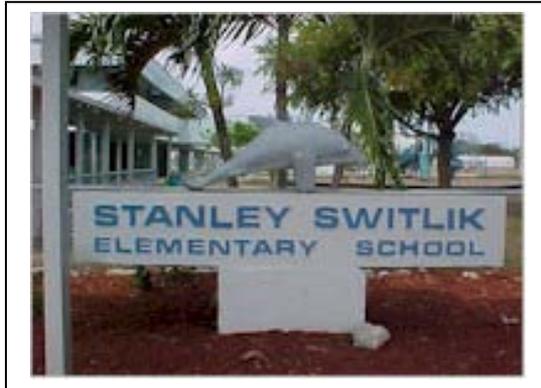


Stanley Switlik

Elementary School



2013-2014 School Improvement Plan

*Brett Unke, Principal
3400 Overseas Hwy
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School Mission Statement

Stanley Switlik Elementary School fosters a spirit of respect and responsibility resulting in a commitment to academic achievement and personal excellence for our diverse population.

School Vision Statement

Academic Achievement + Personal Excellence = Successful Students

PHILOSOPHY

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 a 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 pupils; and foster the intellectual, physical and aesthetic development of each student. We realize that as individuals our students have different levels of ability. They have different learning styles, different areas of interest, and different attitudes toward school. Our programs and goals reflect these differences. Students will be encouraged to pursue their own interests. We respect the worth and dignity of the individual. We promote the equality of education for all students.

One of the fundamental purposes of elementary education is to see that young children 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 attain the higher level needs of knowledge, understanding and self-actualization. The aim of education is to develop a social and intellectual being. 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.

The Stanley Switlik Elementary School Objectives

- 1. To provide continuity of educational experience in teaching of the basic skills, tools of learning and concepts in the elementary areas: language arts, social studies, science, mathematics, physical education, art and music.***
- 2. To provide a learning environment that will encourage individual effort and enable the pupil to develop in self-direction and self-esteem.***
- 3. To promote a learning climate and program that takes into account the latest advances in educational psychology and practice.***
- 4. To teach students according to their individual needs, interests, abilities, and learning capacities; offering the opportunity for research, innovation, and the emotional satisfaction of the successful performance of tasks suited to individual ability.***
- 5. To provide for the pupil that background of experience and knowledge which will enable him/her to make judgments and decisions appropriate to his/her stage of development.***
- 6. To provide experiences that will help develop sound bodies and will establish wholesome mental and emotional attitudes and habits.***
- 7. To provide experiences that will foster artistic appreciation and the development of the talents of pupils.***
- 8. To foster awareness of career opportunities and social development by cooperating with the pupils' families and with community agencies in developing citizens who can be effective in a democratic society.***

School Improvement Plan Development

The formation of the 2013-2014 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.

Learning Criteria:

- Core Academic Learning – Achievement in the core areas of English/Language Arts, Mathematics, Social Studies, and Science
- Stretch Learning – Demonstration of rigorous and relevant learning beyond minimum requirements.
- Student Engagement – The extent to which students (1) are motivated and committed to learning, (2) have a sense of belonging and accomplishment, and (3) have relationships with adults, peers and parents that support learning.
- Personal Skill Development – (1) Measures of personal, social, service, and leadership skills and (2) demonstrations of positive behaviors and attitudes.

In addressing needs of students beyond state testing, think of success beyond basic proficiency.

School Improvement Timeline

The 2013-2014 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 2013-2014 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 2013-2014 school year and will continue within the 2013-2018 five year timeline.

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
- Fundraising
- School Professional Development funds
- Local grants

Evaluation of the School Improvement Plan

Specific evaluative information will be collected by the school during the 2013-2014 school year and beyond. The 2013-2014 objective items will be evaluated on an analysis of data including but not limited to:

- Florida Comprehensive Assessment Test (FCAT)
- Florida Assessments in Reading (FAIR) Testing
- Longitudinal data from STAR Testing in Reading and Math
- School Level attendance and discipline data
- Monroe County School District Climate Survey

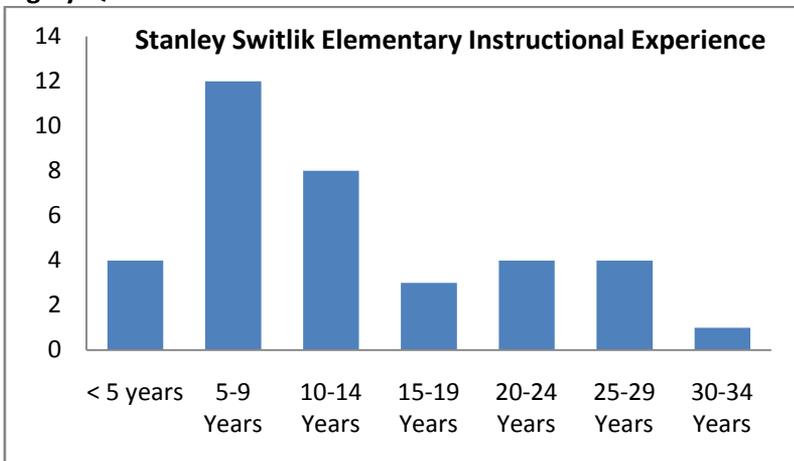
Progress toward achieving established goals will be determined by the School Improvement Plan committee, the School Advisory Council, and the Building Level Planning Team.

Supporting Information and Resources

Additional Documentation and information is available at the homepage on the Stanley Switlik web site (<http://sse.keysschools.com/>)

1. Faculty Staff Listing
2. School Advisory Roster
3. School Improvement Plan
4. School Technology Plan
5. School Demographics
6. Parent Involvement Plan (PIP)
7. Calendar

Highly Qualified Staff:



Multi-tiered System of Support (MTSS)

The MTSS team is composed of the following members:

- Sarah Adams Morton, Facilitator/Reading Coach
- Linda Cohen, Kindergarten Contact/Teacher
- Christy Meier, First Grade Contact/Title I Contact
- Maggi Cordova, Second Grade Contact/ELL Teacher
- Krista Dennington, Third Grade Contact/Teacher
- Kerry Senecke, Fourth Grade Contact/ESE Teacher
- Janet McNaughton, Fifth Grade Contact/Title I-ESE Teacher
- Mary Lou Darczuk, PBS Coach/Guidance Counselor
- Laura Toman, School Psychologist/Child Find Specialist

This team meets regularly:

- 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 of 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 and support teachers, as well as parents; attend these. Plans are updated and modified dependent on 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.

Student Performance Goals

Core Learning

Reading: Overall Achievement

<i>Grade Level</i>	<i>Reading (Level 3 and Above)</i>	
	2013	2014 (GOAL)
3	52	62
4	60	62
5	66	69

Reading: Goal One (Grade Three)

By the end of the 2013-2014 school year, sixty-two percent (62%) of Grade 3 students taking the FCAT Reading test will score at or above Level 3. This represents an increase of 10 percentage points over the 2012-2013 school year.

Reading: Goal Two (Grade Four)

By the end of the 2013-2014 school year, sixty-two percent (62%) of Grade 4 students taking the FCAT Reading test will score at or above Level 3. This represents an increase of 10 percentage points for that cohort over the 2012-2013 school year. (See the Grade 3 chart).

Reading: Goal Three (Grade Five)

By the end of the 2013-2014 school year, sixty-nine percent (69%) of Grade 5 students taking the FCAT Reading test will score at or above Level 3. This represents an increase of 3 percentage points for that cohort over the 2012-2013 school year. (See the Grade 4 chart).

Reading: Goal Four (Subgroups)

<i>Reading Subgroup</i>	<i>Satisfactory 2013</i>	<i>AMO 2014</i>
ALL STUDENTS	59	72
BLACK	64	67
HISPANIC	52	63
WHITE	70	84
ENGLISH LANGUAGE LEARNERS	36	44
STUDENTS WITH DISABILITIES	35	54
ECONOMICALLY DISADVANTAGED	53	64

Reading: Goal Five (Learning Gains)

<i>Reading Subgroup</i>	<i>Satisfactory 2013</i>	<i>AMO 2014</i>
Lowest 25% growth Learning Gains	69	73
	60	63

By the end of the 2013-2014 school year, seventy-three percent (73%) of our lowest 25% will make learning gains; and sixty-three percent (63%) of Grade 4-5 students taking the FCAT Reading test will make learning gains.

Reading: Goal Six (FAA)

By the end of the 2013-2014 school year, eighty percent (80%) of SWD students taking the FAA Reading test will score a 6 or higher.

Writing: Overall Achievement

<i>Grade Level</i>	<i>Writing (3.5 and above)</i>	
	2013	2014 (GOAL)
4	70	74

Writing: Goal One (Grade Four)

The percentage of the students scoring a 3.5 or higher on the essay portion of FCAT Writes during the 2013-2014 school year will be seventy-four percent (74%). This represents an increase of 4 percentage points over the 2013-2014 school year.

Writing: Goal Two (FAA)

By the end of the 2013-2014 school year one-hundred percent (100%) of SWD students taking the FAA Writing test will score a 6.

Mathematics: Overall Achievement

<i>Grade Level</i>	<i>Mathematics (Achievement Level 3 and Above)</i>	
	2013	2014 (GOAL)
3	53	64
4	70	64
5	64	77

Mathematics: Goal One (Grade Three)

By the end of the 2013-2014 school year sixty-four percent (64%) of Grade 3 students taking the FCAT Math test will score at or above Level 3. This represents an increase of 11 percentage point increase over the 2012-2013 school year.

Mathematics: Goal Two (Grade Four)

By the end of the 2013-2014 school year sixty-four percent (64%) of Grade 4 students taking the FCAT Reading test will score at or above Level 3. This represents an increase of 11 percentage point increase for that cohort over the 2012-2013 school year. (See the Grade 3 chart).

Mathematics: Goal Three (Grade Five)

<i>Mathematics Subgroup</i>	<i>Satisfactory 2013</i>	<i>AMO 2014</i>
Lowest 25% growth	73	77
Learning Gains	80	84

By the end of the 2013-2014 school year seventy-seven percent (77%) of Grade 5 students taking the FCAT Reading test will score at or above Level 3. This represents an increase of 7 percentage point increase for that cohort over the 2012-2013 school year. (See the Grade 4 chart).

Goal Four (Subgroups)

<i>MATH Subgroup</i>	<i>Satisfactory 2013</i>	<i>AMO 2014</i>
ALL STUDENTS	63	74
BLACK	50	60
HISPANIC	60	67
WHITE	71	83
ENGLISH LANGUAGE LEARNERS	57	67
STUDENTS WITH DISABILITIES	38	46
ECONOMICALLY DISADVANTAGED	59	70

Mathematics: Goal Five (Learning Gains)

By the end of the 2013-2014 school year, eighty-four percent (84%) of Grade 4-5 students taking the FCAT Reading test will make learning gains; and 77% of our low 25 will make learning gains.

Math: Goal Six (FAA)

By the end of the 2013-2014 school year, eighty percent (80%) of SWD students taking the FAA Math test will score a 6 or higher.

Science: Overall Achievement

Grade Level	Science (Achievement Level 3 and Above)	
	2013	2014
5	58	64

Science: Goal One (Grade Five)

By the end of the 2013-2014 school year, sixty-four percent (64%) of students taking the FCAT Science test will perform at level 3 or above. This represents an increase of 10% over the 2012-2013 school year.

Science: Goal Six (FAA)

By the end of the 2013-2014 school year one hundred percent (100%) of SWD students taking the FAA Science test will score a 6 or higher.

Attendance Goal: Overall

Number & Percentage of Students > 6 Absences 2012-2013								
	Quarter I		Quarter II		Quarter III		Quarter IV	
Switlik K-5	26	5.5%	50	10.7%	37	8.2%	39	8.6%
K	7	8.3%	14	17.5%	8	10.0%	8	10.0%
1	5	7.2%	8	12.3%	7	11.1%	5	7.6%
2	6	6.6%	7	7.8%	7	7.9%	11	12.6%
3	4	4.6%	11	12.6%	6	7.3%	9	11.0%
4	0	0.0%	7	9.2%	6	8.2%	1	1.3%
5	4	5.9%	3	4.4%	3	4.5%	5	7.7%

The number of students in K – 5 with excessive absences (> 6 per quarter) will decrease by 10% from 8.25 % (12-13) to 7.43 % by June of 2014.

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 FCAT SSS Reading
 - Red or Yellow on FAIR
 - Intervention and Urgent intervention-STAR
2. All students scheduled to take the FCAT Reading will take district created Curriculum Progress Monitoring Assessments through Performance Matters. Data from the winter assessment will inform standard based instructional decisions.
3. Teachers will utilize FCAT Test Specifications for the purpose of focus in planning practical test preparation.
4. All teachers will receive training on interpreting Renaissance, FAIR, and Performance matters class and student reports.
5. The English-Language Arts (ELA) period is extended to include Common Core State Standards (CCSS) in science and social studies as reflected in course descriptions.
6. The ELA period includes a targeted intervention and enrichment period. Instruction is delivered by classroom and resource teachers based on ongoing assessment.
7. STAR Reading Assessment and Lexia will be used to guide reading interventions.
8. Students will engage in close reading of complex text daily utilizing appropriate materials available through the CCRP and Media Center.
9. Reading task cards are used to identify question stems in grades 3-5 in order to better prepare students for FCAT.
10. Written response to reading is part of everyday instruction. Students produce short and extended responses aligned to CCSS.
11. Students participate in cold reading practice that allows them to interact with text using CCSS strategies.

12. Staff development opportunities will continue to be provided to all staff using the Professional Learning Communities model (Dufour, et. al) implemented during the 2013-2014 school year.
 - ELA-Common Core Implementation PLC
 - Close Reading PLC
 - Literacy centered book studies
13. The Title 1 after school tutoring program will target SES students in the lowest 30%.
14. Grades K-2 will supplement their current curriculum resources in order to provide rigor that meets Common Core Standards.
15. An incentive based reading program is used to provide rewards for recreational reading. This program is tracked using accelerated reader. At 10 point increments, students are recognized on the morning announcements and awarded a free book. At 25 point increments, students are awarded with a cupcake party on stage with the principal and reading coach.
16. 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. Participation reports will be delivered monthly to all grade level teams in order to identify areas of improvement.
17. The media specialist will collaborate with teachers to develop projects and activities that align with the *Research to Build and Present Knowledge* Common Core Anchor Writing standards 7-9.

Mathematics

1. Students identified through the following criteria will be provided math interventions to better prepare them for success within the math curriculum.
 - Level 1 or 2 on FCAT NGSSS Math
 - Intervention and urgent intervention-STAR Math
2. All students scheduled to take FCAT Math will take district-created Curriculum Progress Monitoring Assessments through Performance Matters. Data from the winter assessment will inform standards-based instructional decisions.
3. Teachers will utilize FCAT Test Specifications for the purpose of focus in planning practical test preparation.
4. Accelerated Math™ (AM) will be used as part of a comprehensive differentiated instructional program.
5. FOCUS tests provided by the FLDOE will be used to target specific benchmarks.
6. Think Central Math Common Core and CPalms lessons will be used to create lesson plans based on Common Core Standards and assessments will be aligned with mastery of standards.
7. Vertical teams will participate in Lesson Study focused on Common Core implementation and develop vertical alignment in the K-5 math curriculum.
8. Math teachers will be provided SMART Board resources and training to incorporate greater presentation technology in math classes.

Writing

1. Students will participate in scheduled school-wide writing opportunities. Student writing will be used to form a written continuum and compared to the CCSS exemplars.
2. Teachers will implement written response across the curriculum.
3. Fourth grade teachers will evaluate and receive training on FCAT Writes anchor papers and use this information to improve teaching and student achievement for the 2014 FCAT assessment.
4. All fourth grade teachers will utilize the E-folio writing and assessment program to provide students with frequent and consistent feedback on their writing.

Science

1. CCSS literacy standards will be integrated in science instruction by strategically coordinating the use of high yield strategies and research-based resources such as: FCAT Explorer, FCAT Explorer FOCUS, BrainPop, Study Jams, Flocabulary, Happy Scientist, Harcourt Think Central, Discovery Education and interactive science notebooks.
2. Vertical teams will participate in Science Lesson Study focused on CCSS literacy standards: Speaking and Listening—“Science Talks”.
3. Science instruction will emphasize reading in the content area with a vocabulary focus, hands-on labs and activities, foldables, and the use of a science notebook to monitor student performance.
4. K-5 extended science lab opportunities delivered through the specials rotation, K-5 science quarterly assessments and FCAT test specifications will be used to drive a focused approach to science instruction in grades K-5.
5. Stanley Switlik will host a Science Expo, inviting members of the community to showcase how science is used in their jobs.
6. Science reading material will be integrated into the language arts block to increase complex, informational, non-fiction text.

Strategies for Success Skills

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 3 absences, followed by a parent letter at 5 absences, requesting a meeting. If the pattern of non-attendance continues, home visit(s) and law enforcement intervention will ensue.
3. Bimonthly 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, many grade level incentives are provided, which are determined by each team.

Strategies for Success in Technology

1. The technology committee will develop a needs assessment to determine the technology development needs of teachers and support staff.
2. In-house experts will provide Professional Development during staff training days to include, SMART Board 101 &102. Bright Link, E Readers in the classroom, Prezi presentation and updated software applications.
3. New software will be introduced to meet the needs of students. All teachers will receive training/follow-up training on the use of new programs and data analysis applications.
4. Continue to maintain the technology infrastructure while supporting innovative use of instructional technology. Technology committee will communicate technology needs and training needs through the current communication model (BLPT).

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 literature and geometry.
 - Media center focusing on the use of primary sources and recreational reading.
2. All grades participate in a science curriculum aligned special.
3. Special area teachers will assist with rewards for students who meet or exceed their grade level goals.

Strategies for Success in Exceptional Student Education (ESE)

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. Whenever possible, students will be placed in general education classrooms with teachers who are dual certified to provide students the greatest opportunity for success.
3. General Education teachers will be provided with the most comprehensive information for the students included in their classes.
4. For the students in math and language arts classrooms, ESE teachers will provide small group instruction after whole group instruction is delivered by the general education teacher.
5. 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.
6. 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

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 will be comprised of fifth grade students that are identifiable by bright yellow bandoleers. Students will assist adults with supervision of students on campus, on the bus and for special events.
3. Improved parent communication will involve improved public access to school calendars, our school web-site and continued periodic use of the NTI Ed-Connect™ system for large group communication.
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, administrator, special area teachers and support staff will have two-way radios providing campus wide communication.

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 includes the following:
 - Student Service Team (SST) consults and parent meetings
 - Increased classroom counseling
 - Augmented small group sessions
 - Parent meetings and phone consultations
 - Use of Blackboard Connect notification
 - Amplification of Positive Behavior Support (PBS) awareness and activities
 - Title X support as identified by the counselor through interagency collaboration

2. Continue efforts to reach out and across agencies and departments to collaborate with the following support service personnel:
 - Keys Area Interdenominational Resources
 - Public Library
 - 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 Student Services Team (SST). Meetings will be conducted continuously throughout the year to identify and intervene.
4. Professional development activities will be utilized to support ongoing initiatives, such as Attendance and Positive Behavior Support.

Strategies for Health and Fitness

1. Wellness screenings will be provided for faculty and staff during 2013-2014 school year.
2. Health grant has been implemented providing three fitness activities per week on campus, after work day hours, for staff.
3. All students will receive physical activity as part of their learning day.

Strategies for Student Discipline

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 3-Tiered record and intervention plan before referrals are submitted for administrative intervention.
4. The PBS team meets bimonthly 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
 - Token economy implemented positive rewards
6. Student Success Skills will be taught in select classrooms. These encourage and promote positive ideas.

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.

<u>Building Level Planning Team</u>	<u>School Advisory Council</u>
Sarah Adams Morton Stacey Couch Christine Crispino Kathy Depastino Jody Fenhoff Steve Ferrise Leslie Frieg Christy Meier Brett Unke Jessica Woodbury Trayce Zander	Wendy Hall, Chair Christine Lopez, Vice Chair Natalie Allen, Secretary Christine Gonzalez – At Large Sarah Adams Morton – Liaison Brandi Davis Miriam Hribar Odalis Padron Regina Paskiewicz

Information:

For more information regarding Stanley Switlik School or the School Improvement Plan, visit <http://keysschools.com/sse>

