

Bay District Schools

Surfside Middle School



2016-17 Schoolwide Improvement Plan

Surfside Middle School

300 NAUTILUS ST, Panama City Beach, FL 32413

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	No	49%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	20%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	B*	B	

**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 Bay County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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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 three 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 – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of “Planning” or “Implementing” or a monitoring status of “Former F.” These statuses are based on a school’s grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school’s improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- 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.

2016-17 DA Category and Statuses for Surfside Middle School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	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.

The Surfside Middle School family will provide a standards-based and technology-rich curriculum to promote student learning and foster self-esteem.

b. Provide the school's vision statement.

At Surfside Middle School we will inspire children to be passionate about learning. We will challenge children to meet their potential academically and socially. Teachers will model in their relationships with students and colleagues an appreciation for the uniqueness of each individual. Teachers will collaborate among grade levels and subject areas (i.e. Professional Learning Communities) to promote learning in a safe and comfortable environment. We will engage parents, students, staff, and the community in shared responsibility for advancing the school's vision and mission.

2. School Environment

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

In addition to traditional classroom activities which build social relationships, teachers incorporate Kagan Cooperative Learning classbuilding and teambuilding structures to promote harmony in the classroom. Surfside also focuses on encouraging positive student interactions through the Positive Behavior Support system, recognizing and rewarding respectful behaviors. We also provide several clubs for students which are focused on school and community service activities (such as Leo Club, Kiwanis Club and SGA), all of which are sponsored by teachers for students. Special events (such as guest speakers, holiday acknowledgements) and parent coffees encourage a sense of community among our stakeholders (ELL Parent/Student Coffee, Holiday Traditions Coffee, ASPIRE Coffee)

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

School staff supervise and interact with students before, during and after school in an effort to support an environment in which they feel safe and respected. Specific geographic areas for each grade level, club meetings, special events (such as pep rallies), and a visible adult presence across the campus help to ensure this environment. Teachers voluntarily supervise students before and after school ("Surfwatch") and during the transition times (such as enroute to lunch and class changes) as well. We also utilize specific grade level wings for classes to minimize interactions between our youngest and oldest students and provide peace of mind for parents.

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.

Surfside utilizes the Positive Behavior Support model for supporting an appropriate learning environment. All classrooms have behavior expectations posted, students are recognized weekly in front of peers for appropriate behavior, service projects offer opportunities for appropriate behavior, and twice-yearly celebrations of good behavior are held (fall and spring) for students with no

disciplinary incidents.

Not only are there clear expectations for behavior and consistent application of consequences, students consistently rank our school very positively in this area on the yearly climate survey administered by the district.

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.

Students' social-emotional needs are met in a variety of ways at Surfside. Not only do we provide counseling services, but we also welcome mentoring from community members and staff for at-risk students. Students also participate in numerous activities which provide avenues for social-emotional growth and well-being, including teams and clubs. A military counselor is provided through Navy resources, and a JS2S club for student ambassadors welcomes and supports our military students as well as other students affected by mobility issues.

3. Early Warning Systems

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

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

Attendance: School-based parent notification and conference initiation. District based truancy court program.

FCAT Level 1 & 2: Remediation is provided through software and teacher interventions. (Fast ForWord, READ 180, Math 180, DreamBox, reading and math schedule blocks)

Course Failures: Teacher/parent conferences, teacher tutoring and pull-out programs (ESE) and Rtl. Guidance counselors/MTSS committee monitor

Suspensions: RtIB software is used to monitor student suspensions. Child Study Teams/ Behavior Plans monitored by guidance counselors

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	0	0	0	0	0	0	142	158	186	0	0	0	0	486
One or more suspensions	0	0	0	0	0	0	29	35	41	0	0	0	0	105
Course failure in ELA or Math	0	0	0	0	0	0	63	50	0	0	0	0	0	113
Level 1 on statewide assessment	0	0	0	0	0	0	26	27	38	0	0	0	0	91

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	0	0	0	0	71	76	76	0	0	0	0	223

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

Attendance: The Attendance Clerk relies on the student information system to monitor absenteeism. When absences reach 10 days, the school generates a letter to parents for a Child Study Team to review attendance and attempt to resolve issues. Teachers, guidance counselors and administrators participate in this process. The school pursues truancy proceedings if attendance is not improved. FCAT Level 1 & 2: Surfside instituted an activity period last year for the purpose of providing remediation and enhancement for our students. For Level 1 and 2 math students, this time is dedicated to providing remediation using computer software three times per week and classroom support the other days of the week. All math teachers also provide tutoring before school for students who need it.

All Level 1 and 2 Reading students are enrolled in a double block of reading (Level 1) or single period (Level 2) to provide remediation. Surfside also utilizes a software intervention, Fast ForWord, for level 1 readers, including ESE and ELL learners. READ 180 is used for students in our at-risk program (ASPIRE). Monitoring through these programs provides data for our MTSS committee who monitor our course failures through weekly committee meetings.

B. Family and Community Engagement

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

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.

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

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

The school has a very active School Advisory Council and has been recognized as a Five Star School for 15 years consecutively. Our SAC participated in writing the current mission and vision statements for our school and reviews data, goals and strategies for the school improvement plan before it is finalized. We hold several parent coffees across the year, two open house times, summer open campus days, and utilize parent volunteers in a myriad of ways. Volunteer hours reached over 30,000 last school year (parent/student/teacher).

To provide as much information to parents as possible, the school uses the district Parent Portal system, e-mail, newsletters, and our web page. We also utilize an IRIS alert, parent conferences. Individual teachers utilize other technology applications to keep parents involved in the instructional program, including Remind 101, Edmodo, and website favorites. All of these initiatives encourage parent participation among all our student subgroups.

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.

The school business partners chair solicits the involvement of businesses across our community, by letter and personal contact, while our School Advisory Council does the same. Special programs such as pre-engineering and music work with mentors and professional contacts to build relationships and secure support for these programs. (For example, over \$50,000 has been contributed to our pre-engineering program by local firms.) In return, the school participates in numerous community events

and drives, students perform when invited, and business partners are encouraged to serve on our SAC. Local clubs and banks are generous partners with our school as well.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Harrell, Sue	Principal
Lewis, Kathy	Teacher, K-12
Pitts, David	Assistant Principal
Mott, Cindy	Teacher, K-12
Bull, Chris	Teacher, K-12
Cerney, Jill	Teacher, K-12
Easom, Kathy	Teacher, K-12
Wright, Martha	Teacher, K-12
Yori, Linda	Teacher, K-12

b. Duties

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

Leadership Team

The School Improvement Leadership Team (SILT) takes responsibility for planning, organizing and conducting pre-school inservice days for the school. Their leadership continues across the year, as they serve as grade level team leaders and Professional Learning Community facilitators. Teachers also determine professional development needs for the school, as indicated by PLUS2 reviews and teacher surveys. Members model effective instructional strategies in meetings and work collaboratively with administration. They are also responsible for developing the School Improvement Plan, our writing program, and the design for our STEM activity period, sharing decision-making with the administrators throughout all school processes.

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.

Members of the SILT (School Improvement Leadership Team) meet monthly, including during the summer, to plan and organize a variety of areas for our school. They present school inservice, participate in interviews, organize and participate in curricular teams, and provide leadership for our Professional Learning Communities, as well as our grade level teams. SILT members serve on special committees, i.e., MTSS, Social, Positive Behavior Support, etc., and coordinate service projects throughout the year. They are a highly collaborative group who mentor new teachers and support all aspects of school life. Teachers share in the budgeting process and help establish priority

needs for students, with all funding dispersed and used in accordance with local, state and federal guidelines.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Debra Price	Parent
Chris Bull	Parent
Todd Montgomery	Parent
Michelle Reese	Parent
Sue Harrell	Principal
Kristy Robb	Teacher
Martha Wright	Teacher
Leigh Holloway	Parent
Sandi Gaff	Parent
Martha Wright	Parent
Alicia Hartline	Parent
Kara Davis	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

a. Evaluation of last year's school improvement plan

The School Advisory Council participates in a mid-year review of the school improvement plan. Administrative staff provide data regarding student performance and progress for council discussion. Any revision of goals is reviewed and approved at this time and monitored throughout the year. The administration presents school data for council review at monthly meetings, including behavior data, academic data, absenteeism data and discipline data. All of this is taken into account by the SAC.

b. Development of this school improvement plan

The SAC reviews school data compiled in the summer at its September meeting. A preliminary SIP developed by the School Improvement Leadership Team, including the SAC Chair, is presented, discussed and edited based on input from SAC members. The Leadership Team continues to revise and edit the plan, presenting a final version for Council approval prior to submission to the District School Board for approval. The SAC continues to monitor school improvement initiatives and data through the year and participates in the mid-year review of progress.

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

The principal presents a tentative budget proposal to the School Advisory Council in the spring. The council reviews budget items and priorities and makes any suggestions for change prior to its adoption. The council also raises some funds for itself to use in support of school initiatives. In years when the district provides a minimal funding for councils, members (who are elected by their peers) determine how that budget is to be spent and are responsible for the distribution of this funding.

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

While there are currently no budgeted funds for the School Advisory Council, this group is active in soliciting financial donations for the school from our community, which has over the years been generous in support of school programs. They are in discussions of potential fundraisers as well, with interest in providing technology for students and mini-grants for classroom activities that support the School Improvement Plan. However, specific designation of resources has not been established at this time.

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
Altman, Kelly	Teacher, K-12
Marshall, Lenee	Teacher, K-12
Dupree, Jennifer	Instructional Media
Harrell, Sue	Principal
Laspe, Patricia	Teacher, K-12
Wade, Sara	Teacher, K-12

b. Duties

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

Under the guidance of the principal and reading teachers, the LLT meets monthly to focus on literacy initiatives, programs, student performance data, and literacy concerns throughout the school. The primary goal of the team is to ensure that all stakeholders support the work of the reading team and the school's literacy goals through a whole-school approach. Our school-wide STEM initiative features reading activities (schoolwide) each week. Activities are designed by literacy leaders and are provided/modeled for faculty prior to use with students. Teachers incorporate ELA FSS across all subject areas.

D. Public and Collaborative Teaching

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

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

All teachers participate in subject area/grade level Professional Learning Communities to develop common assessments and review assessment data. Consistent use of pacing curriculum guides and collaboration on instructional objectives and effective classroom strategies are an outgrowth of learning communities at our school.

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

Description of Strategy Person Responsible

1. Principal/Administration will meet regularly with new teachers. Administration
2. New teachers will be partnered with veteran staff. Administration
3. New teachers will participate in Bay District's New Teacher Induction Program. Administration
4. ESOL Endorsement and Reading Endorsement opportunities provided to all staff members via Bay District initiatives. Administration
5. Use on online application database for new recruits Administration
6. Opportunities for professional development through T2T (Teacher-to-Teacher) Administration
7. Provision for TDY's for teachers to work collaboratively on common planning of Administration instruction and assessment will be provided by administration.

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

New teachers are paired with veteran teachers in their same curriculum group when they join our faculty. Typically, these teachers share a planning period to facilitate common planning time. Several teachers are used as "demonstration" classrooms for new teachers to observe their practice. Temporary duty days are available to teachers upon request for observation and collaboration.

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.

Teachers participated in summer inservice training to align curriculum with the standards and have continued this work through Professional Learning Communities across the school year. Through the development of district pacing guides and curriculum guides, teachers are focused on the standards and delivery of a viable and consistent curriculum that addresses the standards. PLC's are engaged in development of common assessments this school year to improve our student performance and standardize our data collection.

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.

All teachers are engaged in data collection and monitoring through various programs, including READ 180, MATH 180, DreamBox, MAP, Fast ForWord, etc. Students who are in need of additional support are served through ESE resource rooms, MTSS remediation, or assistive technology (i.e. iPads) as indicated. Teacher lesson plans indicate differentiation strategies used in the regular classroom setting, including modification and enrichment of lessons for different students. Students scoring Level 1 or 2 in math, for example, participate in 30 minutes daily of remediation to assist in skill building. Other students, during this time, are participating in enrichment activities, including academic teams and STEM initiatives.

All teachers are involved in Professional Learning Communities (by subject area), developing/administering/analyzing common assessments based on the new testing formats of the Florida State Assessments, so that students will be prepared to achieve proficient levels of performance. As

teachers develop questions, they utilize learning they have acquired through Webb's Depth of Knowledge professional development faculty sessions and collaboratively establish the level of difficulty for each item on their common assessments.

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: 5,400

A daily STEM activity period is incorporated into the master schedule to provide opportunity for student remediation or enrichment, as indicated. Level 1 and 2 students receive extended time to work on math skills or enrichment activities.

Strategy Rationale

Extended time on math tasks will improve student performance and proficiency.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Wright, Martha, wrighmj@bay.k12.fl.us

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

DreamBox data will be collected, along with MAP math probes and class grades. The MTSS team meets weekly to discuss data collected and adjust or continue strategy as indicated.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Several activities facilitate the transition from elementary school to middle school and from middle school to high school. These include end of the year visits to high schools for 8th graders and incoming 6th grade visits in the spring from area feeder schools. A spring open house for parents and rising 6th graders provides an opportunity for this as well. High school counselors are invited to visit 8th grade classrooms and assist students with registration, as do high school coaches. The collegiate program directors from each high school visit with their student teams in spring for mini-seminars for 8th graders as well. Open campus is held through the month of July for rising 6th graders and parents to visit campus and familiarize themselves with our school, and our JS2S provides a welcoming climate for transfer students in need of transition services.

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.

n/a

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

n/a

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

n/a

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.

n/a

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

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:

No files were uploaded

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.

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.** Increase students' levels of reading proficiency in all subgroup areas through the effective use of research-based reading strategies, common assessments and targeted instruction.

- G2.** Increase students' levels of proficiency in all subgroup areas through effective delivery of curriculum, data responsive instruction, and assessment.

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. Increase students' levels of reading proficiency in all subgroup areas through the effective use of research-based reading strategies, common assessments and targeted instruction. 1a

G084100

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
Math Lowest 25% Gains	72.0
AMO Reading - All Students	
ELA/Reading Lowest 25% Gains	68.0
FCAT 2.0 Science Proficiency	57.0
CELLA Writing Proficiency	39.0

Targeted Barriers to Achieving the Goal 3

- Need for professional development for general education teachers to review reading strategies

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development
- Professional Learning Communities
- Literacy Leadership Team
- Writing Coach
- Read 180
- CRISS Strategies
- Kagan Strategies
- Fast ForWord
- District Reading Coach

Plan to Monitor Progress Toward G1. 8

Monitor all students and subgroups proficiency from baseline data to midyear.

Person Responsible

Sue Harrell

Schedule

Quarterly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Formative and summative common assessments, MAP Assessment

G2. Increase students' levels of proficiency in all subgroup areas through effective delivery of curriculum, data responsive instruction, and assessment. 1a

G084101

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	
FCAT 2.0 Science Proficiency	57.0
4-Year Grad Rate (Standard Diploma)	

Targeted Barriers to Achieving the Goal 3

- Teachers' lack of knowledge and comfort with curriculum resources, data disaggregation, and assessments.

Resources Available to Help Reduce or Eliminate the Barriers 2

- CPalms Professional Development MAP BEACON CRISS and Kagan Strategies Discovery Education SRA Instructional Coaches PLC Common Planning

Plan to Monitor Progress Toward G2. 8

Monitor all student subgroup increase in proficiency.

Person Responsible

Sue Harrell

Schedule

Quarterly, from 8/10/2016 to 6/1/2017

Evidence of Completion

MAP, Subject Area Grades

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. Increase students' levels of reading proficiency in all subgroup areas through the effective use of research-based reading strategies, common assessments and targeted instruction. **1**

 G084100

G1.B1 Need for professional development for general education teachers to review reading strategies **2**

 B223463

G1.B1.S1 Provide professional development for general education teachers in research-based reading strategies. **4**

 S235771

Strategy Rationale

Improvement in teacher effectiveness correlates with improved student performance.

Action Step 1 **5**

Provide professional development

Person Responsible

Sue Harrell

Schedule

Monthly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Sign-in Sheets, Agenda, Handouts, Exit Cards

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

Strategies will be noted on lesson plans

Person Responsible

Sue Harrell

Schedule

Quarterly, from 8/24/2016 to 6/1/2017

Evidence of Completion

MAP Assessment will be administered and analyzed

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

Review of lesson plans, Classroom Walkthroughs

Person Responsible

Sue Harrell

Schedule

Monthly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Lesson plans, CWT observations

G1.B1.S2 Provide coaching for ELA and Reading teachers. 4

S235772

Strategy Rationale

Improvement in teacher effectiveness correlates with improved student performance.

Action Step 1 5

Provide professional development for ELA teachers

Person Responsible

Sue Harrell

Schedule

Quarterly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Sign in sheets, agenda, hand outs

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Strategies will be noted on lessons plans

Person Responsible

Sue Harrell

Schedule

Quarterly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Review lesson plans and CWT

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Review lesson plans, CWT

Person Responsible

Sue Harrell

Schedule

Quarterly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Analysis of MAP and Read 180 data

G2. Increase students' levels of proficiency in all subgroup areas through effective delivery of curriculum, data responsive instruction, and assessment. 1

G084101

G2.B1 Teachers' lack of knowledge and comfort with curriculum resources, data disaggregation, and assessments. 2

B223464

G2.B1.S1 Provide professional development in curriculum development, data disaggregation, and assessment. 4

S235773

Strategy Rationale

Teacher effectiveness will increase as they gain knowledge and become more comfortable applying what they have learned concerning curriculum, instruction, data disaggregation, and assessment

Action Step 1 5

Implement strategies learned from professional development to increase proficiency of all student subgroups, as indicated by baseline-to-midyear data.

Person Responsible

Sue Harrell

Schedule

Quarterly, from 8/10/2016 to 6/1/2017

Evidence of Completion

DP, lesson plans, data disaggregation, formative and summative assessments, professional development surveys, PLC summaries

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

Monitor lesson plans, classroom walk throughs, data chats

Person Responsible

Sue Harrell

Schedule

Quarterly, from 8/10/2016 to 6/1/2017

Evidence of Completion

MAP; Grades, IEP Progress Monitoring, Formative and Summative Assessments.

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

Monitor all student subgroup's proficiency from baseline data to midyear.

Person Responsible

Sue Harrell

Schedule

Quarterly, from 8/10/2016 to 6/1/2017

Evidence of Completion

MAP; Grades, IEP Progress Monitoring, Formative and Summative Assessments.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M309479	Monitor all students and subgroups proficiency from baseline data to midyear.	Harrell, Sue	8/10/2016	Formative and summative common assessments, MAP Assessment	6/1/2017 quarterly
G2.MA1 M309482	Monitor all student subgroup increase in proficiency.	Harrell, Sue	8/10/2016	MAP, Subject Area Grades	6/1/2017 quarterly
G1.B1.S1.MA1 M309475	Review of lesson plans, Classroom Walkthroughs	Harrell, Sue	8/10/2016	Lesson plans, CWT observations	6/1/2017 monthly
G1.B1.S1.MA1 M309476	Strategies will be noted on lesson plans	Harrell, Sue	8/24/2016	MAP Assessment will be administered and analyzed	6/1/2017 quarterly
G1.B1.S1.A1 A304075	Provide professional development	Harrell, Sue	8/10/2016	Sign-in Sheets, Agenda, Handouts, Exit Cards	6/1/2017 monthly
G2.B1.S1.MA1 M309480	Monitor all student subgroup's proficiency from baseline data to midyear.	Harrell, Sue	8/10/2016	MAP; Grades, IEP Progress Monitoring, Formative and Summative Assessments.	6/1/2017 quarterly
G2.B1.S1.MA1 M309481	Monitor lesson plans, classroom walk throughs, data chats	Harrell, Sue	8/10/2016	MAP; Grades, IEP Progress Monitoring, Formative and Summative Assessments.	6/1/2017 quarterly
G2.B1.S1.A1 A304077	Implement strategies learned from professional development to increase proficiency of all student...	Harrell, Sue	8/10/2016	DP, lesson plans, data disaggregation, formative and summative assessments, professional development surveys, PLC summaries	6/1/2017 quarterly
G1.B1.S2.MA1 M309477	Review lesson plans, CWT	Harrell, Sue	8/10/2016	Analysis of MAP and Read 180 data	6/1/2017 quarterly
G1.B1.S2.MA1 M309478	Strategies will be noted on lessons plans	Harrell, Sue	8/10/2016	Review lesson plans and CWT	6/1/2017 quarterly
G1.B1.S2.A1 A304076	Provide professional development for ELA teachers	Harrell, Sue	8/10/2016	Sign in sheets, agenda, hand outs	6/1/2017 quarterly

V. Professional Development Opportunities

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

G1. Increase students' levels of reading proficiency in all subgroup areas through the effective use of research-based reading strategies, common assessments and targeted instruction.

G1.B1 Need for professional development for general education teachers to review reading strategies

G1.B1.S1 Provide professional development for general education teachers in research-based reading strategies.

PD Opportunity 1

Provide professional development

Facilitator

TBA

Participants

General education

Schedule

Monthly, from 8/10/2016 to 6/1/2017

G1.B1.S2 Provide coaching for ELA and Reading teachers.

PD Opportunity 1

Provide professional development for ELA teachers

Facilitator

District Coaches

Participants

ELA and Reading teachers

Schedule

Quarterly, from 8/10/2016 to 6/1/2017

G2. Increase students' levels of proficiency in all subgroup areas through effective delivery of curriculum, data responsive instruction, and assessment.

G2.B1 Teachers' lack of knowledge and comfort with curriculum resources, data disaggregation, and assessments.

G2.B1.S1 Provide professional development in curriculum development, data disaggregation, and assessment.

PD Opportunity 1

Implement strategies learned from professional development to increase proficiency of all student subgroups, as indicated by baseline-to-midyear data.

Facilitator

School Based Leadership Team, Instructional Coaches, Administration

Participants

All faculty members

Schedule

Quarterly, from 8/10/2016 to 6/1/2017

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	Provide professional development	\$0.00
2	G1.B1.S2.A1	Provide professional development for ELA teachers	\$0.00
3	G2.B1.S1.A1	Implement strategies learned from professional development to increase proficiency of all student subgroups, as indicated by baseline-to-midyear data.	\$0.00
Total:			\$0.00