

Bay District Schools

Surfside Middle School



2020-21 Schoolwide Improvement Plan

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Surfside Middle School

300 NAUTILUS ST, Panama City Beach, FL 32413

[no web address on file]

Demographics

Principal: David Pitts

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	49%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (67%) 2017-18: A (66%) 2016-17: A (62%) 2015-16: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Bay County School Board on 10/13/2020.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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Surfside Middle School

300 NAUTILUS ST, Panama City Beach, FL 32413

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School PK-12</p>	<p>2019-20 Title I School</p> <p>No</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>64%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>27%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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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. 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: School Information

School Mission and Vision

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.

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.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Pitts, David	Principal	
Bull, Chris	Teacher, K-12	
Cerney, Jill	Teacher, K-12	
Wright, Martha	Teacher, K-12	
Land, Kelly	Teacher, K-12	
Hartzer, Richard	Assistant Principal	
Meadows, Kimberly	Teacher, K-12	
Brady, Marica	Teacher, K-12	
Mcgruder, Terri	Teacher, K-12	
Miller, Bridgett	Administrative Support	

Demographic Information

Principal start date

Monday 7/1/2019, David Pitts

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

48

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	K-12 General Education
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2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	49%
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Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	249	270	268	0	0	0	0	787
Attendance below 90 percent	0	0	0	0	0	0	16	28	40	0	0	0	0	84
One or more suspensions	0	0	0	0	0	0	38	62	50	0	0	0	0	150
Course failure in ELA	0	0	0	0	0	0	1	1	1	0	0	0	0	3
Course failure in Math	0	0	0	0	0	0	1	4	0	0	0	0	0	5
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	24	35	57	0	0	0	0	116
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	31	39	39	0	0	0	0	109

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	24	49	55	0	0	0	0	128

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	4	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	3	1	2	0	0	0	0	6

Date this data was collected or last updated

Wednesday 7/22/2020

Prior Year - As Reported

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
Number of students enrolled	0	0	0	0	0	0	251	265	278	0	0	0	0	794
Attendance below 90 percent	0	0	0	0	0	0	41	48	50	0	0	0	0	139
One or more suspensions	0	0	0	0	0	0	18	54	71	0	0	0	0	143
Course failure in ELA or Math	0	0	0	0	0	0	4	11	10	0	0	0	0	25
Level 1 on statewide assessment	0	0	0	0	0	0	41	61	63	0	0	0	0	165

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	21	46	53	0	0	0	0	120

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	1	1	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	2	2	3	0	0	0	0	7

Prior Year - Updated

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
Number of students enrolled	0	0	0	0	0	0	251	265	278	0	0	0	0	794
Attendance below 90 percent	0	0	0	0	0	0	41	48	50	0	0	0	0	139
One or more suspensions	0	0	0	0	0	0	18	54	71	0	0	0	0	143
Course failure in ELA or Math	0	0	0	0	0	0	4	11	10	0	0	0	0	25
Level 1 on statewide assessment	0	0	0	0	0	0	41	61	63	0	0	0	0	165

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	21	46	53	0	0	0	0	120

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	1	1	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	2	2	3	0	0	0	0	7

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	65%	73%	61%	64%	67%	57%
ELA Learning Gains	61%	64%	59%	64%	61%	57%
ELA Lowest 25th Percentile	60%	58%	54%	56%	56%	51%
Math Achievement	72%	70%	62%	65%	68%	58%
Math Learning Gains	63%	57%	59%	56%	59%	56%
Math Lowest 25th Percentile	57%	56%	52%	47%	58%	50%
Science Achievement	67%	65%	56%	53%	67%	53%
Social Studies Achievement	68%	86%	78%	79%	79%	75%

EWS Indicators as Input Earlier in the Survey															
Indicator	Grade Level (prior year reported)													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019	63%	56%	7%	54%	9%
	2018	51%	51%	0%	52%	-1%
Same Grade Comparison		12%				
Cohort Comparison		63%				
07	2019	52%	54%	-2%	52%	0%
	2018	60%	51%	9%	51%	9%
Same Grade Comparison		-8%				
Cohort Comparison		1%				
08	2019	69%	59%	10%	56%	13%
	2018	68%	58%	10%	58%	10%
Same Grade Comparison		1%				
Cohort Comparison		9%				
09	2019					
	2018					
Cohort Comparison		-68%				
10	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019	53%	53%	0%	55%	-2%
	2018	53%	52%	1%	52%	1%
Same Grade Comparison		0%				
Cohort Comparison		53%				
07	2019	69%	59%	10%	54%	15%
	2018	66%	59%	7%	54%	12%
Same Grade Comparison		3%				
Cohort Comparison		16%				
08	2019	49%	48%	1%	46%	3%
	2018	52%	48%	4%	45%	7%
Same Grade Comparison		-3%				
Cohort Comparison		-17%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison						
08	2019	64%	51%	13%	48%	16%
	2018	61%	49%	12%	50%	11%
Same Grade Comparison		3%				
Cohort Comparison		64%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	67%	74%	-7%	71%	-4%
2018	79%	76%	3%	71%	8%
Compare		-12%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	94%	64%	30%	61%	33%
2018	90%	64%	26%	62%	28%
Compare		4%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	62%	38%	57%	43%
2018	100%	62%	38%	56%	44%
Compare		0%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	31	54	58	39	50	44	46	44			
ELL	47	64	70	54	55	35	64	46			
ASN	87	80		87	67						
BLK	31	57	69	37	63	55	15	50			
HSP	45	46	56	50	50	32	55	45			
MUL	62	52		65	45		70	71	75		
WHT	69	63	58	76	65	62	71	71	88		
FRL	58	60	60	64	59	54	64	66	80		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	29	44	40	40	54	45	49	54	65		
ELL	32	52	35	46	60	50					
ASN	71	38		92	67						
BLK	48	60	62	46	47	20	38	44			
HSP	45	45	53	49	58	59	60	83	100		
MUL	68	73	73	76	73	63	43	93			
WHT	65	57	50	73	65	58	69	84	83		
FRL	52	49	47	59	59	55	59	75	75		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	25	42	39	32	42	35	26	49	90		
ELL	42	54	36	53	54	31					
ASN	91	73		100	64						
BLK	31	42	55	39	36	18					
HSP	54	56	38	59	60	50	46	63	90		
MUL	49	51	36	60	51	44	58	70	92		
WHT	68	67	61	67	57	50	53	82	77		
FRL	52	58	52	51	46	37	45	73	67		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	74
Total Points Earned for the Federal Index	674
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	57
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	80
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	63
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	63
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Prior to Hurricane Michael in 2018 and the global pandemic in 2020, which drastically affected public education, based upon data from the last state assessment, the lowest raw score was our student performance in Grade 8 Math. However, 60% (148/246) of Grade 8 students were enrolled in advanced Algebra 1 or Geometry courses. Additionally, Surfside's results on the Algebra I and Geometry EOCs far surpassed the state and district benchmarks, making the raw score results only indicative of 40% of Grade 8 Math student's performance.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The Social Studies Achievement showed the greatest decline from the prior year. Students declined from 82% proficiency in 2018 to 68% in 2019. The greatest contributing factor seems to have been the raw performance on the Civics EOC. Students taking the Civics EOC failed to meet the district or state's benchmark levels. (-7% from district, -4% from state) Students were -12% short of last year's results. SIP leadership agreed the missed content coverage resulting from Hurricane Michael was a contributing factor in the performance decline. Also, the copious amount of Civics teachers created a lack of cohesion and collaboration among the Social Studies PLC due to proximity and scheduling conflicts. The global pandemic of 2020 caused students to miss the entire 4th quarter of the school year, so results probably would have been consistent with previous data.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest deficit when compared to the state levels would be the Civics EOC results. (-4%) The contributing factors were the missed instruction as a result of Hurricane Michael and the lack of collaboration among the Social Studies PLC.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component showing the greatest growth from the previous school year was our ELA's Lowest Quartile (25%). The new actions taken that impacted this result were: the implementation of the Lexonik Program, a greater emphasis on fictional text and abstract reasoning, and a return to basic vocabulary and writing instruction.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Areas of greatest concern from the Early Warning Systems (EWS) data is the low Federal Index for SWD. The 2018-19 level was at only 46% proficiency. Since then, our students were drastically affected by Hurricane Michael in 2018 and the closure of schools for the entire 4th quarter in 2020, as a result of the global pandemic.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Social Studies Achievement & Civics EOC
2. Federal Index for SWD (Specifically Math Learning Gains)
3. Grade 7 ELA FSA Proficiency

4. Grade 6 Math Proficiency
5. Blk Subgroup in Achievement for all content areas

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Social Studies

Social Studies Achievement & Civics EOC Proficiency

Area of Focus Description and Rationale: This area of focus was identified as a critical need by reviewing the 2018-19 school data. Student achievement in Social Studies showed a -14% (82% in 2018 to 68% in 2019) decline from the previous school year. Additionally, student proficiency on the Civics EOC resulted in a -12% decline from the previous school year (79% in 2018 to 67% in 2019) and was -7% lower than the district mean and -4% from the state mean. As a measure of the overall school grade, results from Social Studies achievement and the Civics EOC proficiency quantifiably impacts student learning and success.

Measurable Outcome: At a minimum, Surfside plans to raise the Social Studies achievement level to 80%, and we plan to see 80% of students show proficiency on the Civics EOC.

Person responsible for monitoring outcome: David Pitts (pittsdm@bay.k12.fl.us)

- Evidence-based Strategy:**
1. We will use district mandated common summative assessments to gauge student proficiency / mastery of the Social Studies and Civics standards.
 2. We will monitor specific ELA assessment results to determine if students are successfully building content specific background knowledge.
 3. We will use CWT to track teacher success in terms of pacing and instructional methods and provide support where needed.
 4. We will use accelerated learning to fill in achievement gaps as a result of missed learning due to hurricane Michael and Covid19.

Rationale for Evidence-based Strategy: We defined evidence-based strategies as any school improvement strategy producing evidence to monitor or gauge progress toward our objectives. The rationale for using any strategy would be for the purpose of progress monitoring toward our stated goals.

Action Steps to Implement

1. We will streamline the Social Studies / Civics PLC, by limiting the number of instructors, in order to increase collaboration and planning among content specific teachers.
2. We will utilize the collaboration of our assigned liaison and the district's Civics PLC to strengthen instruction and plan for appropriate pacing.
3. We will use ESE inclusion (push-in) teachers alongside the content specific teachers to increase student support in the classroom.
4. We will integrate accelerated learning to fill in learning gaps created by Hurricane Michael and Covid19.
5. We will continue to enhance instruction through our 1-to-1 school-wide approach by using technology rich instructional methods in each classroom.
6. We will continue to increase our student engagement by adding Kagan and Criss strategies through professional development and mentoring.

Person Responsible Richard Hartzler (hartzrc@bay.k12.fl.us)

#2. Instructional Practice specifically relating to Math

Students With Disability (SWD) Subgroup - Overall Index

Area of Focus Description and Rationale:

This area of focus was identified as a critical need by reviewing the 2018-19 school data. The overall federal index for this subgroup showed only 46% proficiency. The content areas of greatest concern were ELA achievement (31%), Math achievement (39%), and Math's lowest quartile (44%). The reason this is of great concern for Surfside Middle School is because the minimum threshold for schools to enter the state required Targeted Support and Improvement (TS&I) status is an overall federal index, by subgroup, of 41%.

Measurable Outcome:

Surfside Middle School plans to achieve percentages of 50% or higher in all school grade components within the SWD subgroup and an overall SWD federal index of 55%.

Person responsible for monitoring outcome:

David Pitts (pittsdm@bay.k12.fl.us)

Because this objective spans several content areas, our strategies will include:
 1. The use common summative assessments to gauge student proficiency / mastery of the ELA and Math standards.

Evidence-based Strategy:

2. The use of NWEA Map data, comparing Fall and Winter results to determine student progress in ELA and Math content areas.

3. We will use accelerated learning to fill in achievement gaps as a result of missed learning due to hurricane Michael and Covid19.

Rationale for Evidence-based Strategy:

We defined evidence-based strategies as any school improvement strategy producing evidence to monitor or gauge progress toward our objectives. The rationale for using any strategy would be for the purpose of progress monitoring toward our stated goals.

Action Steps to Implement

1. We will create an Inclusion PLC for teachers who provide direct accommodations or services to students with 504 or ESE individual education plans (ASPIRE & Push-In) to meet monthly on the fourth Wednesday of the PLC rotation schedule.
2. We will use ESE inclusion (push-in) teachers alongside the content specific teachers to increase student support within the general education classroom.
3. We will adopt a mentor program among our faculty to provide individualized (CICO) support to students in our lowest quartiles and receiving IEP services.
4. We will continue to enhance instruction through our 1-to-1 schoolwide approach by using technology rich instructional methods in each classroom.
5. We will continue to increase our student engagement by adding Kagan and Criss strategies through professional development and mentoring.

Person Responsible

David Pitts (pittsdm@bay.k12.fl.us)

#3. Instructional Practice specifically relating to ELA

Area of Focus	Grade 7 ELA FSA Proficiency
Description and Rationale:	This area of focus was identified as a critical need by reviewing the 2018-19 school data. The Grade 7 ELA FSA proficiency was at 52% for the 2018-19 school year. This was -8% less than the prior year results. Additionally, this was -2% less than the district mean and the same result as the state mean. The reason for concern is that the Grade 7 result was between 11-17% less than the 6th and 8th grade Surfside comparisons.
Measurable Outcome:	Surfside plans to increase the Grade 7 ELA FSA proficiency results to at least 61%, which is 7% beyond the district mean.
Person responsible for monitoring outcome:	David Pitts (pittsdm@bay.k12.fl.us)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. We will use the district pacing guides, the newly adopted EL curriculum, and common summative assessments to gauge student proficiency / mastery of the ELA standards. 2. The use of NWEA Map data, comparing Fall and Winter results to determine student progress in ELA and use the comparison study to project 2019-20 FSA results. 3. We will use accelerated learning to fill in achievement gaps as a result of missed learning due to hurricane Michael and Covid19.
Rationale for Evidence-based Strategy:	We defined evidence-based strategies as any school improvement strategy producing evidence to monitor or gauge progress toward our objectives. The rationale for using any strategy would be for the purpose of progress monitoring toward our stated goals.

Action Steps to Implement

1. We will work deliberately with the ELA PLC, district liaisons, and literacy coaches to determine the best course of action for the implementation of ELA curriculum (provided this year by the ELA think tank).
2. We will use ESE inclusion (push-in) teachers alongside the content specific teachers to increase student support within the general education classroom.
3. We will adopt a mentor program among our faculty to provide individualized (CICO) support to students in our lowest quartiles and receiving IEP services.
4. We will continue to enhance instruction through our 1-to-1 schoolwide approach by using technology rich instructional methods in each classroom.
5. We will continue to increase our student engagement by adding Kagan and Criss strategies through professional development and mentoring.

Person Responsible David Pitts (pittsdm@bay.k12.fl.us)

#4. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Grade 6 Math FSA Proficiency
 This area of focus was identified as a critical need by reviewing the 2018-19 school data. The Grade 6 Math FSA proficiency was at 53% for the 2018-19 school year. This was equivalent to the district mean and -2% less than the state mean. The reason for concern is that the Grade 6 Math FSA results showed no growth from the prior year.

Measurable Outcome: Surfside plans to increase the Grade 6 Math FSA proficiency results to at least 60%, which is 7% beyond the 2018-19 district mean and 5% beyond the 2018-19 state mean.

Person responsible for monitoring outcome: David Pitts (pittsdm@bay.k12.fl.us)

1. We will use quarterly common summative assessments, created by district liaisons, to gauge student proficiency / mastery of the Grade 6 Math standards.

Evidence-based Strategy: 2. We will use NWEA Map data, comparing Fall and Winter results to determine student progress in Math and use the comparison/projection study to anticipate 2019-20 FSA results.

3. We will use accelerated learning to fill learning gaps created by Hurricane Michael and Covid19.

Rationale for Evidence-based Strategy: We defined evidence-based strategies as any school improvement strategy producing evidence to monitor or gauge progress toward our objectives. The rationale for using any strategy would be for the purpose of progress monitoring toward our stated goals.

Action Steps to Implement

1. We will work deliberately with the Math PLC, district liaisons, and math coaches to determine the best course of action for the new implementation of Algebra Nations.
2. We will use Math 180 with fidelity to develop a prescriptive schedule for ASPIRE students showing weaknesses in specific standard strands and Dreambox as a Tier 2/3 intervention & progress monitoring application.
3. We will use ESE inclusion (push-in) teachers alongside the content specific teachers to increase student support within the general education classroom.
4. We will continue to enhance instruction through our 1-to-1 schoolwide approach by using technology rich instructional methods in each classroom.
5. We will continue to increase our student engagement by adding Kagan and Criss strategies through professional development and mentoring.
6. We will implement Accelerated Learning to fill in learning gaps created by Hurricane Micheal and Covid19.

Person Responsible: David Pitts (pittsdm@bay.k12.fl.us)

#5. ESSA Subgroup specifically relating to African-American

Black (BLK) Subgroup - Overall Index

Area of Focus Description and Rationale:

This area of focus was identified as a critical need by reviewing the 2018-19 school data. The overall federal index for this subgroup showed only 47% proficiency. The content areas of greatest concern were Science achievement (15%), ELA achievement (31%), and Math achievement (37%). The reason this is of great concern for Surfside Middle School is because the minimum threshold for schools to enter the state required Targeted Support and Improvement (TS&I) status is an overall federal index, by subgroup, of 41%.

Measurable Outcome:

Surfside Middle School plans to achieve percentages of 50% or higher in all school grade components within the BLK subgroup and an overall Black/African American federal index of 55%.

Person responsible for monitoring outcome:

David Pitts (pittsdm@bay.k12.fl.us)

Evidence-based Strategy:

- Because this objective spans several content areas, our strategies will include:
1. The use common summative assessments to gauge student proficiency / mastery of the ELA, Math, Science, and Social Studies standards.
 2. The use of NWEA Map data, comparing Fall and Winter results to determine student progress in ELA, Math, and Science content areas.
 4. We will use accelerated learning to fill in achievement gaps as a result of missed learning due to hurricane Michael and Covid19.

Rationale for Evidence-based Strategy:

We defined evidence-based strategies as any school improvement strategy producing evidence to monitor or gauge progress toward our objectives. The rationale for using any strategy would be for the purpose of progress monitoring toward our stated goals. Accelerated learning will enable students to fill learning gaps as needed that resulted due to loss of instruction because of Hurricane Michael and Covid19.

Action Steps to Implement

1. We will identify specific students within the subgroup in need of academic, behavioral, and social interventions.
2. We will develop a mentor program, from among the school faculty, tailored to address the needs of the identified students within the subgroup.
3. We will use ESE inclusion (push-in) teachers alongside the content specific teachers to increase student support within the general education classroom.
4. We will continue to enhance instruction through our 1-to-1 schoolwide approach by using technology rich instructional methods in each classroom.
5. We will continue to increase our student engagement by adding Kagan and Criss strategies through professional development and mentoring.

Person Responsible

[no one identified]

#6. Culture & Environment specifically relating to Discipline

Area of Focus Student Behavior
Description and Rationale: The 2017-18 school year resulted in 919 discipline referrals at Surfside Middle School. During the 2018-19 school year there were only 746 discipline referrals. If the storm days are taken into account, Surfside was projected to have 743 discipline referrals in 2019-2020.

Measurable Outcome: Our goal for the 2020-2021 school year is to see a 10% decrease in discipline referrals from the previous year, based on projections, due to missing school for the last quarter of the school year. Last year in the first 75% of the year we had 557 referral which is a full year projection of 743 referrals. We plan to decrease our referral total to under 669 for the 2020-2021 school year.

Person responsible for monitoring outcome: David Pitts (pittsdm@bay.k12.fl.us)

Evidence-based Strategy: We defined evidence-based strategies as any school improvement strategy producing evidence to monitor or gauge progress toward our objectives. The rationale for using any strategy would be for the purpose of progress monitoring toward our stated goals. Surfside Middle school is utilizing a Triad team (school-based student wellness team) and a behavior paraprofessional this year to provide academic and behavior support to students. These staff members will be working in support of student achievement and behavior, while working closely with individual students and groups to improve academics and to minimize inappropriate behaviors, while curtailing recidivism (discipline referrals).

Rationale for Evidence-based Strategy: Achieving this objective would mean we were able to establish a(n):
 1. More positive culture within the student body to be observed during CWT
 2. Student body with more awareness about mental health and the impact of trauma to be observed in our guidance evaluation data
 3. More positive classroom climate for teachers with significant parental support to be observed in our referral data
 4. Increased understanding of acceptable social and behavioral vocabulary (i.e. inclusion, exclusion, kindness, bullying, harassment, threat, etc...)

Action Steps to Implement

1. Administration will facilitate character education training (with curriculum) to satisfy mental health training requirement during REEF time.
2. Administration and faculty will work to build positive rapport with students to limit negative interaction.
3. Administration will introduce and implement referral flow chart to inform teachers of DR process.
4. Administration will host motivational speakers to discuss character education.
5. Administration will award a "Student of the Week" to be a positive reinforcement of good behavior.
6. Administration will implement incentive program for "Student of the Quarter" - lunch reward from Chick-fil-a.
7. Administrative team will review discipline data monthly and report out and plan for any potential teacher intervention / classroom management needs.
8. Administrative team will utilize the triad team and behavior para to deescalate situations and provide additional support through small groups to minimize inappropriate behaviors.

Person Responsible David Pitts (pittsdm@bay.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

School safety continues to be a priority as our School Safety Team meets regularly to discuss the implementation of State and district mandates designed to improve security and student safety on and off campus.

Additionally, as our local school district continues to grow in its understanding of trauma informed care and mental health, our school counseling team meets regularly to discuss the implementation of State and district mandates designed to improve the overall mental health of our stakeholders.

Similarly, Surfside Middle school is utilizing a Triad team (school-based student wellness team) and a behavior paraprofessional this year to provide academic and behavior support to students. These staff members will be working in support of student achievement and behavior, while working closely with individual students and groups to improve academics and to minimize inappropriate behaviors, while curtailing recidivism (discipline referrals).

In order to address all additional schoolwide improvement initiatives we will educate the Surfside Middle School Faculty on the UChicago 5 Essentials designed to positively impact stakeholder relationships, teacher recruitment and development, and most importantly--student growth and success. Furthermore we will administer the 5Essentials Survey to determine Surfside's strengths and weaknesses towards overall school improvement. The 5 Essentials, that are indicators of school improvement include:

- 1. Effective Leaders**
- 2. Collaborative Teachers**
- 3. Involved Families**
- 4. Supportive Environments**
- 5. Ambitious Instruction**

The University of Chicago's research initiative, which has been utilized in more than 6,000 schools across 36 states, has determined that schools strong on at least three of the above indicators are ten times more likely to show substantial gains in student learning over time than schools weak on three or more of the indicators. Their research also shows that a persistently low score in even one of the five indicators reduces the likelihood of improvement to less than 10 percent.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The school has a very active School Advisory Council and has been recognized as a Five Star School for 18 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. Due to the global Covid19 pandemic some of these campus tours were conducted in small groups and videos were created in place of 5th grade parent night. 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, and newsletters. We also utilize an IRIS alerts, our electronic message board, and parent conferences. Individual teachers utilize other technology applications to keep parents involved in the instructional program, including Canvas, Remind 101, Edmodo, and website favorites. All of these initiatives encourage parent participation among all our student subgroups.

Parent Family and Engagement Plan (PFEP) Link

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