Swift Creek Middle School

2017-18 Schoolwide Improvement Plan

Swift Creek Middle School

2100 PEDRICK RD, Tallahassee, FL 32317

https://www.leonschools.net/swiftcreek

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	33%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Swift Creek Middle School

DA Region and RED	DA Category and Turnaround Status
Northwest - [Rachel Heide](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Swift Creek Middle School is to provide each student a diverse education in a safe, supportive environment that promotes self-awareness, creativity, motivation, and a love of learning. The SCMS team joins our parents and community in helping students develop life-long skills to become productive members of society who will succeed and contribute positively to our global community.

b. Provide the school's vision statement.

Swift Creek Middle School exists to serve the whole-child through programs that account for the academic, physical, social, and emotional needs of all students. The staff at SCMS is committed to creating and fostering a structured, trusting, and caring environment that engages students to actively contribute to their educational growth.

2. School Environment

a. 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.

b. 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. A school wide initiative has been funded through a grant in which a copy of the book "Wonder" was purchased for every student. This book will be read by all class together in tandem with character education lessons culminating in all students taking a field trip to view the Motion Picture "Wonder". This book and this initiative are meant to foster acceptance for those different and to promote the idea to "Choose Kindness"

c. 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.

d. 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; teacher/student advisement sessions; and referrals to community counseling. We have adopted a course specifically designed to address social and personal skills among students in the most need of this course entitled Unique Skills.

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.

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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 for the determination of truancy

or behavioral concerns. 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 Detentions (ISD) before reaching the level of OSS. Teachers are informed of infractions and consequences, as necessary.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	11	20	0	0	0	0	31
One or more suspensions	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	49	70	0	0	0	0	119

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	12	22	0	0	0	0	34

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

FSA data are analyzed to consider student enrollment in intensive intervention courses. Additionally, teacher recommendation from the previous school year is also considered before final placement. 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.

B. Family and Community Engagement
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

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

2. 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, family nights, 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;
Effective use of the schools' marquee.
Increase parent/community volunteers and mentors through PTSO Newsletters, school listservs and social media

2. 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, 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 "tablet" cart 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 plan is to continue to organize Family Nights, creating a fun atmosphere for families that we hope will foster relationship building between all stake holders.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Rishell, Sue	Principal
Lovern, Kim	School Counselor
Hanna, Robert	Teacher, K-12
Andersen, Sally	Teacher, K-12
Osborne, Tracy	Teacher, K-12
Edmonston, Jerry	Instructional Coach
Lynch, Kelly	Dean
Wetherington, Ron	Assistant Principal
Givens, Tonya	
Rousseau, Matthew	

b. Duties

1. 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.

2. 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 and behavioral expectations for all students. The team meets twice monthly. Examples of activities during bi-weekly meetings include reviewing student data (screening, progress monitoring, and discipline). 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, academic departments, 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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Russ Polzer	Business/Community
Bonita Hampton	Business/Community
Michele Meyer	Education Support Employee
Susan Rishell	Principal
Tracey Tripp	Teacher
Sally Andersen	Teacher
Samuel Oliver	Parent
Gina Nelson	Parent
Becky Bolles	Parent
Florida Dobson	Education Support Employee
Zellanye Hutchins	Parent
Selika Sampson	Parent
Colleen Hosford	Teacher
Melanie Harley	Parent
Shalottie Mosley	Parent
Cindy Seitel	Parent
Kelly Scholl	Parent
Kendra Shelley	Parent
Reina Nixon	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

SCMS SAC is the primary vehicle, along with the administrative team and staff, 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.

b. Development of this school improvement plan

The SAC members will review the document September 8, 2016, offering insight, input, as necessary, and final approval. The plan was presented to all stakeholders during our annual Open House, September 15, 2016.

c. 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.

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

Monies budgeted in the 16-17 SIP are a part of carry forward funds that will be used for student tutoring, curriculum professional development, etc. during the 17-18 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.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Long, Kathryn	Teacher, K-12
Wise, Bobbie	Teacher, K-12
Pell, Keri	Teacher, K-12
Robinson, Larissa	Teacher, K-12
Osborne, Tracy	Teacher, K-12
Strickland, Julie	Teacher, K-12
Howard, Barbara	Teacher, K-12
Clary, Sandra	Teacher, K-12
Ross, Joanna	Teacher, K-12
Shelby, Gochenaur	Teacher, K-12
Ray, Cathy	Paraprofessional
Sears, Christy	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching
The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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/lunch time planning time for teachers to meet by common content and or grade level. 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.

All instructional staff members will meet collaboratively as a faculty and as departments to participate in Universal Design for Learning (UDL) training provided by Florida Diagnostic and Learning Resource System (FDLRS) personnel. During UDL training days (minimum 6-days per year), content area teachers will meet for collaborative planning for at least half of the school day. Teachers are presently working to create a grade level student writer's notebook which will be provided for each SCMS student to utilize within all courses.

2. 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

3. 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; and a New-to-Swift Creek teacher group that includes all 1st through 4th year teachers new to SCMS. This group meets throughout the school year and provides support and direction for the "way of work" at SCMS.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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, STEMscopes, and IXL are also tied to specific Florida standards.

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.

b. Instructional Strategies

1. 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 Performance Matters Unify
• 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; (One Student, One Teacher)
• 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 order to foster and encourage a love for reading as students enter SCMS, all 6th grade students are required to take a one-semester Novel Studies course which utilizes high interest novels. During the course, students respond to text through active discussions, projects, writing products, annotations, high-level questions/responses, etc.

2. 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 and supplemental instructional opportunities are available before, during, 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

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

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

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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 (elementary and high) 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.

b. College and Career Readiness

1. 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
• STEM 1 and STEM 2 elective courses

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/acedemic interests.

2. 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.

A CIW class (Certified Internet Web Professional) has been added as an elective course in which students will have the opportunity to industry certify in as many as 4 separate programs throughout the year.

The SCMS STEM 1 course will continue to offer students industry certification through the Digital Tools course Database Essentials.

A second year STEM course (STEM 2) has been added as a new elective for the 2017-2018 school year for 8th grade students. The purpose of this course is to build upon STEM 1 and to ignite student interest in the areas of science, engineering, technology and mathematics.

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

A CIW class (Certified Internet Web Professional) has been added as an elective course in which students will have the opportunity to industry certify in as many as 4 separate programs throughout the year.

STEM courses often integrate the academic with hands on technical skills and knowledge to further student achievement.

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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. 80% of Civics students will participate in site-based service learning projects.

G2. ELA Goal---68% of the Swift Creek student population will score level 3 or higher on the Florida Standards Assessment.

G3. ELA Goal---46% of the lowest 25% of students as determined by the 2018 Florida Standards Assessment will achieve learning gains.

G4. Math Goal---75% of the Swift Creek student population will score level 3 or higher on the Florida Standards Assessment.

G5. Math Goal---58% of the lowest 25% of SCMS students, as determined by the 2018 Florida Standards Assessment, will achieve learning gains.

G6. Algebra 1 Goal---92% of Algebra 1 students will score proficient, level 3 or higher, on the FSA EOC assessment.

G7. Geometry Goal---92% of Geometry students will score proficient, level 3 or higher, on the Geometry EOC assessment.

G8. At least 62% of Matched-Curriculum 8th Graders at Swift Creek Middle School who take the FCAT Science 2.0 will score a level 3 or higher.

G9. Biology Goal---At least 95% of Swift Creek biology students will score level 3 or higher on the Biology EOC exam.

G10. Civics Goal---84% of Swift Creek Middle School students will score a 3 or above on the Civics end-of-course assessment.

G11. One Student - One Teacher Initiative---Structured advisement program to reduce the number of students retained to no more than 1% of the population.

G12. Maintain "Howl of Fame" program as a part of our positive behavior support system to reduce disciplinary Out of School suspensions by 3% in an effort to minimize lost instructional time.

Strategic Goals Detail

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

G1. 80% of Civics students will participate in site-based service learning projects. `1a`

🔑 G096166

Targets Supported `1b`

Indicator	Annual Target
Civics EOC Pass	80.0

Targeted Barriers to Achieving the Goal `3`

- Civics students have a lack of understanding and experiences with service projects

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Community Business partners

- site based needs

Plan to Monitor Progress Toward G1. `8`

Person Responsible

Schedule
On 5/18/2018

Evidence of Completion

G2. ELA Goal---68% of the Swift Creek student population will score level 3 or higher on the Florida Standards Assessment. `1a`

🔍 G096167

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	68.0

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.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Achieve 3000---Remedial reading and assessment system

- Quarterly assessments

- School wide DEAR time

- Common assessments

Plan to Monitor Progress Toward G2. `8`

Achieve 3000 and quarterly assessments will be reviewed.

Person Responsible
Christy Sears

Schedule
Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion
Quarterly assessment data.

G3. ELA Goal---46% of the lowest 25% of students as determined by the 2018 Florida Standards Assessment will achieve learning gains. 1a

🔍 G096168

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	46.0

Targeted Barriers to Achieving the Goal 3

- Limited time.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Achieve3000

- Corrective Reading

- Rewards

- Supportive tutoring

Plan to Monitor Progress Toward G3. 8

Achieve3000 data will be collected and analyzed.

Person Responsible
Christy Sears

Schedule
Weekly, from 8/15/2017 to 5/30/2018

Evidence of Completion
Achieve3000 data.

G4. Math Goal---75% of the Swift Creek student population will score level 3 or higher on the Florida Standards Assessment. 1a

🔑 G096169

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	75.0

Targeted Barriers to Achieving the Goal 3

- Inadequate curricular materials

Resources Available to Help Reduce or Eliminate the Barriers 2

- FSA practice material developed by the SCMS math department

- Math Nation videos

- Purchase of additional curricula

Plan to Monitor Progress Toward G4. 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 8/15/2017 to 5/30/2018

Evidence of Completion
Assessment data

G5. Math Goal---58% of the lowest 25% of SCMS students, as determined by the 2018 Florida Standards Assessment, will achieve learning gains. `1a`

🔍 G096170

Targets Supported `1b`

Indicator	Annual Target
Math Lowest 25% Gains	58.0

Targeted Barriers to Achieving the Goal `3`

- Lack of curricula, meeting needs of ELL/HI students

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Achieve 3000 reading tutoring

- Successmaker program for students enrolled in Intensive Mathematics.

- Math tutoring for level 2 students during 2nd semester

Plan to Monitor Progress Toward G5. `8`

Progress monitoring data.

Person Responsible
Sally Andersen

Schedule
Semiannually, from 8/15/2017 to 5/30/2018

Evidence of Completion
Increase in progress monitoring data.

G6. Algebra 1 Goal---92% of Algebra 1 students will score proficient, level 3 or higher, on the FSA EOC assessment. 1a

🔑 G096171

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	92.0

Targeted Barriers to Achieving the Goal 3

- Time

Resources Available to Help Reduce or Eliminate the Barriers 2

- Pearson Algebra 1 textbooks and online resources.

- All Things Algebra Curriculum

- Math Nation

Plan to Monitor Progress Toward G6. 8

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

Person Responsible
Sally Andersen

Schedule
Semiannually, from 8/15/2017 to 5/30/2018

Evidence of Completion
Student data will be reviewed for gaps in learning.

G7. Geometry Goal---92% of Geometry students will score proficient, level 3 or higher, on the Geometry EOC assessment. 1a

🔍 G096172

Targets Supported 1b

Indicator	Annual Target
Geometry EOC Pass Rate	92.0

Targeted Barriers to Achieving the Goal 3

- Students concurrently enrolled in Geometry and virtual Algebra 1 who are not finished by the beginning of the following school year

Resources Available to Help Reduce or Eliminate the Barriers 2

-

Plan to Monitor Progress Toward G7. 8

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

Person Responsible

Ellen Pearson

Schedule

On 5/30/2018

Evidence of Completion

Progress monitoring and state EOC assessment data.

G8. At least 62% of Matched-Curriculum 8th Graders at Swift Creek Middle School who take the FCAT Science 2.0 will score a level 3 or higher. `1a`

🔍 G096173

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	62.0
Science Achievement District Assessment	63.0

Targeted Barriers to Achieving the Goal `3`

- We do not have relevant/reliable data about the science proficiency of this year's 8th grade students; instead we only have the achievement data from last year's 8th graders.

- Our science department has serious concerns about the validity of the new progress monitoring system, finding it to be of little to no use in monitoring the true progress of our students.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- NGSSS Science Standards/Pacing Guides/Curriculum Map/FCAT Science 2.0 Item Specifications

- Argument Driven Inquiry/5-E Lesson Models

- Classroom Standard Checks/Common Assessments

- UDL Professional Development

- Common Planning

- WeatherSTEM

-

Plan to Monitor Progress Toward G8. `8`

Students administered the district's progress monitoring assessments quarterly.

Person Responsible

Robert Hanna

Schedule

Quarterly, from 8/15/2017 to 5/30/2018

Evidence of Completion

Available progress monitoring data.

G9. Biology Goal---At least 95% of Swift Creek biology students will score level 3 or higher on the Biology EOC exam. `1a`

`G096174`

Targets Supported `1b`

Indicator	Annual Target
Bio I EOC Level 3	95.0

Targeted Barriers to Achieving the Goal `3`

- Fast pace of curriculum and Time.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Biology pacing guide

- Progress monitoring assessments

- Florida EOC Coach

- STEMscopes

Plan to Monitor Progress Toward G9. `8`

Progress monitoring data will be collected.

Person Responsible

Robert Hanna

Schedule

Quarterly, from 5/18/2018 to 5/18/2018

Evidence of Completion

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

G10. Civics Goal---84% of Swift Creek Middle School students will score a 3 or above on the Civics end-of-course assessment. `1a`

🔍 G096175

Targets Supported `1b`

Indicator	Annual Target
Civics EOC Pass	84.0

Targeted Barriers to Achieving the Goal `3`

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

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Civics pacing guide

- Civics Foundation curriculum

- District Applied Civics curriculum

- McGraw-Hill textbook support

- Department co-planning

- EOC specification Book

- Classroom to Courtroom field experience

Plan to Monitor Progress Toward G10. `8`

Modifications to lesson plans.

Person Responsible
Ron Wetherington

Schedule
Quarterly, from 8/15/2016 to 5/30/2017

Evidence of Completion
Lesson plans will be reviewed along with progress monitoring data.

G11. One Student - One Teacher Initiative---Structured advisement program to reduce the number of students retained to no more than 1% of the population. `1a`

🔍 G096176

Targets Supported `1b`

Indicator	Annual Target
2+ Course Failures - Middle Grades	1.0

Targeted Barriers to Achieving the Goal `3`

- Time

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Advisement structured through 3rd period.

Plan to Monitor Progress Toward G11. `8`

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

Person Responsible

Schedule
Quarterly, from 8/15/2017 to 5/30/2018

Evidence of Completion
Teacher notes and student grades will be monitored.

G12. Maintain "Howl of Fame" program as a part of our positive behavior support system to reduce disciplinary Out of School suspensions by 3% in an effort to minimize lost instructional time. `1a`

🔍 G096177

Targets Supported `1b`

Indicator	Annual Target
One or More Suspensions	3.0

Targeted Barriers to Achieving the Goal `3`

- Awards for weekly and quarterly student recognition.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- PTSO
- Friday Howl Out
- Super Howl Out
- Howl Out Celebration
- Howl of Fame

Plan to Monitor Progress Toward G12. `8`

Compare end of year data for 2016-2017 to data from 2015-2016.

Person Responsible
Brandy Tyler-McIntosh

Schedule
On 5/30/2018

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. 80% of Civics students will participate in site-based service learning projects. 1

🔑 G096166

G1.B1 Civics students have a lack of understanding and experiences with service projects 2

🔑 B258829

G1.B1.S1 4

🔑 S274072

Strategy Rationale

Action Step 1 5

Plan and implement service learning projects for all 7th grade students/Social Studies UDL

Person Responsible

Tonya Givens

Schedule

On 5/24/2018

Evidence of Completion

end of year survey and student products

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

Lesson plans and department meeting agendas will be reviewed for evidence

Person Responsible

Tonya Givens

Schedule

On 5/25/2018

Evidence of Completion

Data from Civics teachers Culminating end of year student survey

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

End of year Department meeting to review student survey data

Person Responsible

Tonya Givens

Schedule

On 5/25/2018

Evidence of Completion

G2. ELA Goal---68% of the Swift Creek student population will score level 3 or higher on the Florida Standards Assessment. 1

🔑 G096167

G2.B1 Modifying comprehension tasks associated with HMH Collections in order to match rigor requirements of the Florida Standards and FSA. 2

🔑 B258830

G2.B1.S1 Department/Grade-level ELA meetings 4

🔑 S274073

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 8/15/2017 to 5/30/2018

Evidence of Completion

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

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

Teacher lesson plans

Person Responsible

Tracy Osborne

Schedule

Weekly, from 8/15/2017 to 5/30/2018

Evidence of Completion

Teacher lesson plans reviewed.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Teachers will use available resources such as CPALMS, HMH Curriculum, Achieve, Readworks, CommonLit, NEWSELA etc. to address Florida Standards

Person Responsible

Tracy Osborne

Schedule

Weekly, from 8/15/2017 to 5/30/2018

Evidence of Completion

Teacher lesson plans reviewed.

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

Peer observation feedback.

Person Responsible

Tracy Osborne

Schedule

Monthly, from 8/15/2017 to 5/30/2018

Evidence of Completion

Teacher lesson plans and record of peer observations.

G2.B1.S3 Collaborative planning to improve instruction. 4

🔑 S274075

Strategy Rationale

Teachers will be able to identify instructional practices that offer the greatest advantage toward advancing student achievement.

Action Step 1 5

Collaborative Planning to promote reading across the curriculum

Person Responsible

Tracy Osborne

Schedule

Monthly, from 8/15/2017 to 5/30/2018

Evidence of Completion

Lesson plans and strategies to promote reading and student achievement across the curriculum.

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

Department chair participates in district-wide observations.

Person Responsible

Tracy Osborne

Schedule

On 4/28/2018

Evidence of Completion

Department chair shares outcomes and considers impact on instruction at SCMS.

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

Use of peer observation to inform instruction.

Person Responsible

Tracy Osborne

Schedule

Monthly, from 9/12/2017 to 4/14/2018

Evidence of Completion

Record of peer observations monitored by administrators.

G2.B1.S4 Reading Coach Support `4`

🔑 S274076

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

Christy Sears

Schedule

Monthly, from 9/12/2017 to 4/28/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B1.S4 `6`

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

Person Responsible

Christy Sears

Schedule

Weekly, from 8/15/2017 to 4/14/2018

Evidence of Completion

Reading Coach's records of meetings with teachers.

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 `7`

Update by the Reading Coach at Literacy Leadership team meetings.

Person Responsible

Christy Sears

Schedule

Monthly, from 8/15/2017 to 5/30/2018

Evidence of Completion

Record of Literacy Leadership Team Meetings.

G3. ELA Goal---46% of the lowest 25% of students as determined by the 2018 Florida Standards Assessment will achieve learning gains. 1

🔑 G096168

G3.B1 Limited time. 2

🔑 B258831

G3.B1.S1 Arrange access to Achieve3000 for students scoring level 2 on the 2017 ELA FSA. 4

🔑 S274077

Strategy Rationale

Provides an opportunity for reading remediation.

Action Step 1 5

Identify Level 2 students and designate time for remediation.

Person Responsible

Christy Sears

Schedule

Weekly, from 8/15/2017 to 5/30/2018

Evidence of Completion

Achieve3000 data will be collected and analyzed.

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

On-going data reviews.

Person Responsible

Christy Sears

Schedule

On 5/30/2018

Evidence of Completion

Achieve3000 data will be collected and analyzed.

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

Achieve3000 gains will be monitored and adjustments made, as necessary.

Person Responsible

Christy Sears

Schedule

Biweekly, from 8/15/2017 to 5/30/2018

Evidence of Completion

Achieve3000 data will be collected and analyzed.

G4. Math Goal---75% of the Swift Creek student population will score level 3 or higher on the Florida Standards Assessment. 1

🔑 G096169

G4.B1 Inadequate curricular materials 2

🔑 B258832

G4.B1.S1 Utilize common planning days to develop/coordinate practice materials. 4

🔑 S274078

Strategy Rationale

Utilize resources that have been developed

Action Step 1 5

Utilize resources that have been developed

Person Responsible

Sally Andersen

Schedule

Weekly, from 8/15/2017 to 5/30/2018

Evidence of Completion

written into lesson plans

Action Step 2 5

Add 6th Grade Math Common Core Warm-up Program.

Person Responsible

Sally Andersen

Schedule

Weekly, from 8/15/2017 to 5/30/2018

Evidence of Completion

Student use of selected materials.

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

Administrators will monitor implementation of FSA prep materials for fidelity of implementation

Person Responsible

Ron Wetherington

Schedule

Quarterly, from 8/15/2017 to 5/30/2018

Evidence of Completion

Student use of FSA prep materials.

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

Teachers will monitor student performance on progress monitoring assessments.

Person Responsible

Sally Andersen

Schedule

Monthly, from 8/15/2017 to 5/30/2018

Evidence of Completion

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

G5. Math Goal---58% of the lowest 25% of SCMS students, as determined by the 2018 Florida Standards Assessment, will achieve learning gains. 1

🔑 G096170

G5.B1 Lack of curricula, meeting needs of ELL/HI students 2

🔑 B258834

G5.B1.S1 Train teacher leaders so that they can train math teachers. 4

🔑 S274080

Strategy Rationale

Training provided by the district.

Action Step 1 5

Lead teachers trained on Personal Math Tutor

Person Responsible

Sally Andersen

Schedule

On 5/30/2018

Evidence of Completion

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

Student use of Personal Math Tutor

Person Responsible

Sally Andersen

Schedule

Weekly, from 8/15/2017 to 5/30/2018

Evidence of Completion

Assigned tasks monitored by math teachers.

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

Progress monitoring results will be used to assess the effectiveness of Personal Math Tutor.

Person Responsible

Sally Andersen

Schedule

Semiannually, from 8/15/2017 to 5/30/2018

Evidence of Completion

Progress monitoring data.

G6. Algebra 1 Goal---92% of Algebra 1 students will score proficient, level 3 or higher, on the FSA EOC assessment. `1`

🔑 G096171

G6.B1 Time `2`

🔑 B258836

G6.B1.S1 Use the district algebra 1 pacing guide and textbook resources to insure standards have been taught. `4`

🔑 S274081

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 8/15/2017 to 5/25/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G6.B1.S1 [6]

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

Person Responsible

Ron Wetherington

Schedule

Quarterly, from 8/15/2017 to 5/30/2018

Evidence of Completion

Lesson plans will be collected and reviewed.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 [7]

Classroom evaluative visits will be performed throughout the school year.

Person Responsible

Ron Wetherington

Schedule

Monthly, from 8/15/2017 to 5/30/2018

Evidence of Completion

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

G6.B1.S2 Algebra Nation software 4

🔑 S274082

Strategy Rationale

Supports classroom instruction.

Action Step 1 5

Utilize Algebra Nation resource.

Person Responsible

Sally Andersen

Schedule

Weekly, from 8/15/2017 to 5/30/2018

Evidence of Completion

Review of Algebra Nation resources in the classroom.

Plan to Monitor Fidelity of Implementation of G6.B1.S2 6

Algebra Nation activities assigned and checked by teachers.

Person Responsible

Sally Andersen

Schedule

Weekly, from 8/15/2017 to 5/30/2018

Evidence of Completion

Classroom observations of Algebra Nation activities.

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 `7`

Teacher review of Algebra Nation activities.

Person Responsible

Sally Andersen

Schedule

Weekly, from 8/15/2017 to 5/30/2018

Evidence of Completion

Teacher anecdotes of student preparedness.

G7. Geometry Goal---92% of Geometry students will score proficient, level 3 or higher, on the Geometry EOC assessment. `1`

🔍 G096172

G7.B1 Students concurrently enrolled in Geometry and virtual Algebra 1 who are not finished by the beginning of the following school year `2`

🔍 B258837

G7.B1.S1 District progress monitoring assessments `4`

🔍 S274083

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

Semiannually, from 8/15/2017 to 5/30/2018

Evidence of Completion

Data will be reviewed for gaps in learning.

Plan to Monitor Fidelity of Implementation of G7.B1.S1 `6`

Data will be used to adjust instruction.

Person Responsible

Ellen Pearson

Schedule

Semiannually, from 8/15/2017 to 5/30/2018

Evidence of Completion

Lesson plans will be reviewed for attention to standards.

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

Student data will be reviewed for gaps in learning.

Person Responsible

Ellen Pearson

Schedule

Semiannually, from 8/15/2017 to 5/30/2018

Evidence of Completion

Student progress monitoring results.

G7.B1.S2 Restrict enrollment into "Brick and Mortar" Geometry classes to students who have completed Algebra 1. 4

🔍 S274084

Strategy Rationale

Insures that student focus will not be split between completing Algebra 1 and starting Geometry at the same time.

Action Step 1 5

Communicate conditions for Geometry course enrollment to parents and students.

Person Responsible

Schedule

Annually, from 8/15/2017 to 5/30/2018

Evidence of Completion

Along with electronic communication, this will be noted in course request documents.

Plan to Monitor Fidelity of Implementation of G7.B1.S2 6

Course request documents will be signed by parents.

Person Responsible

Schedule

Annually, from 8/15/2017 to 5/30/2018

Evidence of Completion

Course request documents are retained.

Plan to Monitor Effectiveness of Implementation of G7.B1.S2 7

Parental and student questions will be answered through pre-registration meetings.

Person Responsible

Schedule

Annually, from 8/15/2017 to 5/30/2018

Evidence of Completion

Agenda of meetings will be retained.

G8. At least 62% of Matched-Curriculum 8th Graders at Swift Creek Middle School who take the FCAT Science 2.0 will score a level 3 or higher. 1

🔑 G096173

G8.B1 We do not have relevant/reliable data about the science proficiency of this year's 8th grade students; instead we only have the achievement data from last year's 8th graders. 2

🔑 B258838

G8.B1.S1 Utilize NGSSS Science Standards, Pacing Guides, Curriculum Maps, & FCAT Science 2.0 Item Specs in lesson planning 4

🔑 S274085

Strategy Rationale

Utilizing resources such as the NGSSS Science Standards, Pacing Guides, Curriculum Map, and FCAT Science 2.0 Item Specifications will ensure that all students receive instruction on the required standards prior to taking the FCAT Science 2.0.

Action Step 1 5

Grade teachers will include a review period of 6th and 7th grade standards in their lesson planning prior to the administration of the FCAT Science2.0.

Person Responsible

Robert Hanna

Schedule

Weekly, from 8/15/2017 to 5/30/2018

Evidence of Completion

Consistent student progression through the 6th, 7th, and 8th grade science content standards as measured by the spring diagnostic progress monitoring

Action Step 2 5

o Plan to Monitor Fidelity of Implementation

Person Responsible

Robert Hanna

Schedule

Weekly, from 8/15/2017 to 5/30/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G8.B1.S1 `6`

Teachers will utilize textbooks, CPALMS and STEMscopes to address Florida Next Generation Sunshine State Standards

Person Responsible

Robert Hanna

Schedule

Monthly, from 8/15/2017 to 5/30/2018

Evidence of Completion

Pacing guide and lesson plans.

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

Classroom walk-throughs and other observations

Person Responsible

Schedule

Monthly, from 8/15/2017 to 5/30/2018

Evidence of Completion

Leon LEADS data from all administrators

G8.B1.S2 Monitor progress using district/classroom assessments. 4

🔑 S274086

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 8/15/2017 to 5/30/2018

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 8/15/2017 to 5/30/2018

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 8/15/2017 to 5/30/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G8.B1.S2 6

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

Person Responsible

Ron Wetherington

Schedule

Quarterly, from 8/15/2017 to 5/30/2018

Evidence of Completion

Lesson plan indicators of pacing.

Plan to Monitor Effectiveness of Implementation of G8.B1.S2 7

Comparison of student achievement on progress monitoring tests.

Person Responsible

Robert Hanna

Schedule

Quarterly, from 8/15/2017 to 5/30/2018

Evidence of Completion

Department meeting agenda and minutes reflecting instructor discussions.

G8.B1.S3 Implement STEMScopes/5E and Argument Driven Inquiry Lesson Models curriculum 4

🔧 S274087

Strategy Rationale

Implementation of research-based instructional models should maximize instructional effectiveness.

Action Step 1 5

Provide professional development for staff.

Person Responsible

Robert Hanna

Schedule

On 5/30/2018

Evidence of Completion

Teacher attendance and application of STEMscopes in classrooms.

Plan to Monitor Fidelity of Implementation of G8.B1.S3 6

Classroom visits will be conducted.

Person Responsible

Robert Hanna

Schedule

On 5/30/2018

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 G8.B1.S3 `7`

District assessments

Person Responsible

Robert Hanna

Schedule

Quarterly, from 8/15/2017 to 5/30/2018

Evidence of Completion

Assessment data will be reviewed.

G8.B1.S4 Development of common assessments. `4`

🔧 S274088

Strategy Rationale

Allows for the accurate assessment of student progress and sharing of feedback with the science department.

Action Step 1 `5`

Develop grade level/course common assessments.

Person Responsible

Robert Hanna

Schedule

Monthly, from 8/15/2017 to 5/30/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G8.B1.S4 `6`

Assessments will be implemented throughout the school year.

Person Responsible

Robert Hanna

Schedule

Monthly, from 8/15/2017 to 5/30/2018

Evidence of Completion

Common assessments

Plan to Monitor Effectiveness of Implementation of G8.B1.S4 `7`

Review of common assessment data.

Person Responsible

Robert Hanna

Schedule

Monthly, from 8/15/2017 to 5/30/2018

Evidence of Completion

Review of assessment data.

G8.B1.S5 6th and 7th grade students participate in pre-post- assessments at beginning and end of year. 4

S274089

Strategy Rationale

Data will be used to inform instruction.

Action Step 1 5

Assess 6th and 7th grade students at the beginning and the end of the school year.

Person Responsible

Robert Hanna

Schedule

Annually, from 8/15/2017 to 5/30/2018

Evidence of Completion

Review of assessment data.

Plan to Monitor Fidelity of Implementation of G8.B1.S5 6

Teachers will insure that all students are assessed.

Person Responsible

Robert Hanna

Schedule

Semiannually, from 8/15/2017 to 5/30/2018

Evidence of Completion

Assessment data.

Plan to Monitor Effectiveness of Implementation of G8.B1.S5 `7`

Assessment data will be used to inform instruction.

Person Responsible

Robert Hanna

Schedule

Semiannually, from 8/15/2017 to 5/30/2018

Evidence of Completion

Assessment data.

G8.B2 Our science department has serious concerns about the validity of the new progress monitoring system, finding it to be of little to no use in monitoring the true progress of our students. `2`

🔑 B258839

G8.B2.S1 Utilize common formative and summative assessments `4`

🔑 S274090

Strategy Rationale

Utilizing common assessments will help teachers and students monitor student progress toward mastery of standards

Action Step 1 `5`

Develop and utilize common formative and summative assessments that correlate to each standard

Person Responsible

Robert Hanna

Schedule

Weekly, from 8/15/2017 to 5/18/2018

Evidence of Completion

Quiz/Test Data

Plan to Monitor Fidelity of Implementation of G8.B2.S1 6

Teachers will utilize common planning time monthly/quarterly to discuss student data and plan instruction accordingly

Person Responsible

Robert Hanna

Schedule

Quarterly, from 8/15/2017 to 5/18/2018

Evidence of Completion

Lesson Plan indicators of pacing/content

Plan to Monitor Effectiveness of Implementation of G8.B2.S1 7

Compare student achievement on formative and summative assessments

Person Responsible

Robert Hanna

Schedule

Weekly, from 8/15/2017 to 5/18/2018

Evidence of Completion

Teacher discussions of data

G9. Biology Goal---At least 95% of Swift Creek biology students will score level 3 or higher on the Biology EOC exam. 1

🔍 G096174

G9.B1 Fast pace of curriculum and Time. 2

🔍 B258841

G9.B1.S1 Adhere to the Biology Honors Pacing Guide 4

🔍 S274091

Strategy Rationale

Using the pacing guide ensures that students receive instruction on all Biology standards prior to the EOC

Action Step 1 5

Distribute and Keep pace with the pacing guide

Person Responsible

Robert Hanna

Schedule

On 5/18/2018

Evidence of Completion

Classroom implementation of curriculum/ Teacher lesson plans

Action Step 2 5

Implement Biology progress monitoring.

Person Responsible

Robert Hanna

Schedule

Quarterly, from 8/15/2017 to 5/30/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G9.B1.S1 `6`

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

Person Responsible

Ron Wetherington

Schedule

Quarterly, from 8/15/2017 to 5/30/2018

Evidence of Completion

Lesson plans will be reviewed.

Plan to Monitor Effectiveness of Implementation of G9.B1.S1 `7`

All standards will have been taught before the state assessment.

Person Responsible

Robert Hanna

Schedule

Weekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Classroom instruction will be monitored.

G9.B1.S2 Utilize Progress Monitoring Assessments 4

🔑 S274092

Strategy Rationale

Progress Monitoring data will inform the teacher of gaps in student knowledge prior to the EOC

Action Step 1 5

Participate in Progress Monitoring

Person Responsible

Robert Hanna

Schedule

Quarterly, from 8/15/2017 to 5/18/2018

Evidence of Completion

Student Data

Plan to Monitor Fidelity of Implementation of G9.B1.S2 6

Teacher review of student data from each progress monitoring event

Person Responsible

Robert Hanna

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Student Data

Plan to Monitor Effectiveness of Implementation of G9.B1.S2 `7`

Student data will reflect a progression toward mastery of the content standards

> **Person Responsible**
>
> Robert Hanna
>
> **Schedule**
>
> Quarterly, from 8/14/2017 to 5/25/2018
>
> *Evidence of Completion*
>
> Student data

G9.B1.S3 Utilize Florida EOC Coach Review Materials `4`

🔧 S274093

> **Strategy Rationale**
>
> Review materials will help students focus their study prior to the EOC
>
> **Action Step 1** `5`
>
> Utilize review materials in class/for homework
>
> > **Person Responsible**
> >
> > Robert Hanna
> >
> > **Schedule**
> >
> > Quarterly, from 8/15/2017 to 5/18/2018
> >
> > *Evidence of Completion*
> >
> > Teacher Lesson plans

Plan to Monitor Fidelity of Implementation of G9.B1.S3 `6`

Student Achievement Data will reflect a mastery of the standards

Person Responsible

Robert Hanna

Schedule

Quarterly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Student Data

Plan to Monitor Effectiveness of Implementation of G9.B1.S3 `7`

Student Achievement data will reflect a mastery of the standards

Person Responsible

Robert Hanna

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion

student data

G10. Civics Goal---84% of Swift Creek Middle School students will score a 3 or above on the Civics end-of-course assessment. 1

🔍 G096175

G10.B1 There is no Civics data for 6th grade students. 2

🔍 B258842

G10.B1.S1 District Progress Monitoring 4

🔍 S274094

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

Tonya Givens

Schedule

Quarterly, from 8/15/2017 to 5/30/2018

Evidence of Completion

Progress monitoring data

Plan to Monitor Fidelity of Implementation of G10.B1.S1 6

Data will be processed and reviewed for gaps in instruction.

Person Responsible

Tonya Givens

Schedule

Quarterly, from 8/15/2017 to 5/30/2018

Evidence of Completion

Data will be collected and reviewed.

Plan to Monitor Effectiveness of Implementation of G10.B1.S1 `7`

Assessment data will determine future focus of instruction.

Person Responsible

Tonya Givens

Schedule

Quarterly, from 8/15/2017 to 5/30/2018

Evidence of Completion

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

G11. One Student - One Teacher Initiative---Structured advisement program to reduce the number of students retained to no more than 1% of the population. `1`

🔑 G096176

G11.B1 Time `2`

🔑 B258843

G11.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`

🔑 S274095

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

Schedule

Quarterly, from 8/15/2017 to 5/30/2018

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 G11.B1.S1 `6`

Review of teacher notes for students who have failing grades.

Person Responsible

Schedule

Quarterly, from 8/15/2017 to 5/30/2018

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 G11.B1.S1 `7`

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

Person Responsible

Schedule

Quarterly, from 8/15/2017 to 5/30/2018

Evidence of Completion

Grade check on the electronic grade book.

G12. Maintain "Howl of Fame" program as a part of our positive behavior support system to reduce disciplinary Out of School suspensions by 3% in an effort to minimize lost instructional time. 1

🔑 G096177

G12.B2 Awards for weekly and quarterly student recognition. 2

🔑 B258846

G12.B2.S1 The PTSO has committed to contributing to the awards for the program as well as the use of non tangible rewards (privelages etc.) through the Discipline Office 4

🔑 S274096

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 8/15/2017 to 5/30/2018

Evidence of Completion

Weekly and quarterly recognition of students and awarding of incentives.

Plan to Monitor Fidelity of Implementation of G12.B2.S1 6

Insure that students are recognized weekly and quarterly.

Person Responsible

Sue Rishell

Schedule

Weekly, from 8/15/2017 to 5/30/2018

Evidence of Completion

Weekly student recognition by the principal.

Plan to Monitor Effectiveness of Implementation of G12.B2.S1 `7`

Discipline referral data will be monitored.

Person Responsible

Brandy Tyler-McIntosh

Schedule

Quarterly, from 8/15/2017 to 5/30/2018

Evidence of Completion

The Dean will monitor and report discipline data quarterly.

IV. Implementation Timeline

| Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G10.MA1 M395189	Modifications to lesson plans.	Wetherington, Ron	8/15/2016	Lesson plans will be reviewed along with progress monitoring data.	5/30/2017 quarterly
G2.B1.S3.MA1 M395143	Use of peer observation to inform instruction.	Osborne, Tracy	9/12/2017	Record of peer observations monitored by administrators.	4/14/2018 monthly
G2.B1.S4.MA1 M395146	Reading Coach work with teachers to understand data and modify instruction, as needed.	Sears, Christy	8/15/2017	Reading Coach's records of meetings with teachers.	4/14/2018 weekly
G2.B1.S3.MA1 M395144	Department chair participates in district-wide observations.	Osborne, Tracy	9/12/2017	Department chair shares outcomes and considers impact on instruction at SCMS.	4/28/2018 one-time
G2.B1.S4.A1 A367933	Reading Coach collaboration with teachers of level1 and level 2 ELA classes	Sears, Christy	9/12/2017	The reading coach will document collaboration efforts for review by the administrative team.	4/28/2018 monthly
G1.MA1 M395139	[no content entered]		8/14/2017		5/18/2018 one-time
G9.MA1 M395186	Progress monitoring data will be collected.	Hanna, Robert	5/18/2018	Data should show steady progress toward meeting targets for the state assessment.	5/18/2018 quarterly
G8.B2.S1.MA1 M395177	Compare student achievement on formative and summative assessments	Hanna, Robert	8/15/2017	Teacher discussions of data	5/18/2018 weekly
G8.B2.S1.MA1 M395178	Teachers will utilize common planning time monthly/quarterly to discuss student data and plan...	Hanna, Robert	8/15/2017	Lesson Plan indicators of pacing/ content	5/18/2018 quarterly
G8.B2.S1.A1 A367950	Develop and utilize common formative and summative assessments that correlate to each standard	Hanna, Robert	8/15/2017	Quiz/Test Data	5/18/2018 weekly
G9.B1.S1.MA1 M395180	All standards will have been taught before the state assessment.	Hanna, Robert	8/14/2017	Classroom instruction will be monitored.	5/18/2018 weekly
G9.B1.S1.A1 A367951	Distribute and Keep pace with the pacing guide	Hanna, Robert	8/15/2017	Classroom implementation of curriculum/ Teacher lesson plans	5/18/2018 one-time
G9.B1.S2.A1 A367953	Participate in Progress Monitoring	Hanna, Robert	8/15/2017	Student Data	5/18/2018 quarterly
G9.B1.S3.MA1 M395185	Student Achievement Data will reflect a mastery of the standards	Hanna, Robert	8/14/2017	Student Data	5/18/2018 quarterly
G9.B1.S3.A1 A367954	Utilize review materials in class/for homework	Hanna, Robert	8/15/2017	Teacher Lesson plans	5/18/2018 quarterly
G2.MA1 M395147	Achieve 3000 and quarterly assessments will be reviewed.	Sears, Christy	8/14/2017	Quarterly assessment data.	5/24/2018 quarterly
G1.B1.S1.A1 A367930	Plan and implement service learning projects for all 7th grade students/Social Studies UDL	Givens, Tonya	8/14/2017	end of year survey and student products	5/24/2018 one-time
G1.B1.S1.MA1 M395137	End of year Department meeting to review student survey data	Givens, Tonya	8/14/2017		5/25/2018 one-time
G1.B1.S1.MA1 M395138	Lesson plans and department meeting agendas will be reviewed for evidence	Givens, Tonya	8/14/2017	Data from Civics teachers Culminating end of year student survey	5/25/2018 one-time
G6.B1.S1.A1 A367938	Use the district Algebra 1 pacing guide when planning for instruction.	Andersen, Sally	8/15/2017	Instruction related to the standards evident in teacher's lesson plans.	5/25/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G9.B1.S2.MA1 M395182	Student data will reflect a progression toward mastery of the content standards	Hanna, Robert	8/14/2017	Student data	5/25/2018 quarterly
G9.B1.S2.MA1 M395183	Teacher review of student data from each progress monitoring event	Hanna, Robert	8/14/2017	Student Data	5/25/2018 quarterly
G9.B1.S3.MA1 M395184	Student Achievement data will reflect a mastery of the standards	Hanna, Robert	8/14/2017	student data	5/25/2018 quarterly
G3.MA1 M395150	Achieve3000 data will be collected and analyzed.	Sears, Christy	8/15/2017	Achieve3000 data.	5/30/2018 weekly
G4.MA1 M395153	District progress monitoring data and FSA data used to address all standards and grade level pacing...	Andersen, Sally	8/15/2017	Assessment data	5/30/2018 quarterly
G5.MA1 M395156	Progress monitoring data.	Andersen, Sally	8/15/2017	Increase in progress monitoring data.	5/30/2018 semiannually
G6.MA1 M395161	Students will be administered progress monitoring assessments prior to the state assessment.	Andersen, Sally	8/15/2017	Student data will be reviewed for gaps in learning.	5/30/2018 semiannually
G7.MA1 M395166	Progress monitoring data will be compared to state assessment data for correlations.	Pearson, Ellen	8/15/2017	Progress monitoring and state EOC assessment data.	5/30/2018 one-time
G8.MA1 M395179	Students administered the district's progress monitoring assessments quarterly.	Hanna, Robert	8/15/2017	Available progress monitoring data.	5/30/2018 quarterly
G11.MA1 M395192	Student grade data will be reviewed at least twice each 9 week grading period.		8/15/2017	Teacher notes and student grades will be monitored.	5/30/2018 quarterly
G12.MA1 M395195	Compare end of year data for 2016-2017 to data from 2015-2016.	Tyler-McIntosh, Brandy	No Start Date	Data should show a decrease in disciplinary referrals of at least 3% from the previous year.	5/30/2018 one-time
G2.B1.S1.MA1 M395140	Peer observation feedback.	Osborne, Tracy	8/15/2017	Teacher lesson plans and record of peer observations.	5/30/2018 monthly
G2.B1.S1.MA1 M395141	Teacher lesson plans	Osborne, Tracy	8/15/2017	Teacher lesson plans reviewed.	5/30/2018 weekly
G2.B1.S1.MA3 M395142	Teachers will use available resources such as CPALMS, HMH Curriculum, Achieve, Readworks,...	Osborne, Tracy	8/15/2017	Teacher lesson plans reviewed.	5/30/2018 weekly
G2.B1.S1.A1 A367931	Shared planning and reflection	Osborne, Tracy	8/15/2017	Lesson plans should reflect common focus and strategies toward providing instruction.	5/30/2018 quarterly
G3.B1.S1.MA1 M395148	Achieve3000 gains will be monitored and adjustments made, as necessary.	Sears, Christy	8/15/2017	Achieve3000 data will be collected and analyzed.	5/30/2018 biweekly
G3.B1.S1.MA1 M395149	On-going data reviews.	Sears, Christy	8/15/2017	Achieve3000 data will be collected and analyzed.	5/30/2018 one-time
G3.B1.S1.A1 A367934	Identify Level 2 students and designate time for remediation.	Sears, Christy	8/15/2017	Achieve3000 data will be collected and analyzed.	5/30/2018 weekly
G4.B1.S1.MA1 M395151	Teachers will monitor student performance on progress monitoring assessments.	Andersen, Sally	8/15/2017	Progress monitoring data will be used to determine the effectiveness of planning related to the pacing guide.	5/30/2018 monthly
G4.B1.S1.MA1 M395152	Administrators will monitor implementation of FSA prep materials for fidelity of implementation	Wetherington, Ron	8/15/2017	Student use of FSA prep materials.	5/30/2018 quarterly
G4.B1.S1.A1 A367935	Utilize resources that have been developed	Andersen, Sally	8/15/2017	written into lesson plans	5/30/2018 weekly
G4.B1.S1.A2 A367936	Add 6th Grade Math Common Core Warm-up Program.	Andersen, Sally	8/15/2017	Student use of selected materials.	5/30/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S1.MA1 M395154	Progress monitoring results will be used to assess the effectiveness of Personal Math Tutor.	Andersen, Sally	8/15/2017	Progress monitoring data.	5/30/2018 semiannually
G5.B1.S1.MA1 M395155	Student use of Personal Math Tutor	Andersen, Sally	8/15/2017	Assigned tasks monitored by math teachers.	5/30/2018 weekly
G5.B1.S1.A1 A367937	Lead teachers trained on Personal Math Tutor	Andersen, Sally	8/15/2017		5/30/2018 one-time
G6.B1.S1.MA1 M395157	Classroom evaluative visits will be performed throughout the school year.	Wetherington, Ron	8/15/2017	Records of classroom visits are kept in the Leon LEADS system.	5/30/2018 monthly
G6.B1.S1.MA1 M395158	Lesson plans will be reviewed for fidelity with the pacing Algebra 1 pacing guide.	Wetherington, Ron	8/15/2017	Lesson plans will be collected and reviewed.	5/30/2018 quarterly
G7.B1.S1.MA1 M395162	Student data will be reviewed for gaps in learning.	Pearson, Ellen	8/15/2017	Student progress monitoring results.	5/30/2018 semiannually
G7.B1.S1.MA1 M395163	Data will be used to adjust instruction.	Pearson, Ellen	8/15/2017	Lesson plans will be reviewed for attention to standards.	5/30/2018 semiannually
G7.B1.S1.A1 A367940	Administer progress monitoring assessments.	Pearson, Ellen	8/15/2017	Data will be reviewed for gaps in learning.	5/30/2018 semiannually
G8.B1.S1.MA1 M395167	Classroom walk-throughs and other observations		8/15/2017	Leon LEADS data from all administrators	5/30/2018 monthly
G8.B1.S1.MA1 M395168	Teachers will utilize textbooks, CPALMS and STEMscopes to address Florida Next Generation Sunshine...	Hanna, Robert	8/15/2017	Pacing guide and lesson plans.	5/30/2018 monthly
G8.B1.S1.A1 A367942	Grade teachers will include a review period of 6th and 7th grade standards in their lesson planning...	Hanna, Robert	8/15/2017	Consistent student progression through the 6th, 7th, and 8th grade science content standards as measured by the spring diagnostic progress monitoring	5/30/2018 weekly
G8.B1.S1.A2 A367943	o Plan to Monitor Fidelity of Implementation	Hanna, Robert	8/15/2017	Progression through review section of pacing guide noted in weekly lesson plans.	5/30/2018 weekly
G9.B1.S1.MA1 M395181	Classroom walk-throughs and lesson plan reviews will be used to monitor the implementation of the...	Wetherington, Ron	8/15/2017	Lesson plans will be reviewed.	5/30/2018 quarterly
G9.B1.S1.A2 A367952	Implement Biology progress monitoring.	Hanna, Robert	8/15/2017	Tracking of student results will be used to assess the level of learning.	5/30/2018 quarterly
G10.B1.S1.MA1 M395187	Assessment data will determine future focus of instruction.	Givens, Tonya	8/15/2017	Modifications to pacing guide will be implemented as warranted by data.	5/30/2018 quarterly
G10.B1.S1.MA1 M395188	Data will be processed and reviewed for gaps in instruction.	Givens, Tonya	8/15/2017	Data will be collected and reviewed.	5/30/2018 quarterly
G10.B1.S1.A1 A367955	Administer district progress monitoring.	Givens, Tonya	8/15/2017	Progress monitoring data	5/30/2018 quarterly
G11.B1.S1.MA1 M395190	Teacher and students formulate possible student actions that would facilitate an increase in...		8/15/2017	Grade check on the electronic grade book.	5/30/2018 quarterly
G11.B1.S1.MA1 M395191	Review of teacher notes for students who have failing grades.		8/15/2017	Teachers will forward notes of concern made on students with failing grades to the administrative team and guidance counselors.	5/30/2018 quarterly
G11.B1.S1.A1 A367956	One-on-one grade discussions with students 2 times per 9 week grading period.		8/15/2017	Teachers will keep notes on progress reports and report cards of their conversations with students.	5/30/2018 quarterly
G12.B2.S1.MA1 M395193	Discipline referral data will be monitored.	Tyler-McIntosh, Brandy	8/15/2017	The Dean will monitor and report discipline data quarterly.	5/30/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G12.B2.S1.MA1 M395194	Insure that students are recognized weekly and quarterly.	Rishell, Sue	8/15/2017	Weekly student recognition by the principal.	5/30/2018 weekly
G12.B2.S1.A1 A367957	Funds to provide incentives to students.	Rishell, Sue	8/15/2017	Weekly and quarterly recognition of students and awarding of incentives.	5/30/2018 weekly
G6.B1.S2.MA1 M395159	Teacher review of Algebra Nation activities.	Andersen, Sally	8/15/2017	Teacher anecdotes of student preparedness.	5/30/2018 weekly
G6.B1.S2.MA1 M395160	Algebra Nation activities assigned and checked by teachers.	Andersen, Sally	8/15/2017	Classroom observations of Algebra Nation activities.	5/30/2018 weekly
G6.B1.S2.A1 A367939	Utilize Algebra Nation resource.	Andersen, Sally	8/15/2017	Review of Algebra Nation resources in the classroom.	5/30/2018 weekly
G7.B1.S2.MA1 M395164	Parental and student questions will be answered through pre-registration meetings.		8/15/2017	Agenda of meetings will be retained.	5/30/2018 annually
G7.B1.S2.MA1 M395165	Course request documents will be signed by parents.		8/15/2017	Course request documents are retained.	5/30/2018 annually
G7.B1.S2.A1 A367941	Communicate conditions for Geometry course enrollment to parents and students.		8/15/2017	Along with electronic communication, this will be noted in course request documents.	5/30/2018 annually
G8.B1.S2.MA1 M395169	Comparison of student achievement on progress monitoring tests.	Hanna, Robert	8/15/2017	Department meeting agenda and minutes reflecting instructor discussions.	5/30/2018 quarterly
G8.B1.S2.MA1 M395170	Science lesson plans will be monitored to ensure adherence to the pacing guide	Wetherington, Ron	8/15/2017	Lesson plan indicators of pacing.	5/30/2018 quarterly
G8.B1.S2.A1 A367944	Monitor student progress using district assessments.	Hanna, Robert	8/15/2017	Student progress monitoring data	5/30/2018 quarterly
G8.B1.S2.A2 A367945	Identify areas of weakness in science standards.	Hanna, Robert	8/15/2017	Analysis of progress monitoring data.	5/30/2018 quarterly
G8.B1.S2.A3 A367946	Targeted instruction in science classes to focus on areas of weakness.	Hanna, Robert	8/15/2017		5/30/2018 quarterly
G2.B1.S3.A1 A367932	Collaborative Planning to promote reading across the curriculum	Osborne, Tracy	8/15/2017	Lesson plans and strategies to promote reading and student achievement across the curriculum.	5/30/2018 monthly
G8.B1.S3.MA1 M395171	District assessments	Hanna, Robert	8/15/2017	Assessment data will be reviewed.	5/30/2018 quarterly
G8.B1.S3.MA1 M395172	Classroom visits will be conducted.	Hanna, Robert	8/15/2017	Administrators will conduct evaluative classroom visits. The department chair will conduct non-evaluative classroom visits.	5/30/2018 one-time
G8.B1.S3.A1 A367947	Provide professional development for staff.	Hanna, Robert	8/15/2017	Teacher attendance and application of STEMscopes in classrooms.	5/30/2018 one-time
G2.B1.S4.MA1 M395145	Update by the Reading Coach at Literacy Leadership team meetings.	Sears, Christy	8/15/2017	Record of Literacy Leadership Team Meetings.	5/30/2018 monthly
G8.B1.S4.MA1 M395173	Review of common assessment data.	Hanna, Robert	8/15/2017	Review of assessment data.	5/30/2018 monthly
G8.B1.S4.MA1 M395174	Assessments will be implemented throughout the school year.	Hanna, Robert	8/15/2017	Common assessments	5/30/2018 monthly
G8.B1.S4.A1 A367948	Develop grade level/course common assessments.	Hanna, Robert	8/15/2017		5/30/2018 monthly
G8.B1.S5.MA1 M395175	Assessment data will be used to inform instruction.	Hanna, Robert	8/15/2017	Assessment data.	5/30/2018 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G8.B1.S5.MA1 🔑 M395176	Teachers will insure that all students are assessed.	Hanna, Robert	8/15/2017	Assessment data.	5/30/2018 semiannually
G8.B1.S5.A1 🔑 A367949	Assess 6th and 7th grade students at the beginning and the end of the school year.	Hanna, Robert	8/15/2017	Review of assessment data.	5/30/2018 annually

V. Professional Development Opportunities

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

G2. ELA Goal---68% of the Swift Creek student population will score level 3 or higher on the Florida Standards Assessment.

G2.B1 Modifying comprehension tasks associated with HMH Collections in order to match rigor requirements of the Florida Standards and FSA.

G2.B1.S4 Reading Coach Support

PD Opportunity 1

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

Facilitator

Christy Sears

Participants

ELA teachers

Schedule

Monthly, from 9/12/2017 to 4/28/2018

G4. Math Goal---75% of the Swift Creek student population will score level 3 or higher on the Florida Standards Assessment.

G4.B1 Inadequate curricular materials

G4.B1.S1 Utilize common planning days to develop/coordinate practice materials.

PD Opportunity 1

Utilize resources that have been developed

Facilitator

Mrs. Andersen and Ms. Simpkins

Participants

Teachers of the Mathematics Department

Schedule

Weekly, from 8/15/2017 to 5/30/2018

G5. Math Goal---58% of the lowest 25% of SCMS students, as determined by the 2018 Florida Standards Assessment, will achieve learning gains.

G5.B1 Lack of curricula, meeting needs of ELL/HI students

G5.B1.S1 Train teacher leaders so that they can train math teachers.

PD Opportunity 1

Lead teachers trained on Personal Math Tutor

Facilitator

District Math Specialist and designated teachers

Participants

SCMS math teachers

Schedule

On 5/30/2018

G8. At least 62% of Matched-Curriculum 8th Graders at Swift Creek Middle School who take the FCAT Science 2.0 will score a level 3 or higher.

G8.B1 We do not have relevant/reliable data about the science proficiency of this year's 8th grade students; instead we only have the achievement data from last year's 8th graders.

G8.B1.S1 Utilize NGSSS Science Standards, Pacing Guides, Curriculum Maps, & FCAT Science 2.0 Item Specs in lesson planning

PD Opportunity 1

Grade teachers will include a review period of 6th and 7th grade standards in their lesson planning prior to the administration of the FCAT Science2.0.

Facilitator

District Science Specialist

Participants

8th grade science teachers

Schedule

Weekly, from 8/15/2017 to 5/30/2018

PD Opportunity 2

o Plan to Monitor Fidelity of Implementation

Facilitator

Robert Hanna

Participants

8th grade science teachers

Schedule

Weekly, from 8/15/2017 to 5/30/2018

G8.B1.S2 Monitor progress using district/classroom assessments.

PD Opportunity 1

Monitor student progress using district assessments.

Facilitator

Robert Hanna

Participants

8th grade science teachers

Schedule

Quarterly, from 8/15/2017 to 5/30/2018

PD Opportunity 2

Identify areas of weakness in science standards.

Facilitator

Robert Hanna

Participants

8th grade science teachers

Schedule

Quarterly, from 8/15/2017 to 5/30/2018

PD Opportunity 3

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

Facilitator

Robert Hanna

Participants

All science teachers

Schedule

Quarterly, from 8/15/2017 to 5/30/2018

G8.B1.S3 Implement STEMScopes/5E and Argument Driven Inquiry Lesson Models curriculum

PD Opportunity 1

Provide professional development for staff.

Facilitator

William Shelley

Participants

Science teachers

Schedule

On 5/30/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	**Plan and implement service learning projects for all 7th grade students/ Social Studies UDL**					**$853.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
			1151 - Swift Creek Middle School			$853.00	
			Notes: Social Studies UDL				

2	G10.B1.S1.A1	**Administer district progress monitoring.**	**$0.00**

3	G11.B1.S1.A1	**One-on-one grade discussions with students 2 times per 9 week grading period.**					**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
			1151 - Swift Creek Middle School			$0.00	
			1151 - Swift Creek Middle School	School Improvement Funds		$0.00	
			Notes: Resources for providing progress reports and other data to teachers throughout the school year.				

4	G12.B2.S1.A1	**Funds to provide incentives to students.**	**$0.00**
5	G2.B1.S1.A1	**Shared planning and reflection**	**$0.00**

6	G2.B1.S3.A1	**Collaborative Planning to promote reading across the curriculum**					**$853.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
			1151 - Swift Creek Middle School	School Improvement Funds		$853.00	
			Notes: Secure substitute teachers to allow for collaborative planning toward the promotion of reading across the curriculum and to increase student achievement in all areas/ ELA UDL				

7	G2.B1.S4.A1	**Reading Coach collaboration with teachers of level1 and level 2 ELA classes**	**$0.00**

8	G3.B1.S1.A1	**Identify Level 2 students and designate time for remediation.**					**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
			1151 - Swift Creek Middle School			$0.00	
			Notes: Rewards Curriculum				

9	G4.B1.S1.A1	**Utilize resources that have been developed**	**$853.00**

Function	Object	Budget Focus	Funding Source	FTE	2017-18
		1151 - Swift Creek Middle School			$853.00
		Notes: Substitutes for UDL training			

10	G4.B1.S1.A2	**Add 6th Grade Math Common Core Warm-up Program.**			**$0.00**

Function	Object	Budget Focus	Funding Source	FTE	2017-18
		1151 - Swift Creek Middle School	School Improvement Funds		$0.00
		Notes: 6th Grade Math Common Core Warm-up Program by Middle School Math			

11	G5.B1.S1.A1	**Lead teachers trained on Personal Math Tutor**	**$0.00**
12	G6.B1.S1.A1	**Use the district Algebra 1 pacing guide when planning for instruction.**	**$0.00**
13	G6.B1.S2.A1	**Utilize Algebra Nation resource.**	**$0.00**
14	G7.B1.S1.A1	**Administer progress monitoring assessments.**	**$0.00**
15	G7.B1.S2.A1	**Communicate conditions for Geometry course enrollment to parents and students.**	**$0.00**
16	G8.B1.S1.A1	**Grade teachers will include a review period of 6th and 7th grade standards in their lesson planning prior to the administration of the FCAT Science2.0.**	**$0.00**
17	G8.B1.S1.A2	**o Plan to Monitor Fidelity of Implementation**	**$0.00**
18	G8.B1.S2.A1	**Monitor student progress using district assessments.**	**$0.00**
19	G8.B1.S2.A2	**Identify areas of weakness in science standards.**	**$853.00**

Function	Object	Budget Focus	Funding Source	FTE	2017-18
		1151 - Swift Creek Middle School	School Improvement Funds		$853.00
		Notes: Secure substitutes so that teachers can review data and adjust instruction\ Science UDL			

20	G8.B1.S2.A3	**Targeted instruction in science classes to focus on areas of weakness.**	**$0.00**
21	G8.B1.S3.A1	**Provide professional development for staff.**	**$0.00**

Function	Object	Budget Focus	Funding Source	FTE	2017-18
		1151 - Swift Creek Middle School	School Improvement Funds		$0.00
		Notes: STEM Scopes Training for teachers			

22	G8.B1.S4.A1	**Develop grade level/course common assessments.**	**$0.00**
23	G8.B1.S5.A1	**Assess 6th and 7th grade students at the beginning and the end of the school year.**	**$0.00**

24	G8.B2.S1.A1	Develop and utilize common formative and summative assessments that correlate to each standard	$0.00
25	G9.B1.S1.A1	Distribute and Keep pace with the pacing guide	$0.00
26	G9.B1.S1.A2	Implement Biology progress monitoring.	$0.00
27	G9.B1.S2.A1	Participate in Progress Monitoring	$0.00
28	G9.B1.S3.A1	Utilize review materials in class/for homework	$0.00
		Total:	$3,412.00