

Monroe County School District

# Stanley Switlik Elementary School



2017-18 School Improvement Plan

## Stanley Switlik Elementary School

3400 OVERSEAS HWY, Marathon, FL 33050

[ no web address on file ]

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
Elementary School PK-5	Yes	72%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2016-17 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

### School Grades History

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

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

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

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

### DA Turnaround Status

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

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

### 2017-18 DA Category and Statuses for Stanley Switlik Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">Gayle Sitter</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement

Stanley Switlik Elementary School will empower our diverse population of students to attain an educational foundation that enables them to be persistent learners with compassion and grit in an ever changing global society.

##### b. Provide the school's vision statement

Academic goals create an internalized focus which enables citizens to act for the betterment of themselves and their community.

#### 2. School Environment

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

The educational philosophy of Stanley Switlik Elementary School is to direct its faculty and students in ways that benefit both the students and society. Rapid changes occurring in local and world communities make it necessary to provide school programs that enable students to adjust to this changing environment.

In view of our vastly diversified student body, the faculty and staff strive to provide a flexible program which will meet individual needs; develop the ethical judgment of the student; and foster the intellectual, physical, and aesthetic development of each student. We realize that as individuals our students have different levels of ability, learning styles, interest and attitudes toward school. Our programs and goals reflect these differences. Because we respect the growth and dignity of the individual, students will be encouraged to pursue their own interests. We promote equality of education for all students.

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

One of the fundamental purposes of elementary education is to see that the young are systematically exposed to a carefully planned series of experiences. This process involves acquisition of basic skills. However, students must also be provided with activities that stimulate critical thinking skills and develop higher cognitive operations. Students must be prepared to live in a highly technological society in which information can quickly become obsolete.

Education should also address the basic needs of survival, health, and belonging in order to progress to the attainment of knowledge, understanding and self-actualization. The aim of education is to develop a social and intellectual person. Educators, students, parents, and community members are an integral part of deciding what will be taught and the direction in which education will move.

Education is the pursuit of academic, psychological, and social learning experiences. The school must respond to the challenge of educating the whole person and providing society with healthy, productive citizens who have had a positive experience with public education.

##### c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Stanley Switlik Elementary has attained a Gold-level status in the model school program for Positive Behavioral Intervention and Support (PBIS). We utilize a school-wide behavioral system that assists in keeping students engaged, especially during instructional time. Each teacher implements and monitors a classroom discipline plan with clear expectations, rewards, and consequences. Every adult in the school that interacts with a student understands the guidelines and school-wide rules-PRIDE. This acronym stands for Positive, Responsible, Intelligent Talk, Demonstrate Respect, and Engage in Learning. These rules are posted in common areas, hallways, and in all the classrooms. Structure and discipline are essential in providing a nurturing, safe, and secure environment throughout the school day and an environment that promotes student engagement and learning. Along with classroom and grade-level rewards, students work to earn monthly school-wide incentive events that encourage positive behavior school-wide as well as school cohesion. For students who do not respond positively to these Tier 1 initiatives, additional, more individualized behavioral interventions are implemented and monitored through Tier 2 or 3 supports created together with the Multi-Tiered Systems of Support (MTSS) team. Teachers track behaviors using a uniform tracking form to document and communicate behavioral concerns with students, parents, administration, and the school counselor.

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

**3. Early Warning Systems**

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

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

Stanley Switlik Elementary develops and employs an Early Warning System (EWS) that identifies at risk students. It identifies those students with excessive absences, those students missing more than 10% of instructional time, and students who receive two or more behavior referrals or suspensions.

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or Mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	15	18	19	20	28	24	0	0	0	0	0	0	0	124
One or more suspensions	0	0	2	0	0	2	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	13	25	21	0	0	0	0	0	0	0	59

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



Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	1	5	11	13	0	0	0	0	0	0	0	30

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

Students identified by early warning systems will be targeted as follows:

Attendance: Attendance will be closely monitored by the teachers, and the school guidance counselor. Students with 5 unexcused absences in 30 calendar days will be immediately identified and scheduled for an Attendance Committee Meeting where the parents will be informed of the importance of attendance and its relationship to academic success. Parents and students will be asked to sign a contract stating their commitment to improve student attendance. Students who accrue 15 unexcused absences in 90 calendar days will be identified as habitually truant and reported to the district as such. A Truancy Referral Packet will be completed to seek support for the student and their families with the expectation of improving attendance.

The MTSS Team will meet to address the needs of students who present behavior issues in an effort to support parents and students and implement Tier 2 and Tier 3 behavioral interventions. The school will also explore and create an School-based Alternative to Suspension Plan.

Course Failure/Level 1 on statewide assessments: Students who have scored a Level 1 on statewide assessments will be immediately assigned to Tier 2 interventions and their progress will be consistently monitored. Those students who do not demonstrate progress as compared to their peers will be referred to the MTSS Team for a determination of specific Tier 3 interventions for remediation and evaluation, if needed. Those students who are failing ELA or Math will also be referred to the MTSS as specified above. These students are also given priority to attend our after-school program to receive tutoring, homework help and enrichment activities.

As part of the Monroe County School District Attendance Initiative "Attendance Matters Be There", our school will provide increased student recognitions for attendance and provide research-based messaging to parents throughout the school year to improve overall school attendance.

**B. Family and Community Engagement**

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

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

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/465329>.

**2. Description**

A PIP has been uploaded for this school or district - see the link above.



**2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Open School-welcoming to parents and community

Switlik invites the community into the school for a variety of programs throughout the year---Career and Truck day, Red White & Blue day, Parent To Kid nights, English Learners (EL) night and FSA parent nights. These events draw local businesses and non-profit agencies to the campus to interact with students and families.

The Parent Teacher Organization (PTO) and School Advisory Committee (SAC) meet monthly for planning activities and programming to benefit the community and school. These organizations also provide an avenue of communication between school, parents, community, and businesses.

Switlik School uses a variety of communication tools to reach their stakeholders such as: web pages, social media, and school announcements in English and Spanish. School staff are available to assist non-English speaking families, in the office, during parent teacher conferences, and during events.

Counselor works with guidance clinic and other social service agencies to secure resources for students and their families. Local agencies such as AHEC and the Monroe County Health Department offer a coordinated level of school-based health care that integrates education, medical, and/or social and human services at the school site.

Our community shows a vested interest in our school by attending community construction team and public meetings. We recognize community members and volunteers at our annual volunteer breakfast.

**C. Effective Leadership**

**1. School Leadership Team**

**a. Membership**

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

Name	Title
Rodriguez, Christina	Assistant Principal
Unke, Brett	Principal
Meier, Christy	Instructional Coach
Dennington, Krista	Teacher, K-12
Depastino, Kathy	Instructional Media
Dolqueist, Debra	Teacher, K-12
Ferrise, Kristi	Teacher, K-12
Mercury, Devan	Teacher, K-12
Senecke, Kerry	Teacher, K-12
Thompson, Kim	Teacher, K-12
White, Angela	Teacher, ESE
Willis, Chris	Guidance Counselor

**b. Duties**

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

Stanley Switlik Elementary School's Leadership Team is strategically developed with stakeholders that represent the school and all grade levels in order to support and develop the instruction through a process of problem solving. The role of this school leadership team is to systematically examine available data with the goal of impacting student achievement, school safety, school culture, and campus-wide programming that benefits and positively supports the community. The leadership team works collaboratively with parents and teachers to make informed academic decisions that will resolve problems or concerns as they arise.

Brett Unke, Principal/ Christina Rodriguez, Assistant Principal: Provide a common vision for the use of data-based decision making to implement effective programming for student success and meet the expectations of the community by:

- a) Communicate effectively with the community regarding school programs and activities.
- b) Implementing the MTSS process with fidelity and efficiency.
- c) Ensuring implementation of interventions to support our diverse population.
- d) Organizing adequate professional development to support school improvement goals.
- e) Offer fine arts and academic programming that enriches the lives of our students.

Kristi Ferrise, Devan Mercury, Deb Dolqueist, Krista Dennington, Kerry Senecke, Kim Thompson, Angela White - Grade Level/Department Chairpersons: Provide information about core instruction, participate in student data collection, collaborate with other staff to implement differentiated instruction and interventions, and lead the integration of core instructional activities/materials.

Christy Meier: Literacy Coach: Guides, observes, consults, models, and coaches teachers to ensure the effective implementation of high yield instructional practices. Develops, leads, and evaluates school core content standards/ programs; assists with whole school screening programs that provide early intervening services for students considered to be "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development and provides support for assessment.

Chris Willis: Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, our guidance counselor continues to link child services and community agencies to students and families. These efforts are intended to support the child's academic, emotional, behavioral, and social success.

The Leadership Team will meet on a regular basis to discuss school programming and student needs as identified by classroom teachers. The team will review progress monitoring data at a grade level and classroom level to ensure that all students benefiting from a rigorous instructional program. Based on the above information, the team will identify areas in need of professional development and available resources. The team will collaborate regularly to problem solve, share effective best practices, evaluate implementation of programming and make decisions to benefit the overall success of the school.

**2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

Title I, Stanley Switlik Elementary School will provide resources to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or

after-school programs, or summer school). The district coordinates with Title II and Title III in ensuring that supplemental staff development needs are provided. Supplemental support services are provided to students. The district EL Specialist for Title I schools works with EL contacts to provide supplemental professional development and instructional resources as well as helps identify student needs through assessment and other instructional data. Coaches provide a variety of professional development to support the Comprehensive Research-based Reading Plan through job-embedded professional development by observing, planning, and modeling. Training is provided to teachers in the areas of unpacking standards, using progress monitoring tools to develop instructional groups and implementing summative and formative assessments to drive instruction. Coaches help teachers analyze data to identify instructional needs and increase Student Growth Percentile for all students as based on STAR testing. Coaches provide training to teachers on the proper use of MCSD literacy curriculum resources, and communicating scientifically based reading strategies, differentiation, and scaffolding. Additional professional development provided by coaches include: book studies, faculty presentations, small group data-based conversation facilitation, and large group facilitation of the Reading Endorsement and Content Area Reading Professional Development. The coach balances professional development efforts which focus on the Comprehensive Research-based Reading Plan and the school needs evidenced by data. Literacy coaches work side-by-side with school leadership teams to frame a professional development plan specific to the school and use their own expertise and skill sets within that framework to provide the best possible support for teaching and learning.

Other components that are integrated into the school-wide program include an extensive Parental Program including an EL Parent Educator and a parent resource center; as well as special support services to special needs populations such as ELs and students with Emotional/Behavior Disorders. The school works with the district parent engagement coordinator to reduce the impact of barriers to family engagement.

CHIPS Homeless contacts are funded through Title I to assure that students in transitional homes remain on the pathway for college and career readiness and work with the district homeless liaison to assure students receive Title I services including instructional supplies, nutritional services, transportation and tutoring.

#### Title II

The District uses supplemental funds for improving basic education for the students at Stanley Switlik Elementary School as follows:

- partial funding of the Literacy Coach
- professional development for teachers and staff of diverse learners
- ESOL Endorsement coursework offered through the district leading to ESOL endorsement
- reimbursement for add-on endorsement programs, such as Gifted, and Reading bonuses, as funding permits.

#### Title III

Stanley Switlik Elementary will utilize Title III funding to provide support services for English Learner (EL) students, levels one through four. We will provide professional development funded in part by Title III on EL strategies for teachers of all areas, along with training in areas of cultural proficiency. Supplemental licenses for Imagine Learning will be used to track student academic growth for the lowest 25% of EL students.

#### Title X- Homeless

The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to. Stanley Switlik Elementary School seeks to ensure a successful educational experience for homeless children by collaborating with Local Agencies and with parents and the community. Our Guidance Counselor serves as our Homeless Liaison and assists with the

identification, enrollment, attendance, and transportation of homeless students. The Homeless Liaison works closely with our school registrar on the procedures for enrolling homeless students and on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements. Our CHIPS contact will work with teachers and the district Homeless contact to make sure that homeless students engage in tutoring as needed.

Stanley Switlik School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

#### Violence Prevention Programs

Red Ribbon Week and the Second Step Program support the prevention of violence in and around Stanley Switlik Elementary School. These programs prevent the use of alcohol, tobacco, drugs and foster a safe, drug free learning environment supporting student achievement. In addition, we have implemented a bullying prevention curriculum. This curriculum provides students with an understanding and awareness of the severity and consequences of bullying. Bully awareness is supported throughout the month of October with different activities and awareness message on our morning announcements. Our counselor pushes into classes to provide character education including anti-bullying curriculum.

#### Nutrition Programs

- 1) Stanley Switlik Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) Stanley Switlik Elementary School Food Service Program, school breakfast, school lunch, and after school snack, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

#### Parental Involvement

Stanley Switlik Elementary involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource area in order to inform parents about available programs and their rights under ESSA and other referral services. We aim to increase parent engagement/involvement through developing (with on-going parent input) Stanley Switlik Elementary Title I compact: Stanley Switlik Elementary Title I Parent Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Informal parent surveys are conducted to determine specific needs of our parents, and schedule workshops, Parent to Kid Nights, etc. with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.

AHEC and the Monroe County Health Department offer coordinated levels of school-based healthcare to the students at Stanley Switlik Elementary School and their families which integrates education, medical and/or social services on school grounds. AHEC services reduce barriers to care, connect eligible students with health insurance and provide care for students who are not eligible for other services.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Teresa Yeider	Parent
Brett Unke	Principal
Christina Rodriguez	Principal
Misty Reininger	Parent
Kate Koler	Parent
Sherry Alana	Parent
Ashley Baron	Parent
Angel Lewis	Parent
Angelika Kissick	Parent
Darcie Brabenec	Parent
Odalys Padron	Parent
Raisa Mendez	Parent
	Student

## b. Duties

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

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

#### a. Evaluation of last year's school improvement plan

During the 2016-2017 school year, the focus of our SIP was to effectively use data to inform targeted instruction. This has led to more effective, differentiated instruction for all students. Data from the 2017 state assessments showed that our students made gains in every/all FSA reported categories. Notable proficiency achievements were indicated in Science and Math. A central theme of our plan was to continually analyze data and refine our expectations and instructional targets to support differentiated instruction while paying attention to instructional pacing to ensure coverage of Florida Standards. We continued our focus on Reading Tier 2 and Tier 3 interventions to increase achievement for our students in the lowest 25%. This focus proved to be partially successful though failing to achieve the gains desired for the lowest 25%. We continue to implement a school-wide intervention block that provides the opportunity for consistency to address lagging student skills as indicated by progress monitoring.

#### b. Development of this school improvement plan

Stanley Switlik School's Advisory Council members analyzed the process used to develop the school improvement plan. Our school's SAC is involved in the development, management and monitoring of our school improvement plan goals and is active in holding all stakeholders accountable. Quarterly meetings to review data from our Fall and Winter MYA's (Mid-year Assessments) are designed to provide our teachers with meaningful feedback and support. Tentative School Improvement Plan is presented, reviewed and approved at a SAC meeting.

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

The school's annual budget and plan were provided to the SAC members. The SAC committee along with the principal through collaborative conversations and consensus met to discuss school needs and concerns. The budget evolved primarily from the school's current needs, but shall also consider the data collected to prepare for long range budget and academic planning, which includes: staff,

instructional materials, equipment and supplies, cost and maintenance of facilities and equipment, and other associated costs.

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

NA

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

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

Name	Title
Meier, Christy	Instructional Coach
Unke, Brett	Principal
Rodriguez, Christina	Assistant Principal
Dennington, Krista	Teacher, K-12
Depastino, Kathy	Instructional Media
Dolqueist, Debra	Teacher, K-12
Ferrise, Kristi	Teacher, K-12
Huff, Maggi	Teacher, K-12
Mercury, Devan	Teacher, K-12
Senecke, Kerry	Teacher, K-12
Thompson, Kim	Teacher, K-12
White, Angela	Teacher, ESE

**b. Duties**

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

The purpose of the Literacy Leadership Team is to create a capacity for reading knowledge and proficiency within the school building and focus on areas of literacy concern school-wide. The major initiatives for the LLT this year are to ensure that the curriculum and instructional strategies are implemented school-wide to enhance student achievement. Some of those activities are: Literacy Day Celebration, AR School-wide Competition, AVID WICOR Strategy implementation and two Scholastic Book Fairs. The main areas of focus is to provide embedded collaborative planning and professional development aimed at increasing rigor as required by the Language Arts Florida Standards (LAFS).

**D. Public and Collaborative Teaching**

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



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

Great effort has been given to ensure that grade-level teachers have common planning time at Stanley Switlik Elementary. This daily time allows teachers to collaboratively review and discuss student data, develop 'next steps' for student intervention and share instructional development and implementation strategies, with an emphasis on best practices. All teachers are encouraged to actively participate in a professional learning community, as well, where they can learn from each other and share experiences to enhance student success. The professional conversations provide teachers a supportive environment in which to be reflective on their own practices in a non-threatening environment. These professional learning communities are often established vertically, allowing teachers to gain insight into the broader elementary experience.

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

Having a reputation for impressive professional expectations, highly effective teachers are drawn to Stanley Switlik Elementary. Qualified candidates are recruited through university job fairs by district representatives and through district postings. Interview committees are assembled, consisting of school-based administrators and stakeholders. All newly hired teachers are assigned a mentor, who in turn plays a vital part in the acclimation process. To retain and further assist highly qualified teachers on their professional path, participation in professional development offerings is strongly encouraged. Opportunities that match in-field certification are researched and made available to ensure continued educational growth for all teachers.

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

Building relationships is vital to maintaining a strong school culture and the mentoring program provides the initial groundwork. The Monroe County School District's Induction Program for New and Beginning Teachers is implemented with fidelity to make certain newly recruited teachers are successful at Stanley Switlik Elementary. Veteran teachers who have a passion for the education profession and have completed the district's training, are appointed as mentors for new teachers. The mentoring pairs are established on a case by case basis, depending on interests and/or in-field certification. New teachers are welcomed before the school year begins and receive a school-based new teacher handbook which covers many of the basic routines and protocols. Monthly mentor meetings are scheduled and attendance is expected. Topics of discussion are designed each month to explain or clarify upcoming expectations or activities in hopes that new teachers will feel empowered to provide a well-rounded learning experience for all students. Mentors are responsible to ensure new teachers are able to complete the designated district portfolio in a timely manner, including weekly or biweekly check-ins and observations.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

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

To ensure alignment of the core instructional program to Florida's standards, teachers are accountable for understanding state standards' expectations. They have been explicitly trained on the deconstructing process of standards and incorporate learning targets based on their analysis during instruction. Successful outcomes are discussed during grade level quarterly meetings with grade



levels above and below them. The purpose of these meetings is to provide opportunity for vertical curriculum conversations. The meetings coincide with data collection intervals to allow for data chats between grade levels as outlying data appears. During the data review, lagging standards are identified, applicable instructional resources are determined, followed by the development of implementation plans.

Grade level teams utilize instructional resources such as CPALMS, provided by DOE and district literacy learning sequences to further guarantee alignment of curricular pacing in instruction. Collaboration is paramount to successful alignment implementation and is accomplished through daily common planning periods at each grade level to allow teachers the opportunity to match instructional materials with learning targets. Professional development in standards' evaluation, lesson development and application of best practices is ongoing in a variety of learning formats.

## **b. Instructional Strategies**

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

Progress monitoring (PM) is accomplished through three school wide assessment windows at the beginning, middle and end of year with the STAR tool. Individual student STAR data can be extracted enabling teachers to identify lagging standards, then creating instructional groups of like students to address the lagging skill(s) through targeted instruction. Targeted instruction takes the shape of a small group strategy or skill assessment.

***2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**Minutes added to school year:** 12,600

Our Title I program provides students with academic reinforcement and enrichment in reading and math. The program connects with daily academic instruction to support students through problem based learning, hands-on activities, computer programs, Accelerated Reader, and homework completion. In addition to the academic support, this program provides a safe place for working families to access early morning and after school childcare, at no charge to them.

**Strategy Rationale**

We target students in grades K-5 who are working below grade level, have not achieved proficiency in reading, and/or math on the FSA, English Learners, students with disabilities, and/or homeless students. Students working with certified teachers for homework support and instructional reinforcement guarantees they are receiving expert instruction in standards and benchmarks. Research indicates that if students are retained, their chances of dropping out increases.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Moreira, Shaina, shaina.moreira@keysschools.com

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

District Title I coordinators work with school-site coordinators to collect STAR data and determines effectiveness of the extended day program. Progress monitoring data is collected for beginning-of-year, mid-year, and end-of-year and is analyzed. Data analysis is used mid-year to make adjustments to the program to better meet students' needs. End-of-year data analysis is used to determine needs for next year's program.

**Strategy:** After School Program

**Minutes added to school year:** 60

**Strategy Rationale**

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

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

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

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

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

Stanley Switlik Elementary School's after school program provides supplemental learning beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through additional paraprofessionals that continue enrichment and extending learning activities. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. A Pre-Kindergarten ESE mainstream program is also on-site at Stanley Switlik Elementary and provides opportunity for meaningful transition to Kindergarten for SWD and role model students. A Kindergarten Round-up is held every Spring in conjunction with early registration. Registration for VPK will begin in April, 2018. Pre-Kindergarten Open Registration for the 2018-2019 school year will take place May 2018. Kindergarten registration will begin in May, 2018. Parents are provided with registration packets with information on the documentation needed for registration. Kindergarten Orientation will be held in May, 2018. Parents and future students will be provided with an overview of expectations, information on how to enhance preparation for Kindergarten. They are also given a tour of Stanley Switlik Elementary School. All incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed with the Florida Kindergarten Readiness Screener (FLKRS) which will be used to assess basic academic skill development and academic school readiness of incoming students. FLKRS is administered to assess the readiness of each child for Kindergarten. Stanley Switlik Elementary will expand the "Welcome to Kindergarten" program to build partnerships with local early education programs, including the in-school pre-kindergarten program. Through this joint venture, parents and children will gain familiarity with Kindergarten as well as receive information relative to the matriculation of students at Stanley Switlik Elementary School. We will also utilize the services of the Early Learning Coalition to develop a school-based Ready Children, Ready School Partnership. The partnership will identify school specific strategies from the "Transition Toolkit" (developed by PK/Elementary and community partners) to meet the needs of the local community. For our fifth grade students, we invite the Assistant Principal, Athletic Director and Band Director to our school in May to give them an opportunity to describe what middle school will feel like for a sixth grader. Then two weeks later all of the fifth graders take a field trip to Marathon Middle School and take a tour of the campus. The fifth grade teachers from Stanley Switlik have a transition meeting with the sixth grade teachers from Marathon Middle school to discuss the needs and strengths of the students to ensure that students are successful in their sixth grade year.

**b. College and Career Readiness**

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

NA

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

NA

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

NA

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

NA

## II. Needs Assessment

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

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

SIP_graph.docx
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<i>Stanley Switlik Elementary FSA results 2017</i>
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#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Students demonstrating Learning gains for the lowest 25% in ELA is 33%.

### B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

### C. Strategic Goals

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Tier III students will demonstrate learning gains as indicated by Florida Standards Assessment.
- G2.** Decrease chronic absenteeism

## Strategic Goals Detail

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

**G1. Tier III students will demonstrate learning gains as indicated by Florida Standards Assessment. 1a**

G092607

**Targets Supported 1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	55.0
ELA/Reading Gains	65.0

**Targeted Barriers to Achieving the Goal 3**

- Lack of student accountability for learning
- Lagging student academic progress in response to intervention

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

- Student data chats with parents, teachers. Accelerated Reader program and incentives.
- Mentor program for Tier III students.
- Data based, targeted intervention strategies.
- Specialized instruction delivered by trained specialist.
- Collaboration with successful interventionist programs within MCSD

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

Progress monitoring by Renaissance Place.

**Person Responsible**

Christina Rodriguez

**Schedule**

Triannually, from 8/21/2017 to 6/1/2018

**Evidence of Completion**

STAR reports will be created to identify and monitor targeted students.

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

Progress monitoring by Istation.

**Person Responsible**

Christina Rodriguez

**Schedule**

Monthly, from 9/1/2017 to 6/1/2018

**Evidence of Completion**

Istation Executive Summary and Tiered Progress.

**G2. Decrease chronic absenteeism** 1a

G092608

**Targets Supported** 1b

Indicator	Annual Target
	0.05

**Targeted Barriers to Achieving the Goal** 3

- Cultural understanding of correlation of the significance of student attendance correlated to academic success

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

- Parent to Kid night (PTK) parent education
- Attendance monitoring and follow up
- Incentives to individuals, classrooms and grade levels.

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

Progress monitoring, FOCUS

**Person Responsible**

Brett Unke

**Schedule**

Every 2 Months, from 9/5/2015 to 5/30/2018

**Evidence of Completion**

data



## 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.** Tier III students will demonstrate learning gains as indicated by Florida Standards Assessment. 1

G092607

**G1.B1** Lack of student accountability for learning 2

B248262

**G1.B1.S1** By teaching ownership for progress and internalized locus of control, students will be able to take ownership of learning 4

S270407

### Strategy Rationale

Students lack confidence and/or determination, GRIT, to support success.

### Action Step 1 5

Intervention team will monitor progress through multiple standardized sources and adjust intervention as data indicates for maximum success potential.

#### Person Responsible

Brett Unke

#### Schedule

Biweekly, from 10/9/2017 to 5/4/2018

#### Evidence of Completion

STAR growth reports from monthly assessment will indicate bucket achievement cross walked to FSA

### Action Step 2 5

Staff training on how to support effective data chats and reflective conversations with students

#### Person Responsible

Christina Rodriguez

#### Schedule

Biweekly, from 9/11/2017 to 5/25/2018

#### Evidence of Completion

Progress monitoring data from STAR and Istation

**Action Step 3** 5

Student mentoring by staff (Identified lowest 30%)

**Person Responsible**

**Schedule**

Weekly, from 9/4/2017 to 6/1/2018

**Evidence of Completion**

Anecdotal notes, staff debrief with grade level teams

**Action Step 4** 5

Student staff data chats including individual goal setting and progress monitoring

**Person Responsible**

Brett Unke

**Schedule**

Monthly, from 9/25/2017 to 6/1/2018

**Evidence of Completion**

Progress monitoring results and student data notebook artifact

**Action Step 5** 5

Students will participate in incentive programs for short-term goal achievement

**Person Responsible**

Christy Meier

**Schedule**

Quarterly, from 9/18/2017 to 6/1/2018

**Evidence of Completion**

ISIP monthly reporting first week of every month identifies successful goal achievement.  
Rewards to be documented on shared Google data sheet.

**Action Step 6** 5

Implement AVID strategies for self-advocacy

**Person Responsible**

Christina Rodriguez

**Schedule**

***Evidence of Completion***

Teacher lesson plans including AVID strategies.

**Action Step 7** 5

Utilization of learning goals and scales as formative instruction.

**Person Responsible**

Brett Unke

**Schedule**

Monthly, from 9/4/2017 to 6/1/2018

***Evidence of Completion***

Classroom walk through documentation.

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

STAR growth reports from monthly assessment will be used to determine bucket achievement with cross-walk to FSA.

**Person Responsible**

Christy Meier

**Schedule**

Monthly, from 10/2/2017 to 6/1/2018

***Evidence of Completion***

Student progress on monitoring systems

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

Teacher data chats with administration for progress and program fidelity.

**Person Responsible**

Brett Unke

**Schedule**

On 6/1/2018

***Evidence of Completion***

Data notebooks and anecdotal notation.

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

Data chats and reflective conversations with lead instructors to monitor progress.

**Person Responsible**

Christina Rodriguez

**Schedule**

Weekly, from 10/13/2017 to 5/4/2018

***Evidence of Completion***

Student progress on standardized monitoring systems.

**G2. Decrease chronic absenteeism** 1

G092608

**G2.B1 Cultural understanding of correlation of the significance of student attendance correlated to academic success** 2

B248263

**G2.B1.S1 School-wide incentive programs for attendance** 4

S261607

**Strategy Rationale**

Create a school culture where attendance is a major focus of discourse throughout the school community.

**Action Step 1** 5

Monitor attendance data

**Person Responsible**

Chris Willis

**Schedule**

Monthly, from 9/4/2015 to 5/31/2016

**Evidence of Completion**

Increase attendance messaging and student recognitions

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

FOCUS generated monthly attendance data will be reviewed

**Person Responsible**

Chris Willis

**Schedule**

Monthly, from 9/4/2017 to 6/1/2018

**Evidence of Completion**

Shared Google document will indicate student improved attendance rewards and incentives

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G1.B1.S1.A6 A366798	Implement AVID strategies for self-advocacy	Rodriguez, Christina	9/4/2017	Teacher lesson plans including AVID strategies.	No End Date one-time
G2.B1.S1.A1 A345101	Monitor attendance data	Willis, Chris	9/4/2015	Increase attendance messaging and student recognitions	5/31/2016 monthly
G1.B1.S1.MA1 M386832	Data chats and reflective conversations with lead instructors to monitor progress.	Rodriguez, Christina	10/13/2017	Student progress on standardized monitoring systems.	5/4/2018 weekly
G1.B1.S1.A1 A362023	Intervention team will monitor progress through multiple standardized sources and adjust...	Unke, Brett	10/9/2017	STAR growth reports from monthly assessment will indicate bucket achievement cross walked to FSA	5/4/2018 biweekly
G1.B1.S1.A2 A363401	Staff training on how to support effective data chats and reflective conversations with students	Rodriguez, Christina	9/11/2017	Progress monitoring data from STAR and Istation	5/25/2018 biweekly
G2.MA1 M366334	Progress monitoring, FOCUS	Unke, Brett	9/5/2015	data	5/30/2018 every-2-months
G1.B1.S1.MA3 M393266	Teacher data chats with administration for progress and program fidelity.	Unke, Brett	9/4/2017	Data notebooks and anecdotal notation.	6/1/2018 one-time
G1.B1.S1.MA1 M386831	STAR growth reports from monthly assessment will be used to determine bucket achievement with...	Meier, Christy	10/2/2017	Student progress on monitoring systems	6/1/2018 monthly
G2.B1.S1.MA1 M393276	FOCUS generated monthly attendance data will be reviewed	Willis, Chris	9/4/2017	Shared Google document will indicate student improved attendance rewards and incentives	6/1/2018 monthly
G1.MA1 M388405	Progress monitoring by Renaissance Place.	Rodriguez, Christina	8/21/2017	STAR reports will be created to identify and monitor targeted students.	6/1/2018 triannually
G1.B1.S1.A3 A366761	Student mentoring by staff (Identified lowest 30%)		9/4/2017	Anecdotal notes, staff debrief with grade level teams	6/1/2018 weekly
G1.B1.S1.A4 A366796	Student staff data chats including individual goal setting and progress monitoring	Unke, Brett	9/25/2017	Progress monitoring results and student data notebook artifact	6/1/2018 monthly
G1.B1.S1.A5 A366797	Students will participate in incentive programs for short-term goal achievement	Meier, Christy	9/18/2017	ISIP monthly reporting first week of every month identifies successful goal achievement. Rewards to be documented on shared Google data sheet.	6/1/2018 quarterly
G1.MA2 M393269	Progress monitoring by Istation.	Rodriguez, Christina	9/1/2017	Istation Executive Summary and Tiered Progress.	6/1/2018 monthly
G1.B1.S1.A7 A366799	Utilization of learning goals and scales as formative instruction.	Unke, Brett	9/4/2017	Classroom walk through documentation.	6/1/2018 monthly



## V. Professional Development Opportunities

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

**G1.** Tier III students will demonstrate learning gains as indicated by Florida Standards Assessment.

**G1.B1** Lack of student accountability for learning

**G1.B1.S1** By teaching ownership for progress and internalized locus of control, students will be able to take ownership of learning

### **PD Opportunity 1**

Staff training on how to support effective data chats and reflective conversations with students

#### **Facilitator**

Chris Willis

#### **Participants**

Staff

#### **Schedule**

Biweekly, from 9/11/2017 to 5/25/2018

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Intervention team will monitor progress through multiple standardized sources and adjust intervention as data indicates for maximum success potential.	\$0.00
2	G1.B1.S1.A2	Staff training on how to support effective data chats and reflective conversations with students	\$0.00
3	G1.B1.S1.A3	Student mentoring by staff (Identified lowest 30%)	\$0.00
4	G1.B1.S1.A4	Student staff data chats including individual goal setting and progress monitoring	\$0.00
5	G1.B1.S1.A5	Students will participate in incentive programs for short-term goal achievement	\$0.00
6	G1.B1.S1.A6	Implement AVID strategies for self-advocacy	\$0.00
7	G1.B1.S1.A7	Utilization of learning goals and scales as formative instruction.	\$0.00
8	G2.B1.S1.A1	Monitor attendance data	\$0.00
<b>Total:</b>			<b>\$0.00</b>