

**SWIM LIFE**



just keep swimming...

## **School Mission and Vision Statement**

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

## **Goals**

**Desired Conditions for the School:** Improve student achievement proficiency in English Language Arts, Mathematics and Science. Address student subgroup needs through instructional program design and targeted differentiated instruction. Improve Stanley Switlik school grade of “C” to an “A”

**Current Condition of the School** Based on results from the 2016 Florida Standards Assessment (FSA) in Reading, Math, Writing, and FCAT Science, Stanley Switlik School received a school grade of “C.”

**State Goal:** Highest Student Achievement - Students make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards; successfully compete at the highest levels nationally and internationally; and are prepared to make well-reasoned, thoughtful, and healthy lifelong decisions.

**School Goal** – Stanley Switlik School students’ achievement will be such that SSE meets or surpasses all requirements to be rated an “A” school.

## **SIP Development Information**

## **School Improvement Plan Development**

The formation of the 2016-2017 School Improvement Plan is based on the Florida's Continuous Improvement Model or "FCIM." This model is a process by which quality is improved over time by examining results and the processes that generate those results and employing problem solving skills to generate and implement targeted improvements.

In addressing needs of students beyond just state testing, we are encouraging our teachers, students, and staff to think in terms of success beyond simple proficiency. We expect mastery of standards for all students.

## **School Improvement Timeline**

The 2016-2017 School Improvement Plan is focused on achieving school goals related to Florida School Grades during the current school year. Strategies related to these objectives will be implemented during the 2016-2017 school year. The incorporation of Learning Criteria objectives are based on a more elongated timeline. Strategies related to these objectives will be implemented in part during the 2016-2017 school year and will continue within the 2013-2018 five year window.

## **School Improvement Plan Funding**

The initiatives and staff development listed in this plan are funded through a variety of sources. Examples include:

- FTE generated discretionary budget
- Title I Funds and School Improvement Funds
- School Professional Development funds
- Local grants

## **Evaluation of the School Improvement Plan**

Specific evaluative information will be collected by the school over the course of the 2016-2017 school year and beyond. For 2016-2017 objective items evaluation will come from an analysis of data including but not limited to:

- Florida Standards Assessment (FSA)
- Florida Comprehensive Assessment Test (Science)
- Florida Standards Alternative assessment for exceptional children
- WIDA ACCESS assessment for English Language Learners
- Longitudinal data from STAR Testing in Reading and Math
- School Level attendance and discipline data
- Monroe County School District Climate Survey

Progress toward achieving established goals will be determined by the School Improvement Plan committee, the School Advisory Council and the Building Level Planning Team.

### **Supporting Information and Resources**

Additional Documentation and information can be found in the following areas and accessed from the SIP homepage on the Stanley Switlik web site (<http://sse.keysschools.com>)

1. Budget Information
2. Faculty Staff Listing
3. School Advisory Roster
4. School Improvement Plan Annual Review
5. School Technology Plan
6. School Public Accountability Report (SPAR)
7. Parent Involvement Plan

Other sources of useful school data can be found in the following locations: School Grades and School Report Cards:

<http://schoolgrades.fldoe.org/>

Florida School Indicators Report: <http://data.fldoe.org/fsir/>

### **Parent Involvement Plan**

In accordance with Title I requirements, a separate Parent Involvement Plan is prepared and approved. This plan is posted on our website. (<http://sse.keysschools.com>)

### **Highly Qualified Staff (Strategic Goal 4)**

	Number	Effective Rating	New/Beginning Teacher	BA Degree	MA Degree	Above MA Degree
Administration	2	100%			2	
Coach	1	100%			1	
Counselor	1	100%			1	
Teachers	46	100%	10	30	16	
HQ Teachers	46	100%				
HQ Parapro	10	100%		3		

To maintain a highly qualified staff and to foster leadership opportunities, professional development is offered throughout the year. School-wide professional development plans are listed under each section and strategies to build leadership capacity are listed in later sections of this plan.

## **Multi-Tiered System of Supports (MTSS)/ (RtI)**

### **Multi-tiered System of Support (MTSS)**

The MTSS team is composed of the following members:

- Christina Rodriguez, Facilitator/Dean of Students
  - Shaina Moreira, Kindergarten Contact/Title I Teacher
  - Christy Meier, First Grade Contact/Reading Coach
  - Rosa Rios, Second Grade Contact/ELL Teacher
  - Maggi Cordova, Third grade Contact/ELL Teacher
  - Elizabeth Blankenship, Fourth Grade Contact/Title I Teacher
  - Merlou Robinson, Fifth Grade Contact /ESE-Gifted Teacher
  - Chris Willis, PBS Coach/Guidance Counselor
- 
- Quarterly meetings address school wide trends, concerns and professional development needs that support the MTSS process.
  - Monthly Case management meetings are held between the facilitator and grade level contacts to assure processes are in place for identified students and review individual intervention plans.
  - Biweekly updates and information is disseminated to the BLPT and Literacy Team concerning school wide data analysis and promising practices for intervention.
  - Weekly meetings occur to develop and monitor intervention plans. The facilitator, grade level contact, classroom/support teachers, and parents attend these meetings. Plans are updated and modified in accordance to the student's response to intervention.

The MTSS team is involved with the creation of the SIP. Their responsibilities include:

- Analysis of school-wide and disaggregated data.
- Development of the MTSS portion of the plan.
- Organizing/Developing Tier 1, 2 and 3 services and supports.
- Professional Development needs and planning.

The MTSS/RtI Team reviews the implementation of the School Improvement Plan (SIP) on a monthly basis. If changes are needed, recommendations are made to the Building Level Planning Team (BLPT) and the SAC Chair.

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

Our school advisory council is representative of our school population and meets monthly in an advisory capacity.

### **Pre-K Transition Plan**

The Pre K transition plan is incorporated into our Parent Involvement Plan and can be viewed at [www.sse.keysschools.com](http://www.sse.keysschools.com). Click the link to the PIP.

SSE houses Pre-K programs including Head Start, VPK and Pre-K ESE. Pre-K teachers collaborate with Kindergarten teachers to set expectations and assist in placement into kindergarten classes. Staff articulates expectations for kindergarten readiness to local daycare providers and work with the community to provide support.

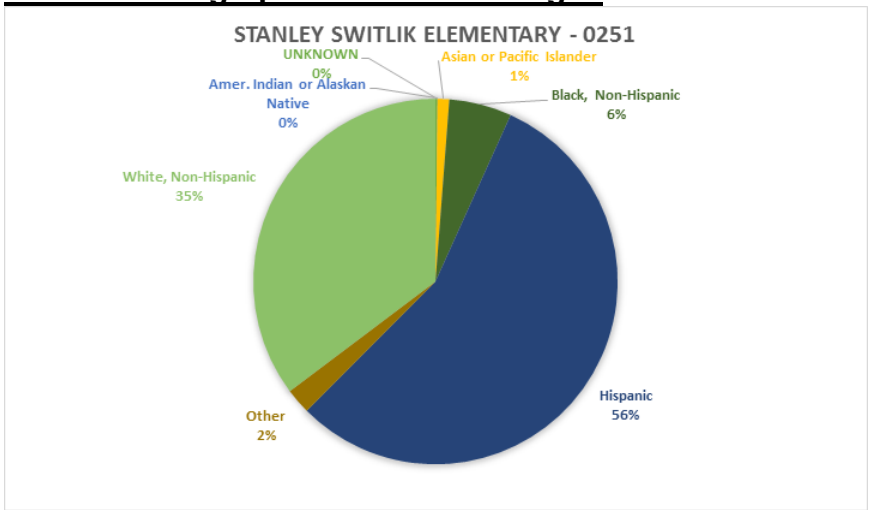
ESE Pre-K has a transition IEP meeting at the end of the year. At this point the academic plan is written as a collaborative effort. We invite parents, teachers and all other support teachers

(Speech/Language, OT, PT) that should have a part in developing the new educational plan for success in Kindergarten.

Head Start/VPK gives data that supports class placements and teacher selections. The Galileo program used by all Pre-K teachers gives data on readiness to start Kindergarten.

We offer a Kindergarten Round-up activity as a parent orientation and welcome to our school. All available Pre-K students entering the fall Kindergarten program are screened using a readiness instrument to establish each student’s academic standing.

**School Demographic Data Percentages:**





**2016 FSA performance Data for SSE**  
**Proficiency:**

CORE AREA LEARNING	Reading Achievement	Math Achievement	Science Achievement
	57%	62%	67%

**Learning gains, all categories:**

CORE AREA LEARNING	Reading Gains	Low 25%ile Reading Gains	Math Gains	Low 25%ile Math Gains
	36%	26%	54%	49%

**Stanley Switlik School Grade**

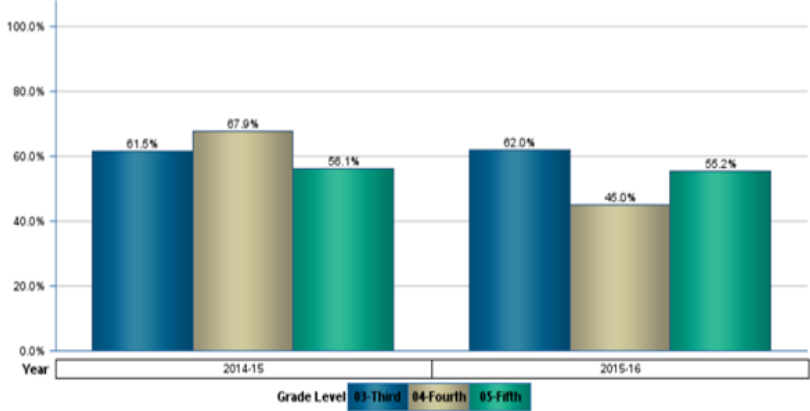
**50% = C**

# Reading achievement 2016

## Student Performance by Subgroup

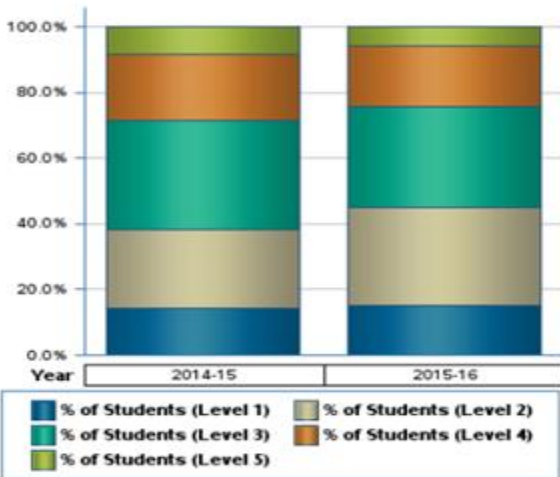
Applied filters: District equal to 44-MONROE

% of Students (Level 3 and Above)



## Student Performance by Achievement Level

Applied filters: District equal to 44-MONROE



## **READING- Goals 2016-17**

### **Goal One (Proficiency)**

By the end of the 2016-2017 school year, the school-wide percent proficient as measured by the FSA will improve from the 57 percent to 64 percent proficient.

### **Goal Two (Learning Gains)**

By the end of the 2016-2017 school year, the school-wide reading gain percent proficient as measured by the FSA will improve from the 36 percent to 56 percent proficient.

### **Goal Three (Learning Gains-Lowest Quartile)**

By the end of the 2016-2017 school year, the school-wide percent gain, as measured by the FSA, for students in the lowest 25%ile, will improve from 26 percent to 59 percent.

## **Strategies for Success in Core Learning**

### **Reading**

1. In accordance with state statute and the district reading plan, students identified through the following criteria will be placed in intensive reading interventions specifically tailored to address their needs.

- Level 1 or Level 2 on FSA ELA
- Istation (3-5) ISIP Assessment Progress Monitoring
- Intervention and Urgent intervention-STAR

2. All K-5 students will participate in progress monitoring assessments, STAR Reading and/or Star Early Literacy Assessment three times per year.

3. The ELA period includes a targeted intervention period at every grade level. Instruction is delivered by classroom and resource teachers based on ongoing assessment. (Resource teachers include, ESE, T1 and ELL) \*\*\*
4. STAR Reading Assessments and I-Station will be used to guide reading interventions.\*\*\*
5. Written response to reading is consistently part of everyday instruction. Students produce short and extended responses aligned to Florida Standards.
6. Students participate in cold reading practice that allows them to interact with text using strategies aligned to Florida Standards.
7. Staff development opportunities will continue to be provided to all staff using the Inquiry-based Professional Learning Communities model (Dufour, et. al) implemented during the 2016-2017 school year.\*\*\*
8. The Title I before and after school tutoring program will target the lowest 30%. \*\*\*
9. An incentive based reading program is used to provide rewards for independent reading. This program is tracked using Accelerated Reader. The media specialist will promote independent reading through the Accelerated Reader program in grades 1-5. Individualized Accelerated Reader goals will be set each quarter. School wide progress will be monitored monthly. Resources to support this include grade level band exemplar reading sets and the e-library which will be available to students through the classroom, media center and technology resources.

10. School-wide literacy activities will be organized and held throughout the school year to promote reading and literacy. These activities may include PTK and La Familia Family Reading Nights, Celebrate Literacy Week, Read-a-thon, and RIF book distribution to students.

11. Designated language lab will be staffed to provide opportunities for language and literacy acquisition. Computer based programs such as Rosetta Stone and Imagine Learning will be prescribed for individual student participation.

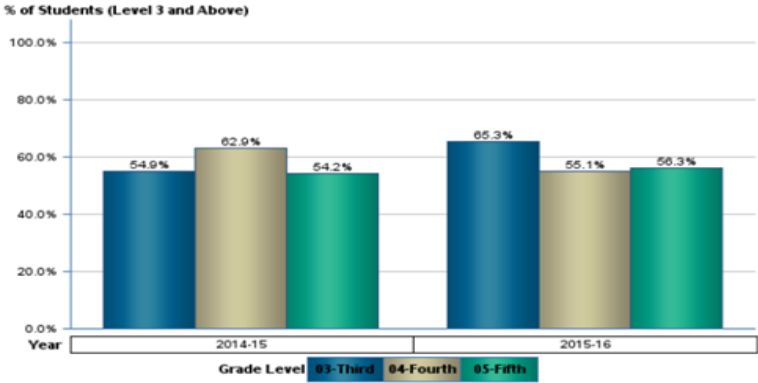
## **Writing**

1. Students will participate in scheduled school-wide writing opportunities. Student writing will be used to form a written continuum and aligned to the monthly district writing sequence.
2. Teachers will implement MCSD Learning Sequence in Writing.
3. Students will use a grade level appropriate rubric to use as a guideline for writing.
4. Use SPROUT to differentiate writing instruction.

# Math-Achievement 2016

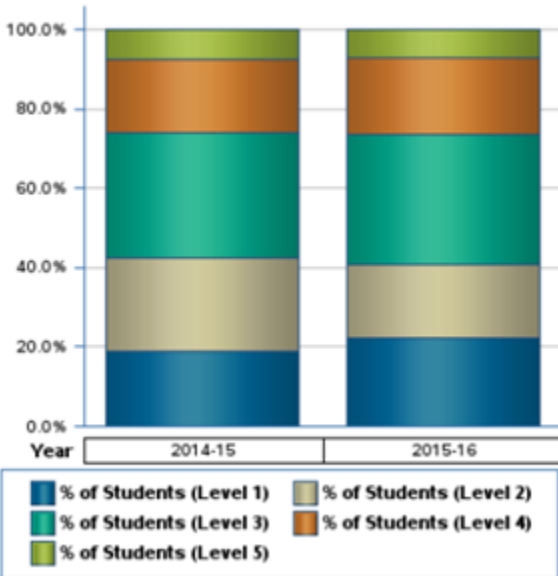
## Student Performance by Subgroup

Applied filters: District equal to 44-MONROE



## Student Performance by Achievement Level

Applied filters: District equal to 44-MONROE



## **Mathematics- Goals 2016-17**

### **Goal One (Proficiency)**

By the end of the 2016-2017 school year, the school-wide percent proficient as measured by the FSA will improve from the 62 percent to 66 percent proficient.

### **Goal Two (Learning Gains)**

By the end of the 2016-2017 school year, the school-wide mathematics gain percent proficient as measured by the FSA will improve from the 54 percent to 62 percent proficient.

### **Goal Three (Learning Gains-Lowest Quartile)**

By the end of the 2016-2017 school year, the school-wide percent gain, as measured by the FSA, for students in the lowest 25%ile, will improve from 49 percent to 62 percent.

## **Strategies for Success in Core Learning**

### **Mathematics**

Students identified through the following criteria will be provided math intervention/enrichment and differentiated instruction to better prepare them for success within the Math curriculum:

Progress monitoring

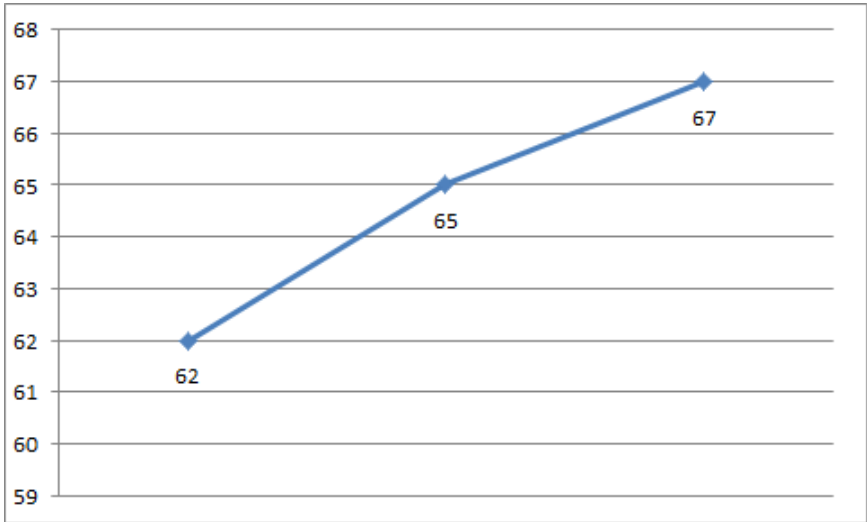
1. FSA – Target Levels 1 – 3 Intervention/Levels 4,5 Enrichment
2. STAR Math (1-5) and Early Literacy (K) – Tiers 2 and 3 Intervention/Tier 1 Enrichment

## Strategies for success

1. Teachers will use the MAFS for the purpose of planning and test preparation at their grade level. Support materials to attain these standards are:
  - a. Go Math!
  - b. Florida DOE.gov web materials.
  - c. Ready Math.
2. Grade levels will support each other vertically to meet the needs of our students.
3. Teachers and students will utilize a variety of differentiated computer based programs to give students instruction and practice on the standards, which include but are not limited to:
  - a. Accelerated Math/2.0
  - b. Reflex Math
  - c. I-Station Math
4. Students will use a variety of strategies to master math content and vocabulary, including but not limited to:
  - a. interactive notebooks,
  - b. fact fluency challenges,
  - c. AVID strategies,
  - d. Spanish translation text,
  - e. Smartboard lessons and animated math models,
  - f. Flocabulary
  - g. Learning centers and manipulatives.



# Science Achievement 2016



## Proficiency Scores for fifth grade FCAT Science

2016 - 67%

2015 - 65%

2014 - 62%

## Science- Goals 2016-17 (Proficiency)

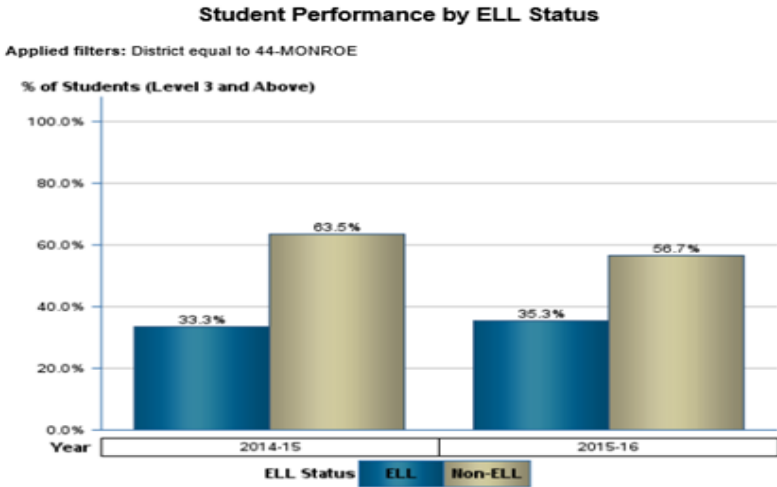
By the end of the 2016-2017 school year, seventy percent (70%) of students taking the Florida Statewide Science Assessment test will perform at a level 3 or above. This represents an increase of 10 percentage points over the 2015-2016 school year.

## Strategies for Success core learning

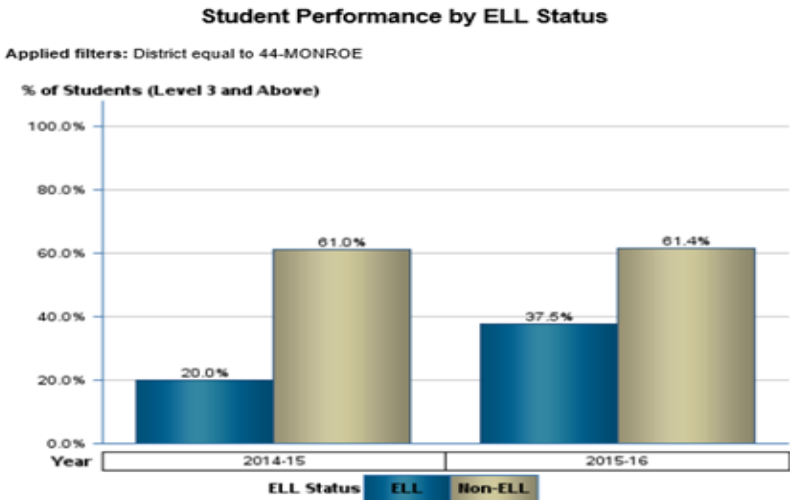
1. Florida Literacy Standards will be integrated in Science instruction by strategically coordinating the use of high yield strategies and research-based resources such as: STEMScopes, Science4Us, Brain Pop, Study Jams, Flocabulary, Happy Scientist, Harcourt Think Central, Discovery Education, and interactive notebooks.
2. Reading instruction in the content area with a vocabulary and science connection focus, increasing information and non-fiction text, hands-on labs and activities, foldable, and the use of a science notebook to track performance and cumulative review.
3. Extended science lab opportunities provided for K-5, test specifications will be used to drive a focused approach to science instruction.
4. Stanley Switlik Science Expo, will invite members of the community to showcase how science is used in their jobs.
5. Stanley Switlik will participate in a school-wide STEM-Challenge science fair to promote the scientific process, writing and inventions.
6. Exceptional Student Education programs will incorporate project-based science instruction utilizing STEMScopes, and the Carolina and FOSS kits.
7. English Language Learner programs will utilize both the STEMScopes and Harcourt Think Central programs to provide home language materials and hands-on instruction.

# 2016 FSA - ELL Subgroup Proficiency Data

## English Language Arts



## Math



## **English Language Learners- ELL**

1. Progress in English Language Acquisition – state percentage of ELLs scoring at level 5 and above in each domain:

- a. Listening = 53%
- b. Speaking = 58%
- c. Reading = 41%
- d. Writing = 4%

2. Percent Proficient in English Language Acquisition – state ELL proficiency rate = 17%, meaning a composite proficiency level score of 5.0 and minimum proficiency level scores of 4.0 or higher in each language domain: listening, speaking, reading and writing

### **Student Success Goals: ELL**

#### **Goal One (ACCESS Test Performance)**

By the end of the 2016-2017 school year, each ELL student will increase one placement level in the respective categories of listening, speaking, reading and writing as determined by the ACCESS interpretative guide.

#### **Strategies for Success in Core Learning**

1. ELL teachers will provide small group support in Reading and Math for all ELL students. Through Title I funds, an additional ELL teacher was added providing a K-1, and 3-5 support teacher.

2. Computer-based software such as Rosetta Stone, English in a Flash, Imagine Learning, Reading A-Z and Istation will be used to teach listening, speaking reading and writing skills.
3. Continued training in the WIDA standards, ACCESS, the ELL curriculum, second language acquisition stages and effective instructional strategies to support ELL Plans.
4. Parent Resource Center is available to parents in the Media Center to access educational programs and student information.
5. ELL Parent Nights are provided with Spanish interpreters to provide parents with latest information, and effective ways to support their children's education.
6. Language Lab created for ELLs to access computer-based programs for language acquisition daily.
7. Newcomer ELA Block using HMH On Our Way to English curriculum for 1st and 2nd year ELLs.
8. The addition of a Parent Educator position to provide ELL parents with a bilingual contact in the office.
9. Access to Spanish textbooks in Math and Science for our newcomer ELL students.
  - a. Support facilitation during general education mathematics instruction
  - b. Bilingual mathematics textbooks
  - c. 90 minute ELA bi-lingual block

**PD School-Wide Focus Area: Inquiry PLCs & Focus on Differentiated Instruction**

<b>Data Used</b>	<ul style="list-style-type: none"> <li>· Needs Assessment Data</li> <li>· Student Achievement Data</li> <li>· Teacher Evaluation Data</li> </ul>
<b>Target Group of Teachers</b>	<ul style="list-style-type: none"> <li>· All Teachers K-5</li> </ul>
<b>PLC Objective</b>	<ul style="list-style-type: none"> <li>· Inquiry based related to student engagement and professional learning.               <ul style="list-style-type: none"> <li>● To use Leveled Readers to guide differentiated instruction.</li> </ul> </li> </ul>
<b>Coaching/Mentoring</b>	<ul style="list-style-type: none"> <li>· Principal and Dean will work with grade levels on data analysis and resources available to assist with planning differentiated instruction.</li> <li>· Literacy coach will offer professional development on differentiated instruction for ELA as well as follow up PD sessions on the implementation of Leveled Readers.               <ul style="list-style-type: none"> <li>● Peer teacher mentoring and observations will be facilitated to offer teachers an opportunity to observe their peers in action.</li> </ul> </li> </ul>
<b>Additional Resources</b>	<ul style="list-style-type: none"> <li>· Technology- Training on IStation and Renaissance Place will be provided.</li> <li>● Scholastic training on Leveled Readers.</li> </ul>
<b>Meeting Dates</b>	<ul style="list-style-type: none"> <li>· Initial Training October 2016. Subsequent training monthly on the third Wednesday of the month.</li> </ul>
<b>Implementation/Follow-Up</b>	<ul style="list-style-type: none"> <li>· Classroom walk-throughs, data chats and feedback from teachers and students will be utilized to track implementation and quality of product.</li> </ul>
<b>Evaluation of Results</b>	<ul style="list-style-type: none"> <li>· Needs Assessment Data</li> <li>· Student Achievement Data</li> <li>· Teacher Evaluation Data</li> </ul>

## Area 8: Early Warning Systems

1. Elementary School Indicators	No. Of	%	Goal
a) Students who miss 10 percent or more of available instructional time	--	--	4%
b) Students retained, pursuant to Section 1008.25(4) (c), F.S.	9	2	1%
c) Students who are not proficient in reading by third grade	11	12	18%
d) Students who receive two or more behavior referrals.	4	1	.5%
e) Students who receive one or more behavior referrals that lead to suspension, as defined in Section 1003.01 (5),F.S	13	2	1%

Goal One: There will be a 4 percentile point reduction in students missing 10% or more of instructional time.

Goal Two: There will be a 1 percentile point reduction in the number of retentions.

Goal Three: There will be a 46 percentile point reduction in non-proficient readers by Grade 3.

Goal Four: Individual interventions to improve behavior will continue as needed.

# **Strategies for School Wide Success**

## **Attendance and Punctuality**

1. Quarterly assemblies will provide rewards to recognize perfect attendance. There will be a focus on positive individual student success regarding attendance and punctuality.
2. Monitoring for attendance and punctuality will occur weekly to identify and focus on at-risk students and their parents in a step-wise manner. This protocol includes a phone call (teacher) at three (3) absences, followed by a parent letter at five (5) absences requesting a meeting. If the pattern of non-attendance continues, home visit(s) and law enforcement intervention will ensue.
3. Bi-monthly meetings with the district level attendance coordinator will be conducted with SSE's Truancy Intervention Committee (TIC).
4. Attendance is a major component of Positive Behavior Support (PBS) at SSE. As such, grade level and or individual incentives are determined and provided regularly.



## **Strategies for Success in Technology**

- The technology committee will distribute a new needs assessment to determine the current technology development needs of teachers and support staff and plan professional development accordingly.
- In-house experts will provide professional development during staff training days to include: Google Drive, SMART Board 101 & 102, Chromebooks, student Thinkpads and Ipad.
- Continue to maintain the technology infrastructure while supporting innovative use of instructional technology. Technology committee will communicate technology needs, such as adaptive technology for ESE, and training needs through the current communication model (BLPT).
- Third, Fourth and Fifth grade students and teachers will utilize new student Chromebooks within daily instruction.

## **Strategies for Success in Special Areas**

1. Special area teachers will work with grade level teachers to reinforce grade-level academic skills in the following manner.
  - Physical Education incorporating Math fact mastery.
  - Art class incorporating Vocabulary and Geometry.
  - Media center focuses on recreational reading.
  - Music class integrating fractions, math facts and vocabulary.
  - All grades participate in a Science curriculum aligned special.

2. Special area teachers will assist with rewards for students who meet or exceed their grade level goals as well as hosting school-wide events throughout the year such as Red Ribbon Week, book fairs, holiday programs, Science Expo and STEM-Challenge, field days, and the Jog-a-thon.

### **Strategies for Success in Special Needs (Include FSAA)**

1. ESE students will be included in general education classes as soon as students demonstrate they have the capability of maintaining appropriate levels of academic and behavioral skills.
2. Co-Taught ESE classrooms in K, 1, 3, and 4th grade.
3. Support facilitation in K-5th grade to increase time with non-disabled peers.
4. Whenever possible, students will be placed in general education classrooms with teachers who are dual certified to provide students the greatest opportunity for success.
5. General education teachers will be provided with the most comprehensive information for the students included in their classes.
6. For ESE students needing Math and Language Arts support, ESE teachers will provide small group instruction on skills being taught in the general education classroom.
7. ESE teachers will dedicate their instruction to skills that will provide the student(s) the opportunity to move ahead at least one grade level from their current level.

8. Progress will be monitored by general education teachers and ESE case managers through the use of PEER progress reports every quarter.

## **Strategies for Maintaining a Safe and Orderly School**

**Goal: We will decrease the number of office referrals by 10% during recess and lunchtime.**

1. School supervision plan will mandate visible identification on all persons on campus at all times. Visitors will be logged in and out for all visitations.
2. Student Safety Patrol comprised of 5th grade students that are identifiable by bright yellow bandoleers will assist adults with supervision of students on campus, on the bus, and for special events.
3. Improved parent communication will involve public access to school calendars, our school web-site, marquee and continued use of the Blackboard Connect system for large group communication in English and Spanish.
4. Staff and students will plan and coordinate with local agencies to conduct 10 fire drills, tornado drills, campus security lock down drills, and emergency campus evacuation drills.
5. Office staff, administrators, special area teachers, and support staff will have two-way radios providing campus wide communication.

6. PBS team will organize music, picture slides of students exhibiting positive behavior and cafeteria rules.
7. Additional adult supervision will be added to insure coverage at recess. Recess schedules will be adjusted to decrease the number of students on the playground/recess field at one time.
8. Specials teachers will perform lunch duty for grades 3, 4 and 5. These teachers know all of the students and have excellent behavior management skills.

### **Strategies for Student Support Services**

1. Ongoing school level actions to increase student success will be maintained. Communication among staff, students, parents, and counseling staff will continue. The actions to enhance success of support services include the following:
  - **Tier 1 Interventions:**
    - Amplification of Positive Behavior Support (PBS) awareness and activities
    - Increased classroom counseling
  - **Tier 2 Interventions:**
    - Problem Solving Team (PST) consult & parent meetings
    - Augmented small group sessions
    - Check-In/Check-Out Behavior Plans
    - Parent meetings and phone consultations
    - Title X support as identified by the counselor through interagency collaboration

### Tier 3 Interventions:

- Functional Behavior Assessments
  - Individual Counseling Sessions
  - Switlik Champions Program
2. Continue efforts to reach out and across agencies and departments to collaborate with the following support service personnel:
    - Keys Area Interdenominational Resources
    - Wesley House services
    - Department of Children and Families
    - The CARE Center
    - Area churches
  3. Multi-tiered System of Support (MTSS) is well-established at SSE and has meshed seamlessly with the Problem Solving Team (PST). Meetings will be conducted continuously throughout the year to identify and intervene.
  4. Professional Development activities will be utilized to support ongoing initiatives.

### **Strategies for Health and Fitness**

1. Wellness screenings will be provided for faculty and staff during 2016-2017 school year.
2. Health grant has been implemented providing three fitness activities per week on campus for staff members after work day hours.
3. All students will receive physical activity as part of their learning day.

## **Strategies for Student Discipline (Strategic Goal 1)**

1. Teachers will review student conduct expectations and consequences for non-compliance frequently throughout the school year. These expectations and consequences will be displayed in all classrooms.
2. Referrals for infractions will be sent to the office for analysis and consequences according to our school discipline plan.
3. Teachers will implement a three-tiered record and intervention plan before referrals are submitted,. Documentation will be recorded in FOCUS for tracking purposes.
4. The PBS team meets monthly as a group to strategize and monitor success.
5. The SSE staff and students will participate in the school-wide PBS program:
  - Student of the Week
  - Student of the Month
  - Dolphin Prides (positive referrals)
  - Token economy implemented positive rewards
6. Second Step Behavior Program will be taught at every grade level. The district iBELieve initiative will be promoted throughout the school and tied to PBS.

## **Strategies for maintaining a safe campus**

- All secondary gates will be closed and locked. Egress will be possible by the use of a common combination lock.
- Staff and students will be trained and practise:

- Fire evacuation drills, monthly.
- Lock down in place
- Campus evacuation
- Tornado and Hazardous weather drills.
- All visitors, volunteers and guests will be vetted and badged by the MCSD *VISA* program.
- Campus security camera system will be maintained and monitored by the office staff.

### **Strategies for Communication (Strategic Goal 3)**

- We use the Blackboard Connect system, monthly school newsletters, flyers, and parent events to communicate with our parents. Everything that goes home to parents from the office is in English and Spanish. The majority of the classroom information goes home in English and Spanish as well.

- The Wednesday folders will be continued as a school-wide practice. The folders contain work samples, newsletters, permission slips and community announcements. There is a place for parents to communicate with the teacher as well.

- We will maintain an accurate and timely website that lists calendar events, accountability information and photos of recent student events,

- The school Marquee will be updated weekly.

**The Stanley Switlik School Community would like to thank the Building Level Planning Team and the School Advisory Council for their assistance in the development of the plan.**

<b><u>Building Level Planning Team</u></b>	<b><u>School Advisory Council</u></b>
<p>Kath Vals  Wendy Houser  Heather Geaneas  Leslie Frieg  Kathy Depastino  Christina Rodriguez  Brett Unke  Brady Hodgerson  Erin Voelliger  Trayce Zander  Gayzel Collins  Christy Meier</p>	<p>Wendy Hall, Chair  Laura Toman, Vice Chair  Maggi Huff , Secretary  Gayzel Collins– At Large  Christina Rodriguez – Liaison  Kate Koler  Catherine Dunn  Cami Holdinga  Kate Chapman  Janny Oliva  Georgina Leigh  Odalis Padron  Maricel Rodriguez</p>



	Grettel Gonzalez
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**Information:**  
**Date Approved by SAC: October 19, 2016**

For more information regarding Stanley Switlik Elementary or the  
School Improvement Plan, visit

<http://keysschools.com/sse>



