

St. Johns County School District

Switzerland Point Middle School



2017-18 Schoolwide Improvement Plan

Switzerland Point Middle School

777 GREENBRIAR RD, Saint Johns, FL 32259

<http://www-raider.stjohns.k12.fl.us/>

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	13%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	21%

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 was approved by the St. Johns County School Board on 9/25/2017.

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	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	30
Appendix 2: Professional Development and Technical Assistance Outlines	32
Professional Development Opportunities	32
Technical Assistance Items	33
Appendix 3: Budget to Support Goals	33

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 Switzerland Point Middle School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Switzerland Point Middle School strives to empower all students with a passion and a curiosity for learning as well as empathy for others. Each student's strengths, talents, and creative abilities will be recognized and nurtured.

b. Provide the school's vision statement.

Our vision is to prepare EVERY student for high school, so that all opportunities are available for every child.

2. School Environment

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

Switzerland Point has a 10-minute homeroom every morning. Students are assigned to a homeroom with a teacher they see in one of their classes throughout the day. This time is designated for housekeeping activities, but also serves as a time for the teacher to get to know these students and for the students to get to know one another. In addition, our teachers implement strategies from Capturing Kids' Hearts and other programs that emphasize building student relationships. Through this, teachers create social contracts with their classes and spend time sharing "Good News", which is an excellent way for teachers and students to learn more about one another. Teachers and staff utilize our Raider Buck school-wide recognition/positive behavior system as well. New this year, our PTSO has offered to host a school store students can visit during lunches to spend their Raider Bucks on school supplies and other fun incentives.

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

Switzerland Point holds behavior expectation assemblies to discuss school rules/expectations with students while also addressing a need to "look out for each other". Our staff communicates that everyone in our school must be respectful and caring so we can all get along and "live" in such a tight space. This is especially relevant this year due to our increasing student enrollment. We constantly work to acknowledge those who demonstrate the six pillars of Character Counts!, challenging our students to recognize good character in the actions of their peers too. The atmosphere of our building and classrooms promote this message as well with positive Character Counts! messages painted throughout the building and behavior reminders displayed in our halls. In this manner, our school blends many initiatives and strategies to prevent issues that interfere with our purpose and distract from our focus on quality instruction and character building. Should a situation arise in which someone is causing issues with others, however, we deal with it immediately and proactively while embedding positive messages/teaching components for the students involved. And we share this process with our students, helping them recognize that we will take appropriate action to address situations which may jeopardize our students' safety and our focus on learning. Sending this clear message seems to help our students feel safe and cared for as well.

This year, Switzerland Point introduced WEB (Where Everybody Belongs), pairing 8th grade mentor students with 6th grade peers to help ease the transition to middle school. Our WEB leaders will be meeting with their 6th grade mentees frequently throughout the year for team-building activities to

ensure all students at Switzerland Point feel safe and accepted on our campus and that they have a voice at our school.

One example of student voice in action at Switzerland Point is the decision to revamp our Trophy Cabinet in our entrance foyer. The large cabinet had been filled with sports-related trophies, many of which were over ten years old. When a student came to administration last year noting that the accomplishments of our athletic teams often take precedence over academic organizations and their feats, the cabinet was sectioned off to allow for different subject areas/departments to promote current events and brag on their students.

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.

Switzerland Point uses a demerit system for behavior to reduce distractions and preserve instructional time. This system allows students to recognize their undesirable behavior and provides them with an opportunity to address their misconduct prior to receiving a consequence (demerit). Parents are contacted regarding a student's inappropriate behavior and the expectations are retaught to the student for the first three demerits earned. On the fourth demerit (and all subsequent demerits), our deans issue an appropriate consequence and contact parents. In the classroom, we work with teachers to ensure they all have strong classroom rituals and routines (behavior issues are minimized when students know what is expected of them). In addition, our teachers attend our behavior expectation assemblies each quarter with their students, and are trained on our demerit system each year to reinforce a consistent and clear understanding of our expectations and school-wide behavioral system. Through these systems, our goal is to foster classrooms in which students and teachers demonstrate shared responsibility for keeping everyone focused on learning.

Beginning this year, our deans hold "reentry meetings" with students who transition back to us after serving days in out of school suspension to support strengthening the relationship between school staff and students and work to develop a plan to avoid future negative behaviors/consequences.

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.

Two counselors are available to address the social-emotional needs of Switzerland Point Middle School students. Students are referred to the counselors by students, parents, or teachers. Outside services are recommended if the need is bigger than what our counselors can assist with. The counselors work with families to ensure students receive needed assistance. This fall, our entire faculty (including our cafeteria and maintenance staff) participated in district-offered professional development related to recognizing and supporting the mental health needs of our students. Switzerland Point began offering a new elective course for gifted students to help support the needs of this population as well.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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.

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in-school or out-of-school

Course failure in English Language Arts or mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	25	22	43	0	0	0	0	90
One or more suspensions	0	0	0	0	0	0	8	36	75	0	0	0	0	119
Course failure in ELA or Math	0	0	0	0	0	0	4	7	5	0	0	0	0	16
Level 1 on statewide assessment	0	0	0	0	0	0	29	24	32	0	0	0	0	85

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	8	13	24	0	0	0	0	45

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

Switzerland Point Middle School addresses the needs of students identified by the early warning system through our weekly MTSS meetings, discussing each child to determine the best way to help him/her. To prevent some academic concerns, we have placed students with level 1 (and sometimes level 2) scores in FSA ELA or Math in small-group Intensive Reading and Intensive Math courses. This framework is designed to provide targeted reading and math instruction/strategies to help improve course pass rates for our struggling students and to reduce the need for continued intensive remediation services. Each quarter, our guidance counselors will identify students at risk of failing core classes and will work with the classroom teachers to address remediation on standards the students have not yet mastered.

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

Our goal is to increase the number of parents who are informed and know what is happening at Swiss Point and with their child's education from 83% to 87%.

We work on building positive relationships with families through our weekly electronic Raider Rap to

keep all school stakeholders informed. We also host/encourage involvement in a variety of informational meetings throughout the year including Open House events, Career Academy presentations, and Scheduling Nights for each grade level. During such events, we will offer "Tech Sessions" hosted by our teachers and staff to help parents learn the digital tools our students use for success in our classes (Schoolology, HAC, etc.). Further, administration hosts periodic Spirit Nights in conjunction with PTSO to build relationships in an informal setting.

Our PTSO also works hard to offer events that encourage family participation to learn more about Swiss Point and how families can support their children.

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.

Our PTSO has a business liaison to secure business partners to help fund computer labs and other needs of the school. Local businesses also help support our monthly Character Counts! recognition program by providing special lunches for students.

Switzerland Point receives support from many community faith-based partners who offer monetary and mentoring support for our students.

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
Gabaldon, Kirstie	Principal
Stackhouse, Stacy	Assistant Principal
Tippins, Jennifer	Instructional Coach
Eakins, Amanda	Dean
Beck, Wayne	Assistant Principal
Pellicer, Leslie	Instructional Coach
Badger, Kristen	Instructional Media
Patterson, Caryn	School Counselor
Luensman, Karen	School Counselor
Romeo, Sherry	Other

b. Duties

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

Principal - Kirstie Gabaldon

- Member of core team
- Attends core meetings
- Helps develop Tier 2 and Tier 3 academic and behavior plans
- Participates in gap analysis
- Participates in parent conferences
- Prepares budget, master schedule, master calendar, policies

- Observations/Evaluations

Assistant Principal - Wayne Beck

- Member of core team
- Attends core meetings
- Helps develop Tier 2 and Tier 3 academic and behavior plans
- Participates in gap analysis
- Refers students/parents to appropriate community resources
- Participates in parent conferences
- Observations/Evaluations
- Textbooks and curriculum resources
- LEA for 7th grade

Assistant Principal - Stacy Stackhouse

- Member of core team
- Attends core meetings
- Attends Rtl review meetings with teacher
- Helps develop Tier 2 and Tier 3 academic and behavior plans
- Participates in gap analysis
- Schedules meetings to review Rtl plans with teachers
- Sends home referrals based on vision and hearing needs
- Participates in parent conferences
- Develops progress monitoring probes
- Finalizes Rtl referral packet
- Observations/Evaluations
- LEA for 6th and 8th grade

Instructional Coaches - Elizabeth Frye, Deborah Robbins

- Members of core team
- Attend core meetings
- Help develop Tier 2 and Tier 3 academic and behavior plans
- Participate in gap analysis
- Work with PLCs to develop summative assessments aligned to standards; examine data and determine instructional implications
- Perform classroom observations

Guidance Counselors - Karen Luensman, Caryn Patterson

- Member of core team
- Attends core meetings
- Helps develop Tier 2 and Tier 3 and behavior plans
- Responsible for gathering attendance data
- Responsible for gathering behavior data
- Participates in gap analysis
- Informs the MTSS team of health/medical conditions that may impact learning
- Participates in parent conferences
- Conducts guidance lessons based on specific areas of need

School Psychologist - Lauren Hicks

- Member of core team
- Attends core meetings
- Helps develop Tier 2 and Tier 3 academic and behavior plans
- Graphs students' progress monitoring data
- Participates in gap analysis

- Files paperwork for Rtl students into the Rtl folder
- Updates data into the Rtl digital database
- Participates in parent conferences

Behavior Specialist - Josie Bokowski

- Member of core team
- Attends core meetings
- Helps develop Tier 2 and Tier 3 academic and behavior plans
- Participates in gap analysis

Speech/Language Pathologist - Julianne Guerra

- Performs speech and language screenings
- Provides services to students related to speech/language goals

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.

At Switzerland Point Middle School, we use the 4-step problem-solving model: Step 1 - Define, in objective and measurable terms, the goal(s) to be attained. Step 2 - Identify possible reasons why the desired goal(s) is not being attained. Step 3 - Develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s). Step 4 - Evaluate the effectiveness of the plan in relation to stated goal.

Bi-weekly, our school's MTSS core team participates in an agenda-driven meeting to discuss SIP goals, core instruction, resource allocation, teacher support systems, and small group needs. Our school then holds bi-weekly MTSS meetings to discuss individual student needs for those students not meeting grade level proficiency.

We receive additional funds at SPMS in the form of Title 2 and SAI sources. These funds were used to purchase instructional materials for Intensive Reading classes and reading materials that can be used in non-core courses such as Art and Critical Thinking. Through this funding source, we also secured school licenses for iReady for Reading and Math, Brain Pop, and Gizmos, programs to support the needs of our struggling students as well as to provide enrichment for those meeting course standards. In addition, funds were used to provide our Language Arts and social studies teachers with quarterly grading TDE days to calibrate classroom essay and DBQ grading practices. Our teachers use the time to collaboratively implement and evaluate the effectiveness of high-yield strategies throughout the year as they meet to analyze data and reflect on instructional practices related to writing instruction to support the needs of their students.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Sarah Lewis	Teacher
Keith Tilford	Teacher
Mary Lou Epps	Education Support Employee
Sara Solomons	Parent
Wayne Beck	Education Support Employee
Norma Miller	Education Support Employee
Beth Kessel	Teacher
Debra Gregory	Teacher
Patience Kurtz	Parent
Julie Pfeifer	Parent
Janice Fallon	Parent
Stephanie Howell	Parent
Robert Block	Parent
Kirstie Gabaldon	Principal

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

Switzerland Point Middle School's SAC reviewed and approved last year's School Improvement Plan in September, later reviewing progress on the plan throughout the year. The SAC also creates the annual needs assessment survey, ensuring questions are worded/revised to allow for responses that will guide the committee in taking meaningful action. SPMS uses the resulting data to help develop the next year's plan and to recognize actions the school could take to improve overall.

b. Development of this school improvement plan

The SAC reviews data and has input regarding school goals. Once the plan is completed, the SAC reviews and approves.

c. Preparation of the school's annual budget and plan

The principal shares the school's annual budget and plan with the SAC, supporting the SAC's involvement to the extent feasible through our system in which the budget is prepared at the district level.

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

We do not receive any school improvement funds.

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
Gabaldon, Kirstie	Principal
Stackhouse, Stacy	Assistant Principal
Tippins, Jennifer	Instructional Coach
Beck, Wayne	Assistant Principal
Pellicer, Leslie	Instructional Coach
Luensman, Karen	School Counselor
Patterson, Caryn	School Counselor
Badger, Kristen	Instructional Media

b. Duties

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

Peer-modeling of effective literacy practices across the curriculum; teaching school-wide reading strategies and providing follow-up resources and support as necessary. School-wide promotion of literacy and "reading for fun" is anchored through the initiatives of our media specialist who has implemented multiple campaigns targeting student literacy.

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.

All core teachers teaching the same subject have common planning to work as a PLC. Each PLC regularly and collaboratively develops common assessments (both formative and summative), looks at student data, and plans instruction based on the instructional implications the data reveals. The process allows our teachers to learn from and support one another through the common goal of promoting student growth.

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

Description of strategy

1. Utilization of district AppliTrack system
2. Use of district recruitment fairs
3. Professional development – district and school-based
4. SPMS Novice Teacher Support System
5. Faculty Academies – Coaching/peer-teaching/admin-led
6. PLC Collaborative Sessions – Grade level and departmental

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

Switzerland Point Middle School offers a Novice Teacher Program in which all new SPMS teachers and non-classroom instructional staff are assigned mentors. Each mentor is someone who volunteered to support a new teacher, helping provide resources and guidance in an effort to acclimate them to our school. We hold monthly Novice Teacher meetings where we discuss the Florida Professional Educator Practices and provide professional development our new teachers missed before being hired. Throughout the year, many of the professional development offerings/agenda items are based on teacher need/interest as well. We regularly solicit feedback from the mentors and mentees to keep the support we provide timely and relevant.

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.

Teacher representatives from each course and or grade level meet twice a year with district Subject Area Specialists to develop/review curriculum maps, formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities work to ensure that curriculum, instruction and assessment are based on applicable state standards. This process is in addition to a standards based instructional materials review program that is used when the district adopts the primary instructional materials for a course. The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District Professional Learning Communities are implemented at the school level. The curriculum maps which include links to vetted instructional materials and lesson plans are the basis for school level standards based planning and instruction.

In addition to what each teacher is doing to promote learning and measure student performance, District midterms (6-12) assessments and progress monitoring assessments (K-5) are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are available to all teachers and administrators. These reports are used by teachers, administrators and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in grade level / content area Professional Learning Communities to review data reports and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards based instruction and learning. This process is repeated twice a year and serves as the foundation for a standards based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction and assessment in a manner designed to promote the highest level student mastery of the Florida 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.

Students who scored a level 1 (as well as many who scored a level 2) on the FSA ELA or Math for the 2016-17 school year are placed in Intensive Reading and Intensive Math courses to ensure our struggling students receive specialized, targeted support using appropriate strategies to help master difficult content in those subjects.

All SPMS teachers have been trained to use high-yield instructional strategies, to look at data in response to student needs, and to differentiate instruction for their students. Teachers have common planning with their PLC; this is designated time to accomplish this task and continue to receive support/training regarding the implementation of high-yield strategies. In addition, professional learning time during early release Wednesdays is structured to help veteran SPMS teachers revisit previously studied professional practices (in an effort to "go deeper" with their focus) while also introducing our new staff members to the initiatives and practices that have supported our struggling students for the past few years.

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: 0

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

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.

We hold a 2-day camp for incoming 6th graders prior to the start of each new school year. This system allows us to replicate the school day as much as possible and provide students time to practice opening a locker, learn the building layout, and build relationships with teachers and students from three different elementary schools. This year, we utilized 8th grade WEB leaders to help the rising 6th graders acclimate to our school. The WEB leaders benefit from the program as well, prepping them for future leadership roles as they prepare to enter high school.

The camp is a huge success with nearly 70% of our incoming 6th graders attending in July 2017.

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.

n/a

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

n/a

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

n/a

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.

n/a

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" 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.** If we restructure our Access Points classrooms, our students with the most specialized needs will be able to receive meaningful necessary academic support for a successful transition to similarly structured high school programs.

- G2.** If we schedule students in small-group Intensive Reading and Intensive Math courses offering resources/strategies aligned to individual student needs, then student reading and math scores will increase.

- G3.** By putting strategies in place to recognize students for demonstrating the pillars of Character Counts! as well as offering and promoting support systems and opportunities for student leadership and voice, we will build a culture of exemplary character among our student body and foster an environment in which all students feel safe and welcome.

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. If we restructure our Access Points classrooms, our students with the most specialized needs will be able to receive meaningful necessary academic support for a successful transition to similarly structured high school programs. 1a

G096624

Targets Supported 1b

Indicator	Annual Target
High School Readiness	70.0

Targeted Barriers to Achieving the Goal 3

- Previously, Access Points students were served in a self-contained setting with placement structured around cognitive ability levels. Switching to a single-subject, multi-class rotation structure (similar to what the rest of our student body experiences daily as well as the high school programs many of our Access Points students will transition to) will require an adjustment of how we rely on the strengths of the staff who work with these students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District/state professional development related to teaching in the Access Points classroom; admin support/guidance; collaboration with teachers from high school feeder program.

Plan to Monitor Progress Toward G1. 8

Classroom data, as well as staff and student/family feedback will be analyzed to monitor for progress throughout the year.

Person Responsible

Stacy Stackhouse

Schedule

Quarterly, from 8/10/2017 to 8/10/2017

Evidence of Completion

Classroom data, staff feedback, student/family feedback.

G2. If we schedule students in small-group Intensive Reading and Intensive Math courses offering resources/strategies aligned to individual student needs, then student reading and math scores will increase. 1a

G096625

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA Mathematics Achievement	75.0

Targeted Barriers to Achieving the Goal 3

- Time to teach reading strategies in content area courses/focus on individual student needs related to reading and math skills.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Social studies and science classes taught with the support of an ESE teacher.
- Intensive Courses supported with resources (e.g., iReady) to target only areas of student need and offer instruction/practice to boost achievement in small groups.
- Learning Strategies classes for ESE students in need of structured support in study skills, organization, and content-specific learning techniques.

Plan to Monitor Progress Toward G2. 8

iReady English Language Arts and Math progress monitoring data and classroom data will be reviewed quarterly.

Person Responsible

Wayne Beck

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

iReady data; classroom data.

G3. By putting strategies in place to recognize students for demonstrating the pillars of Character Counts! as well as offering and promoting support systems and opportunities for student leadership and voice, we will build a culture of exemplary character among our student body and foster an environment in which all students feel safe and welcome. **1a**

G096626

Targets Supported **1b**

Indicator	Annual Target
School Climate Survey - Student	75.0

Targeted Barriers to Achieving the Goal **3**

- Ways to recognize students for showing good character.
- Opportunities for students to demonstrate leadership via WEB, Raider Guides, student officer positions in clubs.
- Systems to help a growing number of students feel welcome and safe at school.

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

- Raider Bucks for those “Caught Doing Right”, Monthly Character Counts! Lunches, Peer-to-Peer Character Recognition Programs

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

Student and staff/SAC team feedback will be collected and monitored throughout the year.

Person Responsible

Kirstie Gabaldon

Schedule

Quarterly, from 9/1/2017 to 5/17/2018

Evidence of Completion

Student and staff/SAC team feedback; student climate SAC survey results.

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. If we restructure our Access Points classrooms, our students with the most specialized needs will be able to receive meaningful necessary academic support for a successful transition to similarly structured high school programs. 1

G096624

G1.B1 Previously, Access Points students were served in a self-contained setting with placement structured around cognitive ability levels. Switching to a single-subject, multi-class rotation structure (similar to what the rest of our student body experiences daily as well as the high school programs many of our Access Points students will transition to) will require an adjustment of how we rely on the strengths of the staff who work with these students. 2

B259905

G1.B1.S1 By restructuring the former system in which Access Points students were served, our students should be able to receive more targeted and meaningful support to address their academic needs. Teachers will receive the appropriate PD to support this new program. 4

S275310

Strategy Rationale

Rather than remain in one classroom receiving instruction related to all core subjects from just one teacher, these students will be able to travel to different classes like all other SPMS students and will be able to see each of their teachers as a content expert. The experience with this model will help to prepare them for the transition to high school programs already operating under this framework.

Action Step 1 5

Master Schedule will be organized to allow for the restructured Access Points system. Each teacher will be assigned a specific content area to teach and groups of students throughout the day will travel to each classroom. Teachers will attend professional development related to effective teaching under this new framework.

Person Responsible

Kirstie Gabaldon

Schedule

On 8/1/2017

Evidence of Completion

Master Schedule; PD records.

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

The Access Points Department Chair as well as admin will monitor the extent to which students are receiving targeted and appropriate instruction in each subject area.

Person Responsible

Stacy Stackhouse

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Teacher observations, feedback from teachers, paras/support staff, students and families (as appropriate).

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

FSAA data, as well as staff and student/family feedback will be analyzed to monitor for the effectiveness of the implementation.

Person Responsible

Kirstie Gabaldon

Schedule

Annually, from 6/15/2018 to 6/15/2018

Evidence of Completion

FSAA data, staff feedback, student/family feedback.

G2. If we schedule students in small-group Intensive Reading and Intensive Math courses offering resources/strategies aligned to individual student needs, then student reading and math scores will increase. 1

G096625

G2.B1 Time to teach reading strategies in content area courses/focus on individual student needs related to reading and math skills. 2

B259906

G2.B1.S1 Assign struggling students with Intensive Reading/Math support using resources designed to pinpoint and address individualized needs in small-group settings. 4

S275311

Strategy Rationale

We have found that some of our struggling students need additional time and guidance to master skills necessary for success with grade level course standards. This scheduling will allow for the teaching and practicing of foundational content with more opportunity for access to teachers during a class period.

Action Step 1 5

Master Schedule built with Intensive Reading/Math courses.

Person Responsible

Kirstie Gabaldon

Schedule

On 8/3/2017

Evidence of Completion

Master Schedule

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

Struggling students (with data to support remediation needs) were scheduled first to ensure they were placed appropriately.

Person Responsible

Kirstie Gabaldon

Schedule

On 8/3/2017

Evidence of Completion

Student schedules.

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

Increased student performance on progress monitoring assessments.

Person Responsible

Wayne Beck

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Compare class data (as well as iReady data) within PLC groups.

G3. By putting strategies in place to recognize students for demonstrating the pillars of Character Counts! as well as offering and promoting support systems and opportunities for student leadership and voice, we will build a culture of exemplary character among our student body and foster an environment in which all students feel safe and welcome. 1

G096626

G3.B1 Ways to recognize students for showing good character. 2

B259907

G3.B1.S1 We need to provide opportunities for students to be recognized when demonstrating appropriate behaviors to encourage good character. 4

S275312

Strategy Rationale

Our student responses from last year's student climate SAC survey indicated students would like more opportunities for recognition when doing the right thing.

Action Step 1 5

Work with SAC and staff members to develop and implement new ways for students to demonstrate good character in an effort to keep everyone focused on character-building among our student body.

Person Responsible

Kirstie Gabaldon

Schedule

Quarterly, from 9/1/2017 to 5/17/2018

Evidence of Completion

We will work with SAC to monitor how we are acknowledging student conduct and evaluate our success. We will examine student climate survey at the end of the year.

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

We will work with SAC monthly to create new ways for students to demonstrate exceptional character and evaluate our success.

Person Responsible

Kirstie Gabaldon

Schedule

On 5/17/2018

Evidence of Completion

We will examine student climate survey at the end of the year.

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

We will work with SAC to gauge our success relative to this goal using feedback from students and staff/SAC team.

Person Responsible

Kirstie Gabaldon

Schedule

Quarterly, from 9/1/2017 to 5/17/2018

Evidence of Completion

Feedback from students and staff/SAC team.

G3.B2 Opportunities for students to demonstrate leadership via WEB, Raider Guides, student officer positions in clubs. 2

B259908

G3.B2.S1 We want to ensure we build character among our students without the expectation of a reward for "doing the right thing". 4

S275313

Strategy Rationale

Our students need to see the pillars of character as the right way to conduct themselves. We want to be careful with recognition initiatives to avoid having students only demonstrate good character because of the expectation of a tangible incentive.

Action Step 1 5

In order to develop ways to help students demonstrate good character without the expectation of a reward for doing so, we will review our initiatives with our SAC team each month, especially as we focus on getting students involved with our goal through peer-to-peer character recognition programs.

Person Responsible

Kirstie Gabaldon

Schedule

Monthly, from 9/1/2017 to 5/17/2018

Evidence of Completion

Student responses to SAC survey; staff/SAC team feedback.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

We will ensure progress on this goal is discussed at every SAC meeting.

Person Responsible

Kirstie Gabaldon

Schedule

Monthly, from 9/1/2017 to 5/17/2018

Evidence of Completion

SAC agendas and meeting minutes.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

We will examine the effectiveness through examining feedback from student climate SAC survey.

Person Responsible

Kirstie Gabaldon

Schedule

On 5/17/2018

Evidence of Completion

Student climate SAC survey results.

G3.B3 Systems to help a growing number of students feel welcome and safe at school. 2

B259909

G3.B3.S1 As our enrollment numbers continue to grow, we want to ensure students feel welcomed and accepted as part of our Raider Team. 4

S275314

Strategy Rationale

Students perform better academically, emotionally, and socially when they feel they are in a place where they belong and where staff members and peers value their input.

Action Step 1 5

Implement WEB (Where Everybody Belongs) initiatives to promote peer mentoring and help ensure students feel included as part of our school culture.

Person Responsible

Kirstie Gabaldon

Schedule

Quarterly, from 6/12/2017 to 5/31/2018

Evidence of Completion

Our WEB elective class for 8th grade students as well as our WEB Club for those who were interested in helping our student body (but not selected for the elective due to high interest) will work with WEB advisors to promote positive interactions among the student body throughout the year. Quarterly mentor-mentee events will be held to ensure all students feel welcomed and supported at all levels on our campus.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Plans for WEB events/expectations for outcomes of WEB initiatives will be reviewed with WEB advisors/staff.

Person Responsible

Kirstie Gabaldon

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

WEB plans/agenda items; student/staff feedback/suggestions for future programs/events.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Student and staff feedback will be gathered throughout the year (especially after formal WEB events) to monitor the success of the initiatives.

Person Responsible

Kirstie Gabaldon

Schedule

Quarterly, from 8/10/2017 to 8/10/2017

Evidence of Completion

Student/staff feedback/suggestions for future programs/events.

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					
G1.B1.S1.A1 A369513	Master Schedule will be organized to allow for the restructured Access Points system. Each teacher...	Gabalton, Kirstie	6/13/2017	Master Schedule; PD records.	8/1/2017 one-time
G2.B1.S1.MA1 M397939	Struggling students (with data to support remediation needs) were scheduled first to ensure they...	Gabalton, Kirstie	6/8/2017	Student schedules.	8/3/2017 one-time
G2.B1.S1.A1 A369514	Master Schedule built with Intensive Reading/Math courses.	Gabalton, Kirstie	6/8/2017	Master Schedule	8/3/2017 one-time
G1.MA1 M397937	Classroom data, as well as staff and student/family feedback will be analyzed to monitor for...	Stackhouse, Stacy	8/10/2017	Classroom data, staff feedback, student/family feedback.	8/10/2017 quarterly
G3.B3.S1.MA1 M397945	Student and staff feedback will be gathered throughout the year (especially after formal WEB...	Gabalton, Kirstie	8/10/2017	Student/staff feedback/suggestions for future programs/events.	8/10/2017 quarterly
G3.MA1 M397947	Student and staff/SAC team feedback will be collected and monitored throughout the year.	Gabalton, Kirstie	9/1/2017	Student and staff/SAC team feedback; student climate SAC survey results.	5/17/2018 quarterly
G3.B1.S1.MA1 M397941	We will work with SAC to gauge our success relative to this goal using feedback from students and...	Gabalton, Kirstie	9/1/2017	Feedback from students and staff/SAC team.	5/17/2018 quarterly
G3.B1.S1.MA1 M397942	We will work with SAC monthly to create new ways for students to demonstrate exceptional character...	Gabalton, Kirstie	9/1/2017	We will examine student climate survey at the end of the year.	5/17/2018 one-time
G3.B1.S1.A1 A369515	Work with SAC and staff members to develop and implement new ways for students to demonstrate good...	Gabalton, Kirstie	9/1/2017	We will work with SAC to monitor how we are acknowledging student conduct and evaluate our success. We will examine student climate survey at the end of the year.	5/17/2018 quarterly
G3.B2.S1.MA1 M397943	We will examine the effectiveness through examining feedback from student climate SAC survey.	Gabalton, Kirstie	5/17/2018	Student climate SAC survey results.	5/17/2018 one-time
G3.B2.S1.MA1 M397944	We will ensure progress on this goal is discussed at every SAC meeting.	Gabalton, Kirstie	9/1/2017	SAC agendas and meeting minutes.	5/17/2018 monthly
G3.B2.S1.A1 A369516	In order to develop ways to help students demonstrate good character without the expectation of a...	Gabalton, Kirstie	9/1/2017	Student responses to SAC survey; staff/SAC team feedback.	5/17/2018 monthly
G2.MA1 M397940	iReady English Language Arts and Math progress monitoring data and classroom data will be reviewed...	Beck, Wayne	8/10/2017	iReady data; classroom data.	5/31/2018 quarterly
G1.B1.S1.MA1 M397936	The Access Points Department Chair as well as admin will monitor the extent to which students are...	Stackhouse, Stacy	8/10/2017	Teacher observations, feedback from teachers, paras/support staff, students and families (as appropriate).	5/31/2018 monthly
G2.B1.S1.MA1 M397938	Increased student performance on progress monitoring assessments.	Beck, Wayne	8/10/2017	Compare class data (as well as iReady data) within PLC groups.	5/31/2018 quarterly
G3.B3.S1.MA1 M397946	Plans for WEB events/expectations for outcomes of WEB initiatives will be reviewed with WEB...	Gabalton, Kirstie	8/10/2017	WEB plans/agenda items; student/staff feedback/suggestions for future programs/events.	5/31/2018 quarterly
G3.B3.S1.A1 A369517	Implement WEB (Where Everybody Belongs) initiatives to promote peer mentoring and help ensure...	Gabalton, Kirstie	6/12/2017	Our WEB elective class for 8th grade students as well as our WEB Club for those who were interested in helping our student body (but not selected for the elective due to high interest) will work with WEB advisors to promote positive interactions among the student body throughout the year. Quarterly	5/31/2018 quarterly

St. Johns - 0321 - Switzerland Point Middle School - 2017-18 SIP
Switzerland Point Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				mentor-mentee events will be held to ensure all students feel welcomed and supported at all levels on our campus.	
G1.B1.S1.MA1  M397935	FSAA data, as well as staff and student/family feedback will be analyzed to monitor for the...	Gabalton, Kirstie	6/15/2018	FSAA data, staff feedback, student/family feedback.	6/15/2018 annually

V. Professional Development Opportunities

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

G1. If we restructure our Access Points classrooms, our students with the most specialized needs will be able to receive meaningful necessary academic support for a successful transition to similarly structured high school programs.

G1.B1 Previously, Access Points students were served in a self-contained setting with placement structured around cognitive ability levels. Switching to a single-subject, multi-class rotation structure (similar to what the rest of our student body experiences daily as well as the high school programs many of our Access Points students will transition to) will require an adjustment of how we rely on the strengths of the staff who work with these students.

G1.B1.S1 By restructuring the former system in which Access Points students were served, our students should be able to receive more targeted and meaningful support to address their academic needs. Teachers will receive the appropriate PD to support this new program.

PD Opportunity 1

Master Schedule will be organized to allow for the restructured Access Points system. Each teacher will be assigned a specific content area to teach and groups of students throughout the day will travel to each classroom. Teachers will attend professional development related to effective teaching under this new framework.

Facilitator

Varies. FLDRS/NEFEC; District PD; PLC Institute for two of the teachers.

Participants

Access Points teachers.

Schedule

On 8/1/2017

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	Master Schedule will be organized to allow for the restructured Access Points system. Each teacher will be assigned a specific content area to teach and groups of students throughout the day will travel to each classroom. Teachers will attend professional development related to effective teaching under this new framework.	\$0.00
2	G2.B1.S1.A1	Master Schedule built with Intensive Reading/Math courses.	\$0.00
3	G3.B1.S1.A1	Work with SAC and staff members to develop and implement new ways for students to demonstrate good character in an effort to keep everyone focused on character-building among our student body.	\$0.00
4	G3.B2.S1.A1	In order to develop ways to help students demonstrate good character without the expectation of a reward for doing so, we will review our initiatives with our SAC team each month, especially as we focus on getting students involved with our goal through peer-to-peer character recognition programs.	\$0.00
5	G3.B3.S1.A1	Implement WEB (Where Everybody Belongs) initiatives to promote peer mentoring and help ensure students feel included as part of our school culture.	\$0.00
Total:			\$0.00