

Leon County Schools

Swift Creek Middle School



2022-23 Schoolwide Improvement Plan

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Swift Creek Middle School

2100 PEDRICK RD, Tallahassee, FL 32317

<https://www.leonschools.net/swiftcreek>

Demographics

Principal: Jason Koerner

Start Date for this Principal: 8/1/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	33%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (61%) 2018-19: A (62%) 2017-18: A (64%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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Swift Creek Middle School

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<https://www.leonschools.net/swiftcreek>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">33%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">49%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B	B	A	A

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SIP Authority

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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>.

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. 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: School Information

School Mission and Vision

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.

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.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Koerner, Jason	Principal	
Wetherington, Ron	Assistant Principal	
Austin, Tina	Assistant Principal	
Stephens, Dea	Dean	
Simpkins, Caroline	Instructional Coach	

Demographic Information

Principal start date

Monday 8/1/2022, Jason Koerner

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

13

Total number of teacher positions allocated to the school

46

Total number of students enrolled at the school

780

Identify the number of instructional staff who left the school during the 2021-22 school year.

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	228	261	243	0	0	0	0	732
Attendance below 90 percent	0	0	0	0	0	0	39	53	77	0	0	0	0	169
One or more suspensions	0	0	0	0	0	0	19	20	16	0	0	0	0	55
Course failure in ELA	0	0	0	0	0	0	3	4	9	0	0	0	0	16
Course failure in Math	0	0	0	0	0	0	3	6	4	0	0	0	0	13
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	45	58	62	0	0	0	0	165
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	55	51	41	0	0	0	0	147
Number of students with a substantial reading deficiency	0	0	0	0	0	0	45	49	59	0	0	0	0	153

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	32	33	26	0	0	0	0	91

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	2	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	1	1	3	0	0	0	0	5

Date this data was collected or last updated

Wednesday 8/31/2022

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	
Number of students enrolled	0	0	0	0	0	0	221	266	240	0	0	0	0	727
Attendance below 90 percent	0	0	0	0	0	0	38	56	56	0	0	0	0	150
One or more suspensions	0	0	0	0	0	0	56	39	34	0	0	0	0	129
Course failure in ELA	0	0	0	0	0	0	1	8	1	0	0	0	0	10
Course failure in Math	0	0	0	0	0	0	1	3	5	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	44	39	56	0	0	0	0	139
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	65	55	51	0	0	0	0	171
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	20	29	18	0	0	0	0	67

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	5	1	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	1	4	1	0	0	0	0	6

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	
Number of students enrolled	0	0	0	0	0	0	221	266	240	0	0	0	0	727
Attendance below 90 percent	0	0	0	0	0	0	38	56	56	0	0	0	0	150
One or more suspensions	0	0	0	0	0	0	56	39	34	0	0	0	0	129
Course failure in ELA	0	0	0	0	0	0	1	8	1	0	0	0	0	10
Course failure in Math	0	0	0	0	0	0	1	3	5	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	44	39	56	0	0	0	0	139
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	65	55	51	0	0	0	0	171
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	20	29	18	0	0	0	0	67

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	1	5	1	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	1	4	1	0	0	0	0	6

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	57%	53%	50%				65%	55%	54%
ELA Learning Gains	53%						56%	53%	54%
ELA Lowest 25th Percentile	32%						48%	42%	47%
Math Achievement	63%	34%	36%				69%	59%	58%
Math Learning Gains	69%						58%	58%	57%
Math Lowest 25th Percentile	59%						37%	47%	51%
Science Achievement	59%	55%	53%				63%	49%	51%
Social Studies Achievement	81%	61%	58%				85%	75%	72%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	65%	54%	11%	54%	11%
Cohort Comparison						
07	2022					
	2019	58%	56%	2%	52%	6%
Cohort Comparison		-65%				
08	2022					
	2019	65%	59%	6%	56%	9%
Cohort Comparison		-58%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	63%	53%	10%	55%	8%
Cohort Comparison						
07	2022					
	2019	62%	60%	2%	54%	8%
Cohort Comparison		-63%				
08	2022					
	2019	46%	45%	1%	46%	0%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	58%	44%	14%	48%	10%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	70%	30%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	83%	75%	8%	71%	12%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	69%	29%	61%	37%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	97%	67%	30%	57%	40%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	24	27	20	28	53	47	18	38			
ELL	33	35		65	71						
ASN	72	60		87	83			100	95		
BLK	42	46	35	44	67	60	42	66	75		
HSP	54	43	21	62	67	56	48	82	60		
MUL	71	60		74	77		73	89	84		
WHT	64	57	32	71	69	54	68	84	81		
FRL	40	43	29	46	64	61	39	63	62		

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	27	38	26	23	42	31	32	54			
ELL	40	67	60	50	55						
ASN	82	74		87	59		74	100	96		
BLK	46	44	30	35	33	32	43	62	71		
HSP	63	59	45	55	42	37	58	73	83		
MUL	69	63		61	47	55	44	92	93		
WHT	65	55	39	65	49	37	70	87	85		
FRL	43	43	33	37	37	40	39	68	73		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	31	41	38	33	38	26	30	53	50		
ELL	40	82		70	64						
ASN	83	71		93	71		80	92	100		
BLK	47	48	40	46	48	32	38	77	69		
HSP	63	57	60	66	60	50	45	71			
MUL	68	63		76	66		70	90			
WHT	72	58	54	79	60	42	73	94	77		
FRL	47	49	48	49	49	34	43	71	65		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	553
Total Components for the Federal Index	9
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	83
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	75
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
 Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Swift Creek students traditionally score at or above the district and state averages in all categories. Based on the 2022 data, Swift Creek showed the greatest increase in Math scores- Achievement, Learning Gains, and Lowest 25% Learning Gains- compared to the 2019 and 2020 data. Swift Creek showed less growth, or a decline, in ELA Achievement, Learning Gains, and Lowest 25% Learning gains compared to the 2019 and 2020 data.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

There is a need for overall improvement in student understanding of ELA concepts and standards based on the Achievement Level, Learning Gains, and Lowest 25% Learning gains from the 2022 data. Further analysis shows a decline in ELA scores in the following subgroups- Students with Disabilities, English Language Learners, Asian, Black, Hispanic, and Free/ Reduced Lunch. The subgroups with the most significant decline between 2021 and 2022 include English Language Learners (-7), Asian (-10), and Hispanic (-9).

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Students across the state have shown decreases in their Reading and Comprehension levels, which can be attributed to a break in instruction in these areas over the last three years. A dedicated Reading Interventionist/Coach, who can review data, communicate with teachers, and develop and implement individual intervention plans with students will help target missing skills and build student understanding.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on the 2022 data, Swift Creek showed the greatest increase in Math scores- Achievement, Learning Gains, and Lowest 25% Learning Gains- compared to the 2019 and 2020 data. This includes an improvement in all subcategories (Students with Disabilities, English Language Learners, Asian, Black, Hispanic, White, Multiracial, and Free/ Reduced Lunch).

What were the contributing factors to this improvement? What new actions did your school take in this area?

A dedicated Math Interventionist was allocated to the school staffing. This position allowed for a more detailed review of data, shared common practices, and classroom support in an inclusion type model.

What strategies will need to be implemented in order to accelerate learning?

The Math Interventionist position will continue during the 2022-2023 school year. In addition, a paraprofessional has been designated to work with the Math Interventionist to increase the scope of implementation.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

In ELA, teachers will receive collaborative planning days to be trained by our Reading Interventionist on Hardman techniques to improve reading proficiency. A dedicated paraprofessional will work with the Reading Interventionist and help teachers implement strategies to increase student proficiency. Teachers will also review BEST standards and develop implementation plans on collaborative planning days throughout the year.

In Math, teachers will receive collaborative planning days to review BEST standards and develop implementation plans. A dedicated paraprofessional will work with the Math Interventionist and help teachers implement strategies to increase student proficiency.

Science and Social Studies teachers will also utilize collaborative planning days to develop research-based teaching strategies that will help implement their standards into the classroom.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

A Reading and Math interventionist, with allocated paraprofessionals, will continue to work with students identified by their progress monitoring as needing additional support. ESE inclusion teachers, with

allocated paraprofessionals, will continue to work with Students with Disabilities and limit the disruption to their daily instruction as they receive additional support in areas determined by progress monitoring. Additional tutoring opportunities will be provided to students who have been identified based on their classroom grades to improve their standing in class and understanding of key concepts and standards.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

BEST standard implementation begins in both English and Math this school year. Teachers must review the standards, modify their lessons, and develop new instructional practices to meet the requirements of these new standards.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

At least 60% of students will score proficient, 3 or above, on Florida's Assessment of Student Thinking (FAST) ELA progress monitoring 3 in May 2023.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Students will participate in FAST progress monitoring in August, December, and May of the 2022-2023 school year. Data will be reviewed, and appropriate adjustments will be made to instruction and resources allocated to support student success.

Person responsible for monitoring outcome:

Ron Wetherington (wetheringtonr@leonschools.net)

Collaborative planning days will be utilized to provide teachers an opportunity to review the new BEST standards and determine common practices for implementation.

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

All students will focus on strategy-focused instruction, where students receive step-by-step approaches to cope with comprehension difficulties, decoding, and writing. These strategies include summarizing, questioning, identifying the main idea, and using graphic organizers. An intensive approach will be utilized for students who score in the lowest 25th percentile of reading. These students will focus on comprehension, vocabulary, and other objectives, but they are distinctively focused on identifying and remediating serious gaps in students' prior learning.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Over the past three school years, students have received varied levels of reading instruction and support. As students enter middle school, their needs and areas of weakness vary greatly.

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Identify students that need additional reading support (Reading scores, grades, etc) and the areas of weakness. This includes, but is not limited to, students in the lowest 25th percentile of reading.

Person Responsible Ron Wetherington (wetheringtonr@leonschools.net)

Develop strategies to support students, based on their needs. Communicate these strategies with families and implement the strategies throughout the school year.

Person Responsible Ron Wetherington (wetheringtonr@leonschools.net)

Monitor and review student progress monitoring data to make necessary adjustments to student interventions.

Person Responsible Jason Koerner (koernerj2@leonschools.net)

#2. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

BEST standard implementation begins in both English and Math this school year. Teachers must review the standards, modify their lessons, and develop new instructional practices to meet the requirements of these new standards.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

At least 65% of students will score proficient, 3 or above, on Florida's Assessment of Student Thinking (FAST) Math progress monitoring 3 in May 2023.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Students will participate in FAST progress monitoring in August, December, and May of the 2022-2023 school year. Data will be reviewed, and appropriate adjustments will be made to instruction and resources allocated to support student success.

Person responsible for monitoring outcome:

Caroline Simpkins (simpkinsc@leonschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Collaborative planning days will be utilized to provide teachers an opportunity to review the new BEST standards and determine common practices for implementation. A Math interventionist will provide "Push-In" intervention practices with Math teachers once a week, creating smaller intervention groups to those students who need additional support. Supplemental programs- Algebra Nation, Moby Max, IXL, will be utilized to provide students additional opportunities for practice and instruction in their identified areas of weakness.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

With new standards and limited instructional resources, teachers must utilize their shared expertise to develop and implement lessons. Providing students a smaller group setting where instruction can be directed to their area of concern allows for more direct interventions to meet student needs.

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Identify students that need Math support (Math scores, grades, etc) and the areas of weakness. This includes, but is not limited to, students in the lowest 25th percentile of Math.

Person Responsible Caroline Simpkins (simpkinsc@leonschools.net)

Develop strategies to support students, based on their needs and implement the strategies throughout the school year.

Person Responsible Caroline Simpkins (simpkinsc@leonschools.net)

Monitor and review student progress monitoring data to make necessary adjustments to student interventions.

Person Responsible Jason Koerner (koernerj2@leonschools.net)

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The data for students with disabilities (SWD) fell below the state of Florida threshold of 41% for subgroup scores.

Measurable

Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

At least 40% of students with disabilities will score proficient, 3 or above, on Florida's Assessment of Student Thinking (FAST) Reading progress monitoring 3 in May 2023.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Students will participate in FAST progress monitoring in August, December, and May of the 2022-2023 school year. Data will be reviewed, and appropriate adjustments will be made to instruction and resources allocated to support student success.

Person responsible for monitoring outcome:

Ron Wetherington (wetheringtonr@leonschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

In addition to the intensive approach mentioned above, an inclusion "Push-in" model will be utilized for students with disabilities who receive additional reading support. This will occur on a weekly basis, allowing classroom teachers to reduce the size of their intervention groups and provide more specific, targeted intervention. A reading interventionist will target additional students, some with disabilities, and utilize Hardman techniques for reading intervention.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The push-in model provides students with disabilities more class time with non-disabled peers, while still providing additional intervention opportunities to develop their areas of weakness. Hardman is a known program to support students with disabilities, particularly those with dyslexia.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Identify students that need additional reading support, as designated by their IEP. Determine which students would benefit from additional pull-out services.

Person Responsible Ron Wetherington (wetheringtonr@leonschools.net)

Schedule students into both a push-in model reading support program and a pull-out small group program, based on their level of need.

Person Responsible Ron Wetherington (wetheringtonr@leonschools.net)

Monitor and review student progress monitoring data to make necessary adjustments to student interventions.

Person Responsible Jason Koerner (koernerj2@leonschools.net)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Swift Creek meets the needs of students by creating positive relationships both inside and outside of the classroom. Students can participate in a variety of activities through various sports, clubs, and fine arts programs. Each school year, our teachers and staff establish expectations that are clear and consistent. These expectations of routines, rules, and ways of work for students create a safe, positive learning environment for everyone. Swift Creek has a team of teachers and staff that can support students throughout the year. This includes school counselors, social workers, MTSS team members, and dedicated administrators to monitor and maintain a safe, positive environment.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Our leadership team helps promote a positive culture by developing and implementing programs and initiatives that align with the goals and standards of other stakeholder groups. They create the opportunity for positive, constructive conversations through Shared Decision Making and leadership meetings. The leadership team also helps create a positive environment for students and staff by working with various school groups- Sunshine, SGA, Athletic Leadership Council, etc., to recognize students, staff, volunteers, and business partners for their support of our school.

The faculty and staff at Swift Creek promote a positive school culture through the structure of their classes, their involvement in extra-curricular activities, and their participation in activities and events outside of their classroom duties. They regularly recognize students, and staff, by nominating them for various school recognitions.

Swift Creek students create a positive culture daily with the various sports, clubs, and activities they participate in.

Our Student Government, partnered with our Athletic Leadership Council, help organize student involvement in athletic and academic competitions, creating a sense of unity and school pride throughout our student body.

Our parents and community/ business partners are also a critically important component to the success of

our school. Swift Creek's PTSO develops, implements, and supports various activities throughout the year to celebrate our students, teachers, and community. In addition, many of our parents volunteer for important events and fundraisers, providing resources to further support our teachers and staff.