



## Switzerland Point Middle School

777 GREENBRIAR RD, Saint Johns, FL 32259

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

### School Demographics

**School Type**

Middle

**Title I**

No

**Free/Reduced Price Lunch**

9%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

20%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>17</b>
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	21
<b>Appendix 1: Implementation Timeline</b>	<b>26</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>27</b>
Professional Development Opportunities	28
Technical Assistance Items	29
<b>Appendix 3: Budget to Support Goals</b>	<b>30</b>

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **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.

##### **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 Environment

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

Switzerland Point has a 10minute homeroom every morning. The homeroom teacher is a teacher that the student has as a teacher. This time is for housekeeping activities, but also a time for the teacher to get to know these students. In addition, the majority of our teachers have been trained in Capturing Kids Hearts, which is a program on building student relationships. 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 each other.

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

Switzerland Point holds quarterly behavior expectation assemblies where we talk about the rules, but also about how we have to look out for each other. We must be respectful and caring so we can all get along and "live" in such a tight space. We are constantly reinforcing good behavior and recognizing good character. When someone is causing issues with others, we deal with it immediately. In addition, we have painted positive character counts messages throughout the building and have behavior expectations displayed throughout the building.

##### **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. Students are warned and then issued a demerit. The consequence for the first three demerits is parent contact and reteaching of the expectation. On the fourth plus demerits, the dean issues the consequence and contacts parents. We hold quarterly behavior expectation assemblies to remind students of the rules and their expected behavior. In the classroom, we work with teachers to insure that they all have strong classroom rituals and routines, which minimizes behavior issues when students know what is expected of them. Teachers attend the behavior expectation assemblies each quarter with the students and they are trained on our demerit system each year.

##### **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**

Switzerland Point MS has two counselors that are available for student's social-emotional needs. Students are referred to the counselors either by students, parents or teachers. If the need is bigger than what the counselor can assist with, then outside services are recommended. The counselors work with families to ensure students received needed assistance.

### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

#### Describe the school's early warning system and provide a list of the early warning indicators used in the system

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

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	10	20	39	69
One or more suspensions	2	49	66	117
Course failure in ELA or Math	2	9	8	19
Level 1 on statewide assessment	20	11	24	55

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	3	14	19	36

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

We will address students with early warning systems in our MTSS meetings. We will discuss each child to determine the best way to help him/her. To prevent some academic concerns, we have placed all students with FCAT Reading level 1 & 2 in Intensive Reading and students with FCAT Math level 1 & 2 are in Intensive Math. In 6th & 7th grade we have blocked Intensive Reading with science and social studies to allow more time in these content areas and to provide reading strategies in the content. Science and social studies are the courses that most of these students fail.

### Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**Description**

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 68% to 75%.

We work on building positive relationships with families through our weekly electronic Raider Rap to keep them informed. As well as through informational meetings throughout the year - Middle School 101, Career Academies, Scheduling nights for each grade level, etc.

Our PTSO also works hard to offer events that encourage family participation to learn more about Switzerland Point and how they can support their child.

**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 liason to secure business partners to help fund computer labs and other needs of the school. We also have business that help support our monthly Character Counts! recognition by providing lunch to students.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

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

Name	Title
Kunze, Lisa	Principal
Breger, Allyson	Assistant Principal
Stackhouse, Stacy	Other
Griffith, Linda	Instructional Coach
Robbins, Deborah	Instructional Coach
Burney, Becky	Dean
Moseley, Tanya	Guidance Counselor
	Guidance Counselor
Seaton, Barbara	Guidance Counselor
Little, Suzanne	Psychologist
Grimes, Cinda	

**Duties**

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

Principal - Lisa Kunze

- 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

Assistant Principal - Allyson Breger

- Member of core team
- Attends core meetings
- Helps develop Tier 2 and Tier 3 academic and behavior plans
- Participates in gap analysis
- Sends home referrals based on vision and hearing needs
- Refers students/parents to appropriate community resources
- Participates in parent conferences
- Finalizes Rtl referral packet and submits to LEA

Curriculum Coordinator - 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
- Participates in parent conferences
- Develops progress monitoring probes

Instructional Coaches - Linda Griffith and Julie Pantano

- Member of core team
- Attends core meetings
- Helps develop Tier 2 and Tier 3 academic and behavior plans
- Participates in gap analysis
- Takes minutes during the meeting
- Provides the minutes of the meetings to all MTSS members in a timely fashion
- Participates in parent conferences
- Performs classroom observations

Guidance Counselors - Tanya Moseley & Barbara Seaton

- 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
- Makes the MTSS team aware of health/medical conditions that may impact learning
- Participates in parent conferences
- Conducts guidance lessons based on specific areas of need

School Psychologist - Suzanne Little

- 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 - Cinda Grimes

- 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 - Lori Derus
- Performs speech and language screenings

***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 Swiss 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 to relation to stated goal.

Weekly our school has a MTSS core team that has an agenda that discusses SIP goals, core instruction, resource allocation, teacher support systems, and small group needs. Then, our school holds weekly MTSS meetings to discuss individual student needs for those students not meeting grade level proficiency.

We receive additional funds at Swiss Point in the form of Title 2 and SAI. Our Title 2 funds were spent this year on teacher professional development. We are working on high-yield instructional strategies. Our SAI 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, Spanish, Drama and Teen Leadership. We purchased a school license for Reading Plus and Lexia, which are reading programs. In addition, computers were purchased to place in Intensive Math classrooms to use for remediation.

## **School Advisory Council (SAC)**

### **Membership**

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

Name	Stakeholder Group
Lisa Kunze	Principal
Sarah Ehlert	Teacher
Keith Tilford	Teacher
Al Pantano	Education Support Employee
Mary Lou Epps	Education Support Employee
Sophie Lendino	Teacher
Skip Little	Parent
Angela Andrews	Parent
Tara Guckenberger	Parent
Jenn King	Parent
Karen Merrifield	Student
Jennifer Comfort	Parent
Tracey Williams-Payne	Parent
Julie Pfeifer	Parent
Sara Solomons	Parent
Claudine Owens	Parent
Steve Perez	Parent
Holly Fagan	Parent
Robert Block	Parent
Elizabeth Loeser	Business/Community

### Duties

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

*Evaluation of last year's school improvement plan*

SAC reviewed and approved the plan in September and then we reviewed our progress on the plan throughout the year. SAC also creates the annual needs assessment survey, which we use the data from to help develop the next year's plan and to know what we could do to improve overall.

*Development of this school improvement plan*

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

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

The principal shares the school's annual budget and plan with SAC, but the way our budget is prepared at the district level there is not room for much involvement.

**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.

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

Yes

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

### Literacy Leadership Team (LLT)

#### Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Kunze, Lisa	Principal
Breger, Allyson	Assistant Principal
Stackhouse, Stacy	Other
Griffith, Linda	Instructional Coach
Robbins, Deborah	Instructional Coach

#### Duties

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

Peer modeling of effective literacy practices across the curriculum; teaching school-wide reading strategies.

### Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

All core teachers teaching the same subject have common planning to work as a PLC. Each PLC will write common assessments - formative & summative, look at student data, and plan instruction.

**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 PATS system
2. With the support of the SJCSD, we only hire teachers who meet NCLB's Highly Qualified requirements
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 & Departmental)

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

Swiss Point MS has a Novice Teacher Program. Each new teacher to Swiss Point is assigned a mentor, who is someone that teaches the same subject as them and is close in proximity. We have a monthly Novice Teacher meeting where we discuss the FL Professional Educator Practices and provide professional development that they have missed before being hired.

### Ambitious Instruction and Learning

## Instructional Programs and Strategies

### Instructional Programs

#### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Teacher representatives from each course and or grade level meet four times a year with district Subject Area Specialists to develop/review curriculum maps, quarterly 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 Formative Assessments are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are accessed through Performance Plus which is a reporting system 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 reports from Performance Plus 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 each quarter 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.

### Instructional Strategies

#### ***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Students who scored a level 1 or 2 on the FCAT Reading last year are placed in Intensive Reading. For 8th grade this looks like a traditional IR class. For 6th and 7th graders this year, we blocked intensive reading with science & social studies. Both subjects are being co-taught by a content specialist and a reading teacher.

Students who scored a level 1 or 2 on the FCAT Math last year are placed in Intensive Math, which is blocked with the math class to provide 90 minutes of instructional time daily.

Teachers have been trained to use high-yield instructional strategies, to look at data and to differentiate instruction for their students. Teachers have common planning with their PLC, so their is time to accomplish this task.

#### ***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**

## Student Transition and Readiness

### PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

We hold a 2 day camp for incoming 6th graders. We replicate the school day as much as possible and give students time to practice opening a locker, learn the building and build relationships with teachers and students from 3 different elementary schools. The camp is a huge success with 78% of our incoming 6th graders attending in August 2014.

### College and Career Readiness

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

n/a

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

n/a

**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

**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

## 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 schedule students in Intensive Reading blocked with social studies and science and teach reading strategies in context, then student reading scores will increase.
- G2.** If we implement expectations for writing in each core course and develop school-wide standards for written work, then we will see growth in our writing performance.
- G3.** If we teach the 8th grade science standards and review tested science standards from 6th & 7th grades, then student performance on the FCAT Science will increase.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** If we schedule students in Intensive Reading blocked with social studies and science and teach reading strategies in context, then student reading scores will increase. 1a

G036287

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - SWD	63.0

**Resources Available to Support the Goal** 2

- Social studies and science classes co-taught with a reading teacher or ESE teacher.

**Targeted Barriers to Achieving the Goal** 3

- Time to teach reading strategies in content area courses.

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

FSA Reading data will be reviewed at the end of the year.

**Person Responsible**

Lisa Kunze

**Schedule**

On 6/15/2015

**Evidence of Completion**

FSA Reading data

**G2.** If we implement expectations for writing in each core course and develop school-wide standards for written work, then we will see growth in our writing performance. 1a

G036288

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	65.0

**Resources Available to Support the Goal** 2

- Part-time Instructional Literacy Coach with a doctorate degree in literacy and writing.

**Targeted Barriers to Achieving the Goal** 3

- School-wide expectations for the amount of writing in core courses.

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

We will review quarterly district writing assessments and quarterly DBQ essays looking for student growth.

**Person Responsible**

Lisa Kunze

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

FSA Writing scores

**G3.** If we teach the 8th grade science standards and review tested science standards from 6th & 7th grades, then student performance on the FCAT Science will increase. 1a

G036289

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	85.0

**Resources Available to Support the Goal** 2

- Review PowerPoint created by the district science coordinator.

**Targeted Barriers to Achieving the Goal** 3

- Time to review.

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

Common assessments through the year that incorporate questions for 6th & 7th grade material.

**Person Responsible**

Lisa Kunze

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

FCAT Science scores

## 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 schedule students in Intensive Reading blocked with social studies and science and teach reading strategies in context, then student reading scores will increase. **1**

 G036287

**G1.B1** Time to teach reading strategies in content area courses. **2**

 B086845

**G1.B1.S1** Block Intensive Reading with Science & Social Studies in 6th & 7th grades. **4**

 S097561

### Strategy Rationale

We have found that SWD can learn the same content, but need additional time to slow the pace.

### Action Step 1 **5**

Master schedule built with Intensive Reading blocked with science & social studies in 6th & 7th grades.

### Person Responsible

Lisa Kunze

### Schedule

On 8/18/2014

### Evidence of Completion

Master schedule

**Action Step 2** 5

Co-teachers for science & social studies classes have common planning.

**Person Responsible**

Lisa Kunze

**Schedule**

On 8/18/2014

***Evidence of Completion***

Master schedule

**Action Step 3** 5

Paraprofessional will be hired to work with SWD in providing their testing accommodations.

**Person Responsible**

Lisa Kunze

**Schedule**

On 9/17/2014

***Evidence of Completion***

Hiring authority system

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

SWD students were scheduled first to ensure they were placed appropriately.

**Person Responsible**

Lisa Kunze

**Schedule**

On 8/18/2014

***Evidence of Completion***

Student schedules

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

Increased student performance on quarterly district assessments.

**Person Responsible**

Lisa Kunze

**Schedule**

Quarterly, from 10/16/2014 to 6/4/2015

**Evidence of Completion**

Compare class data to district averages.

**G2.** If we implement expectations for writing in each core course and develop school-wide standards for written work, then we will see growth in our writing performance. 1

 G036288

**G2.B1** School-wide expectations for the amount of writing in core courses. 2

 B086846

**G2.B1.S1** Principal established that every core teacher will require writing within each unit of instruction.

4

 S097562

**Strategy Rationale**

The more students practice writing the better they will become at writing.

**Action Step 1** 5

Core teachers will assign writing as a part of each unit of instruction.

**Person Responsible**

Lisa Kunze

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Teacher unit plans.

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

Unit plans will be reviewed quarterly to ensure writing is being required.

**Person Responsible**

Lisa Kunze

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Teacher unit plans

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

The instructional coaches will observe and work with teachers to incorporate writing assignments into each unit of instruction.

**Person Responsible**

Lisa Kunze

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

We will review scores on the quarterly district writing assessments and the quarterly DBQ essays looking for growth.

**G3.** If we teach the 8th grade science standards and review tested science standards from 6th & 7th grades, then student performance on the FCAT Science will increase. 1

G036289

**G3.B1** Time to review. 2

B086849

**G3.B1.S1** Teachers will incorporate review of 6th & 7th standards within all units of instruction. 4

S097564

### Strategy Rationale

The Science FCAT tests material learned in 6th, 7th & 8th grades. The material from 6th & 7th grades must be reviewed.

### Action Step 1 5

Teachers will incorporate a review of 6th & 7th grade standards into each unit as topics are related.

#### Person Responsible

Lisa Kunze

#### Schedule

Monthly, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

Teacher lesson plans

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

Teacher unit plans will be reviewed to ensure 6th & 7th grade standards are being reviewed.

#### Person Responsible

Lisa Kunze

#### Schedule

Quarterly, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

Unit plans

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

Science teachers will be observed and provided feedback.

**Person Responsible**

**Schedule**

**Evidence of Completion**

Observation logs

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Master schedule built with Intensive Reading blocked with science & social studies in 6th & 7th grades.	Kunze, Lisa	6/9/2014	Master schedule	8/18/2014 one-time
G2.B1.S1.A1	Core teachers will assign writing as a part of each unit of instruction.	Kunze, Lisa	8/18/2014	Teacher unit plans.	6/4/2015 monthly
G3.B1.S1.A1	Teachers will incorporate a review of 6th & 7th grade standards into each unit as topics are related.	Kunze, Lisa	8/18/2014	Teacher lesson plans	6/4/2015 monthly
G1.B1.S1.A2	Co-teachers for science & social studies classes have common planning.	Kunze, Lisa	6/9/2014	Master schedule	8/18/2014 one-time
G1.B1.S1.A3	Paraprofessional will be hired to work with SWD in providing their testing accommodations.	Kunze, Lisa	9/15/2014	Hiring authority system	9/17/2014 one-time
G1.MA1	FSA Reading data will be reviewed at the end of the year.	Kunze, Lisa	6/15/2015	FSA Reading data	6/15/2015 one-time
G1.B1.S1.MA1	Increased student performance on quarterly district assessments.	Kunze, Lisa	10/16/2014	Compare class data to district averages.	6/4/2015 quarterly
G1.B1.S1.MA1	SWD students were scheduled first to ensure they were placed appropriately.	Kunze, Lisa	6/9/2014	Student schedules	8/18/2014 one-time
G2.MA1	We will review quarterly district writing assessments and quarterly DBQ essays looking for student growth.	Kunze, Lisa	8/18/2014	FSA Writing scores	6/4/2015 quarterly
G2.B1.S1.MA1	The instructional coaches will observe and work with teachers to incorporate writing assignments into each unit of instruction.	Kunze, Lisa	8/18/2014	We will review scores on the quarterly district writing assessments and the quarterly DBQ essays looking for growth.	6/4/2015 monthly
G2.B1.S1.MA1	Unit plans will be reviewed quarterly to ensure writing is being required.	Kunze, Lisa	8/18/2014	Teacher unit plans	6/4/2015 quarterly
G3.MA1	Common assessments through the year that incorporate questions for 6th & 7th grade material.	Kunze, Lisa	8/18/2014	FCAT Science scores	6/4/2015 quarterly
G3.B1.S1.MA1	Science teachers will be observed and provided feedback.		Observation logs	one-time	
G3.B1.S1.MA1	Teacher unit plans will be reviewed to ensure 6th & 7th grade standards are being reviewed.	Kunze, Lisa	8/18/2014	Unit plans	6/4/2015 quarterly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G2.** If we implement expectations for writing in each core course and develop school-wide standards for written work, then we will see growth in our writing performance.

**G2.B1** School-wide expectations for the amount of writing in core courses.

**G2.B1.S1** Principal established that every core teacher will require writing within each unit of instruction.

### **PD Opportunity 1**

Core teachers will assign writing as a part of each unit of instruction.

#### **Facilitator**

Julie Pantano and Linda Griffith, Co-Instructional Coaches

#### **Participants**

All teachers

#### **Schedule**

Monthly, from 8/18/2014 to 6/4/2015

## Technical Assistance Items

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

## Budget Rollup

Summary	
Description	Total
<b>Goal 1:</b> If we schedule students in Intensive Reading blocked with social studies and science and teach reading strategies in context, then student reading scores will increase.	27,292
<b>Grand Total</b>	<b>27,292</b>

Goal 1: If we schedule students in Intensive Reading blocked with social studies and science and teach reading strategies in context, then student reading scores will increase.		
Description	Source	Total
<b>B1.S1.A3</b> - Supplemental At-Risk (SAR) Budget	Other	27,292
<b>Total Goal 1</b>		<b>27,292</b>