

**Southwest Middle School
Improvement Plan
2023-2024**

By the end of the 23-24 school year, SWMS will decrease the number of students that are in Need of Support on the ATLAS Summative Assessment, for Reading, by 10%.

Priority/Goal: Reading *We need to move 27 students to meet the goal of having approximately 243 students (a decrease of 10%) in Need of Support in reading on ATLAS Summative for 2024.*

- **30% (270 students) of students were in Need of Support on the 2023 ACT Aspire Assessment in Reading.**
 - 36% of students were in Need of Support on the 2022 ACT Aspire Assessment in Reading
 - 38% of students were in Need of Support on the 2021 ACT Aspire Assessment in Reading.
 - 25% of students were in Need of Support on the 2019 ACT Aspire Assessment in Reading.

Evidence Based Interventions/Practices	Professional Learning	Implementation Timeline	Progress Monitoring	Evaluation Timeline/Procedures
The students will continue to receive a viable curriculum using HQIM in Literacy and Social Studies.	Wit and Wisdom (4th and 5th) My Perspectives (6th) Writing Revolution Core Knowledge (5th)	23-24	Smart Goals FQT's (Focusing Question Tasks) CFA's from essential standards	2-3 assessments each quarter ATLAS Classroom Tool EOY ATLAS CFA's
Students will receive individualized interventions based on need via Proficiency Scales/Learning Ladders and UDL practices during cub time (RTI).	SPIRE (4th and 5th) IXL (6th) Vocabulary Surge (4th and 5th) Understanding and applying UDL practices for improved instructional outcomes Text Tools	23-24	SPIRE IXL Vocabulary Surge Dibels DSA Student Data Tracking	CFA's Weekly Bi-Weekly BOY, MOY, EOY EOY ATLAS

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Teachers will use Data-Digs and Smart Goals to improve Tier 1 instruction.	Solution Tree On-site support throughout the year TACA Forms for data and learning	23-24	TACA forms completed to guide flexible grouping and enrichment/extensions	Weekly Bi-weekly Quarterly
Students will build stamina for independent reading.	R.I.S.E. revisit for all staff and for new hires Campus wide Culture of Reading initiative Data w/ Librarians	23-24	Creative book reports Book talks Story notes Menu choice boards Fluency practice Designated independent reading time Access to books/library	Quarterly

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By the end of the 23-24 school year, SWMS will decrease the number of students that are in Need of Support and Close, on the ATLAS Summative Assessment, for Math, by 10%.

Priority/Goal: Math *We need to move 31 students to meet the goal of having approximately 282 students (a decrease of 10%) in Need of Support and Close in reading on ATLAS Summative for 2024.*

- **8% (67 students) of students were in Need of Support on the 2023 ACT Aspire Assessment in Math.**
 - 13% were in Need of Support on the 2022 ACT Aspire Assessment in Math
 - 14% were in Need of Support on the 2021 ACT Aspire Assessment in Math
- **28% (246 students) of students were Close on the 2023 ACT Aspire Assessment in Math.**
 - 28% were Close on the 2022 ACT Aspire Assessment in Math
 - 35% were Close on the 2021 ACT Aspire Assessment in Math.

Evidence Based Interventions/Practices	Professional Learning	Implementation Timeline	Progress Monitoring	Evaluation Timeline/Procedures
Students will complete 40 minutes of individualized learning each week in IReady MyPath.	PD covering IReady stretch growth and how to use the data to raise it.	23-24	Bell work Spiral review Stretch growth review Smart Goals	MOY IReady Diagnostics EOY IReady Diagnostics EOY ATLAS CFA's 4-quadrant data
Students will continue to learn using HQIM with the IReady curriculum.	IReady certification completed by all math teachers. Intervention strategies using Hattie's Effect size	23-24	Bellwork Spiral review Typical growth reports Student Data Tracking	MOY IReady Diagnostics EOY IReady Diagnostics EOY ATLAS CFA's
Students will participate in flexible	Intervention strategies using Hattie's Effect size	23-24	Stretch and typical growth reports	MOY IReady Diagnostics EOY IReady Diagnostics

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small groups based on data from formative and summative assessments; including proficiency scales/learning ladders and UDL practices.	Understanding and applying UDL practices for improved instructional outcomes Text Tools		CFA's Bellwork Spiral reviews Student Data Tracking	EOY ATLAS CFA's ATLAS Classroom Tool
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By the end of the 23-24 school year, SWMS will decrease the number of students that are in Need of Support on the ATLAS Summative Assessment, for Science, by 10%.

Priority/Goal: Science *We need to move 23 students to meet the goal of having approximately 208 students (a decrease of 10%) in Need of Support in Science on ATLAS Summative for 2024.*

- **26% (231 students) of students were in Need of Support on the 2023 ACT Aspire Assessment in Reading.**
 - *31% of students were in Need of Support on the 2022 ACT Aspire Assessment in Science*

Evidence Based Interventions/Practices	Professional Learning	Implementation Timeline	Progress Monitoring	Evaluation Timeline/Procedures
Teachers will incorporate the use of SOR strategies for science by incorporating Morphology and Greek and Latin roots in their instruction.	SOR-content vocabulary PD training PD that is Grade and content specific Greek/Latin root strategies for use in the classroom	23-24	Teachers created a list of Greek/Latin root words to teach (1-2 per week) that is in alignment with ELA instruction.	2-3 assessment checks per quarter CFA's
Teachers will incorporate the use of Gizmos and other online simulations to allow practice of problem solving through charts/graphs that helps students practice science concepts in a hands-on way.	All teachers were certified in spring 2023 for the utilization of Gizmos in their classrooms. When applicable, they will become certified in Stemcases. *any new hire or teacher change of placement will	23-24	Teachers have planned both horizontally and vertically which Gizmos they will use and when, depending on the topic.	Teachers will use and assess student learning using the Gizmos as least once a quarter, including the pre and post test. Admin and Science Facilitator will assist in monitoring campus-wide data and follow up with teachers during CTM's.

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The students will receive a viable curriculum using HQIM in Science	<p>receive the introductory Gizmo certification.</p> <p>McGraw-Hill Intervention strategies using Hattie's Effect size Understanding and applying UDL practices for improved instructional outcomes Text Tools</p>	23-24	<p>Smart Goals</p> <p>FQT's (Focusing Question Tasks)</p> <p>CFA's from essential standards</p>	<p>CFA's</p> <p>ALTAS Interims</p> <p>EOY ATLAS</p>
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By the end of the 23-24 school year, SWMS will decrease the number of students that are in Need of Support and Close on the ATLAS Summative Assessment, for Special Education, in both Reading and Math, by 10%.

Priority/Goal: SPED (129 tested)

- 94% (121 students) of students were in Need of Support and Close in Reading on the 2023 ACT Aspire Assessment.
 - **We need to move 12 students to meet the goal of having 109 students (a decrease of 10%) in Need of Support and Close in reading on ATLAS Summative for 2024.**
 - 94% of IEP students were “Below Range” on the 2022 ACT Aspire Assessment
 - 93% of IEP students were “Below Range” on the 2021 ACT Aspire Assessment
 - 89% of IEP students were “Below Range” on the 2019 ACT Aspire Assessment
- 83% (107 students) of students were in Need of Support and Close in Math on the 2023 ACT Aspire Assessment
 - **We need to move 10 students to meet the goal of having 107 students (a decrease of 10%) in Need of Support and Close for math on the ATLAS.**
 - 88% of IEP students were “Below Range” on 2022 ACT Aspire Assessment
 - 86% of IEP students were “Below Range” on the 2021 ACT Aspire Assessment
 - 85% of IEP students were “Below Range” on the 2019 ACT Aspire Assessment

Evidence Based Interventions/Practices	Professional Learning	Implementation Timeline	Progress Monitoring	Evaluation Timeline/Procedures
<u>MATH</u> Students will complete 40 minutes of individualized learning each week in IReady MyPath.	IReady PD	23-24	Bell work Spiral review Stretch growth review Smart Goals Typical growth reports CFA's	MOY IReady Diagnostics EOY IReady Diagnostics EOY ATLAS CFA's ATLAS Classroom Tool

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Students will continue to learn using HQIM with the IReady curriculum.	IReady certification completed by all math teachers.	23-24	Student Data tracking Typical growth Review Stretch Growth Reports CFA's	MOY IReady Diagnostics EOY IReady Diagnostics EOY ATLAS CFA's
Students will participate in flexible small groups based on data from formative and summative assessments, proficiency scales/learning ladders using UDL practices.	Intervention strategies using Hattie's Effect size Understanding and applying UDL practices for improved instructional outcomes Text Tools	23-24	Student Data Tracking	Quarterly Progress Reports
<u>READING</u> The students will continue to receive a viable curriculum using HQIM and will not be pulled out of core content.	Wit and Wisdom (4th and 5th) My Perspectives (6th) Writing Revolution	23-24	Smart Goals FQT's (Focusing Question Tasks) CFA's from essential standards	2-3 assessments each quarter ATLAS Classroom Tool EOY ATLAS
Students will receive individualized interventions based on need from proficiency scales/learning ladders using UDL practices.	SPIRE (4th and 5th) IXL (6th) Vocabulary Surge (4th and 5th) Understanding and applying UDL practices for improved instructional outcomes	23-24	SPIRE IXL Vocabulary Surge Dibels DSA Student Data Tracking	Weekly Bi-Weekly BOY, MOY, EOY EOY ATLAS

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	Text Tools			
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By the end of the 23-24 school year, SWMS will improve attendance for students.

Priority Goal: Attendance

- Tier 1: *Increase the daily average attendance from 92% to 93%.*
- Tier 2: *The number of 5th grade girls with 18 or more absences, with at least 10 unexcused, will decrease from 20 during their 4th grade year to 18 in their 5th grade year. (Hatching Results Counseling goal)*

Evidence Based Interventions/Practices	Professional Learning	Implementation Timeline	Progress Monitoring	Evaluation Timeline/Procedures
Counselors will have small group sessions with the identified 5th grade girls.	Hatching Results and THRIVE	23-24	Bi -weekly	Bi-weekly attendance reports
Incentives and recognitions for students that have 2 absences or less.	ESSA scoring points: 9 absences or less-1 point	23-24	Monthly attendance reports Quarterly Lion Ledger Balance	Quarterly attendance reports
Incentives and recognitions for students that have 4 absences or less	ESSA scoring points: 10-16 absences for ½ point	23-24	Monthly attendance report Quarterly Lion Ledger Balance	Quarterly attendance reports

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