



## Swift Creek Middle School

2100 PEDRICK RD, Tallahassee, FL 32317

[ no web address on file ]

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Middle	No	24%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	42%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	A*	A	A	A

*\*Preliminary Informational Baseline School Grade*

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

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 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 behavior reinforcement are also 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 that enhance our school community.

##### **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. Respect and responsibility are the foundation of our school-wide character education program.

##### **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 who exhibit appropriate behavior and personal/academic responsibility. 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 and "Howl of Fame" initiative. In the event that a student breaks the rules and regulations, the progressive discipline procedures/steps implemented by teachers to include: verbal

warnings, parent telephone calls, silent lunch detentions, before school detentions, In-School Detention (ISD), and out of school suspensions (OSS).

Administrators, teachers and counselors attend training throughout the year and are advocates for positive behavior interventions and school wide strategies that reduce disciplinary actions. 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.

In an effort to create new initiatives to promote desired positive behaviors, we have worked collaboratively with staff, students and parents to develop Family Nights. These evening events are focused on building a sense of community which we believe will have a direct impact on student behavior through the building of strong relationships between all stakeholders.

**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 opportunities for self-esteem building; teacher interventions; parent conferences; and referrals to community counseling.

Mentors are assigned to students based upon identified concerns;

Instruction and various campus activities are provided that address social/emotional needs of students;

Students are connected to agencies who have Cooperative Agreements or are on campus (CCYS, Turn About, etc) to assist with their unique needs;

The Multi-Tiered Support System utilizes sources such as the Grade Level Team Nomination Form which identifies external and/or internal behaviors tied to individual student academic/behavior targeted concerns.

**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 students with an excessive number of absences or OSS before a referral is generated to school based or district based teams. Instructional staff and administrators are key to this process as they are the initiators of procedures for the notification of parents after students are identified as meeting one or more of the data decision rules; Student suspension rates are monitored. Alternatives to out-of-school suspension are woven into the disciplinary process, as we use detentions and In-School Suspensions (ISS) before reaching the level of OSS. 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	13	25	14	52
One or more suspensions	0	2	2	4
Course failure in ELA or Math	0	1	0	1
Level 1 on statewide assessment	0	4	2	6

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

Indicator	Grade Level		Total
	7	8	
Students exhibiting two or more indicators	8	6	14

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

Because FSA student level data was not made available prior to course scheduling for the current school year, students requiring additional academic support in the areas of reading and mathematics were identified primarily based on teacher recommendation from the previous school year. Students scoring level 1 or level 2 on the 2014 state assessments for Reading and/or Mathematics were also considered for assignment to an intensive course through which they would be provided with remediation and additional support to access grade level content. Students assigned to one or both intensive classes (ELA and/or Mathematics) use Achieve 3000 (Reading) and Successmaker (Mathematics) respectively to supplement classroom instruction. Corrective Reading and/or Rewards is also employed in small ELA groups, as needed, to identify and close reading gaps. Student enrollment in these support classes will be revisited after receiving data from the Florida Standards Assessment (FSA) later this school year.

**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, teacher websites, and through our SAC meetings and PTSO meetings. Open House, curriculum night, etc. ensure positive methods of introducing parents to teachers, administrators, and our school community;  
 Offer Professional Development concerning effective strategies for developing supportive and effective home/school connections;  
 Create format for (Family Nights, Open House, etc.) the school community;

Positive notes, letters, phone calls home;  
 Increase parent/community volunteers and mentors through weekly PTSSO Newsletter.

**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 PTSSO and SCMS Partners support, provide funding, and/or manage many activities for the school in association with business and community partners. These organizations provide support for school-wide initiatives such as our current drive to purchase an additional laptop cart and classroom set of laptops to support classroom instruction.

Business and community partners are solicited annually for the purpose of recognizing student achievements and meeting the needs of the school community.

Increasing parental involvement remains a goal for SCMS this year. Our initiative this year, quarterly Family Nights, create a fun atmosphere for families that we hope will foster relationship building between all stake holders.

**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:**

Name	Title
Rishell, Sue	Principal
Wright, Patrick	Assistant Principal
Culley, Kathy	Assistant Principal
Lovern, Kim	Guidance Counselor
Hanna, Robert	Teacher, K-12
Bigelow, Grace	Teacher, K-12
Andersen, Sally	Teacher, K-12
Osborne, Tracy	Teacher, K-12
Edmonston, Jerry	Instructional Coach
Lynch, Kelly	Dean
Service, Linda	Instructional Media

**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. Facilitate monthly school level department meetings, and attend district meetings for identified content area.

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 the identification of students who are meeting/exceeding benchmarks, or those 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. TEC and Title II funding will be used in core academic areas to enhance teaching and learning through professional training. Resources will be utilized to supplement existing inventories of textbooks and other instructional materials.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
	Parent
Bonita Hampton	Parent
Carswella Phillips	Parent
Sandra Clary	Teacher
Erin Williams	Parent
Kathryn Long	Teacher
Michele Meyer	Education Support Employee
Susan Rishell	Principal
Tracey Stroud	Parent
Tracey Tripp	Teacher
Wanda Foulk	Teacher
Sally Andersen	Teacher
Samuel Oliver	Parent
David Chang	Parent
Gina Nelson	Parent
Denise McNeal	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. SCMS SAC will review the goals of last year's school improvement plan, and our status related to meeting the goals when FSA level data has been released.

*Development of this school improvement plan*

The plan was presented to all stakeholders during our annual Open House, September 17, 2015. The SAC members will review the document September 24, 2015, offering insight, input, as necessary, and final approval.

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

Carry over funds from previous years will be used with this year's funding to facilitate the objectives outlined in this plan. The budget will be prepared by school staff and approved by the SAC Committee.

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

Monies budgeted in the 14-15 SIP are a part of carry forward funds that will be used for student tutoring during the 15-16 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:**

Name	Title
Long, Kathryn	Teacher, K-12
Rodriguez, Sharman	Teacher, K-12
Wright, Patrick	Assistant Principal
Service, Linda	Instructional Media
Wise, Bobbie	Teacher, K-12
Pell, Keri	Teacher, K-12
Robinson, Larissa	Teacher, K-12

## Duties

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

The LLT will focus on text complexity, essential question development, increased academic rigor across the curriculum, 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 all courses. The LLT is in full support of the requirement for every student to read at least one book outside of regular classroom activities per 9-week grading period. Along with this, every member of the school staff is encouraged to post on their door or somewhere in their work space the title or cover of the book they are currently reading. The team promotes and supports literacy in a variety of ways: The Superintendent's reading initiatives, literacy nights, professional development, teacher/leaders coaching and/or modeling, summer literacy training, addressing scheduling concerns, providing instructional student resources and materials, along with 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 method for encouraging positive working relationships with teachers is participation in Professional Learning Community (PLC) 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 the academic needs of students, 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.

Teachers are presently working to create and effectively implement learning rubrics that are aligned to FSA standards. Students will ultimately be able to recognize growth efforts and accomplishments related to learning goals.

Additionally, Book Study Groups have been planned for the 2015-2016 school year. The books designated for study are "Inside The Magic Kingdom" by Tom Connellan, "The Servant" by James Hunter, "Mindset" by Carol Dweck, and "Move Your Bus" by Ron Clark.

### **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 the teaching profession 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 familiarize them with the school environment. Prior to the start of the school year, a new teacher workshop is provided by veteran SCMS teachers to introduce teachers new to SCMS to the SCMS "way of work", and inculcate them to the SCMS teacher handbook.

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.

Specifically, we offer the following assistance on-site to support new teachers: Beginning of the year refresher on all things important to the day-to-day responsibilities of being a teacher, voluntary off-site meetings to build morale once per month, small group meetings during lunch once per week, bi-monthly informal classroom observations for the purpose of providing non-evaluative feedback toward improving instruction.

## **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 were adopted and are supported by the District. Supplemental academic programs such as Achieve3000, Corrective Reading, Rewards, Successmaker and STEMscopes are also tied to specific Florida ELA and Mathematics standards, respectively.

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss curricula that aligns to the standards. This supports a deeper level of comprehension by students toward the mastery of the Florida Standards. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for continuous 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**

- Use of progress monitoring data such as DataDirector
- Effective multi-disciplinary teams at each grade level are in place to problem solve and create action plans;
- Corrective Reading, Rewards, Achieve 3000, Successmaker, STEMscopes, 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 with school staff and articles provided via listserv and parent events.

In response to a lack of data from the 2015 FSA, and in an effort to support 7th and 8th grade students with struggling performance in the area of ELA, a new class was created for the 2015-2016 school year, Novel Study. This was in response to classroom data gathered with the use of new curriculum aligned to the Florida Standards. The goal of the class is to use high interest novels to encourage a love for reading while simultaneously building on skills that will be assessed by the FSA. A semester long version of this course is offered to all 6th grade students not enrolled in an intensive reading class or learning strategies course.

**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:** 1,200

Tutoring is offered to students who struggle with FSA ELA and Mathematics standards. Tutoring opportunities are available before and after school.

### **Strategy Rationale**

Provides additional exposure to assessed standards, allowing both additional instruction and practice to supplement classroom experiences.

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

- Enrichment

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

Lovern, Kim, [lovernk@leonschools.net](mailto:lovernk@leonschools.net)

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

Student FSA, Achieve3000, Successmaker, and DataDirector data will be compared to baseline data where appropriate or previous year's scores.

## 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 for making decisions regarding student placement and instructional design.

**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/career bound 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
- The use of the Go Math curriculum
- ICT industry certification now a part of our existing computer technology course for 6th grade students
- STEM elective course

Junior Achievement and MyCareerShines.org will be added as components of the 8th grade US History and Careers course. This program provides students with the knowledge and skills they need to own their economic success, plan for their future, and make smart academic and economic choices. Students begin the career exploration process by identifying their personal interests, matching them with the skills they learn in school.

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, a STEM elective, 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 expected in the workforce.

Multi-media Design Certification is now a part of the semester computer course offered to 6th grade students. This certification includes Excel, Word, Keyboarding skills, Google Drive/Docs, and Power Point.

A STEM course is a new elective for the 2015-2016 school year for 7th and 8th grade students. The purpose of this course is to build upon and ignite student interest in the areas of science, engineering, technology and mathematics.

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

Junior Achievement will be implemented through the 8th grade US History and Careers course, along with the My Career Shines online curriculum.

**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

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

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

The following documents were submitted as evidence for this section:

.

#### Problem Identification Summary

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

### Problem Analysis Summary

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

## 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.
- G3.** Algebra 1 Goal---90% of Algebra 1 students will score proficient on the FSA EOC assessment.
- G4.** Geometry Goal---90% of Geometry students will score proficient or better on the Geometry EOC assessment.
- G5.** At least 52% of Swift Creek students will score level 3 or higher on 8th grade FCAT Science 2.0 or basic or above on the end-of-year progress monitoring assessments.
- G6.** At least 90% of Swift Creek biology students will score level 3 or higher on the Biology EOC exam.
- G7.** 84% of Swift Creek Middle School students will score a 3 or above on the Civics end-of-course assessment.
- G8.** One Student - One Teacher Initiative---Structured advisement program to reduce the number of students failing a class or retained to no more than 1% of the population.
- G9.** Establish "Howl of Fame" program as a part of our positive behavior support system to reduce disciplinary referrals by 3%.

## 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

G073751

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Achievement	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

- Modifying comprehension tasks associated with HMH Collections in order to match rigor requirements of the Florida Standards and FSA.

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

Achieve 3000 and quarterly assessments will be reviewed.

**Person Responsible**

Jerry Edmonston

**Schedule**

Quarterly, from 8/17/2015 to 5/31/2016

**Evidence of Completion**

Quarterly assessment data.

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

G073752

**Targets Supported** 1b

Indicator	Annual Target
FSA - Mathematics - Achievement	50.0

**Resources Available to Support the Goal** 2

- New textbook series
- Successmaker computer program

**Targeted Barriers to Achieving the Goal** 3

- Mathematics Pacing Guides

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

District progress monitoring data and FSA data used to address all standards and grade level pacing guides.

**Person Responsible**

Sally Andersen

**Schedule**

Quarterly, from 8/17/2015 to 5/31/2016

**Evidence of Completion**

Assessment data

**G3. Algebra 1 Goal---90% of Algebra 1 students will score proficient on the FSA EOC assessment.** 1a

G073753

**Targets Supported** 1b

Indicator	Annual Target
Algebra I FSA EOC Pass Rate	90.0

**Resources Available to Support the Goal** 2

- Algebra 1 pacing guide
- District mathematics specialist

**Targeted Barriers to Achieving the Goal** 3

- Time

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

Students will be administered progress monitoring assessments 3 times prior to the state assessment.

**Person Responsible**

Sally Andersen

**Schedule**

Quarterly, from 8/17/2015 to 4/15/2016

**Evidence of Completion**

Student data will be reviewed for gaps in learning.

**G4. Geometry Goal---90% of Geometry students will score proficient or better on the Geometry EOC assessment.** 1a

G073754

**Targets Supported** 1b

Indicator	Annual Target
Geometry EOC Pass Rate	90.0

**Resources Available to Support the Goal** 2

- District Geometry pacing guide

**Targeted Barriers to Achieving the Goal** 3

- Lack of prior year data

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

Progress monitoring data will be compared to state assessment data for correlations.

**Person Responsible**

Ellen Pearson

**Schedule**

On 5/31/2016

**Evidence of Completion**

Progress monitoring and state EOC assessment data.

**G5.** At least 52% of Swift Creek students will score level 3 or higher on 8th grade FCAT Science 2.0 or basic or above on the end-of-year progress monitoring assessments. 1a

G073755

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	52.0
Science Achievement District Assessment	52.0

**Resources Available to Support the Goal** 2

- Revised science pacing guides
- Argument Driven Inquiry lessons
- STEM Scopes curriculum

**Targeted Barriers to Achieving the Goal** 3

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

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

Students administered the district's progress monitoring assessments quarterly.

**Person Responsible**

Robert Hanna

**Schedule**

Quarterly, from 8/17/2015 to 5/31/2016

**Evidence of Completion**

Available progress monitoring data.

**G6.** At least 90% of Swift Creek biology students will score level 3 or higher on the Biology EOC exam. 1a

G073756

**Targets Supported** 1b

Indicator	Annual Target
Bio I EOC Level 3	90.0

**Resources Available to Support the Goal** 2

- Biology pacing guide
- Progress monitoring assessments
- Florida EOC Coach
- STEMscopes

**Targeted Barriers to Achieving the Goal** 3

- Time

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

Progress monitoring data will be collected.

**Person Responsible**

Robert Hanna

**Schedule**

Quarterly, from 9/14/2015 to 4/15/2016

**Evidence of Completion**

Data should show steady progress toward meeting targets for the state assessment.

**G7.** 84% of Swift Creek Middle School students will score a 3 or above on the Civics end-of-course assessment. 1a

G073757

**Targets Supported** 1b

Indicator	Annual Target
Civics EOC Pass	84.0

**Resources Available to Support the Goal** 2

- Civics pacing guide
- Civics Foundation curriculum
- District Applied Civics curriculum
- HMH textbook support
- Junior Achievement
- MyCareerShine.org

**Targeted Barriers to Achieving the Goal** 3

- There is no Civics data for 6th grade students.

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

Modifications to lesson plans.

**Person Responsible**

Kathy Culley

**Schedule**

Quarterly, from 8/17/2015 to 4/15/2016

**Evidence of Completion**

Lesson plans will be reviewed along with progress monitoring data.

**G8. One Student - One Teacher Initiative**---Structured advisement program to reduce the number of students failing a class or retained to no more than 1% of the population. 1a

G073758

**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 G8.** 8

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

**Person Responsible**

Patrick Wright

**Schedule**

Quarterly, from 9/16/2015 to 5/6/2016

**Evidence of Completion**

Teacher notes and student grades will be monitored.

**G9.** Establish "Howl of Fame" program as a part of our positive behavior support system to reduce disciplinary referrals by 3%. **1a**

G073759

**Targets Supported** **1b**

Indicator	Annual Target
School Climate Survey - Student	3.0

**Resources Available to Support the Goal** **2**

- PTSO
- Friday Howl Out
- Super Howl Out
- Howl Out Celebration

**Targeted Barriers to Achieving the Goal** **3**

- Awards for weekly and quarterly student recognition.

**Plan to Monitor Progress Toward G9.** **8**

Compare end of year data for 2015-2016 to data from 2014-2015.

**Person Responsible**

Kelly Lynch

**Schedule**

On 5/31/2016

**Evidence of Completion**

Data should show a decrease in disciplinary referrals of at least 3% from the previous year.

## 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**

 G073751

**G1.B1** Modifying comprehension tasks associated with HMH Collections in order to match rigor requirements of the Florida Standards and FSA. **2**

 B192584

**G1.B1.S1** Department/Grade-level ELA meetings **4**

 S204073

#### Strategy Rationale

Teachers will be able to plan collaboratively to make standards accessible to all students.

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

Shared planning and reflection

#### Person Responsible

Tracy Osborne

#### Schedule

Quarterly, from 8/17/2015 to 5/31/2016

#### Evidence of Completion

Lesson plans should reflect common focus and strategies toward providing instruction.

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

Teacher lesson plans

**Person Responsible**

Tracy Osborne

**Schedule**

Weekly, from 8/17/2015 to 6/30/2016

**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**

Tracy Osborne

**Schedule**

Weekly, from 8/17/2015 to 5/31/2016

**Evidence of Completion**

Teacher lesson plans reviewed.

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

Peer observation feedback.

**Person Responsible**

Tracy Osborne

**Schedule**

Monthly, from 8/17/2015 to 5/31/2016

**Evidence of Completion**

Teacher lesson plans and record of peer observations.

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

S204075

**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**

Tracy Osborne

**Schedule**

Monthly, from 9/7/2015 to 4/29/2016

***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**

Tracy Osborne

**Schedule**

Monthly, from 9/14/2015 to 4/15/2016

***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**

Tracy Osborne

**Schedule**

Monthly, from 9/14/2015 to 4/15/2016

**Evidence of Completion**

Record of peer observations monitored by administrators.

**G1.B1.S4 Reading Coach Support 4**

 S204076

**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**

Jerry Edmonston

**Schedule**

Monthly, from 9/7/2015 to 4/29/2016

**Evidence of Completion**

The reading coach will document collaboration efforts for review by the administrative team.

**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**

Jerry Edmonston

**Schedule**

Weekly, from 8/17/2015 to 4/15/2016

***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**

Jerry Edmonston

**Schedule**

Monthly, from 9/14/2015 to 5/31/2016

***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. 1

G073752

**G2.B1 Mathematics Pacing Guides** 2

B192585

**G2.B1.S1 Utilization of pacing guides provided to teachers during pre-planning.** 4

S204077

### **Strategy Rationale**

Assist teachers with staying on-track with the process of teaching the new Florida Mathematics Standards.

### **Action Step 1** 5

Modified pacing guides shared with teachers of mathematics

#### **Person Responsible**

Sally Andersen

#### **Schedule**

On 11/13/2015

#### **Evidence of Completion**

Pacing guides distributed to all teachers.

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

Administrators will monitor classroom instruction for fidelity of implementation

#### **Person Responsible**

Patrick Wright

#### **Schedule**

Quarterly, from 8/17/2015 to 5/31/2016

#### **Evidence of Completion**

Teacher lesson plans will be reviewed.

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

Teachers will monitor student performance on progress monitoring assessments.

**Person Responsible**

Sally Andersen

**Schedule**

Monthly, from 8/17/2015 to 5/31/2016

**Evidence of Completion**

Progress monitoring data will be used to determine the effectiveness of planning related to the pacing guide.

**G3. Algebra 1 Goal**---90% of Algebra 1 students will score proficient on the FSA EOC assessment. 1

 G073753

**G3.B1 Time** 2

 B192587

**G3.B1.S1** Use the district algebra 1 pacing guide to insure standards have been taught. 4

 S204079

**Strategy Rationale**

This will insure students have the content knowledge to be successful on the state assessment.

**Action Step 1** 5

Use the district Algebra 1 pacing guide when planning for instruction.

**Person Responsible**

Sally Andersen

**Schedule**

Weekly, from 8/17/2015 to 4/15/2016

**Evidence of Completion**

Instruction related to the standards evident in teacher's lesson plans.

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

Lesson plans will be reviewed for fidelity with the pacing Algebra 1 pacing guide.

**Person Responsible**

Patrick Wright

**Schedule**

Quarterly, from 8/17/2015 to 5/31/2016

***Evidence of Completion***

Lesson plans will be collected and reviewed.

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

Classroom evaluative visits will be performed throughout the school year.

**Person Responsible**

Patrick Wright

**Schedule**

Monthly, from 8/17/2015 to 5/31/2016

***Evidence of Completion***

Records of classroom visits are kept in the Leon LEADS system.

**G4.** Geometry Goal---90% of Geometry students will score proficient or better on the Geometry EOC assessment. 1

G073754

**G4.B1** Lack of prior year data 2

B192588

**G4.B1.S1** District progress monitoring assessments 4

S204081

### Strategy Rationale

This data will assist in making predictions related to student performance on the state assessment.

### Action Step 1 5

Administer progress monitoring assessments.

#### Person Responsible

Ellen Pearson

#### Schedule

Quarterly, from 8/17/2015 to 4/16/2016

#### Evidence of Completion

Data will be reviewed for gaps in learning.

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

Data will be used to adjust instruction.

#### Person Responsible

Ellen Pearson

#### Schedule

Quarterly, from 8/17/2015 to 4/15/2016

#### Evidence of Completion

Lesson plans will be reviewed for attention to results.

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

Student data will be reviewed for gaps in learning.

**Person Responsible**

Ellen Pearson

**Schedule**

Quarterly, from 8/17/2015 to 4/15/2016

**Evidence of Completion**

Student progress monitoring results.

**G5.** At least 52% of Swift Creek students will score level 3 or higher on 8th grade FCAT Science 2.0 or basic or above on the end-of-year progress monitoring assessments. 1

 G073755

**G5.B1** FCAT data does not exist for 6th and 7th grade. 2

 B192589

**G5.B1.S1** Utilize revised pacing guide for 8th grade. 4

 S204082

**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 8/17/2015 to 4/15/2016

**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 1/5/2016 to 4/15/2016

***Evidence of Completion***

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

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

Teachers will utilize CPALMS and STEMscopes to address Florida Standards

**Person Responsible**

Robert Hanna

**Schedule**

Monthly, from 8/17/2015 to 5/31/2016

***Evidence of Completion***

Pacing guide and lesson plans.

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

Classroom walk-throughs and other observations

**Person Responsible**

Kathy Culley

**Schedule**

Monthly, from 8/17/2015 to 5/31/2016

***Evidence of Completion***

iObservation data from all administrators

**G5.B1.S2** Monitor progress using quarterly district assessments. 4

S204083

**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 8/17/2015 to 4/15/2016

**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 8/17/2015 to 4/15/2016

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G5.B1.S2** 6

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

**Person Responsible**

Kathy Culley

**Schedule**

Quarterly, from 8/17/2015 to 5/31/2016

***Evidence of Completion***

Lesson plan indicators of pacing.

**Plan to Monitor Effectiveness of Implementation of G5.B1.S2** 7

Comparison of student achievement on progress monitoring tests.

**Person Responsible**

Robert Hanna

**Schedule**

Quarterly, from 8/17/2015 to 5/31/2016

***Evidence of Completion***

Department meeting agenda and minutes reflecting instructor discussions.

**G5.B1.S3 Implement STEM Scopes curriculum** 4

 S204084

**Strategy Rationale**

This will allow enhanced coverage of the assessed science standards.

**Action Step 1** 5

Provide professional development for staff.

**Person Responsible**

Robert Hanna

**Schedule**

On 9/15/2015

***Evidence of Completion***

Teacher attendance and application of STEMscopes in classrooms.

**Plan to Monitor Fidelity of Implementation of G5.B1.S3** 6

Classroom visits will be conducted.

**Person Responsible**

Robert Hanna

**Schedule**

On 9/30/2015

***Evidence of Completion***

Administrators will conduct evaluative classroom visits. The department chair will conduct non-evaluative classroom visits.

**Plan to Monitor Effectiveness of Implementation of G5.B1.S3 7**

District assessments

**Person Responsible**

Robert Hanna

**Schedule**

Quarterly, from 9/1/2015 to 4/15/2016

**Evidence of Completion**

Assessment data will be reviewed.

**G6. At least 90% of Swift Creek biology students will score level 3 or higher on the Biology EOC exam. 1**

 G073756

**G6.B1 Time 2**

 B192592

**G6.B1.S1 Biology pacing guide 4**

 S204085

**Strategy Rationale**

Organizes and paces instruction

**Action Step 1 5**

Distribute and implement pacing guide

**Person Responsible**

Robert Hanna

**Schedule**

On 4/15/2016

**Evidence of Completion**

Classroom implementation of curriculum

**Action Step 2** 5

Implement Biology progress monitoring.

**Person Responsible**

Robert Hanna

**Schedule**

Quarterly, from 8/17/2015 to 4/15/2016

***Evidence of Completion***

Tracking of student results will be used to assess the level of learning.

**Plan to Monitor Fidelity of Implementation of G6.B1.S1** 6

Classroom walk-throughs and lesson plan reviews will be used to monitor the implementation of the pacing guide.

**Person Responsible**

Kathy Culley

**Schedule**

Quarterly, from 8/17/2015 to 4/15/2016

***Evidence of Completion***

Lesson plans will be reviewed.

**Plan to Monitor Effectiveness of Implementation of G6.B1.S1** 7

All standards will have been taught before the state assessment.

**Person Responsible**

Robert Hanna

**Schedule**

Weekly, from 8/17/2015 to 4/15/2016

***Evidence of Completion***

Classroom instruction will be monitored.

**G7.** 84% of Swift Creek Middle School students will score a 3 or above on the Civics end-of-course assessment. **1**

 G073757

**G7.B1** There is no Civics data for 6th grade students. **2**

 B192593

**G7.B1.S1** District Progress Monitoring **4**

 S204086

### **Strategy Rationale**

Provides student data prior to the state assessment, allowing for adjustments to instruction.

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

Administer district progress monitoring.

#### **Person Responsible**

Grace Bigelow

#### **Schedule**

Quarterly, from 8/17/2015 to 4/15/2016

#### **Evidence of Completion**

Progress monitoring data

### **Plan to Monitor Fidelity of Implementation of G7.B1.S1** **6**

Data will be processed and reviewed for gaps in instruction.

#### **Person Responsible**

Grace Bigelow

#### **Schedule**

Quarterly, from 8/17/2015 to 4/15/2016

#### **Evidence of Completion**

Data will be collected and reviewed.

**Plan to Monitor Effectiveness of Implementation of G7.B1.S1** 7

Assessment data will determine future focus of instruction.

**Person Responsible**

Grace Bigelow

**Schedule**

Quarterly, from 8/17/2015 to 4/15/2016

**Evidence of Completion**

Modifications to pacing guide will be implemented as warranted by data.

**G8. One Student - One Teacher Initiative**---Structured advisement program to reduce the number of students failing a class or retained to no more than 1% of the population. 1

 G073758

**G8.B1 Time** 2

 B192594

**G8.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

 S204087

**Strategy Rationale**

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

**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 9/16/2015 to 5/6/2016

**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 G8.B1.S1** 6

Review of teacher notes for students who have failing grades.

**Person Responsible**

Patrick Wright

**Schedule**

Quarterly, from 9/16/2015 to 5/6/2016

**Evidence of Completion**

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

**Plan to Monitor Effectiveness of Implementation of G8.B1.S1** 7

Teacher and students formulate possible student actions that would facilitate an increase in student achievement.

**Person Responsible**

Patrick Wright

**Schedule**

Quarterly, from 9/16/2015 to 5/6/2016

**Evidence of Completion**

Grade check on the electronic grade book.

**G9.** Establish "Howl of Fame" program as a part of our positive behavior support system to reduce disciplinary referrals by 3%. 1

G073759

**G9.B2** Awards for weekly and quarterly student recognition. 2

B192597

**G9.B2.S1** The PTSO has committed to contributing to the awards for the program. 4

S204088

### Strategy Rationale

PTSO is supporting the efforts of the school to reduce disciplinary referrals.

### Action Step 1 5

Funds to provide incentives to students.

#### Person Responsible

Sue Rishell

#### Schedule

Weekly, from 8/17/2015 to 5/31/2016

#### Evidence of Completion

Weekly and quarterly recognition of students and awarding of incentives.

### Plan to Monitor Fidelity of Implementation of G9.B2.S1 6

Insure that students are recognized weekly and quarterly.

#### Person Responsible

Sue Rishell

#### Schedule

Weekly, from 8/17/2015 to 5/31/2016

#### Evidence of Completion

Weekly student recognition by the principal.

**Plan to Monitor Effectiveness of Implementation of G9.B2.S1 7**

Discipline referral data will be monitored.

**Person Responsible**

Kelly Lynch

**Schedule**

Quarterly, from 8/17/2015 to 5/31/2016

**Evidence of Completion**

The Dean will monitor and report discipline data quarterly.

**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
G1.B1.S1.A1	Shared planning and reflection	Osborne, Tracy	8/17/2015	Lesson plans should reflect common focus and strategies toward providing instruction.	5/31/2016 quarterly
G1.B1.S3.A1	Peer Observations	Osborne, Tracy	9/7/2015	Peer observations recorded in the "iObservation" system.	4/29/2016 monthly
G1.B1.S4.A1	Reading Coach collaboration with teachers of level1 and level 2 ELA classes	Edmonston, Jerry	9/7/2015	The reading coach will document collaboration efforts for review by the administrative team.	4/29/2016 monthly
G2.B1.S1.A1	Modified pacing guides shared with teachers of mathematics	Andersen, Sally	10/1/2015	Pacing guides distributed to all teachers.	11/13/2015 one-time
G3.B1.S1.A1	Use the district Algebra 1 pacing guide when planning for instruction.	Andersen, Sally	8/17/2015	Instruction related to the standards evident in teacher's lesson plans.	4/15/2016 weekly
G4.B1.S1.A1	Administer progress monitoring assessments.	Pearson, Ellen	8/17/2015	Data will be reviewed for gaps in learning.	4/16/2016 quarterly
G5.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	8/17/2015	Consistent student progression through 8th grade science content standards.	4/15/2016 weekly
G5.B1.S2.A1	Monitor student progress using district assessments.	Hanna, Robert	8/17/2015	Student progress monitoring data	4/15/2016 quarterly
G5.B1.S3.A1	Provide professional development for staff.	Hanna, Robert	9/15/2015	Teacher attendance and application of STEMscopes in classrooms.	9/15/2015 one-time
G6.B1.S1.A1	Distribute and implement pacing guide	Hanna, Robert	8/17/2015	Classroom implementation of curriculum	4/15/2016 one-time
G7.B1.S1.A1	Administer district progress monitoring.	Bigelow, Grace	8/17/2015	Progress monitoring data	4/15/2016 quarterly
G8.B1.S1.A1	One-on-one grade discussions with students 2 times per 9 week grading period.	Wright, Patrick	9/16/2015	Teachers will keep notes on progress reports and report cards of their conversations with students.	5/6/2016 quarterly
G9.B2.S1.A1	Funds to provide incentives to students.	Rishell, Sue	8/17/2015	Weekly and quarterly recognition of students and awarding of incentives.	5/31/2016 weekly

**Leon - 1151 - Swift Creek Middle School - 2015-16 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
G5.B1.S1.A2	Review 6th and 7th grade science content standards.	Hanna, Robert	1/5/2016	Progression through review section of pacing guide noted in weekly lesson plans.	4/15/2016 weekly
G5.B1.S2.A2	Identify areas of weakness in science standards.	Hanna, Robert	9/15/2014	Analysis of progress monitoring data.	3/31/2015 quarterly
G6.B1.S1.A2	Implement Biology progress monitoring.	Hanna, Robert	8/17/2015	Tracking of student results will be used to assess the level of learning.	4/15/2016 quarterly
G5.B1.S2.A3	Targeted instruction in science classes to focus on areas of weakness.	Hanna, Robert	8/17/2015		4/15/2016 quarterly
G1.MA1	Achieve 3000 and quarterly assessments will be reviewed.	Edmonston, Jerry	8/17/2015	Quarterly assessment data.	5/31/2016 quarterly
G1.B1.S1.MA1	Peer observation feedback.	Osborne, Tracy	8/17/2015	Teacher lesson plans and record of peer observations.	5/31/2016 monthly
G1.B1.S1.MA1	Teacher lesson plans	Osborne, Tracy	8/17/2015	Teacher lesson plans reviewed.	6/30/2016 weekly
G1.B1.S1.MA3	Teachers will utilize CPALMS to address Florida Standards	Osborne, Tracy	8/17/2015	Teacher lesson plans reviewed.	5/31/2016 weekly
G1.B1.S3.MA1	Use of peer observation to inform instruction.	Osborne, Tracy	9/14/2015	Record of peer observations monitored by administrators.	4/15/2016 monthly
G1.B1.S3.MA1	Teachers develop and communicate a schedule of peer observations to the administrative team.	Osborne, Tracy	9/14/2015	Peer observation schedule	4/15/2016 monthly
G1.B1.S4.MA1	Update by the Reading Coach at Literacy Leadership team meetings.	Edmonston, Jerry	9/14/2015	Record of Literacy Leadership Team Meetings.	5/31/2016 monthly
G1.B1.S4.MA1	Reading Coach work with teachers to understand data and modify instruction, as needed.	Edmonston, Jerry	8/17/2015	Reading Coach's records of meetings with teachers.	4/15/2016 weekly
G2.MA1	District progress monitoring data and FSA data used to address all standards and grade level pacing guides.	Andersen, Sally	8/17/2015	Assessment data	5/31/2016 quarterly
G2.B1.S1.MA1	Teachers will monitor student performance on progress monitoring assessments.	Andersen, Sally	8/17/2015	Progress monitoring data will be used to determine the effectiveness of planning related to the pacing guide.	5/31/2016 monthly
G2.B1.S1.MA1	Administrators will monitor classroom instruction for fidelity of implementation	Wright, Patrick	8/17/2015	Teacher lesson plans will be reviewed.	5/31/2016 quarterly
G3.MA1	Students will be administered progress monitoring assessments 3 times prior to the state assessment.	Andersen, Sally	8/17/2015	Student data will be reviewed for gaps in learning.	4/15/2016 quarterly
G3.B1.S1.MA1	Classroom evaluative visits will be performed throughout the school year.	Wright, Patrick	8/17/2015	Records of classroom visits are kept in the Leon LEADS system.	5/31/2016 monthly
G3.B1.S1.MA1	Lesson plans will be reviewed for fidelity with the pacing Algebra 1 pacing guide.	Wright, Patrick	8/17/2015	Lesson plans will be collected and reviewed.	5/31/2016 quarterly
G4.MA1	Progress monitoring data will be compared to state assessment data for correlations.	Pearson, Ellen	8/17/2015	Progress monitoring and state EOC assessment data.	5/31/2016 one-time
G4.B1.S1.MA1	Student data will be reviewed for gaps in learning.	Pearson, Ellen	8/17/2015	Student progress monitoring results.	4/15/2016 quarterly
G4.B1.S1.MA1	Data will be used to adjust instruction.	Pearson, Ellen	8/17/2015	Lesson plans will be reviewed for attention to results.	4/15/2016 quarterly
G5.MA1	Students administered the district's progress monitoring assessments quarterly.	Hanna, Robert	8/17/2015	Available progress monitoring data.	5/31/2016 quarterly
G5.B1.S1.MA1	Classroom walk-throughs and other observations	Culley, Kathy	8/17/2015	iObservation data from all administrators	5/31/2016 monthly
G5.B1.S1.MA1	Teachers will utilize CPALMS and STEMscopes to address Florida Standards	Hanna, Robert	8/17/2015	Pacing guide and lesson plans.	5/31/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S2.MA1	Comparison of student achievement on progress monitoring tests.	Hanna, Robert	8/17/2015	Department meeting agenda and minutes reflecting instructor discussions.	5/31/2016 quarterly
G5.B1.S2.MA1	Science lesson plans will be monitored to ensure adherence to the pacing guide	Culley, Kathy	8/17/2015	Lesson plan indicators of pacing.	5/31/2016 quarterly
G5.B1.S3.MA1	District assessments	Hanna, Robert	9/1/2015	Assessment data will be reviewed.	4/15/2016 quarterly
G5.B1.S3.MA1	Classroom visits will be conducted.	Hanna, Robert	9/1/2015	Administrators will conduct evaluative classroom visits. The department chair will conduct non-evaluative classroom visits.	9/30/2015 one-time
G6.MA1	Progress monitoring data will be collected.	Hanna, Robert	9/14/2015	Data should show steady progress toward meeting targets for the state assessment.	4/15/2016 quarterly
G6.B1.S1.MA1	All standards will have been taught before the state assessment.	Hanna, Robert	8/17/2015	Classroom instruction will be monitored.	4/15/2016 weekly
G6.B1.S1.MA1	Classroom walk-throughs and lesson plan reviews will be used to monitor the implementation of the pacing guide.	Culley, Kathy	8/17/2015	Lesson plans will be reviewed.	4/15/2016 quarterly
G7.MA1	Modifications to lesson plans.	Culley, Kathy	8/17/2015	Lesson plans will be reviewed along with progress monitoring data.	4/15/2016 quarterly
G7.B1.S1.MA1	Assessment data will determine future focus of instruction.	Bigelow, Grace	8/17/2015	Modifications to pacing guide will be implemented as warranted by data.	4/15/2016 quarterly
G7.B1.S1.MA1	Data will be processed and reviewed for gaps in instruction.	Bigelow, Grace	8/17/2015	Data will be collected and reviewed.	4/15/2016 quarterly
G8.MA1	Student grade data will be reviewed at least twice each 9 week grading period.	Wright, Patrick	9/16/2015	Teacher notes and student grades will be monitored.	5/6/2016 quarterly
G8.B1.S1.MA1	Teacher and students formulate possible student actions that would facilitate an increase in student achievement.	Wright, Patrick	9/16/2015	Grade check on the electronic grade book.	5/6/2016 quarterly
G8.B1.S1.MA1	Review of teacher notes for students who have failing grades.	Wright, Patrick	9/16/2015	Teachers will forward notes of concern made on students with failing grades to the administrative team and guidance counselors.	5/6/2016 quarterly
G9.MA1	Compare end of year data for 2015-2016 to data from 2014-2015.	Lynch, Kelly	8/17/2015	Data should show a decrease in disciplinary referrals of at least 3% from the previous year.	5/31/2016 one-time
G9.B2.S1.MA1	Discipline referral data will be monitored.	Lynch, Kelly	8/17/2015	The Dean will monitor and report discipline data quarterly.	5/31/2016 quarterly
G9.B2.S1.MA1	Insure that students are recognized weekly and quarterly.	Rishell, Sue	8/17/2015	Weekly student recognition by the principal.	5/31/2016 weekly

## 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** Modifying comprehension tasks associated with HMH Collections in order to match rigor requirements of the Florida Standards and FSA.

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

### PD Opportunity 1

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

#### Facilitator

Mr. Jerry Edmonston

#### Participants

ELA teachers

#### Schedule

Monthly, from 9/7/2015 to 4/29/2016

**G2.** Math Goal--65% of the Swift Creek student population will score in the 50th percentile or higher on the Florida Standards Assessment.

**G2.B1** Mathematics Pacing Guides

**G2.B1.S1** Utilization of pacing guides provided to teachers during pre-planning.

### PD Opportunity 1

Modified pacing guides shared with teachers of mathematics

#### Facilitator

Mrs. Andersen

#### Participants

Teachers of the Mathematics Department

#### Schedule

On 11/13/2015

**G5.** At least 52% of Swift Creek students will score level 3 or higher on 8th grade FCAT Science 2.0 or basic or above on the end-of-year progress monitoring assessments.

**G5.B1** FCAT data does not exist for 6th and 7th grade.

**G5.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 8/17/2015 to 4/15/2016

### **PD Opportunity 2**

Review 6th and 7th grade science content standards.

#### **Facilitator**

Robert Hanna

#### **Participants**

8th grade science teachers

#### **Schedule**

Weekly, from 1/5/2016 to 4/15/2016

**G5.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 8/17/2015 to 4/15/2016

**PD Opportunity 2**

Identify areas of weakness in science standards.

**Facilitator**

Robert Hanna

**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**

Robert Hanna

**Participants**

All science teachers

**Schedule**

Quarterly, from 8/17/2015 to 4/15/2016

**G5.B1.S3** Implement STEM Scopes curriculum

**PD Opportunity 1**

Provide professional development for staff.

**Facilitator**

William Shelley

**Participants**

Science teachers

**Schedule**

On 9/15/2015

## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B1.S1.A1	Shared planning and reflection				\$0.00
2	G1.B1.S3.A1	Peer Observations				\$800.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$800.00
<i>Notes: Secure substitute teachers to allow for peer observations.</i>						
3	G1.B1.S4.A1	Reading Coach collaboration with teachers of level1 and level 2 ELA classes				\$0.00
4	G2.B1.S1.A1	Modified pacing guides shared with teachers of mathematics				\$0.00
5	G3.B1.S1.A1	Use the district Algebra 1 pacing guide when planning for instruction.				\$0.00
6	G4.B1.S1.A1	Administer progress monitoring assessments.				\$0.00
7	G5.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.				\$0.00
8	G5.B1.S1.A2	Review 6th and 7th grade science content standards.				\$0.00
9	G5.B1.S2.A1	Monitor student progress using district assessments.				\$0.00
10	G5.B1.S2.A2	Identify areas of weakness in science standards.				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$300.00
<i>Notes: Secure substitutes so that teachers can review data and adjust instruction.</i>						
11	G5.B1.S2.A3	Targeted instruction in science classes to focus on areas of weakness.				\$0.00
12	G5.B1.S3.A1	Provide professional development for staff.				\$900.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1151 - Swift Creek Middle School	School Improvement Funds		\$900.00
<i>Notes: STEM Scopes Training for teachers</i>						

Budget Data						
13	G6.B1.S1.A1	Distribute and implement pacing guide				\$0.00
14	G6.B1.S1.A2	Implement Biology progress monitoring.				\$0.00
15	G7.B1.S1.A1	Administer district progress monitoring.				\$0.00
16	G8.B1.S1.A1	One-on-one grade discussions with students 2 times per 9 week grading period.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$500.00
			<i>Notes: Resources for providing progress reports and other data to teachers throughout the school year.</i>			
17	G9.B2.S1.A1	Funds to provide incentives to students.				\$0.00
					<b>Total:</b>	<b>\$2,500.00</b>