

# Swift Creek Middle School



2014-15 School Improvement Plan

## Swift Creek Middle School

2100 PEDRICK RD, Tallahassee, FL 32317

[ no web address on file ]

### School Demographics

**School Type**

Middle

**Title I**

No

**Free/Reduced Price Lunch**

28%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

42%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

### School Board Approval

This plan was approved by the Leon County School Board on 11/18/2014.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	0	<a href="#">Melissa Ramsey</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Swift Creek is equipping its students with the appropriate tools necessary for them to thrive and compete in our 21st century global communities. They are provided with the curriculum, instruction, assessment, support and time needed to meet rigorous academic standards and explore their talents and skills as they are shaped into life-long learners.

##### **Provide the school's vision statement**

Swift Creek students will be provided instruction that supports a rigorous and relevant curriculum. Swift Creek continues to be a place of excellence where children can achieve their full potential in academic, creative, personal, physical and moral development through curriculum, instruction, assessment and support.

#### School Environment

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

At Swift Creek, we pride ourselves on being a family. Communicating with parents and students is a priority that reaps many benefits. Parents are encouraged to contact teachers as necessary. The time designated for homeroom is used as an advisement session between teachers and students. Character education activities, independent reading, and social activities are a part of this advisement time.

Celebrations of diverse cultures takes place several times during the school year. Among these celebrations are African-American History Month, Hispanic Heritage Month, and smaller scaled events that recognize the contributions of many cultures to our way of life.

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

It is most important that students feel safe when on our campus. To this end, duty stations have been assigned, with all staff providing supervision. Students are provided with an understanding of bullying, harassment, and other behaviors that may detract from teaching and learning.

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

Positive Behavior Support (PBS) is a school-wide initiative program that teaches, motivates and rewards students to exhibit appropriate behavior. Positive behavior expectations are taught formally and informally to students by all faculty and staff. Behavior expectations are posted throughout the school and classroom rules are discussed in each classroom. Weekly character education lessons are taught in the classroom in a discussion format. Parent conferences, assemblies and daily news reinforces expectations. Students are rewarded weekly with the "Howl Out" program. In the event that a student breaks the rules and regulations, the progressive discipline procedure and steps are the actions taken by the teachers to include verbal warnings, parent telephone calls, silent lunch detentions, before school detentions, Saturday school, in school suspension and out of school



suspensions.

Administrators, teachers and counselors attend training periodically throughout the year and are advocates for positive behavior interventions and school wide strategies that reduce more progressive discipline. Administrators, teachers and counselors are members of the school's PBS team, meeting monthly to review the Educator's Handbook to identify problems and guide school decisions to promote a positive school climate.

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

We provide individual counseling; adult mentors; character education; small group for self-esteem building; teacher interventions; and parent conferences; and referrals to community counseling. Mentors assigned to students identified with concerns;  
 Instruction and various campus activities that address social/emotional needs of students;  
 Connect students to agencies who have Cooperative Agreements or are on campus (CCYS, Turn About, etc);

**Early Warning Systems**

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

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

Swift Creek utilizes data systems to identify students who have attendance, behavioral or academic concerns. The district has established protocols for contacting parents and correcting attendance issues. Data decision rules are in place for number of absences or OSS before referral generated to school based or district based teams. Teachers are Key to this process as they are the initiators of procedures for notification after students are identified as meeting one of the data decision rules; Student suspension rates are monitored. Alternatives to out-of-school suspension are woven into the disciplinary process. Teachers are informed of infractions and consequences, as necessary.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	11	24	30	65
One or more suspensions	3	6	16	25
Course failure in ELA or Math	10	7	0	17
Level 1 on statewide assessment	29	37	35	101

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	7	4	11	22

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

Students scoring level 1 on the state assessments for Reading and/or Mathematics are assigned an intensive course through which to provide remediation. These students also use Achieve 3000 (Reading) and Successmaker (Mathematics) respectively to supplement classroom instruction. Corrective Reading is employed in small groups with students scoring level 1. Students scoring level 2 on the Reading assessment also have access to Achieve 3000 each week. Their progress is monitored and assignments adjusted to increase reading levels.

## Family and Community Involvement

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

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

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

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

No

#### **PIP Link**

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

#### **Description**

School classroom news is communicated to parents via the school website, listserv, emails, handouts, and through our SAC meetings and PTSO meetings.

- Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers, administrators, and our school community;
  - Offer fun, interactive tutorials to parents who are unfamiliar with the Parent Portal, listservs, and other forms of educational technology;
  - Offer Professional Development concerning effective strategies for developing supportive and effective home/school connections;
  - Create the formats for inviting parent participation in the cultural education process;
  - Positive notes, letters, phone calls home;
  - Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate parent meetings/workshops on topics such as developing school success skills and communication skills.
- More parents will become actively involved at Swift Creek Middle School through opportunities sponsored by the Special Events Committee.

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

The PTSO and SCMS Partners support and manage many activities for the school in association with business and community partners.

Business and community partners are solicited annually for the purpose of recognizing student achievements

## Effective Leadership

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

### School Leadership Team

#### **Membership**

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

Name	Title
Rishell, Sue	Principal
Wright, Patrick	Assistant Principal
Culley, Kathy	Assistant Principal
Hallam, Janilee	Teacher, K-12
Lovern, Kim	Guidance Counselor
Clary, Sandra	Teacher, K-12
Hanna, Robert	Teacher, K-12
Bigelow, Grace	Teacher, K-12
Andersen, Sally	Teacher, K-12
Osborne, Tracy	Instructional Coach

### Duties

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

Principal or other administrative designee: Provides vision, ensures that school-based team is implementing MTSS, ensures implementation of intervention support, ensures adequate professional development is provided to support all areas and communicates with outside stakeholders regarding the school.

Department Chairs: Communicate information about core instruction, participates in student data collection, and collaborates with other staff to ensure implementation of Tier 1, 2 and 3 instruction and support.

Reading Coach: Provides guidance on K-12 reading plan, participates in student data collection and evaluation of data, collaborates with district personnel to identify appropriate, evidence-based intervention strategies and assists with design and delivery of professional development relative to implementation of effective reading strategies.

Referral Coordinator: Chairs the MTSS team. Schedules meetings, contacts parents when necessary, and maintains the MTSS file. Participates in student data collection.

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

The school Multi-Tiered System of Support (MTSS) Leadership team focuses on developing and maintaining a problem-solving system to ensure optimal student achievement for all students. The team meets twice monthly. Examples of activities during weekly meetings include reviewing student data (screening, progress monitoring). The review of data will facilitate identification of students who are meeting/exceeding benchmarks, at moderate or high risk for not achieving benchmarks. Based on evaluation of data and identification of student needs the team will identify professional development and resources needed.

Grade Level teams, the Student Services team, and the Administrative team work closely with the MTSS Team to identify students who could benefit from the MTSS process. These teams also assist in the implementation of strategies as appropriate.

Title II funding will be used in all academic areas to enhance teaching and learning. Resources will be utilized to supplement existing inventories of textbooks and other instructional materials.

Additionally, existing SIP funds will be used to facilitate the instillation of mounts and required wiring

for Promethean boards that were recently donated to Swift Creek MS. This technology will be used to enhance the daily teaching and learning toward meeting SIP goals.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Grace Bigelow	Teacher
Angela Williams	Parent
Mary Bliss	Parent
Bonita Hampton	Parent
Carswella Phillips	Parent
	Student
Sandra Clary	Teacher
Kari Crowder	Teacher
Erin Williams	Parent
Gary Cooper	Parent
Kathryn Long	Teacher
Michele Meyer	Education Support Employee
Susan Rishell	Principal
Tracey Stroud	Parent
Tonya Smith	Teacher
Tracey Stroud	Parent
Paige Levy	Parent
Ebru Bilgili	Parent
Whitney Shiver	Parent

#### Duties

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

*Evaluation of last year's school improvement plan*

SCMS SAC is the primary vehicle, along with the principal, for school improvement planning and accountability. The SAC reviewed the goals of last year's school improvement plan, and our status related to meeting the goals.

*Development of this school improvement plan*

The SAC members reviewed the document, offering insight and input as necessary. Approval of the document followed before it was submitted to the district.

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

There was no involvement because there were no SIP funds distributed by the State for the 2013-2014 school year.

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

There were no SIP funds distributed by the State for the 2013-2014 school year.

Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:

- School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan.
- Monies may be expended only on programs or projects selected by the School Advisory Council.
- Neither School District staff nor principals may override the recommendations of the School Advisory Council.
- The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

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

Yes

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

**Literacy Leadership Team (LLT)****Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Strickland, Julie	Teacher, K-12
Rodriguez, Sharman	Teacher, K-12
Edmonston, Jerry	Teacher, K-12
Osborne, Tracy	Instructional Coach
Wright, Patrick	Assistant Principal
Service, Linda	Instructional Media

**Duties****Describe how the LLT promotes literacy within the school**

The LLT will focus on text complexity, essential question development, increased academic rigor, FCAT and Text Dependent Writing (TDW) standards, Literacy Week, a school-wide emphasis on reading, the continued implementation of Achieve3000, and more effective lesson planning to infuse essential reading skills throughout the curriculum.

The team promotes and supports literacy in a variety of ways: through the 2014 – 2015 Superintendent's Million Book Challenge, literacy nights, professional development, teacher/leaders coaching and/or modeling, summer literacy training, addressing scheduling concerns, providing instructional student resources and materials, and other initiatives.

**Public and Collaborative Teaching**

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

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

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The daily schedule has been designed to provide shared early morning planning time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs, instructional materials, instructional/pacing adjustments and how students might be assessed. Professional development, including outside consultants, is also included. Student improvement is monitored and instruction is modified as needed based on collaborative decision making.

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

Certification requirements are posted with vacancy announcements

Interview qualified applicants by a team comprised of administrators and content certified instructors

- Utilize the District's Human Resource Department to provide advice on all hiring and placement procedures
- Participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants
- Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events
- Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time
- Establish and maintain relationships with colleges and officials in the field of education to promote the District

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

Teachers new to Swift Creek MS have been appointed a mentor teacher for the year. These teachers follow the district's mentoring plan which includes opportunities to dialogue, trouble shoot issues, and to indoctrinate to the school environment. Prior to the start of the school year, a new teacher workshop is provided by veteran SCMS teachers to introduce them to the SCMS "way of work", and the SCMS employee handbook is provided to new staff to indoctrinate them to the school.

All first year teachers are participating in the Beginning Teacher Program (BTP). The BTP is Leon County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

The BTP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. The BTP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

SCMS uses the instructional programs and materials that are adopted and supported by the District. Supplemental academic programs such as Achieve3000, Corrective Reading, Rewards, etc. are tied to specific standards.

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

### **Instructional Strategies**

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

- Effective multi-disciplinary teams at each grade level are in place to problem solve and create action plans;
- Corrective Reading, Rewards, Achieve 3000, Successmaker, etc.
- Planned Discussions, Goal Setting for identified students;
- Notification procedures for parents, agency and community outreach;
- Implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;
- Create evidence-based interventions to close student need gaps related to early warning system. For example: targeted solution focused counseling (individual and/or group), parent collaboration/ education.

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

**Strategy:** Extended School Day

**Minutes added to school year:**

***Strategy Rationale***

***Strategy Purpose(s)***

- Teacher collaboration, planning and professional development

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

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

### **Student Transition and Readiness**

#### **PreK-12 Transition**

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

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement

results in instructional practice and student performance. In addition, biannual meetings are held with our feeder elementary schools and high school.

### College and Career Readiness

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

Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these initiatives include:

- The inclusion of Bridge to Advanced Placement (AP) courses in all grade levels.
- The promotion of increased student participation and performance in high school credit coursework
- The use of the HMH Collections® curriculum to increase rigor in English Language Arts classes in middle and high schools

Teachers, guidance counselors, and administrators work with students to align course selections with individual student goals and interests. Students are directed to electives that will assist in providing background knowledge for their career interests.

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

The school has scheduled students into computer technology, culinary arts, and office assistants as direct opportunities for students to obtain skills used widely in the workforce. Additionally, teachers are encouraged to invite partners, guest speakers, and experts into their classrooms for opportunities to show relationships between what is learned daily in the classroom to what is expect in the workforce.

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

NA

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

NA



## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** ELA Goal---65% of the Swift Creek student population will score in the 50th percentile or higher on the Florida Standards Assessment.
- G2.** Math Goal---65% of the Swift Creek student population will score in the 50th percentile or higher on the Florida Standards Assessment, the Algebra 1 FSA EOC, and the Geometry EOC.
- G3.** Swift Creek MS will Improve student proficiency on FCAT Science to 63%.
- G4.** One Teacher - One Student Initiative---Structured advisement program to reduce the number of students failing a class/retained.
- G5.**
- G6.**
- G7.**
- G8.**

## Strategic Goals Detail

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

**G1. ELA Goal**---65% of the Swift Creek student population will score in the 50th percentile or higher on the Florida Standards Assessment. 1a

G039644

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	50.0

**Resources Available to Support the Goal** 2

- Achieve 3000---Remedial reading and assessment system
- Corrective Reading
- Rewards

**Targeted Barriers to Achieving the Goal** 3

- Adoption of HMH Collections---Modifying instruction associated with HMH collections to provide access to all students and achievement levels

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

Achieve 3000 and quarterly writing assessments will be reviewed.

**Person Responsible**

Sandra Clary

**Schedule**

Quarterly, from 9/29/2014 to 4/17/2015

**Evidence of Completion**

Quarterly assessment data.

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

**Person Responsible**

**Schedule**

**Evidence of Completion**

**G2. Math Goal**---65% of the Swift Creek student population will score in the 50th percentile or higher on the Florida Standards Assessment, the Algebra 1 FSA EOC, and the Geometry EOC. 1a

G039645

**Targets Supported** 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	50.0

**Resources Available to Support the Goal** 2

- New textbook series

**Targeted Barriers to Achieving the Goal** 3

- New Florida Mathematics Standards

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

District progress monitoring data, FSA data, and EOC data

**Person Responsible**

Sally Andersen

**Schedule**

Quarterly, from 8/18/2014 to 6/2/2015

**Evidence of Completion**

Assessment data.

**G3. Swift Creek MS will Improve student proficiency on FCAT Science to 63%. 1a**

G039646

**Targets Supported 1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	65.0

**Resources Available to Support the Goal 2**

- Revised 8th grade pacing guide.
- Argument Driven Inquiry lessons
- Explore Learning Gizmo Interactive On-Line Simulations

**Targeted Barriers to Achieving the Goal 3**

- FCAT data does not exist for 6th and 7th grade.

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

Students administered the district's progress monitoring assessments quarterly.

**Person Responsible**

Robert Hanna

**Schedule**

Quarterly, from 8/18/2014 to 6/2/2015

**Evidence of Completion**

Available progress monitoring data.

**G4. One Teacher - One Student Initiative**---Structured advisement program to reduce the number of students failing a class/retained. 1a

G039647

**Targets Supported** 1b

Indicator	Annual Target
2+ Course Failures - Middle Grades	1.0

**Resources Available to Support the Goal** 2

- Advisement structured through 3rd period.

**Targeted Barriers to Achieving the Goal** 3

- Time

**Plan to Monitor Progress Toward G4.** 8

Student grade data will be reviewed at least twice each 9 week grading period.

**Person Responsible**

Patrick Wright

**Schedule**

Quarterly, from 9/25/2014 to 5/22/2015

**Evidence of Completion**

Teacher notes and student grades will be monitored.


**Plan to Monitor Progress Toward G4.** 8

**Person Responsible**

**Schedule**

**Evidence of Completion**

**G5. 1a**

 G039648

**Targets Supported 1b**

Indicator	Annual Target
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**Resources Available to Support the Goal 2**

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**Targeted Barriers to Achieving the Goal 3**

.


**Plan to Monitor Progress Toward G5. 8**

**Person Responsible**

**Schedule**

*Evidence of Completion*

**G6. 1a**

 G039649

**Targets Supported 1b**

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal 2**

.

**Targeted Barriers to Achieving the Goal 3**


**Plan to Monitor Progress Toward G6. 8**

**Person Responsible**

**Schedule**

*Evidence of Completion*

**G7. 1a**

 G039650

**Targets Supported 1b**

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal 2**

.

**Targeted Barriers to Achieving the Goal 3**


**Plan to Monitor Progress Toward G7. 8**

Person Responsible

Schedule

*Evidence of Completion*

**G8. 1a**

 G039651

**Targets Supported 1b**

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal 2**

.

**Targeted Barriers to Achieving the Goal 3**

**Plan to Monitor Progress Toward G8. 8**

Person Responsible

Schedule

*Evidence of Completion*

## Action Plan for Improvement


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

### Problem Solving Key


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

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

**G1.** ELA Goal--65% of the Swift Creek student population will score in the 50th percentile or higher on the Florida Standards Assessment. **1**

 G039644

**G1.B1** Adoption of HMH Collections---Modifying instruction associated with HMH collections to provide access to all students and achievement levels **2**

 B114420

**G1.B1.S1** Grade-level shared planning for instruction **4**

 S125949

#### Strategy Rationale

Teachers will be able to pool efforts to make standards accessible to all students.

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

Shared planning and reflection

##### Person Responsible

Sandra Clary

##### Schedule

Quarterly, from 8/18/2014 to 6/2/2015

##### Evidence of Completion



**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Teacher lesson plans

**Person Responsible**

Sandra Clary

**Schedule**

Weekly, from 8/18/2014 to 6/2/2015

***Evidence of Completion***

Teacher lesson plans reviewed.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Teachers will utilize CPALMS to address Florida Standards

**Person Responsible**

Sandra Clary

**Schedule**

Weekly, from 8/18/2014 to 6/2/2015

***Evidence of Completion***

Teacher lesson plans reviewed.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Peer observation feedback.

**Person Responsible**

Sandra Clary

**Schedule**

Monthly, from 9/29/2014 to 6/2/2015

***Evidence of Completion***

Teacher lesson plans and record of peer observations.

**G1.B1.S3 Peer Observations** 4

S125952

**Strategy Rationale**

Teachers will be able to identify instructional practices that offer the greatest advantage when teaching students.

**Action Step 1** 5

Peer Observations

**Person Responsible**

Sandra Clary

**Schedule**

Monthly, from 9/29/2014 to 4/17/2015

***Evidence of Completion***

Peer observations recorded in the "iObservation" system.

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Teachers develop and communicate a schedule of peer observations to the administrative team.

**Person Responsible**

Sandra Clary

**Schedule**

Monthly, from 9/29/2014 to 4/17/2015

***Evidence of Completion***

Peer observation schedule

## Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Use of peer observation to inform instruction.

### **Person Responsible**

Sandra Clary


### **Schedule**

Monthly, from 9/29/2014 to 6/2/2015

### **Evidence of Completion**

Record of peer observations monitored by administrators.

## G1.B1.S4 Reading Coach Support 4

 S125953

### **Strategy Rationale**

The reading coach will be used as a mentor and assistant when teaching and incorporating reading strategies in ELA and other core academic and extracurricular classes.

## Action Step 1 5

Reading Coach collaboration with teachers of level1 and level 2 ELA classes

### **Person Responsible**

Tracy Osborne

### **Schedule**

Monthly, from 9/29/2014 to 4/17/2015

### **Evidence of Completion**

## Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Reading Coach work with teachers to understand data and modify instruction, as needed.

### **Person Responsible**

Tracy Osborne

### **Schedule**

Weekly, from 9/29/2014 to 4/17/2015

### **Evidence of Completion**

Reading Coach's records of meetings with teachers.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7**

Update by the Reading Coach at Literacy Leadership team meetings.

**Person Responsible**

Tracy Osborne


**Schedule**

Monthly, from 9/30/2014 to 5/29/2015


**Evidence of Completion**

Record of Literacy Leadership Team Meetings.


**G2. Math Goal**---65% of the Swift Creek student population will score in the 50th percentile or higher on the Florida Standards Assessment, the Algebra 1 FSA EOC, and the Geometry EOC. 1

 G039645

**G2.B1 New Florida Mathematics Standards 2**

 B112407

**G2.B1.S3 Professional Development on the 8 math practices 4**

 S130205

**Strategy Rationale**

Training that will help teachers sustain quality instruction of the standards will occur at each math PLC meeting.

**Action Step 1 5**

District training on new Florida Mathematics Standards and newly adopted textbook materials.

**Person Responsible**

Sally Andersen

**Schedule**

On 6/30/2014

**Evidence of Completion**

Workshop roster

**Action Step 2** 5

Utilize new 2014-2015 Leon county mathematics pacing guide

**Person Responsible**

Sally Andersen

**Schedule**

Weekly, from 8/18/2014 to 6/2/2015

***Evidence of Completion***

Teacher lesson plans and classroom observations.

**Action Step 3** 5

Monthly professional development at math PLC meetings

**Person Responsible**

Sally Andersen

**Schedule**

Monthly, from 8/11/2014 to 5/29/2015

***Evidence of Completion***

PLC minutes and classroom visits by administrators

**Action Step 4** 5

Utilize technology to support instruction

**Person Responsible**

Sally Andersen

**Schedule**

Weekly, from 8/18/2014 to 6/1/2015

***Evidence of Completion***

classroom observations by administrators and peers. Lesson plans.

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

Administrator and peer teacher observations

**Person Responsible**

Sally Andersen

**Schedule**

Daily, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

Record of iObservation feedback.

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

Lesson plan review

**Person Responsible**

Patrick Wright

**Schedule**

Quarterly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

Lesson plans will be collected, reviewed, and feedback provided to teachers.

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

PLC professional development

**Person Responsible**

Sally Andersen

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

Meeting agenda, notes, and attendance roster provided for each meeting/training.

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

Classroom instructional practices.

**Person Responsible**

Patrick Wright

**Schedule**

Weekly, from 8/18/2014 to 4/17/2015


**Evidence of Completion**

8 math practices evident in daily teaching and learning.

**G3. Swift Creek MS will improve student proficiency on FCAT Science to 63%. 1**

 G039646

**G3.B1 FCAT data does not exist for 6th and 7th grade. 2**

 B111448

**G3.B1.S1 Utilize revised pacing guide for 8th grade. 4**

 S122897

**Strategy Rationale**

Strict adherence to the pacing guide should translate into all standards having been taught to students in preparation for the state assessment.

**Action Step 1 5**

8th grade teachers will utilize the revised 8th grade science pacing guide provided by the district which incorporates review of 6th and 7th grade topics before the administration of Science FCAT.

**Person Responsible**

Robert Hanna

**Schedule**

Weekly, from 8/18/2014 to 3/31/2015

**Evidence of Completion**

Consistent student progression through 8th grade science content standards.

**Action Step 2** 5

Review 6th and 7th grade science content standards.

**Person Responsible**

Robert Hanna

**Schedule**

Weekly, from 1/6/2015 to 4/17/2015

***Evidence of Completion***

Progression through review section of pacing guide noted in weekly lesson plans.

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

Teachers will utilize CPALMS to address Florida Standards

**Person Responsible**

Robert Hanna

**Schedule**

Monthly, from 8/18/2014 to 6/2/2015

***Evidence of Completion***

Pacing guide and lesson plans.

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

Classroom walk-throughs and other observations

**Person Responsible**

Kathy Culley

**Schedule**

Monthly, from 8/18/2014 to 6/2/2015

***Evidence of Completion***

iObservation data from all administrators



**G3.B1.S2** Monitor progress using quarterly district assessments. 4

S122898

**Strategy Rationale**

Progress monitoring quarterly provides continuing feedback on student knowledge of the standards.

**Action Step 1** 5

Monitor student progress using district assessments.

**Person Responsible**

Robert Hanna

**Schedule**

Quarterly, from 9/15/2014 to 3/31/2015

**Evidence of Completion**

Student progress monitoring data

**Action Step 2** 5

Identify areas of weakness in science standards.

**Person Responsible**

Robert Hanna

**Schedule**

Quarterly, from 9/15/2014 to 3/31/2015

**Evidence of Completion**

Analysis of progress monitoring data.

**Action Step 3** 5

Targeted instruction in science classes to focus on areas of weakness.

**Person Responsible**

Robert Hanna

**Schedule**

Quarterly, from 9/15/2014 to 3/31/2015

**Evidence of Completion**

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

Science lesson plans will be monitored to ensure adherence to the pacing guide

**Person Responsible**

Kathy Culley

**Schedule**

Quarterly, from 8/18/2014 to 9/16/2014

***Evidence of Completion***

Lesson plan indicators of pacing.

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

Comparison of student achievement on progress monitoring tests.

**Person Responsible**

Robert Hanna

**Schedule**

Quarterly, from 8/18/2014 to 6/2/2015

***Evidence of Completion***

Department meeting agenda and minutes reflecting instructor discussions.

**G4.** One Teacher - One Student Initiative---Structured advisement program to reduce the number of students failing a class/retained. 1

G039647

**G4.B1** Time 2

B119236

**G4.B1.S1** Use 4 to 6 days per 9 week grading period to consult one-on-one with homeroom students about their academic standing in classes. 4

S131043

### Strategy Rationale

The desire is for the homeroom/advisement teacher to focus students on their academic performance toward making improvements. Teachers will assist students with developing strategies to improve grades.

### Action Step 1 5

One-on-one grade discussions with students 2 times per 9 week grading period.

#### Person Responsible

Patrick Wright

#### Schedule

Quarterly, from 9/25/2014 to 5/15/2015

#### Evidence of Completion

Teachers will keep notes on progress reports and report cards of their conversations with students.

### Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Review of teacher notes for students who have failing grades.

#### Person Responsible

Patrick Wright

#### Schedule

Quarterly, from 9/30/2014 to 5/22/2015

#### Evidence of Completion

Teachers will forward notes made on students with failing grades to the administrative team and guidance counselors.

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7**

Suggested student actions as a result of conference with homeroom/advisement teacher.

**Person Responsible**

Patrick Wright

**Schedule**

Quarterly, from 9/25/2014 to 5/22/2015


***Evidence of Completion***

2 week grade check on the electronic grade book.

**G5. 1**

 G039648

**G5.B1 2**

 B095805

**G5.B1.S1 4**

 S106978

**Strategy Rationale**

**Action Step 1 5**

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Action Step 2 5**

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G5.B1.S1 6**

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7**

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S1.A1	[no content entered]			one-time	
G3.B1.S1.A1	8th grade teachers will utilize the revised 8th grade science pacing guide provided by the district which incorporates review of 6th and 7th grade topics before the administration of Science FCAT.	Hanna, Robert	8/18/2014	Consistent student progression through 8th grade science content standards.	3/31/2015 weekly
G3.B1.S2.A1	Monitor student progress using district assessments.	Hanna, Robert	9/15/2014	Student progress monitoring data	3/31/2015 quarterly
G1.B1.S1.A1	Shared planning and reflection	Clary, Sandra	8/18/2014		6/2/2015 quarterly
G1.B1.S3.A1	Peer Observations	Clary, Sandra	9/29/2014	Peer observations recorded in the "iObservation" system.	4/17/2015 monthly
G1.B1.S4.A1	Reading Coach collaboration with teachers of level 1 and level 2 ELA classes	Osborne, Tracy	9/29/2014		4/17/2015 monthly
G2.B1.S3.A1	District training on new Florida Mathematics Standards and newly adopted textbook materials.	Andersen, Sally	6/9/2014	Workshop roster	6/30/2014 one-time
G4.B1.S1.A1	One-on-one grade discussions with students 2 times per 9 week grading period.	Wright, Patrick	9/25/2014	Teachers will keep notes on progress reports and report cards of their conversations with students.	5/15/2015 quarterly
G5.B1.S1.A2	[no content entered]			one-time	

**Leon - 1151 - Swift Creek Middle School - 2014-15 SIP**

*Swift Creek Middle School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A2	Review 6th and 7th grade science content standards.	Hanna, Robert	1/6/2015	Progression through review section of pacing guide noted in weekly lesson plans.	4/17/2015 weekly
G3.B1.S2.A2	Identify areas of weakness in science standards.	Hanna, Robert	9/15/2014	Analysis of progress monitoring data.	3/31/2015 quarterly
G2.B1.S3.A2	Utilize new 2014-2015 Leon county mathematics pacing guide	Andersen, Sally	8/18/2014	Teacher lesson plans and classroom observations.	6/2/2015 weekly
G3.B1.S2.A3	Targeted instruction in science classes to focus on areas of weakness.	Hanna, Robert	9/15/2014		3/31/2015 quarterly
G2.B1.S3.A3	Monthly professional development at math PLC meetings	Andersen, Sally	8/11/2014	PLC minutes and classroom visits by administrators	5/29/2015 monthly
G2.B1.S3.A4	Utilize technology to support instruction	Andersen, Sally	8/18/2014	classroom observations by administrators and peers. Lesson plans.	6/1/2015 weekly
G1.MA1	Achieve 3000 and quarterly writing assessments will be reviewed.	Clary, Sandra	9/29/2014	Quarterly assessment data.	4/17/2015 quarterly
G1.MA2	[no content entered]			once	
G1.B1.S1.MA1	Peer observation feedback.	Clary, Sandra	9/29/2014	Teacher lesson plans and record of peer observations.	6/2/2015 monthly
G1.B1.S1.MA1	Teacher lesson plans	Clary, Sandra	8/18/2014	Teacher lesson plans reviewed.	6/2/2015 weekly
G1.B1.S1.MA3	Teachers will utilize CPALMS to address Florida Standards	Clary, Sandra	8/18/2014	Teacher lesson plans reviewed.	6/2/2015 weekly
G1.B1.S3.MA1	Use of peer observation to inform instruction.	Clary, Sandra	9/29/2014	Record of peer observations monitored by administrators.	6/2/2015 monthly
G1.B1.S3.MA1	Teachers develop and communicate a schedule of peer observations to the administrative team.	Clary, Sandra	9/29/2014	Peer observation schedule	4/17/2015 monthly
G1.B1.S4.MA1	Update by the Reading Coach at Literacy Leadership team meetings.	Osborne, Tracy	9/30/2014	Record of Literacy Leadership Team Meetings.	5/29/2015 monthly
G1.B1.S4.MA1	Reading Coach work with teachers to understand data and modify instruction, as needed.	Osborne, Tracy	9/29/2014	Reading Coach's records of meetings with teachers.	4/17/2015 weekly
G2.MA1	District progress monitoring data, FSA data, and EOC data	Andersen, Sally	8/18/2014	Assessment data.	6/2/2015 quarterly
G2.B1.S3.MA1	Classroom instructional practices.	Wright, Patrick	8/18/2014	8 math practices evident in daily teaching and learning.	4/17/2015 weekly
G2.B1.S3.MA1	Administrator and peer teacher observations	Andersen, Sally	8/18/2014	Record of iObservation feedback.	5/29/2015 daily
G2.B1.S3.MA2	Lesson plan review	Wright, Patrick	8/18/2014	Lesson plans will be collected, reviewed, and feedback provided to teachers.	5/29/2015 quarterly
G2.B1.S3.MA3	PLC professional development	Andersen, Sally	8/18/2014	Meeting agenda, notes, and attendance roster provided for each meeting/ training.	5/29/2015 monthly
G3.MA1	Students administered the district's progress monitoring assessments quarterly.	Hanna, Robert	8/18/2014	Available progress monitoring data.	6/2/2015 quarterly
G3.B1.S1.MA1	Classroom walk-throughs and other observations	Culley, Kathy	8/18/2014	iObservation data from all administrators	6/2/2015 monthly
G3.B1.S1.MA1	Teachers will utilize CPALMS to address Florida Standards	Hanna, Robert	8/18/2014	Pacing guide and lesson plans.	6/2/2015 monthly
G3.B1.S2.MA1	Comparison of student achievement on progress monitoring tests.	Hanna, Robert	8/18/2014	Department meeting agenda and minutes reflecting instructor discussions.	6/2/2015 quarterly
G3.B1.S2.MA1	Science lesson plans will be monitored to ensure adherence to the pacing guide	Culley, Kathy	8/18/2014	Lesson plan indicators of pacing.	9/16/2014 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.MA1	Student grade data will be reviewed at least twice each 9 week grading period.	Wright, Patrick	9/25/2014	Teacher notes and student grades will be monitored.	5/22/2015 quarterly
G4.MA1	[no content entered]			one-time	
G4.B1.S1.MA1	Suggested student actions as a result of conference with homeroom/advisement teacher.	Wright, Patrick	9/25/2014	2 week grade check on the electronic grade book.	5/22/2015 quarterly
G4.B1.S1.MA1	Review of teacher notes for students who have failing grades.	Wright, Patrick	9/30/2014	Teachers will forward notes made on students with failing grades to the administrative team and guidance counselors.	5/22/2015 quarterly
G5.MA1	[no content entered]			one-time	
G5.B1.S1.MA1	[no content entered]			one-time	
G5.B1.S1.MA1	[no content entered]			one-time	
G6.MA1	[no content entered]			once	
G7.MA1	[no content entered]			one-time	
G8.MA1	[no content entered]			one-time	

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** ELA Goal--65% of the Swift Creek student population will score in the 50th percentile or higher on the Florida Standards Assessment.

**G1.B1** Adoption of HMH Collections---Modifying instruction associated with HMH collections to provide access to all students and achievement levels

**G1.B1.S4** Reading Coach Support

### PD Opportunity 1

Reading Coach collaboration with teachers of level1 and level 2 ELA classes

#### Facilitator

Ms. Tracey Osborne

#### Participants

ELA teachers

#### Schedule

Monthly, from 9/29/2014 to 4/17/2015

**G2.** Math Goal--65% of the Swift Creek student population will score in the 50th percentile or higher on the Florida Standards Assessment, the Algebra 1 FSA EOC, and the Geometry EOC.

**G2.B1** New Florida Mathematics Standards

**G2.B1.S3** Professional Development on the 8 math practices

### PD Opportunity 1

District training on new Florida Mathematics Standards and newly adopted textbook materials.

#### Facilitator

Victoria Register

#### Participants

Middle grades teachers in Leon county

#### Schedule

On 6/30/2014



**G3.** Swift Creek MS will Improve student proficiency on FCAT Science to 63%.

**G3.B1** FCAT data does not exist for 6th and 7th grade.

**G3.B1.S1** Utilize revised pacing guide for 8th grade.

**PD Opportunity 1**

8th grade teachers will utilize the revised 8th grade science pacing guide provided by the district which incorporates review of 6th and 7th grade topics before the administration of Science FCAT.

**Facilitator**

District Science Specialist

**Participants**

8th grade science teachers

**Schedule**

Weekly, from 8/18/2014 to 3/31/2015

**PD Opportunity 2**

Review 6th and 7th grade science content standards.

**Facilitator**

Robert Hanna

**Participants**

8th grade science teachers

**Schedule**

Weekly, from 1/6/2015 to 4/17/2015

**G3.B1.S2** Monitor progress using quarterly district assessments.

**PD Opportunity 1**

Monitor student progress using district assessments.

**Facilitator**

Robert Hanna

**Participants**

8th grade science teachers

**Schedule**

Quarterly, from 9/15/2014 to 3/31/2015

**PD Opportunity 2**

Identify areas of weakness in science standards.

**Facilitator**

Crowder, Murphy, Hall

**Participants**

8th grade science teachers

**Schedule**

Quarterly, from 9/15/2014 to 3/31/2015

**PD Opportunity 3**

Targeted instruction in science classes to focus on areas of weakness.

**Facilitator**

Crowder, Murphy, Hall

**Participants**

All science teachers

**Schedule**

Quarterly, from 9/15/2014 to 3/31/2015

## Budget Rollup

### Summary

Description	Total
<b>Goal 1: ELA Goal</b> ---65% of the Swift Creek student population will score in the 50th percentile or higher on the Florida Standards Assessment.	800
<b>Goal 2: Math Goal</b> ---65% of the Swift Creek student population will score in the 50th percentile or higher on the Florida Standards Assessment, the Algebra 1 FSA EOC, and the Geometry EOC.	700
<b>Goal 3:</b> Swift Creek MS will Improve student proficiency on FCAT Science to 63%.	300
<b>Goal 4: One Teacher - One Student Initiative</b> ---Structured advisement program to reduce the number of students failing a class/retained.	500
<b>Grand Total</b>	<b>2,300</b>

#### Goal 1: ELA Goal---65% of the Swift Creek student population will score in the 50th percentile or higher on the Florida Standards Assessment.

Description	Source	Total
<b>B1.S3.A1</b> - Secure substitute teachers to allow for peer observations.	School Improvement Funds	800
<b>Total Goal 1</b>		<b>800</b>

#### Goal 2: Math Goal---65% of the Swift Creek student population will score in the 50th percentile or higher on the Florida Standards Assessment, the Algebra 1 FSA EOC, and the Geometry EOC.

Description	Source	Total
<b>B1.S3.A1</b> - Additional teacher textbook resources needed.	School Improvement Funds	700
<b>Total Goal 2</b>		<b>700</b>

#### Goal 3: Swift Creek MS will Improve student proficiency on FCAT Science to 63%.

Description	Source	Total
<b>B1.S2.A2</b> - Secure substitutes so that teachers can review data and adjust instruction.	School Improvement Funds	300
<b>Total Goal 3</b>		<b>300</b>

#### Goal 4: One Teacher - One Student Initiative---Structured advisement program to reduce the number of students failing a class/retained.

Description	Source	Total
<b>B1.S1.A1</b> - Resources for providing progress reports and other data to teachers throughout the school year.	School Improvement Funds	500
<b>Total Goal 4</b>		<b>500</b>