroom walkthroughs**, instructional observations, and evidence of student-centered learning aligned to the school's **Instructional Coherence Framework**, including **Week on a Sheet (WOS), Common Unit Folders, and intentional explicit instruction**.
- Quarterly review of **FAST Progress Monitoring**, common assessment, and MTSS data to evaluate the relationship between student engagement and academic achievement.

- Review of PBIS implementation fidelity, restorative practices, and positive behavior recognition systems during PBIS Team and leadership meetings.
- Monitoring participation in **Title I-supported** tutoring, extended learning opportunities, family engagement activities, and PBIS initiatives to evaluate their impact on student engagement and achievement **(T)**.
- Regular review of stakeholder feedback from students, families, and staff to identify strengths, barriers, and opportunities for continuous improvement.
- Quarterly School Improvement Plan (SIP) progress monitoring meetings to evaluate implementation, make data-driven adjustments, and ensure resources are effectively supporting student engagement and positive school culture.

Data collected through these monitoring activities will be used to refine instructional and behavioral supports, strengthen implementation of PBIS, and ensure all students are actively engaged in a safe, supportive, and academically rigorous learning environment. Title I-funded resources and initiatives will be reviewed throughout the year to ensure they are effectively improving student engagement, school climate, and academic success

Person responsible for monitoring outcome
Taylor, Huff, Rivera, Green, Delaughter, Ponton, Jackson-Green

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
Description of Intervention #1:
Southwest Middle School will implement a schoolwide Positive Behavioral Interventions and Supports (PBIS) framework integrated with the Multi-Tiered System of Supports (MTSS) to establish a safe, supportive, and engaging learning environment that promotes positive behavior, increases student engagement, and maximizes instructional time. PBIS practices will include explicit instruction of behavioral expectations, positive behavior recognition, restorative practices, mentoring, relationship-building, and data-driven interventions to improve student outcomes. PBIS implementation will be supported through intentional explicit instruction, the school's Instructional Coherence Framework, Week on a Sheet (WOS), collaborative planning, and consistent schoolwide expectations to ensure students experience predictable, engaging, and supportive learning environments across all classrooms. Implementation will be monitored through PBIS data reviews, classroom walkthroughs, MTSS meetings, attendance and discipline data, stakeholder feedback, and student engagement indicators to ensure fidelity and continuous improvement.

Rationale:
Creating a positive, engaging, and supportive school environment is essential to improving student achievement and overall school success. Analysis of Southwest Middle School's attendance, behavior, and academic data indicates that increasing student engagement and strengthening

positive school culture will improve access to high-quality instruction, reduce disruptions to learning, and increase academic achievement. Southwest Middle School's implementation of Positive Behavioral Interventions and Supports (PBIS) aligns with the school's commitment to strengthening Student-Centered Learning Environments, Collaborative Planning, Learning Outcomes, and Instructional Coherence. By establishing consistent behavioral expectations, recognizing positive behaviors, strengthening teacher-student relationships, and utilizing restorative practices, the school will increase student engagement, improve school connectedness, and maximize instructional time. The school's Instructional Coherence Framework, including Week on a Sheet (WOS), Common Unit Folders, collaborative planning, teacher modeling, and intentional explicit instruction, provides students with consistent learning experiences across classrooms while PBIS creates the positive climate necessary for students to actively engage in those learning experiences.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Quarter 1: Establish and Implement Schoolwide PBIS Expectations

Person Monitoring:
Taylor, Huff, Rivera, Green, Delaughter, Ponton, Jackson-Green

By When/Frequency:
Quarter 1

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
-Establish and communicate schoolwide PBIS expectations, behavior matrices, and recognition systems to all students and staff.
-Provide professional learning on PBIS, restorative practices, and student engagement strategies.
-Utilize Title I, Part A funds to support PBIS implementation through professional learning, additional instructional personnel, family engagement activities, student incentives, and instructional resources (T).
Student Services/PBIS Team Actions
-Teach and reinforce schoolwide behavioral expectations through PBIS lessons and student orientation activities.
-Develop intervention plans for students identified through behavior, attendance, and engagement data.
-Review baseline PBIS, attendance, and discipline data to establish goals and intervention priorities.
Teacher Actions
-Explicitly teach and reinforce PBIS expectations and classroom procedures.
-Build positive relationships through restorative conversations, consistent expectations, and positive behavior recognition.
-Implement the school's Instructional Coherence Framework, including Week on a Sheet (WOS), Common Unit Folders, collaborative planning, and intentional explicit instruction, to create engaging, predictable learning environments.

Action Step #2

Quarter 2: Strengthen Student Engagement Through Positive Relationships

Person Monitoring:
Taylor, Huff, Rivera, Green, Delaughter, Ponton, Jackson-Green

By When/Frequency:
Quarter 2

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
-Conduct walkthroughs to monitor PBIS implementation and student engagement.
-Review behavior, attendance, and engagement data to identify trends and provide targeted support.
-Monitor the implementation of Title I-funded family engagement activities, mentoring opportunities, and PBIS supports (T).
Student Services/PBIS Team Actions
-Facilitate mentoring opportunities, restorative conferences, and targeted behavioral interventions for identified students.
-Collaborate with MTSS teams to implement and monitor Tier II behavioral supports.
-Coordinate PBIS celebrations and recognition programs that promote positive student behavior and school connectedness.
Teacher Actions
-Utilize positive reinforcement, restorative practices, and student engagement strategies daily.
-Communicate regularly with families regarding student successes and areas for growth.
-Continue implementing Week on a Sheet (WOS) and intentional explicit instruction to strengthen engagement and ownership of learning.

Action Step #3
Quarter 3: Monitor Data and Refine PBIS Practices

Person Monitoring:
Taylor, Huff, Rivera, Green, Delaughter, Ponton, Jackson-Green

By When/Frequency:
Quarter 3

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
-Analyze PBIS, attendance, behavior, and academic data to evaluate the effectiveness of schoolwide engagement initiatives.
Identify implementation strengths and instructional gaps through classroom walkthroughs and PBIS data reviews.
-Adjust Title I-funded supports, including supplemental personnel and student engagement resources, based on student data and school needs (T).
Student Services/PBIS Team Actions
-Review MTSS and PBIS data to identify students requiring intensified interventions.
-Strengthen mentoring, attendance supports, and restorative interventions for students demonstrating continued behavioral or engagement concerns.
-Share effective PBIS practices and successful intervention strategies with instructional staff.
Teacher Actions
-Use behavior, attendance, and formative assessment data to adjust classroom management and engagement strategies.
-Continue recognizing positive student behavior and promoting student leadership opportunities.
-Collaborate during PLCs and collaborative planning to share effective engagement practices and maintain instructional coherence.

Action Step #4

Quarter 4: Evaluate Outcomes and Sustain Continuous Improvement

Person Monitoring:
Taylor, Huff, Rivera, Green, Delaughter, Ponton, Jackson-Green

By When/Frequency:
Quarter 4

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
-Evaluate the impact of PBIS on student engagement, attendance, behavior, and academic achievement.
-Review the effectiveness of Title I-funded PBIS initiatives, personnel, instructional resources, and family engagement activities to inform planning for the following school year (T).
-Celebrate schoolwide successes and recognize staff and students for contributions to a positive school culture.
Student Services/PBIS Team Actions
-Analyze end-of-year PBIS, attendance, and behavior data to determine intervention effectiveness.
-Develop recommendations to strengthen PBIS implementation and student supports for the upcoming school year.
-Collaborate with leadership to refine MTSS and PBIS processes based on data and stakeholder feedback.
Teacher Actions
-Reflect on PBIS implementation and student engagement practices to identify successful strategies.
-Review classroom behavior and engagement data to inform instructional planning for the following school year.
-Continue fostering positive relationships and maintaining consistent instructional and behavioral expectations that support student success.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Southwest Middle School will improve student engagement by increasing student attendance and reducing chronic absenteeism through a comprehensive, multi-tiered system of attendance supports. The school will implement proactive attendance monitoring, early identification of attendance concerns, family engagement, restorative attendance practices, mentoring, and targeted interventions to remove barriers to attendance and ensure students have consistent access to high-quality Tier I instruction, intervention, and student-centered learning experiences.

Rationale

Southwest Middle School identified student attendance as an area of focus based on attendance data, student achievement trends, classroom performance, and discipline data indicating that inconsistent attendance is a significant barrier to academic success. Students who are chronically absent miss critical Tier I instruction, collaborative learning opportunities, intervention services, and opportunities to develop strong relationships with teachers and peers, resulting in reduced proficiency, lower learning gains, and decreased academic engagement.
To improve attendance outcomes, Southwest Middle School will implement a multi-tiered attendance support system focused on prevention, early intervention, and individualized student support. School leadership, deans, counselors, teachers, the MTSS team, and support staff will collaborate to monitor attendance data, identify attendance trends, conduct restorative attendance conferences, develop attendance improvement plans, provide mentoring and regular student check-ins, and engage families in addressing barriers to regular school attendance. Attendance data will be reviewed regularly through MTSS and student support meetings to ensure timely interventions and monitor the effectiveness of attendance supports.

Instructional teams will continue utilizing **Week on a Sheet (WOS), Common Unit Folders, pacing supports, and collaborative planning protocols** to ensure students returning from absences have access to consistent, standards-aligned instruction across all classrooms. Teachers will provide opportunities for students to re-engage in learning through targeted instructional support, differentiated instruction, and timely feedback to minimize learning loss associated with absences. Southwest Middle School will foster a positive school climate by recognizing improved attendance, strengthening student connectedness through meaningful relationships with trusted adults, and implementing restorative practices that encourage students to remain engaged in school. Through ongoing monitoring, data-driven decision-making, and collaborative problem-solving, the school will improve attendance, increase student engagement, and strengthen academic outcomes for all students, including those in General Education, ESE, and ESOL classrooms.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By May 2027, the percentage of students attending 90% or more of enrolled school days will increase from 82% to 88%, as measured by Brevard Public Schools attendance data.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Progress will be monitored monthly through district attendance reports, attendance data reviews, and MTSS progress monitoring to evaluate the effectiveness of interventions and ensure students have consistent access to rigorous Tier I instruction.

Person responsible for monitoring outcome
MTSS Team

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Southwest Middle School will implement a comprehensive Multi-Tiered System of Supports (MTSS) for Attendance to improve student engagement by increasing attendance and reducing chronic absenteeism. The attendance framework will include proactive attendance monitoring, early identification of attendance concerns, family engagement, restorative attendance conferences, mentoring, attendance improvement plans, and targeted interventions designed to remove barriers to regular school attendance. School leadership, deans, counselors, the school social worker, teachers, the attendance clerk, and the MTSS team will collaborate to review attendance data regularly, identify students demonstrating attendance concerns, implement tiered attendance interventions, and monitor student progress. Students identified through attendance data will receive individualized supports based on the frequency and severity of attendance concerns, including mentoring, restorative problem-solving, family conferences, attendance contracts, check-in/check-out procedures, flexible intervention supports, and referrals to community resources when appropriate. Instructional teams will continue utilizing Week on a Sheet (WOS), Common Unit Folders, pacing supports, and collaborative planning protocols to ensure students returning from absences have equitable access to rigorous, standards-aligned instruction and opportunities to recover missed learning. Attendance data will be reviewed through MTSS meetings and collaborative student support meetings to evaluate the effectiveness of interventions, make data-driven adjustments, and strengthen student engagement and academic success.

Rationale:
Rationale Research demonstrates that implementing a Multi-Tiered System of Supports (MTSS) for Attendance, combined with family engagement, mentoring, restorative practices, and data-driven intervention, improves student attendance, reduces chronic absenteeism, and increases academic achievement. By identifying attendance concerns early, removing barriers to attendance, fostering positive relationships, and providing timely academic and behavioral supports, Southwest Middle School will increase student engagement and ensure consistent access to high-quality Tier I instruction. This comprehensive approach supports improved academic performance, stronger learning gains, and positive school outcomes for all students, including those in General Education, ESE, and ESOL classrooms.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Quarter 1: Establish Attendance Systems and Expectations

Person Monitoring:
MTSS Team

By When/Frequency:
Quarter 1

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
-Establish schoolwide attendance expectations and implement a comprehensive Multi-Tiered System of Supports (MTSS) for Attendance.
-Develop schoolwide attendance monitoring protocols, including attendance review meetings, early warning indicators, and intervention procedures.
Review attendance data to identify baseline trends, students at risk for chronic absenteeism, and priority student groups.
Communicate attendance expectations to students, families, and staff while promoting the importance of daily attendance and academic engagement.
Student Services Actions (Deans, Counselors, Social Worker, Attendance Clerk)
-Develop attendance monitoring procedures and establish attendance intervention teams.
-Begin proactive outreach to families of students demonstrating attendance concerns.
-Conduct restorative attendance conferences and develop attendance improvement plans for identified students.
-Connect students and families with school and community resources to address barriers to attendance.
Teacher Actions
-Build positive classroom relationships that promote student connectedness and belonging.
-Monitor daily attendance and communicate attendance concerns promptly through established school procedures.
-Utilize Week on a Sheet (WOS), Common Unit Folders, pacing supports, and collaborative planning protocols to provide consistent access to instruction for students returning from absences.
-Communicate with students and families regarding missed assignments and provide opportunities to recover missed learning.

Action Step #2
Quarter 2: Strengthen Attendance Interventions Through Data-Driven Support

Person Monitoring:
MTSS Team

By When/Frequency:
Quarter 2

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
-Monitor attendance trends and evaluate the effectiveness of attendance interventions through monthly attendance reviews.
-Ensure consistent implementation of attendance improvement plans and MTSS attendance interventions.
-Recognize improved student attendance and celebrate grade-level and schoolwide attendance successes.
-Strengthen family partnerships through ongoing communication and attendance awareness initiatives.
Student Services Actions
-Continue restorative attendance conferences, mentoring, and individualized attendance support plans.
-Monitor attendance intervention effectiveness and adjust supports based on student progress.

-Facilitate MTSS meetings to identify additional supports for students demonstrating persistent attendance concerns.
-Coordinate community resources and wraparound services for students with significant attendance barriers.
Teacher Actions
-Continue implementing engaging, student-centered instructional practices that encourage daily attendance.
-Monitor classroom attendance patterns and collaborate with student support staff regarding attendance concerns.
-Utilize Week on a Sheet (WOS), Common Unit Folders, pacing supports, and collaborative planning protocols to support students returning from absences.
-Provide timely opportunities for students to complete missed assignments and participate in targeted instructional support.

Action Step #3
Quarter 3: Monitor Attendance Trends and Implement Data-Driven Adjustments

Person Monitoring:
MTSS Team

By When/Frequency:
Quarter 3

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
-Analyze attendance trends to identify students requiring additional interventions and monitor the effectiveness of existing attendance supports.
-Evaluate attendance data alongside academic and behavioral indicators to ensure coordinated student support.
-Implement data-driven adjustments to attendance interventions and allocate additional supports for students demonstrating chronic absenteeism.
-Continue recognizing improved attendance while promoting positive school connectedness.
Student Services Actions
-Intensify attendance interventions for students demonstrating limited improvement through mentoring, attendance contracts, and individualized attendance plans.
-Conduct ongoing family conferences and restorative attendance meetings.
-Collaborate with MTSS teams to identify barriers and implement additional attendance supports.
-Monitor attendance intervention outcomes and modify strategies based on student response.
Teacher Actions
-Continue fostering positive classroom relationships and engaging learning environments.
-Identify students demonstrating attendance-related academic concerns and collaborate with student support teams.
-Utilize Week on a Sheet (WOS), Common Unit Folders, pacing supports, and collaborative planning protocols to minimize instructional gaps caused by absences.
-Provide targeted instructional support and differentiated learning opportunities to re-engage students returning from absences.

Action Step #4
Quarter 4: Evaluate Attendance Outcomes and Sustain Continuous Improvement

Person Monitoring:
MTSS Team

By When/Frequency:
Quarter 4

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions

-Evaluate schoolwide attendance outcomes and the effectiveness of attendance interventions through end-of-year attendance data reviews.
-Identify successful attendance practices and establish priorities for continuous improvement during the upcoming school year.
-Monitor implementation fidelity of the attendance MTSS framework and make recommendations for refinement.
-Celebrate improvements in attendance and recognize students, families, and staff contributing to positive attendance outcomes.
Student Services Actions
-Evaluate attendance improvement plans and intervention effectiveness using end-of-year attendance data.
-Identify students requiring continued attendance support during school transitions.
-Review attendance intervention practices to determine strengths, areas for improvement, and recommendations for future implementation.
-Collaborate with school leadership to refine attendance systems based on data and outcomes.
Teacher Actions
-Continue implementing engaging instructional practices that encourage student attendance and participation.
-Review attendance and academic data to evaluate the relationship between attendance and student achievement.
-Continue utilizing Week on a Sheet (WOS), Common Unit Folders, pacing supports, and collaborative planning protocols to support students recovering from absences and maintain instructional consistency.
-Reflect on attendance support practices and collaborate with colleagues to strengthen schoolwide strategies that promote student engagement and consistent attendance.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

To ensure transparency and meaningful stakeholder engagement, Southwest Middle School will disseminate the School Improvement Plan (SIP), Title I Schoolwide Plan (SWP), Parent and Family Engagement Plan (PFEP), and applicable Title I information through multiple communication methods to ensure accessibility for all stakeholders.

- **School Website:** The approved School Improvement Plan (SIP), Title I Schoolwide Plan (SWP), Parent and Family Engagement Plan (PFEP), School-Parent Compact, and other Title I documents will be posted on the Southwest Middle School website for public access.
- **FOCUS Parent Communication:** Families will be notified of the availability of these plans through FOCUS messages, school newsletters, and other school communication platforms. Links to the plans and updates regarding school improvement efforts will be shared throughout the school year.
- **Faculty and Staff:** School leadership will provide an overview of the School Improvement Plan during pre-planning and throughout the school year during faculty meetings and professional learning communities. Once approved, the finalized SIP will be shared electronically with all staff to support implementation and monitoring.
- **School Advisory Council (SAC):** The School Improvement Plan, Title I Schoolwide Plan, and progress-monitoring data will be presented and discussed during School Advisory Council meetings. Stakeholders will have opportunities to provide input, review progress toward school improvement goals, and participate in continuous improvement efforts.
- **Title I Annual Meeting and Family Engagement Events:** Information regarding the SIP, Title I Schoolwide Plan, Parent and Family Engagement Plan, School-Parent Compact, and the use of Title I funds will be shared during the Annual Title I Meeting and additional family

engagement events held throughout the school year.

- **Front Office and Media Center:** Printed copies of the School Improvement Plan, Title I Schoolwide Plan, Parent and Family Engagement Plan, and other Title I documents will be available upon request in the school's front office and media center.
- **Translation and Accessibility:** To the extent practicable, documents and communication will be provided in families' home languages through district translation services. Interpreters and translated materials will be made available to ensure all families have equitable access to school improvement information and opportunities for meaningful participation.

The Southwest Middle School Improvement Plan is publicly available on the school's website under the **School Improvement Plan** page:

Southwest Middle School Improvement Plan: https://www.brevardschools.org/o/sms/article/2608845

Additional school information, including Title I resources and family information, is available on the school's website:

Southwest Middle School Website : https://www.brevardschools.org/o/sms/page/about-us-home-page

This comprehensive dissemination process ensures that families, staff, students, and community stakeholders remain informed, engaged, and active partners in supporting Southwest Middle School's continuous improvement efforts and student achievement.

Positive Relationships With Parents, Families and other Community Stakeholders
Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Southwest Middle School is committed to building strong, collaborative relationships with parents, families, and community stakeholders to support student achievement, strengthen school connectedness, and promote continuous school improvement. The school recognizes families as essential partners in the educational process and is committed to providing meaningful opportunities for engagement, two-way communication, and active participation in school initiatives.

Families will receive timely information regarding student academic progress, attendance, behavior, and school events through **FOCUS**, the school website, newsletters, phone calls, emails, parent-teacher conferences, and School Advisory Council (SAC) meetings. Following each FAST Progress Monitoring assessment, families will be encouraged to review student performance through FOCUS and may request assistance from school staff in interpreting assessment results and identifying strategies to support learning at home. Teachers will maintain ongoing communication with families throughout each grading period regarding student progress, interventions, and academic achievement.

To strengthen the connection between home and school, Southwest Middle School will continue implementing its **Instructional Coherence Framework** through the use of **Week on a Sheet (WOS), Common Unit Folders, benchmark unpacking, collaborative planning, and intentional explicit instruction**. Families will receive information regarding grade-level learning targets, instructional standards, academic vocabulary, and strategies to reinforce learning at home through **Week on a Sheet (WOS)** and other instructional resources, allowing families to better understand classroom learning and support student success **(T)**.

Southwest Middle School will host the **Annual Title I Meeting** to inform families about the Title I program, their rights under Title I, the School Improvement Plan (SIP), Parent and Family Engagement Plan (PFEP), School-Parent Compact, and the ways Title I resources support student achievement **(T)**. Throughout the school year, the school will also provide Family Engagement Nights focused on literacy, mathematics, science, instructional coherence, digital resources, Positive Behavioral Interventions and Supports (PBIS), and student achievement to equip families with strategies that support learning beyond the classroom **(T)**.

Transition activities will be provided for **incoming seventh-grade students and their families** to support a successful transition into middle school, while **eighth-grade students and their families** will participate in high school transition activities designed to prepare students for ninth grade and future academic success **(T)**. Parent workshops will also be offered to assist families in navigating the **FOCUS Parent Portal**, understanding FAST assessment data, monitoring academic progress, and supporting learning at home **(T)**.
Southwest Middle School will continue fostering a positive school climate through its **Positive Behavioral Interventions and Supports (PBIS)** framework by recognizing student achievement, positive behavior, attendance, academic growth, and citizenship. Families will be encouraged to participate in PBIS celebrations, student recognition programs, academic showcases, athletic events, fine arts performances, and other school-wide activities that strengthen partnerships among students, families, staff, and the community.
The school will further strengthen relationships with parents, families, and community stakeholders

by:

- Hosting the **Annual Title I Meeting** and Family Engagement Nights focused on literacy, mathematics, science, instructional coherence, PBIS, digital resources, and student achievement **(T)**.
- Providing families with **Week on a Sheet (WOS)** and other instructional resources that communicate learning targets, academic vocabulary, instructional expectations, and strategies to support learning at home **(T)**.
- Offering parent workshops on using the **FOCUS Parent Portal**, interpreting FAST assessment data, understanding student progress, and supporting learning at home **(T)**.
- Supporting transition activities for **incoming seventh-grade students and families** and **high school transition activities for eighth-grade students and families (T)**.
- Maintaining consistent two-way communication through **FOCUS**, phone calls, emails, newsletters, parent-teacher conferences, the school website, and School Advisory Council (SAC) meetings.
- Recognizing student achievement, attendance, academic growth, and positive behavior through PBIS celebrations, school recognition programs, and positive communication with families.
- Partnering with community organizations, business partners, volunteers, and district stakeholders to provide mentoring opportunities, student incentives, family resources, and enrichment opportunities that support student success **(T)**.
- Providing translation and interpretation services, to the extent practicable, to ensure all families have equitable access to school information, meetings, and engagement opportunities **(T)**.
- Utilizing **Title I, Part A funds** to provide supplemental instructional resources, family engagement activities, professional learning, and materials that strengthen the partnership between home and school and support increased student achievement **(T)**.

Parent and Family Engagement Plan | Southwest Middle - https://www.brevardschools.org/o/sms/page/parent-and-family-engagement-plan

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Southwest Middle School is committed to strengthening its academic program by implementing a

comprehensive **Instructional Coherence Framework** that ensures rigorous, standards-aligned instruction across all content areas. Through collaborative planning, benchmark unpacking, common instructional resources, and intentional explicit instruction, teachers provide students with equitable access to high-quality Tier I instruction designed to increase academic achievement, accelerate learning gains, and prepare students for success in high school and beyond.

The school's primary Areas of Focus include **English Language Arts, Mathematics, Science, Students with Disabilities, Student Engagement, and Positive Behavioral Interventions and Supports (PBIS)**. Teachers utilize **Week on a Sheet (WOS), Common Unit Folders, benchmark progression documents, and collaborative planning protocols** to ensure instructional consistency, alignment to the Florida B.E.S.T. Standards, and coherent instructional delivery across all classrooms **(T)**.

Students engage in rigorous learning experiences through **teacher modeling, think-alouds, guided practice, checks for understanding, academic discourse, student reflection, and differentiated instruction**. Teachers regularly analyze FAST Progress Monitoring data, district common assessments, classroom formative assessments, and student work to identify learning gaps, adjust instruction, and provide targeted interventions that accelerate student achievement.

Southwest Middle School increases both the amount and quality of instructional time by providing **before-school, after-school, Saturday School, and other extended learning opportunities**, as well as targeted tutoring and intervention for students requiring additional academic support **(T)**. Students with Disabilities, English Language Learners, and students performing below grade level receive supplemental academic interventions through the school's Multi-Tiered System of Supports (MTSS) to ensure equitable access to grade-level standards.

Title I, Part A funds are used to strengthen the academic program by providing **additional teacher units, instructional coaching units, supplemental instructional personnel, professional learning, instructional supplies and materials, technology, evidence-based instructional resources, and leadership support** that enhance Tier I instruction and improve student achievement **(T)**. These funds also support the implementation of the school's **Instructional Coherence Framework**, including **Week on a Sheet (WOS), Common Unit Folders, collaborative planning, benchmark unpacking, and data-driven instructional practices**, ensuring consistent, high-quality instruction across all classrooms **(T)**.

Instructional coaching and additional teacher units funded through Title I provide job-embedded professional learning, instructional modeling, coaching cycles, collaborative planning support, classroom observations, and data analysis that strengthen teacher effectiveness and improve

instructional delivery **(T)**. Supplemental instructional personnel provide targeted small-group instruction, intervention, acceleration, and enrichment opportunities that address individual student needs while increasing instructional time **(T)**.

Southwest Middle School will continue to strengthen its academic program by:

- Implementing the **Instructional Coherence Framework** through **Week on a Sheet (WOS), Common Unit Folders, benchmark unpacking, collaborative planning, and intentional explicit instruction** to ensure consistent, standards-aligned instruction across all classrooms **(T)**.
- Utilizing **Title I-funded additional teacher units and instructional coaching units** to provide instructional coaching, classroom modeling, collaborative planning support, job-embedded professional learning, and data-driven instructional improvement **(T)**.
- Providing supplemental instructional personnel to deliver targeted intervention, acceleration, and small-group instruction that addresses identified learning gaps and increases student achievement **(T)**.
- Offering before-school, after-school, Saturday School, and other extended learning opportunities to increase instructional time and provide academic intervention for students requiring additional support **(T)**.
- Providing supplemental instructional materials, technology, and evidence-based resources that strengthen Tier I instruction, increase student engagement, and support rigorous classroom instruction **(T)**.
- Utilizing FAST Progress Monitoring data, district common assessments, formative assessments, and collaborative data discussions to monitor student progress and adjust instruction to meet individual student needs.
- Supporting differentiated instruction and targeted interventions through the MTSS framework to accelerate learning for all students, including Students with Disabilities and English Language Learners.
- Providing families with **Week on a Sheet (WOS)** and instructional resources that communicate learning targets, academic vocabulary, and strategies to reinforce learning at home, strengthening the partnership between home and school **(T)**.

This comprehensive approach ensures that Southwest Middle School provides a coherent, rigorous, and engaging academic program that increases learning time, strengthens instructional practices, and promotes continuous academic growth for all students through the strategic use of **Title I, Part A resources**.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under

this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Southwest Middle School coordinates and integrates federal, state, district, and local resources to provide a comprehensive system of academic and behavioral supports that addresses the needs of all students. Through a collaborative approach, school leadership, instructional staff, student support personnel, families, and community partners work together to strengthen instruction, improve student outcomes, and remove barriers to learning.

The school's **Title I, Part A Schoolwide Program** is fully integrated with the School Improvement Plan (SIP), the Multi-Tiered System of Supports (MTSS), Positive Behavioral Interventions and Supports (PBIS), Exceptional Student Education (IDEA), English for Speakers of Other Languages (ESOL), and district instructional initiatives. These programs work collaboratively to ensure all students receive equitable access to high-quality, standards-aligned instruction and targeted academic and behavioral interventions **(T)**.
Southwest Middle School implements a comprehensive **Instructional Coherence Framework** that aligns **Week on a Sheet (WOS), Common Unit Folders, benchmark unpacking, collaborative planning, instructional coaching, intentional explicit instruction, and data-driven decision-making** across all content areas. **Title I funds** support the implementation of these coherence systems through **additional teacher units, instructional coaching units, professional learning, instructional resources, and supplemental instructional personnel**, ensuring consistent, high-quality Tier I instruction throughout the school **(T)**.

The school coordinates services through the **MTSS framework**, using FAST Progress Monitoring data, district common assessments, classroom formative assessments, attendance, behavior, and other student data to identify students requiring academic or behavioral intervention. School-based problem-solving teams collaborate to provide appropriate instructional supports, progress monitoring, and interventions that accelerate student achievement and improve learning outcomes.
Students with disabilities receive specially designed instruction and related services in accordance with their Individualized Education Programs (IEPs) through coordination with the Exceptional Student Education (ESE) department. English Language Learners receive language acquisition support through the ESOL program while participating in rigorous grade-level instruction. These services are coordinated with Title I instructional supports to maximize student achievement and ensure equitable access to the curriculum **(T)**.
To increase instructional time and provide additional academic support, Southwest Middle School coordinates **before-school, after-school, Saturday School, tutoring, intervention, and enrichment opportunities** for students identified through data analysis as needing additional

assistance **(T)**. **Title I funds** also support supplemental instructional materials, technology, instructional software, evidence-based intervention resources, and professional learning that strengthen classroom instruction and improve student achievement **(T)**.

Southwest Middle School collaborates with Brevard Public Schools, families, community organizations, business partners, and local agencies to provide mentoring opportunities, family engagement activities, student recognition programs, wellness initiatives, and resources that support the academic, behavioral, and social-emotional needs of students. The school also partners with district secondary schools to provide **high school transition activities** that prepare eighth-grade students and their families for successful transition to ninth grade **(T)**.
The school further coordinates services by:

- Integrating the **Title I Schoolwide Program** with the School Improvement Plan, MTSS, PBIS, ESE, ESOL, and district instructional initiatives **(T)**.
- Utilizing **Title I-funded additional teacher units, instructional coaching units, and supplemental instructional personnel** to strengthen Tier I instruction, collaborative planning, and instructional coherence **(T)**.
- Supporting the implementation of **Week on a Sheet (WOS), Common Unit Folders, benchmark unpacking, and intentional explicit instruction** through instructional coaching, professional learning, and supplemental instructional resources **(T)**.
- Coordinating before-school, after-school, Saturday School, tutoring, intervention, and enrichment opportunities to increase instructional time and accelerate student learning **(T)**.
- Providing professional learning that strengthens instructional practices, data analysis, differentiation, and instructional coherence across all content areas **(T)**.
- Coordinating academic, behavioral, attendance, and social-emotional supports through the MTSS and PBIS frameworks.
- Collaborating with district departments, families, community organizations, and business partners to provide mentoring, family engagement, student incentives, and community resources that support student success **(T)**.
- Coordinating eighth-grade transition activities with district high schools to ensure students and families are prepared for high school expectations and graduation pathways **(T)**.

Through the strategic coordination of federal, state, district, and community resources, Southwest Middle School provides a cohesive system of supports that strengthens instruction, expands learning opportunities, and ensures every student has access to the academic and behavioral resources necessary for long-term success.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Southwest Middle School is committed to supporting the whole child by providing a comprehensive system of academic, behavioral, social-emotional, and wellness supports that foster positive relationships, resilience, leadership, responsible decision-making, and college and career readiness. Through a collaborative Multi-Tiered System of Supports (MTSS), school staff work together to address barriers to learning and ensure students receive the interventions and services necessary for success both inside and outside the classroom.

The school provides a variety of counseling, mentoring, behavioral, and mental health services through collaboration with school counselors, the school psychologist, social worker, behavior intervention personnel, school administration, district support staff, and community agencies. These services include individual and small-group counseling, crisis intervention, conflict resolution, restorative practices, attendance interventions, mentoring opportunities, and referrals to community-based mental health providers when appropriate.

Southwest Middle School implements a comprehensive **Positive Behavioral Interventions and Supports (PBIS)** framework that promotes positive behavior, student engagement, school connectedness, leadership, and a safe learning environment. Students are recognized for positive behavior, attendance, academic growth, and citizenship through PBIS incentives, celebrations, and recognition programs that encourage positive decision-making and strengthen school culture **(T)**.
Through the school's **Instructional Coherence Framework**, teachers intentionally integrate collaboration, communication, self-reflection, goal setting, and student discourse into daily instruction. **Week on a Sheet (WOS)** provides students and families with clear learning expectations while reinforcing organization, responsibility, and student ownership of learning **(T)**.
Students identified through the MTSS process receive individualized behavioral, attendance, and social-emotional interventions based on multiple data sources, including attendance, discipline, academic performance, and teacher observations. School-based teams regularly monitor student progress and collaborate with families to ensure appropriate supports are implemented and adjusted as needed.

Title I, Part A funds are used to strengthen students' success beyond academics by supporting **additional teacher units, instructional coaching units, supplemental instructional personnel, family engagement activities, PBIS initiatives, mentoring opportunities, extended learning opportunities, professional learning, and instructional resources** that promote positive student outcomes and strengthen school-family partnerships **(T)**.

Southwest Middle School further develops students' skills outside the academic subject areas by:

- Implementing a schoolwide **Positive Behavioral Interventions and Supports (PBIS)** framework that teaches, reinforces, and recognizes positive behavior, leadership, responsibility, and citizenship **(T)**.
- Providing individual and small-group counseling, crisis response, conflict resolution, restorative conversations, attendance interventions, and behavioral supports through the MTSS framework.
- Collaborating with school counselors, the school psychologist, social worker, district support staff, families, and community agencies to address students' social-emotional, behavioral, and mental health needs.
- Providing mentoring opportunities and positive adult relationships that support student engagement, attendance, resilience, and personal growth **(T)**.
- Utilizing **Week on a Sheet (WOS)** and the school's **Instructional Coherence Framework** to strengthen student organization, goal setting, communication, self-reflection, and ownership of learning **(T)**.
- Providing family engagement activities, parent workshops, and community events that strengthen relationships between home and school and promote student well-being **(T)**.
- Offering before-school, after-school, Saturday School, and other extended learning opportunities that build confidence, perseverance, responsibility, and academic success while increasing meaningful student engagement **(T)**.
- Providing professional learning for teachers and staff on PBIS, trauma-informed practices, restorative practices, relationship-building, and student engagement strategies to strengthen students' behavioral and social-emotional development **(T)**.

Through the coordinated implementation of MTSS, PBIS, instructional coherence, counseling services, family engagement, and Title I-supported initiatives, Southwest Middle School ensures that students develop the behavioral, social-emotional, leadership, and life skills necessary to thrive academically, socially, and personally.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. §

6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Southwest Middle School is committed to preparing students for success in high school, postsecondary education, careers, and lifelong learning by providing meaningful opportunities to explore career pathways, develop workforce readiness skills, and participate in rigorous academic experiences. Through a comprehensive school counseling program, career awareness activities, and standards-based instruction, students are encouraged to establish academic and personal goals that support future college and career success.
Students participate in career exploration activities that increase awareness of career pathways, workforce expectations, and educational opportunities available through Brevard Public Schools and postsecondary institutions. School counselors, teachers, and administrators collaborate to provide career interest exploration, high school transition activities, and academic planning that help students make informed decisions regarding future coursework and career goals.

Southwest Middle School promotes college readiness by fostering high academic expectations and providing access to accelerated learning opportunities, including advanced coursework and high school credit-bearing courses, as appropriate. Students are encouraged to enroll in rigorous academic programs that prepare them for advanced coursework in high school, including Advanced Placement (AP), dual enrollment, Career and Technical Education (CTE) programs, and industry certification opportunities available at the secondary level.

The school partners with Brevard Public Schools, local businesses, community organizations, and postsecondary institutions to provide students with opportunities to explore careers through guest speakers, career awareness activities, mentoring experiences, and real-world connections that strengthen workforce readiness. Classroom instruction emphasizes collaboration, communication, critical thinking, creativity, problem-solving, digital literacy, and responsible citizenship to ensure students develop the transferable skills needed for success in college, careers, and the workforce.

Through continued collaboration with families, school counselors, instructional staff, and community partners, Southwest Middle School ensures students are prepared to transition successfully to high school with the knowledge, skills, and academic foundation necessary to pursue postsecondary education, career and technical education pathways, military service, or other workforce opportunities aligned with their individual interests and aspirations.

Addressing Problem Behavior and Early Intervening Services
Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section

1114(b)(7)(A)(iii)(III)).

Southwest Middle School implements a comprehensive **Multi-Tiered System of Supports (MTSS)** integrated with **Positive Behavioral Interventions and Supports (PBIS)** to proactively prevent and address problem behavior while fostering a safe, inclusive, and student-centered learning environment. This tiered framework provides equitable access to behavioral, social-emotional, and academic supports that maximize instructional time and promote positive student outcomes.

At the **Tier I** level, all students receive explicit instruction in schoolwide behavioral expectations through the PBIS framework. Consistent behavioral expectations, restorative practices, relationship-building, positive behavior recognition, and engaging, student-centered instruction establish a predictable learning environment that promotes responsibility, respect, and academic engagement. Through the school's **Instructional Coherence Framework**, including **Week on a Sheet (WOS), Common Unit Folders, collaborative planning, and intentional explicit instruction**, students experience consistent expectations and instructional practices across all classrooms, reducing behavioral disruptions and increasing engagement **(T)**.

Students requiring additional support receive **Tier II** interventions through the MTSS process. Interventions may include mentoring, restorative conferences, Check-In/Check-Out, social skills instruction, attendance interventions, behavior contracts, counseling services, small-group behavioral supports, and targeted academic interventions designed to address the underlying causes of behavior while maintaining access to high-quality Tier I instruction. Student progress is monitored regularly, and interventions are adjusted based on behavioral, attendance, and academic data.

Students demonstrating significant behavioral or social-emotional needs receive **Tier III** individualized interventions developed through collaborative problem-solving teams. Intensive supports may include Functional Behavior Assessments (FBAs), Behavior Intervention Plans (BIPs), individualized counseling, wraparound services, community agency referrals, crisis intervention, and intensive progress monitoring. Families are actively involved in the development, implementation, and review of intervention plans.
Southwest Middle School coordinates these services with programs provided under the **Individuals with Disabilities Education Act (IDEA)** to ensure students with disabilities receive the accommodations, specialized instruction, behavioral supports, and related services outlined in their Individualized Education Programs (IEPs). General education teachers, Exceptional Student Education (ESE) teachers, counselors, administrators, instructional coaches, school psychologists, and the MTSS team collaborate regularly to review student progress, implement evidence-based interventions, and ensure instructional and behavioral supports are aligned across all educational settings.

Title I, Part A funds support the implementation of this tiered framework by providing **additional teacher units, instructional coaching units, supplemental instructional personnel, professional learning, instructional resources, family engagement activities, and extended learning opportunities** that strengthen Tier I instruction, improve student engagement, and support evidence-based behavioral interventions **(T)**. These resources also support the implementation of PBIS, restorative practices, and the school's Instructional Coherence Framework to improve school climate and reduce barriers to learning **(T)**.
School leadership, the PBIS Team, MTSS Team, instructional coaches, counselors, and teachers regularly monitor discipline data, attendance trends, PBIS implementation, classroom walkthroughs, FAST Progress Monitoring data, and stakeholder feedback to evaluate the effectiveness of interventions and make data-driven adjustments. This continuous improvement process ensures Southwest Middle School provides coordinated academic, behavioral, and social-emotional supports that improve student engagement, reduce disciplinary incidents, and create a positive learning environment where all students can achieve academic

Professional Learning and Other Activities
Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Southwest Middle School is committed to building and sustaining the instructional capacity of teachers, paraprofessionals, and school personnel through ongoing, job-embedded professional learning aligned to the school's identified Areas of Focus. Professional learning is designed to strengthen instructional practices, increase student achievement, improve the use of assessment data, and support the recruitment, development, and retention of highly effective educators.

Professional learning opportunities focus on the implementation of **intentional explicit instruction**, teacher clarity, learning targets and success criteria, teacher modeling, think-alouds, guided practice, checks for understanding, academic discourse, gradual release of responsibility, differentiated instruction, and standards-based planning. Teachers engage in collaborative planning centered on benchmark unpacking, the development of **Week on a Sheet (WOS), Common Unit Folders, pacing supports**, and common formative assessments to ensure instructional consistency and coherence across classrooms.

School leaders, instructional coaches, teacher leaders, and district curriculum specialists facilitate ongoing professional learning through collaborative planning, professional learning communities (PLCs), instructional coaching cycles, classroom modeling, peer observations, data chats, and feedback conferences. Teachers regularly analyze data from **FAST assessments, district common**

assessments, classroom formative assessments, and progress monitoring to identify student needs, adjust instruction, implement targeted interventions, and monitor student growth.

Paraprofessionals and instructional support staff participate in professional learning focused on instructional strategies, implementation of accommodations and modifications, behavior supports, student engagement, and effective collaboration with classroom teachers to support students receiving Exceptional Student Education (ESE), English for Speakers of Other Languages (ESOL), and Multi-Tiered System of Supports (MTSS) interventions.

Southwest Middle School supports the recruitment and retention of highly effective educators by providing structured onboarding for new teachers, mentoring, instructional coaching, collaborative planning, leadership development opportunities, and ongoing professional growth aligned with school and district priorities. Teachers are encouraged to participate in district-sponsored professional learning, content-area training, instructional leadership opportunities, and collaborative professional learning communities that promote continuous improvement and instructional excellence.
Through sustained professional learning and collaborative instructional practices, Southwest Middle School will strengthen teacher effectiveness, improve the use of academic assessment data, increase instructional consistency, and ensure all students have access to rigorous, engaging, and high-quality instruction across all content areas.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

This requirement is **not applicable** to Southwest Middle School. As a grades 7-8 middle school, Southwest Middle School does not serve preschool-age students or receive students directly from early childhood education programs. Therefore, the school does not implement preschool transition activities.

Instead, Southwest Middle School collaborates with its feeder elementary schools to support students' successful transition into middle school through orientation activities, articulation meetings, student records review, and collaborative planning to ensure continuity of academic, behavioral, and social-emotional supports.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

Southwest Middle School collaborates closely with Brevard Public Schools' Title I, School Improvement, Curriculum and Instruction, Exceptional Student Education (ESE), ESOL, and Student Services departments to ensure that federal, state, district, and local resources are strategically allocated to meet the academic, behavioral, and social-emotional needs of all students. Resource allocation is continuously reviewed through a cycle of planning, implementation, progress monitoring, and evaluation to ensure alignment with the goals identified in the School Improvement Plan (SIP), with a particular focus on improving outcomes in **Science**, **English Language Arts**, **Mathematics**, **Students with Disabilities (SWD)**, and overall student engagement.

Data Collection and Analysis

School leadership regularly reviews multiple sources of student performance data, including **FAST Progress Monitoring assessments, district common assessments, classroom formative assessments, science benchmark data, attendance, discipline, MTSS data, classroom walkthrough evidence, and stakeholder feedback**. Collaborative planning teams and instructional leaders analyze student performance to identify instructional strengths, learning gaps, and opportunities for additional support.

Instructional Coherence Review

Southwest Middle School continuously monitors the implementation of its **Instructional Coherence Framework**, including **Week on a Sheet (WOS), Common Unit Folders, benchmark unpacking, collaborative planning, teacher modeling, intentional explicit instruction, and instructional coaching**. Classroom walkthroughs, lesson plan reviews, PLC discussions, and student work analyses are used to determine the effectiveness of these systems in strengthening Tier I instruction and improving student achievement .

Resource Allocation and Title I Review

School leadership collaborates with district Title I staff to evaluate the effectiveness of **Title I-funded additional teacher units, instructional coaching units, supplemental instructional personnel, professional learning, instructional materials, technology, family engagement activities, tutoring, extended learning opportunities, and After-School Programs**. Resource decisions are based on student achievement data, implementation fidelity, and identified instructional needs to ensure that Title I resources supplement the school's instructional program and maximize student outcomes .

Needs Assessment

An annual comprehensive needs assessment is conducted using student achievement data, school climate data, attendance, discipline trends, classroom observations, and stakeholder feedback. The leadership team reviews subgroup performance, including **Students with Disabilities (SWD), English Language Learners (ELL), and other identified student groups**, to determine priorities for instructional support and resource allocation. Data analyses identified **Science** as the school's primary academic focus while maintaining continued emphasis on improving achievement in English Language Arts and Mathematics through intentional explicit instruction and instructional coherence.

Stakeholder Collaboration

Stakeholders participate in continuous school improvement through **School Advisory Council (SAC)** meetings, faculty meetings, collaborative planning sessions, MTSS meetings, Title I parent engagement activities, and district leadership meetings. Parents, teachers, staff, and community members provide feedback regarding school improvement priorities, instructional programs, and the effectiveness of resource allocation. This collaborative process ensures transparency and shared ownership of student success.

Action Planning and Continuous Improvement

School administrators, instructional coaches, department chairs, teacher leaders, and district support staff use data gathered through progress monitoring to adjust instructional practices, professional learning, intervention services, and resource allocation throughout the school year. Resources are strategically aligned to strengthen **Collaborative Planning, Learning Outcomes, Student-Centered Learning Environments, English Language Arts, Mathematics, Science, Students with Disabilities, Student Engagement, and PBIS**.

Ongoing Monitoring

Implementation of the School Improvement Plan is monitored through quarterly SIP reviews, leadership walkthroughs, collaborative planning observations, instructional coaching cycles, MTSS meetings, and analysis of FAST Progress Monitoring data, common assessment results, attendance, behavior, and science achievement. The effectiveness of **Title I-funded personnel, instructional coaching, additional teacher units, professional learning, instructional resources, tutoring, and extended learning opportunities** is evaluated regularly to ensure resources are producing measurable improvements in student achievement and learning gains.

This systematic review process ensures that Southwest Middle School strategically allocates and continuously evaluates all available resources to strengthen instructional coherence, improve Tier I instruction, accelerate student achievement, and meet the needs of all students through ongoing collaboration with district departments, school staff, families, and community stakeholders. Title I resources are reviewed throughout the year to ensure they supplement the core instructional program, support evidence-based practices, and have a measurable impact on student achievement, particularly for students most at risk of not meeting state academic standards.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

Southwest Middle School will strategically utilize federal, state, district, and local resources to address the academic, behavioral, and engagement needs identified through FAST Progress Monitoring, state assessment results, classroom assessments, attendance, behavior, and stakeholder feedback. Analysis of the 2025-2026 data identified **Science** as the school's primary academic focus, while continued emphasis will be placed on improving student achievement in **English Language Arts, Mathematics, Students with Disabilities (SWD), and student engagement** through evidence-based instructional practices and instructional coherence.
Title I, Part A funds will be used to provide **additional teacher units, instructional coaching units, supplemental instructional personnel, tutoring, instructional supplies and materials, technology, leadership support, and extended learning opportunities** that strengthen Tier I instruction and accelerate student achievement . These resources support the implementation of Southwest Middle School's **Instructional Coherence Framework**, including **Week on a Sheet (WOS), Common Unit Folders, benchmark unpacking, collaborative planning, intentional explicit instruction, and data-driven instructional decision-making** to ensure consistent, high-quality instruction across all classrooms .
Southwest Middle School will continue implementing **Coherence classes** to provide targeted, scaffolded instruction for students identified through FAST Progress Monitoring and classroom performance data. Students will receive additional instructional support that gradually releases responsibility as they develop the skills necessary to successfully access grade-level standards independently .

Students requiring additional academic support will have access to **before-school tutoring, after-school tutoring, Saturday School, and other extended learning opportunities** designed to increase instructional time and accelerate learning. Supplemental instructional personnel will provide targeted intervention, small-group instruction, and enrichment opportunities aligned with classroom instruction and student learning goals .
The school's **Multi-Tiered System of Supports (MTSS)** provides a comprehensive framework for identifying and supporting students with academic, behavioral, and social-emotional needs. Students receive interventions through MTSS, including supports for **Exceptional Student Education (ESE), Section 504 plans, English for Speakers of Other Languages (ESOL), PBIS, counseling services, attendance interventions, and individualized academic supports**. School-based teams regularly monitor student progress and adjust interventions based on ongoing data analysis.

Professional learning supported through **Title I** will strengthen teacher capacity in intentional explicit instruction, instructional coherence, collaborative planning, data analysis, differentiated instruction,

and student engagement . Instructional coaching and leadership support will provide ongoing classroom modeling, coaching cycles, collaborative planning facilitation, and feedback to improve instructional effectiveness and student outcomes.

These resources will be implemented throughout the **2026-2027 school year** and monitored through quarterly School Improvement Plan reviews, collaborative planning meetings, MTSS problem-solving meetings, FAST Progress Monitoring data, district common assessments, classroom walkthroughs, instructional coaching observations, and stakeholder feedback. Resource allocation will be adjusted, as needed, to ensure all students receive equitable access to high-quality instruction and the supports necessary to achieve meaningful academic growth and long-term success.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply. **No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					**0.00**