

St. Johns County School District

Switzerland Point Middle School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	15
Positive Culture & Environment	0
Budget to Support Goals	0

Switzerland Point Middle School

777 GREENBRIAR RD, Saint Johns, FL 32259

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

Demographics

Principal: Linda Carnall

Start Date for this Principal: 5/10/2021

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)	5%
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: A (68%) 2018-19: A (71%) 2017-18: A (71%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
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 St. Johns 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	0

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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	5%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

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

School Board Approval

This plan is pending approval by the St. Johns County School Board.

SIP Authority

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>.

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.

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

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.

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
Carnall, Linda	Principal	
Wiggins, Sarah	Assistant Principal	
Brown, Earl	Assistant Principal	
Benetsky, Kylie	Instructional Coach	
Amatangelo, Miriam	Math Coach	
Gibian, Kelly	Dean	
Puckett, James	Dean	
Tippins, Jennifer	School Counselor	
Patterson, Caryn	School Counselor	
Parks, Lynda	School Counselor	

Demographic Information

Principal start date

Monday 5/10/2021, Linda Carnall

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.*

3

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.*

24

Total number of teacher positions allocated to the school

68

Total number of students enrolled at the school

1,420

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

20

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

17

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	475	398	434	0	0	0	0	1307	
Attendance below 90 percent	0	0	0	0	0	0	83	53	61	0	0	0	0	197	
One or more suspensions	0	0	0	0	0	0	37	44	39	0	0	0	0	120	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	31	47	43	0	0	0	0	121	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	33	15	20	0	0	0	0	68	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

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	37	26	26	0	0	0	0	89	

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	0	0	0	0	0	0	0		

Date this data was collected or last updated

Thursday 9/8/2022

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	361	425	393	0	0	0	0	1179
Attendance below 90 percent	0	0	0	0	0	0	30	50	52	0	0	0	0	132
One or more suspensions	0	0	0	0	0	0	16	24	34	0	0	0	0	74
Course failure in ELA	0	0	0	0	0	0	3	3	1	0	0	0	0	7
Course failure in Math	0	0	0	0	0	0	2	3	3	0	0	0	0	8
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	25	15	23	0	0	0	0	63
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	7	13	11	0	0	0	0	31
Number of students with a substantial reading deficiency	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	21	17	32	0	0	0	0	70

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	13	14	12	0	0	0	0	39
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	361	425	393	0	0	0	0	1179
Attendance below 90 percent	0	0	0	0	0	0	30	50	52	0	0	0	0	132
One or more suspensions	0	0	0	0	0	0	16	24	34	0	0	0	0	74
Course failure in ELA	0	0	0	0	0	0	3	3	1	0	0	0	0	7
Course failure in Math	0	0	0	0	0	0	2	3	3	0	0	0	0	8
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	25	15	23	0	0	0	0	63
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	7	13	11	0	0	0	0	31
Number of students with a substantial reading deficiency	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	21	17	32	0	0	0	0	70

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	13	14	12	0	0	0	0	39
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	70%	67%	50%				76%	68%	54%
ELA Learning Gains	53%						60%	59%	54%
ELA Lowest 25th Percentile	41%						46%	48%	47%
Math Achievement	80%	37%	36%				87%	77%	58%
Math Learning Gains	67%						74%	68%	57%
Math Lowest 25th Percentile	61%						69%	60%	51%
Science Achievement	75%	75%	53%				80%	70%	51%
Social Studies Achievement	92%	65%	58%				92%	88%	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	80%	74%	6%	54%	26%
Cohort Comparison						
07	2022					
	2019	76%	72%	4%	52%	24%
Cohort Comparison		-80%				
08	2022					
	2019	74%	71%	3%	56%	18%
Cohort Comparison		-76%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	74%	74%	0%	55%	19%
Cohort Comparison						
07	2022					
	2019	85%	80%	5%	54%	31%
Cohort Comparison		-74%				
08	2022					
	2019	91%	78%	13%	46%	45%
Cohort Comparison		-85%				

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	78%	72%	6%	48%	30%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	87%	13%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	93%	90%	3%	71%	22%
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	99%	79%	20%	61%	38%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	81%	19%	57%	43%

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	27	37	34	40	51	51	34	61	28		
ASN	84	71	64	93	79		94	97	88		
BLK	53	45	30	62	62	65	58	100			
HSP	59	51	40	72	63	58	67	79	67		
MUL	69	58		86	76	77	71	100	78		
WHT	71	52	41	81	67	60	75	93	76		
FRL	49	34	29	56	47	36	59	73	40		
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	33	39	35	50	57	48	29	66	14		
ELL	33	50		67	75						
ASN	86	77	60	91	78	67	90	96	84		

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
BLK	49	48	27	58	50	36	27	42			
HSP	60	51	46	76	68	61	50	88	52		
MUL	66	55		76	67	70	58	88			
WHT	74	57	40	81	64	54	73	90	64		
FRL	57	48	33	59	64	50	67	77	40		
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	30	38	34	56	58	58	44	57	19		
ASN	93	81		100	87		93	100	77		
BLK	56	54	40	75	70	71	73	88	40		
HSP	71	71	60	74	56	52	77	87	60		
MUL	71	58		82	77	64	92	92	62		
WHT	76	58	45	89	75	70	79	92	56		
FRL	59	56	30	77	64	63	72	88	33		

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	68
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	615
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A

English Language Learners	
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	84
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	59
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	62
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	77
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	68
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	47
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?

Across all subgroups, except for the black subgroup, ELA proficiency declined. The Black subgroup made gains in all categories except in ELA learning gains. SWD achievement and LG in both math and ELA dropped. Science achievement increased across subgroups except FRL. Social Studies overall achievement increased. Middle school acceleration increased except for the FRL subgroup. SWD subgroup dropped in all categories except science achievement and middle school acceleration, in which they increased.

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

Improvement is needed in ELA across all categories and within the SWD subgroup.

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

In the 2021-2022 school year, we brought 24 new teachers to the campus, many of which were brand new to teaching and not trained or fully trained in the PLC process. In reviewing our data, we realized that we needed to be more specific in our services for our SWD subgroup. So, we performed more detailed progress monitoring to provide more intensive services. For this school year we have added more ESE reading-specific classes and learning strategies classes to work on deficits and increase skills. We will also need to ensure we are providing the necessary supports to new teachers so they can individualize skills.

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

For 2021-2022 the Black subgroup made the most improvement across all categories except for ELA learning gains.

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

We looked at individual student data and provided more intensive services if needed. Additionally, we looked at student course enrollment and provided acceleration opportunities.

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

Providing small group instruction based on formative data and differentiating in those groups, as well as using the ILC and providing professional development for PLTs on using data and small group instruction, need to be implemented.

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.

Professional development sessions will focus on small group instruction. There will also be professional development with ELA and reading teachers on the Lexia reading platform. Professional development days will be provided for PLT's to continue our work on the PLC process with the ILC and math coach. A Guiding Coalition team has been created to deepen the PLC work.

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

We will continue to provide professional development in the PLC process, utilize the ILC and math coach to facilitate PD and support teachers, and provide professional development for teachers to analyze and use data to drive instruction.

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 Professional Learning Communities**Area of Focus Description and Rationale:**

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

Looking at data trends in ELA across all grades and subgroups, as well as hiring and retention, we determined the need for a tight PLC process.

Measurable Outcome:

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

SPMS will see an increase in ELA proficiency in all grade levels by 2% as compared with the 2021-2022 school year.

Monitoring:

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

The PLC will collect data through common formative and summative assessments and intentionally plan for small group instruction based on student need.

Code A and Code B classes will be monitored for providing interventions with fidelity through literacy walk throughs and work with the ILC.

Code B students will be monitored through the Lexia program and QRI-6.

Person responsible for monitoring outcome:

Linda Carnall (linda.carnall@stjohns.k12.fl.us)

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

Team collaboration through the PLC process and working with the ILC to monitor student data and provide small group instruction based on student need are the strategies to be implemented. SPMS will also use the Lexia reading program to assist and the QRI-6 for SWD and students with an Rtl plan.

Rationale for Evidence-based Strategy:

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

PLTs will operate in a collaborative structure, collecting data and creating standards-based lessons to increase student achievement. The Guiding Coalition will provide support to the PLTs. Collective teacher efficacy is the number 1 factor to influence student achievement.

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.

Purchase Lexia to progress monitor Code A and B students.

Person Responsible

Linda Carnall (linda.carnall@stjohns.k12.fl.us)

Provide additional support through paraprofessionals in classes with support facilitation to assist SWD.

Person Responsible

Linda Carnall (linda.carnall@stjohns.k12.fl.us)

Provide professional development to all teachers on using data to create small groups to deliver instruction.

Person Responsible

Kylie Benetsky (kylie.benetsky@stjohns.k12.fl.us)

Provide professional development days for PLTs to work with the ILC and math coach on using data to plan for groups and create standards-based lessons.

Person Responsible

Kylie Benetsky (kylie.benetsky@stjohns.k12.fl.us)

#2. Transformational Leadership specifically relating to Teacher Recruitment and Retention

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

In looking at the data of teachers that were hired, in addition to those who chose to leave SPMS over the last year, as well as qualitative information from conversations with those teachers, there is a need for increased support for new teachers.

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

Teacher retention will increase for the end of the school year by 50% as compared with the 2021-2022 school year.

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

Administrators will do check-ins with new teachers frequently to see what additional supports or resources may be needed. The ILC will visit new teacher's classrooms and follow up to see what additional supports or resources they can provide.

Person responsible for monitoring outcome:

Linda Carnall (linda.carnall@stjohns.k12.fl.us)

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

SPMS will provide resources, professional development, and mentors to new teachers to increase teacher retention at the end of the year.

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

By providing resources, professional development, and mentorship, new teachers will be able to be successful in their craft and continue on at SPMS for the next year.

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.

Create a new teacher/paraprofessional handbook with items of importance to help them prepare for the school year and be available to reference.

Person Responsible

Linda Carnall (linda.carnall@stjohns.k12.fl.us)

Hold a new teacher orientation prior to pre-planning.

Person Responsible

Linda Carnall (linda.carnall@stjohns.k12.fl.us)

Hold monthly new teacher meetings to provide information, support, and best practices for new teachers.

Person Responsible

Kylie Benetsky (kylie.benetsky@stjohns.k12.fl.us)

Classroom visits with feedback provided by the ILC to assist and support teachers prior to evaluations and ongoing, throughout the year as needed.

Person Responsible

Kylie Benetsky (kylie.benetsky@stjohns.k12.fl.us)

Frequent communication from administration to new teachers regarding needs for resources and support throughout the year.

Person Responsible

Linda Carnall (linda.carnall@stjohns.k12.fl.us)

#3. Positive Culture and Environment specifically relating to PLT's school-wide behavior**Area of Focus Description and Rationale:**

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

When reviewing PBIS data from last year, teachers who recognized positive behaviors more frequently than those teachers who did not had less disruptions to the learning environment as noted by the number of demerits given.

Measurable Outcome:

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

SPMS will see a decrease in the number of classroom disruptions as noted by the number of demerits given by increasing a positive school culture through utilizing the PBIS reward system and an increased promotion of Character Counts!

Monitoring:

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

The deans will run bi-monthly reports in PBIS, which the Leadership team will review.

Person responsible for monitoring outcome:

Linda Carnall (linda.carnall@stjohns.k12.fl.us)

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

Provide resources and training to teachers and staff to support students' social emotional needs and focus on recognizing students' positive contributions while also providing opportunities for their learning and growth in terms of actions that are not aligned to the district code of conduct and school-wide expectations.

Rationale for Evidence-based Strategy:

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

Increasing a positive school culture will increase student participation in the learning environment and decrease disruptions in the classroom.

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.

Purchase PBIS Rewards Annual Membership

Person Responsible

Linda Carnall (linda.carnall@stjohns.k12.fl.us)

Utilize the monthly Character Counts! Chats provided by SJCS.

Person Responsible

Linda Carnall (linda.carnall@stjohns.k12.fl.us)

Provide teachers with professional development, including data, regarding the positive behavior reward system.

Person Responsible

Linda Carnall (linda.carnall@stjohns.k12.fl.us)

#4. 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.

ESSA subgroup data of SPMS SWD indicate a critical discrepancy between SWD and their general education peers.

Measurable Outcome:

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

SPMS SWD subgroup will increase 10% in total points to achieve at least 50% total points for the 2022-2023 school year.

Monitoring:

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

SWD progress on standards will be monitored through common formative and summative assessments by teachers. Case managers will monitor progress on goals with the assistance of teachers and administrators.
SWD will be monitored for reading with QRI-6 and Lexia. SWD will be monitored for math with IXL.

Person responsible for monitoring outcome:

Linda Carnall (linda.carnall@stjohns.k12.fl.us)

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

PLTs will operate in a collaborative structure, collecting data and creating standards-based lessons to increase student achievement. PLTs will create lessons based on data to facilitate small group instruction and intervention as needed.

Rationale for Evidence-based Strategy:

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

PLTs will operate in a collaborative structure, collecting data and creating standards-based lessons to increase student achievement. The Guiding Coalition will provide support to the PLTs. Collective teacher efficacy is the number 1 factor to influence student achievement.

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.

Increase services for SWD in the area of reading by creating Unique Skills classes with students grouped by needs, based on data.

Person Responsible

Kylie Benetsky (kylie.benetsky@stjohns.k12.fl.us)

Provide a schedule in which students can receive an increase in services to meet their needs for support facilitation and learning strategies classes. Utilizing VE paras in the schedule for extra supports to students and staff.

Person Responsible

Linda Carnall (linda.carnall@stjohns.k12.fl.us)

Provide PLC professional development days for each PLT to work with the ILC/math coach to use data to intentionally plan for small group lessons.

Person Responsible

Kylie Benetsky (kylie.benetsky@stjohns.k12.fl.us)

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.

SPMS is committed to a positive school culture. Teachers utilize the first few days of school to build relationships, and teach procedures, routines, and expectations for both the classroom and school. Lessons were created to ensure that the school wide expectations were taught in the same manner.

SPMS has WEB (Where Everyone Belongs) Programs and a class for the WEB leaders. WEB leaders assist at 6th grade orientation forming relationships with 6th graders to make a positive transition to middle school. WEB leaders visit 6th grade homeroom once a week to carry out lessons and activities for the 6th graders to help them adjust appropriately. WEB leaders also facilitate community services projects for the whole student body to participate in.

SPMS participates in the PBIS system. Teachers and staff recognize students with virtual Raider Bucks for displaying good character. These virtual Raider Bucks can be used to purchase fun items at the Raider Store.

Each month, teachers nominate students displaying the Pillar of Character for that month. The pillar of the month is advertised in our virtual newsletter, on our news show, and during weekly and morning announcements. Students are recognized with a treat and a certificate. Students who are nominated are celebrated on the news show and in the virtual newsletter.

For the second year, our staff participated in creating our Collective Commitments to guide our work during the year. The Assistant Principals are promoting self-care for teachers by having a self-care theme each month and by providing an article or short video regarding the topic, as well as an activity, in the monthly memo.

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

SPMS PTSO holds bimonthly Raider Buck stores for our students who earn Raider Bucks through our PBIS system. PTSO also provide grants for teachers to purchase materials for projects that increase engagement and student learning. PTSO assists in organizing activities to bring the school community together, such as dances, and events in which parents can come together.

The front office and PTSO organize our monthly Character Counts! recognition program in coordination with our news crew. Our PTSO works with their business partners to provide the treats and rewards for the students being recognized.

Student Council will organize school wide events like celebrating Red Ribbon week, teacher and staff recognitions, and community service projects.

Michele Cohen runs our WEB program in which she trains the leaders, provides lessons throughout the year, and organizes community building activities. Miriam Amatangelo and Michele Cohen run the 6th grade camp, which is a 2-day camp that assists 6th graders in their transition to middle school, as well as a session for 7th and 8th graders who are new to SPMS.

Kylie Benetsky, Earl Brown, Jennifer Tippins, Caryn Patterson, and Lynda Parks visit all feeder elementary schools to build relationships with rising 6th graders and their families. They assist in registration, answering questions, and building a sense of community before the transition happens.

Kelly Gibian and James Puckett, deans of students, and Mary Jay, the dean paraprofessional, work with students using positive reinforcement and aid in the reduction of school disruptions.