

Volusia County Schools

SOUTHWESTERN MIDDLE SCHOOL



2025-26 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

Southwestern Middle School is committed to empowering all learners through consistency, innovative instruction, and support to positively impact the global community.

Provide the school's vision statement

Southwestern Middle School is a fun, inclusive, and supportive learning environment where meaningful relationships are fostered leading to holistic success.

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

Dr. Tai Swift

tlswift@volusia.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Communicates the vision for student achievement and guides the team's work.

Leadership Team Member #2

Employee's Name

Tranisha Jefferson

trjeffe2@volusia.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Monitors teacher and student data, assisting teachers with instructional support to ensure implementation of intervention and documentation to help our students meet the School Improvement Goal. Monitor and conference with students who are identified on the Early Warning System who are in need of academic or behavioral support on a weekly basis.

Leadership Team Member #3**Employee's Name**

Albert Kelleher

apkelleh@volusia.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Monitors teacher and student data, assisting teachers with instructional support to ensure implementation of intervention and documentation to help our students meet the School Improvement Goal. Monitor and conference with students who are identified on the Early Warning System who are in need of academic or behavioral support on a weekly basis.

Leadership Team Member #4**Employee's Name**

Dantrell Johnson

dmjohns1@volusia.k12.fl.us

Position Title

Administrative Dean

Job Duties and Responsibilities

Provides support for the needs of the students to ensure a safe and successful school environment.

Leadership Team Member #5**Employee's Name**

Bernadette Bryant

bbryant@volusia.k12.fl.us

Position Title

Academic Coach

Job Duties and Responsibilities

Provides support for the needs of the students to ensure a safe and successful school environment.

Leadership Team Member #6**Employee's Name**

Suzanne Pieri

smpieri@volusia.k12.fl.us

Position Title

Academic Coach

Job Duties and Responsibilities

Provides support for the needs of the students to ensure a safe and successful school environment.

Leadership Team Member #7**Employee's Name**

Quinecia Bivens

qcbivens@volusia.k12.fl.us

Position Title

School Counselor

Job Duties and Responsibilities

Provides support for the needs of the students to ensure a safe and successful school environment.

Leadership Team Member #8**Employee's Name**

Holly Azucar

Position Title

Media Specialist

Job Duties and Responsibilities

Provides support for the needs of the students to ensure a safe and successful school environment.

Leadership Team Member #9**Employee's Name**

Ruby Encarnacion

rmencarn@volusia.k12.fl.us

Position Title

Teacher

Job Duties and Responsibilities

Provides support for the needs of the students to ensure a safe and successful school environment.

Leadership Team Member #10

Employee's Name

Nicole Perrino

nperrino@volusia.k12.fl.us

Position Title

Core Teacher

Job Duties and Responsibilities

Provides support for the needs of the students to ensure a safe and successful school environment.

Leadership Team Member #11

Employee's Name

Andrea Harper

alharper@volusia.k12.fl.us

Position Title

Core Teacher

Job Duties and Responsibilities

Provides support for the needs of the students to ensure a safe and successful school environment.

Leadership Team Member #12

Employee's Name

Melissa Farra

mmfarrar@volusia.k12.fl.us

Position Title

Non-Core Teacher

Job Duties and Responsibilities

Provides support for the needs of the students to ensure a safe and successful school environment.

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.

The SAC is comprised of teachers, school staff, parents, students, families, and business and/or community members who provide input on the development of the SIP through SAC meetings.

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)).

The SIP will be monitored through our Volusia Progress Monitoring (VPM) meetings. Feedback and additional action steps are discussed and developed at the VPM meetings which then allow us to revise, if needed, and continue forward to meet the goals outlined in the SIP.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: B 2023-24: B 2022-23: C 2021-22: C 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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							240	224	224	688
Absent 10% or more school days							59	55	53	167
One or more suspensions							51	44	41	136
Course failure in English Language Arts (ELA)							16	5	10	31
Course failure in Math							13	4	6	23
Level 1 on statewide ELA assessment							56	48	57	161
Level 1 on statewide Math assessment							56	21	36	113
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)							61	12	24	97
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	0

Current Year 2025-26

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							62	40	43	145

Current Year 2025-26

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							3	3	3	9
Students retained two or more times							3	1	2	6

Prior Year (2024-25) 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	
Absent 10% or more school days							54	77	68	199
One or more suspensions							25	51	45	121
Course failure in English Language Arts (ELA)							10	6	11	27
Course failure in Math							15	6	3	24
Level 1 on statewide ELA assessment							53	65	62	180
Level 1 on statewide Math assessment							49	35	48	132
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 (2024-25) 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							47	57	57	161

Prior Year (2024-25) 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							4	9	2	15
Students retained two or more times							2	3		5

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	51	52	58	49	48	53	47	44	49
Grade 3 ELA Achievement	27			21					
ELA Learning Gains	53	54	59	53	51	56			
ELA Lowest 25th Percentile	47	49	52	40	47	50			
Math Achievement*	67	56	63	63	55	60	58	48	56
Math Learning Gains	62	56	62	63	61	62			
Math Lowest 25th Percentile	67	55	57	70	59	60			
Science Achievement	61	56	54	65	53	51	47	49	49
Social Studies Achievement*	61	69	73	70	69	70	81	67	68
Graduation Rate									
Middle School Acceleration	83	76	77	66	71	74	40	62	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	50	50	53	44	47	49	44	31	40

*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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	602
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
60%	58%	54%	51%	46%		50%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	42%	No		
English Language Learners	50%	No		
Asian Students	74%	No		
Black/African American Students	55%	No		
Hispanic Students	62%	No		
Multiracial Students	71%	No		
White Students	62%	No		
Economically Disadvantaged Students	56%	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.

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	51%		53%	47%	67%	62%	67%	61%	61%	83%			50%
Students With Disabilities	22%		38%	37%	35%	56%	57%	32%	28%	69%			
English Language Learners	32%		46%	51%	48%	61%	69%	45%	34%	63%			50%
Asian Students	65%		71%		90%	71%							
Black/African American Students	35%		45%	50%	55%	65%	73%	43%	57%	73%			
Hispanic Students	51%		54%	50%	62%	61%	69%	67%	54%	88%			
Multiracial Students	65%		71%		73%	65%			80%				
White Students	55%		53%	42%	72%	61%	64%	62%	62%	83%			
Economically Disadvantaged Students	42%		50%	46%	60%	62%	64%	50%	56%	77%			50%
10/2025													

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	49%		53%	40%	63%	63%	70%	65%	70%	66%			44%
Students With Disabilities	16%		43%	37%	31%	59%	65%	36%	41%	47%			
English Language Learners	26%		41%	41%	50%	62%	69%	41%	55%	29%			44%
Asian Students	67%		79%		87%	71%							
Black/African American Students	34%		45%	40%	45%	66%	74%	39%	58%	38%			
Hispanic Students	48%		52%	38%	58%	60%	68%	58%	67%	53%			36%
Multiracial Students	54%		40%		79%	65%		91%	82%	71%			
White Students	57%		57%	38%	72%	61%	65%	76%	76%	79%			
Economically Disadvantaged Students	44%		51%	37%	60%	65%	69%	61%	69%	57%			42%

2022-23 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 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	47%				58%			47%	81%	40%			44%
Students With Disabilities	18%				31%			24%	47%	27%			
English Language Learners	27%				59%			28%	61%	36%			53%
Asian Students	60%				93%								
Black/African American Students	32%				38%			26%	67%	36%			
Hispanic Students	43%				61%			44%	81%	38%			57%
Multiracial Students	46%				75%								
White Students	56%				63%			57%	87%	41%			
Economically Disadvantaged Students	42%				52%			41%	77%	33%			

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	49%	53%	-4%	60%	-11%
ELA	7	49%	51%	-2%	57%	-8%
ELA	8	47%	52%	-5%	55%	-8%
Math	6	55%	50%	5%	60%	-5%
Math	7	33%	34%	-1%	50%	-17%
Math	8	71%	56%	15%	57%	14%
Science	8	58%	56%	2%	49%	9%
Civics		59%	67%	-8%	71%	-12%
Algebra		80%	49%	31%	54%	26%
Geometry		90%	61%	29%	54%	36%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		50%	14%	36%	16%	34%
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		9%	17%	-8%	18%	-9%
Civics		* 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?

Middle School Acceleration showed the most improvement. Additional support was added in this area. We had an intervention teacher, district support was provided twice a week. A bootcamp was implemented for students to provide them with additional practice. Geometry and Algebra tutoring were offered as well..

Lowest Performance

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

ELA lowest quartile showed the lowest performance. A lack of consistency with ELA staffing was the contributing factor in this area.. Although this component showed the lowest performance, there was an increase from the previous school year.

Greatest Decline

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

Social studies showed the greatest decline. Contributing factors were staffing issues, students' inability to read, low comprehension skills, lack of focus on higher level questions by teachers, lack of student study skills and a lack of teacher utilizing district-provided resources.

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.

Social Studies had the greatest gap when compared to the state average. Contributing factors were staffing issues, students' inability to read, low comprehension skills, lack of focus on higher level questions by teachers, lack of student study skills and a lack of teacher utilizing district-provided resources.

EWS Areas of Concern

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

ELA level 1 on state assessment and Attendance

Highest Priorities

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

1. Attendance
2. ELA/Reading
3. Students with disabilities

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.

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.

Based on our needs assessment, SWDs have consistently been the lowest performing subgroup.

Prior Year Data:

ELA Ach - 22%

ELA LG - 38%

ELA LG LQ - 37%

Math Ach - 35%

Math LG - 56%

Math LG LQ - 57%

Sci Ach - 32%

SS Ach - 28%

MS Accel - 69%

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.

SWDs will show an increase of 3% (or more) in each of the 10 components which will increase our overall FPPI.

Monitoring

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

This area of focus will be monitored through FAST assessment data as well as district assessments.

Person responsible for monitoring outcome

Al Kelleher

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:

Small-group instruction will be an evidence-based intervention used to support SWDs.

Rationale:

Research has shown that teacher effectiveness is the most important school-based factor that influences student outcomes, including student achievement.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

IXL and Progress Learning will be used as an evidence-based intervention to support SWDs.

Rationale:

IXL provides targeted instruction and is aligned to the appropriate benchmarks to hold students to high academic standards. Progress Learning offers an intervention program designed to support the lowest quartile students.

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

Professional Learning on small-group instructions as well as Progress Learning

Person Monitoring:

Al Kelleher

By When/Frequency:

By the end of the first grading period

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

Professional learning will be provided to all teachers on small-group instruction and the use of Progress Learning. The teacher-led small-group look-for tool will be used to assess the effectiveness of the small-group instruction and provide feedback to teachers.

Action Step #2

Professional learning on Progress Learning

Person Monitoring:**By When/Frequency:**

By the end of the first grading period.

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

step:

Professional learning will be provided to all teachers on Progress Learning. Progress learning usage reports and classroom walk-throughs will be used to monitor the effectiveness.

Area of Focus #2

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.

After analyzing the EWS report, the ELA Level 1 on State Assessment, Reading Deficiency, and Course Failure in ELA indicators demonstrate a need for ELA to be an area of focus. Almost a quarter of the school, 23%, scored a Level 1 in this area.

Level 1 on ELA Sate Assessment:

6th grade - 23%

7th grade - 21%

8th grade - 25%

Prior Year Data for ELA Achievement:

6th grade - 49

7th grade - 49

8th grade - 47

Overall - 51

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.

ELA Achievement will increase by five percentage points overall and in each grade level.

Monitoring

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

State and district assessments will be used to monitor progress. Progress Learning will also be used to progress monitor and provide intervention as needed. Classroom walk-throughs focused on the four look-fours and small-group instruction will also be used to monitor progress.

Person responsible for monitoring outcome

Suzanne Pieri

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:

Teacher professional learning on literacy skills and implementation within all classrooms.

Rationale:

Incorporating reading strategies/literacy skills into curriculum will better assist students with understanding the content areas. Research has shown that teacher effectiveness is the most important school-based factor that influences student outcomes, including student achievement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Progress Learning will be implemented as a supplemental resource to core instruction.

Rationale:

With this resource, teachers can focus on specific benchmarks for students who are in need of additional support based on assessment data.

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

Train teachers on progress monitoring.

Person Monitoring:

Tranisha Jefferson

By When/Frequency:

Within the first full month of school

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

Teachers will be trained on the use of Progress Learning and how it can be used to support student academic progress.

Action Step #2

Data chats between teachers and students.

Person Monitoring:

Tai Swift

By When/Frequency:

Ongoing

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

Implementing data chats will make teachers and students more aware of student progress and help them identify areas of additional support as well.

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.

Attendance is a major area of focus. In order for students to be learn and be successful, they need to be in school. EWS data was used to identify this area of focus. Roughly 24% of our student population has attendance below 90%. 6th and 7th grade are both at 25% and 8th grade is at 24%

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.

6th - 59 below 90%

7th - 55 below 90%

8th - 53 below 90%

Decrease student absenteeism in each grade level by 5%.

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.

School counselor will pull a report biweekly. Teachers will report students of concern to counselor. Creating an attendance contract for each student with parent and student input. With incentives if needed. 1st period teachers will contact parents for tardies and absences. Communication log. Attendance challenge. Educate families on attendance and how tardies and checkouts affect students.

Person responsible for monitoring outcome

Dantrell Johnson

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:

PBIS will continue to be implemented to achieve our attendance goals. School-wide incentives, positive reinforcement, and an attendance challenge will be implemented. Targeted intervention will also be provided for students who are chronically absent or on their way toward being chronically absent.

Rationale:

PBIS will provide intervention supports for attendance. Factors contributing to chronic absenteeism are indirectly and directly addressed through PBIS. The use of PBIS will support all students as well as those with chronic attendance challenges

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

Chronically Absent Student Identification

Person Monitoring:

Dantrell Johnson

By When/Frequency:

Ongoing

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

Identify students and why they are absent. Work towards assisting with needs of student. Provide incentives for student and parents.

Action Step #2

School-Wide Attendance Challenge

Person Monitoring:

Bernadette Bryant

By When/Frequency:

Monthly

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

Develop an attendance challenge for each month. This will be monitored by reviewing attendance data.

Action Step #3

Mentor/Adult Connection

Person Monitoring:

Tranisha Jefferson

By When/Frequency:

Ongoing

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

Develop a plan to connect chronically absent students with an adult mentor or campus.

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.

This SIP will be disseminated to the students, families, and the public via our school website. All faculty/staff as well as SAC members will receive a copy of the SIP via email. The progress of this SIP will be addressed through our SAC Committee.

The school's website is <https://southwestern.vcsedu.org>

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)).

Southwestern is committed to building positive relationships with parents, families, and other community stakeholders. All are invited to attend school-sponsored family/community events, which will be advertised as they become available. Students and families are encouraged to keep track of student progress through our FOCUS student information system. Parent/guardian conferences are offered weekly for teachers, students, and parents/guardians to discuss student progress academically and behaviorally. All stakeholders are encouraged to join the school's SAC committee as well.

The school's Parental and Family Engagement Plan can be found on the school's website: <https://southwestern.vcsedu.org>

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)).

Southwestern is committed to providing students with a superior education. The school is focused on the instructional practices of teachers to meet the individual needs of each student. Additional resources, such as IXL and Progress Learning, are being used to support the classroom instruction for students needing additional support as well as enrichment for students prepared to move forward. Tutoring will be provided as well based on the individual needs of students.

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)).

N/A

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)).

Students are identified through the EWS Report, MTSS Process, and teacher recommendations.

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)).

N/A

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)).

PBIS is used school-wide to address problem behaviors and provide early intervention. MTSS is also used to prevent and address problem behaviors.

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)).

Professional learning is provided on accommodations, classroom management, literary strategies across all content areas, small-group instruction and student engagement. Additional professional learning is provided based on individualized teacher needs.

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)).

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI 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.

N/A

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).

N/A

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

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