2013-2014 SCHOOL IMPROVEMENT PLAN

Surfside Middle School
300 NAUTILUS ST
Panama City Beach, FL 32413
850-767-5180

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	No	56%

Alternative/ESE Center	Charter School	Minority Rate
No	No	16%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	B	A	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Surfside Middle School

Principal
Sue Harrell

School Advisory Council chair
Katie Adair

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Matt Pitts	Assistant Principal
Kathy Lewis	Science
Martha Wright	Math
Chris Bull	Science
Linda Yori	Science
Jill Cereny	Math
Melissa Gaddy	ESE
Kathy Eason	Social Studies
Cindy Mott	Language Arts

District-Level Information

District
Bay

Superintendent
Mr. William V Husfelt

Date of school board approval of SIP
12/10/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Katie Adair—Chair, Tina Lane-Co-Chair, Lisa Fish-Secretary
Parents are elected by parents in the fall of each year; teachers are also elected by teachers each year. While middle school Councils do not require student representation, several students attend each month with their parents.

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

The Surfside Middle School SAC meets monthly to discuss school issues and concerns, as well as review data related to school improvement. Members of the council provide support in numerous areas of the school, including parent workshops, and coordinate our teacher recognition program each year. In years when there are School Improvement Funds (as provided by the state or district), the Council manages a mini-grant program to award teachers moderate financial support for classroom learning activities that support the School Improvement Plan; if such funds are not available this year, the Council is considering fundraisers for this initiative, which has proved one of the most invaluable avenues of parent engagement in actual classroom events. The members of the Council engage in meaningful discussions with faculty and administrative members of the group regarding all areas of school improvement and will assist in conducting the School Climate Survey in the spring. The involvement of this group in the life of our school is one of the reasons Surfside Middle School has been recognized as a Five Star School by the Florida Department of Education for the past 12 years.

Projected use of school improvement funds, including the amount allocated to 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.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

N/A

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Sue Harrell		
Principal	Years as Administrator: 10	Years at Current School: 16

Credentials	B.S. English Education M.S. Educational Leadership Ed. D. Curriculum and Instruction
Performance Record	Grade: A for the last seven years, including 2012. 2013: Reading-61% proficient, 59 points for lowest 25% learning gains; Math-61 % proficient, 50 points for lowest 25% learning gains; Writing 45% proficient 2012: Reading-66%proficient, 70 points for lowest25% learning gains; math-62%proficient, 48 points for lowest 25% 2011: Reading-74% proficient, 63% learning gains, 68% lower quartile gains; math-76% proficient, 76% learning gains, 72% lower quartile gains 2010: Reading-76% proficient, 61% learning gains, 55% lower quartile gains; math-71% proficient, 68% learning gains, 61% lower quartile gains 2009: Reading-82% proficient, 68% learning gains, 65% lower quartile gains; Math-78% proficient, 77% learning gains, 78% lower quartile gains 2008: Reading-79% proficient, 69% learning gains, 68% lower quartile gains; Math-78% proficient, 78% learning gains, 72% lower quartile gains 2007: Reading-73% proficient, 62% learning gains, 62% lower quartile gains; Math-71% proficient, 76% learning gains, 74% lower quartile gains 2006: Reading-71% proficient, 68% learning gains, 75% of lower quartile gains; Math-67% proficient, 70% learning gains AMO: 2013: Economically disadvantaged and students with disabilities need improvement in math and reading. 2012: Economically disadvantaged and students in the lower 25% need improvement in math and reading. 2011: Economically disadvantaged and students with disabilities need improvement in reading and math. 2010: Economically disadvantaged and students with disabilities need improvement in reading and math. 2009: All subgroups met criteria. SMS achieved AYP. 2008: Students with disabilities needed improvement in math. 2007: Students with disabilities needed improvement in math and reading. 2006: Students with disabilities needed improvement in reading and math; economically disadvantaged students needed improvement in math.

Matt Pitts		
Asst Principal	Years as Administrator: 8	Years at Current School: 9

Credentials	B. S. Health Education M.A. Biology Ed. S. Curriculum and Instruction
Performance Record	Grade: A for the last seven years, including 2012. 2013: Reading-61% proficient, 59 points for lowest 25% learning gains; Math-61 % proficient, 50 points for lowest 25% learning gains; Writing 45% proficient 2012: Reading-66%proficient, 70 points for lowest25% learning gains; math-62%proficient, 48 points for lowest 25% 2011: Reading-74% proficient, 63% learning gains, 68% lower quartile gains; math-76% proficient, 76% learning gains, 72% lower quartile gains 2010: Reading-76% proficient, 61% learning gains, 55% lower quartile gains; math-71% proficient, 68% learning gains, 61% lower quartile gains 2009: Reading-82% proficient, 68% learning gains, 65% lower quartile gains; Math-78% proficient, 77% learning gains, 78% lower quartile gains 2008: Reading-79% proficient, 69% learning gains, 68% lower quartile gains; Math-78% proficient, 78% learning gains, 72% lower quartile gains 2007: Reading-73% proficient, 62% learning gains, 62% lower quartile gains; Math-71% proficient, 76% learning gains, 74% lower quartile gains 2006: Reading-71% proficient, 68% learning gains, 75% of lower quartile gains; Math-67% proficient, 70% learning gains AMO: 2013: Economically disadvantaged and students with disabilities need improvement in math and reading. 2012: Economically disadvantaged and students in the lower 25% need improvement in math and reading. 2011: Economically disadvantaged and students with disabilities need improvement in reading and math. 2010: Economically disadvantaged and students with disabilities need improvement in reading and math. 2009: All subgroups met criteria. SMS achieved AYP. 2008: Students with disabilities needed improvement in math. 2007: Students with disabilities needed improvement in math and reading. 2006: Students with disabilities needed improvement in reading and math; economically disadvantaged students needed improvement in math.

Instructional Coaches

# of instructional coaches

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Tracey L. Sirmans

Part-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Reading/Literacy
Credentials	Teaching Experience: seven years, ESE 8th Grade Reading and Language Arts, ASPIRE Reading and Language Arts Grades 7th/8th Certifications: Exceptional Education K-12, Reading Endorsement, ESOL Endorsement,English 5-9, Elementary Education K-6 Honors: Dean's List Florida State University, Golden Teacher Apple Award, Out-of-the Box Teacher of the Week, Outstanding Leadership for Bay District Schools, ASPIRE Excellence for 75% or more student gains for FCAT, Bonus Awarded for Student percentage of gains, Teacher of the Year, District Finalist-Top 5
Performance Record	Honors: Dean's List Florida State University, Golden Teacher Apple Award, Out-of-the Box Teacher of the Week, Outstanding Leadership for Bay District Schools, ASPIRE Excellence for 75% or more student gains for FCAT, Bonus Awarded for Student percentage of gains, Teacher of the Year, District Finalist-Top 5

Part-time / District-based	Years as Coach:	Years at Current School:

Areas	Reading/Literacy
Credentials	
Performance Record	

Margo Anderson

Full-time / School-based	Years as Coach: 2	Years at Current School: 2

Areas	Reading/Literacy
Credentials	M.A. Language and Literature B.A. English Reading Endorsement (last component to be completed Oct 2013) 6-12 Secondary English certification
Performance Record	I am highly qualified to work with site-based faculty to build their capacity with instructional and structural practices to facilitate school improvement.

Classroom Teachers

# of classroom teachers
43

 # receiving effective rating or higher
28, 65%

 # Highly Qualified Teachers
35%

 # certified in-field
43, 100%

 # ESOL endorsed
5, 12%

 # reading endorsed
7, 16%

 # with advanced degrees
18, 42%

 # National Board Certified
5, 12%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
7, 16%

 # with 6-14 years of experience
16, 37%

 # with 15 or more years of experience
21, 49%

Education Paraprofessionals

# of paraprofessionals
3

 # Highly Qualified
3, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
3

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Description of Strategy Person Responsible
1. Principal/Administration will meet regularly with new teachers. Principal/Administration
2. New teachers will be partnered with veteran staff. Assistant Principal
3. New teachers will participate in Bay District's New Teacher Induction Program. Assistant Principal
4. ESOL Endorsement and Reading Endorsement opportunities provided to all staff members via Bay District initiatives. Principal
5. Use on online application database for new recruits Administration
6. Opportunities for professional development through T2T (Teacher-to-Teacher) Administration

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Reading is measured by using the Discovery Education Assessments, FCAT, DIEBELS, Classworks as well as any other methods that the teachers utilize to help the student. Math is measured by Discovery Education Assessments, easy CBM end of chapter tests and standardized test such as the FCAT scores results as well as any other methods that the teachers utilize to help the student; Writing is measured through monthly writing prompts, writing portfolios and standardized test results. Discipline referrals and attendance are monitored by RtIB and FOCUS (FOCUS, PMRN, Discovery Education Assessments, FCAT, RtIB, Fast ForWord)

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Leadership Team
Administrator : Dr. Sue Harrell
Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.
School Psychologist: Janice Shipbaugh
Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.
Speech Language Pathologist: Andrea Surber
Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.
Regular Education Teachers - Martha Wright(6th and 7th), James Ramsey(8th grade), Kimberly Jarrard(7th Grade), Elana Hatcher(6th Grade)

Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.
ESE Teacher: Melissa Gaddy
Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.
Guidance Counselors: Nancy Rawson, Maria Schoen
Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students; assist the school and families to support the child's academic, emotional, behavioral and social success.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Leadership team meets weekly with different grade levels to ensure that fidelity of the programs are being met. The students are progress monitored monthly to ensure that they are getting the most appropriate program for their needs.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Reading is measured by using the Discovery Education Assessments, FCAT, DIEBELS, Classworks as well as any other methods that the teachers utilize to help the student. Math is measured by Discovery Education Assessments, easy CBM end of chapter tests and standardized test such as the FCAT scores results as well as any other methods that the teachers utilize to help the student; Writing is measured through monthly writing prompts, writing portfolios and standardized test results. Discipline referrals and attendance are monitored by RtIB and FOCUS (FOCUS, PMRN, Discovery Education Assessments, FCAT, RtIB, Fast ForWord)

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The Leadership team will hold meetings with staff to go over assessment results with students. THey will also hold trainings regarding the steps of MTSS as well as the supports available at each tier. They will review data with both teachers and parents so that as a team descisions can be made regarding supports necessary for the students to be sucessful.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year:

Strategy Purpose(s)
""

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Vicki Weaver	Instructional Staff Reading
Kimberly Jarrard	Instructional Staff Aspire
Melissa Gaddy	Instructional Staff ESE
Tanya Standifer	Instructional Staff ESE
Lenee Marshall	Instructional Staff Aspire
Tracey Sirmans	District Literacy Coach
Elana Hatcher	Instructional Staff ASPIRE
Kelly Altman	Instructional Staff Reading/Civics

How the school-based LLT functions

The Literacy team meets monthly to discuss results of classroom based assessments and to review reading strategies that are being used in core curriculum classes throughout the school. The team assists core teachers with reading strategies that will help their students reading scores improve.

Major initiatives of the LLT

Under the guidance of the principal and reading coach, the LLT will meet 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 coach and the school's literacy goals through a whole-school approach. Revision of DEAR time to STEM initiatives featuring 2 reading activities (schoolwide) per week. Activities are designed by literacy leaders and are provided/modeled for faculty prior to use with students. Teacher4s will begin incorporating ELA CCSS across all subject areas.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Teacher's lesson Plans will be reviewed for the inclusion of the Reading Comprehension Strategies with heavy focus on the CCSS. Content Area teachers will utilize the guided reading provided in their discipline to help students connect to the text. Word Walls will be incorporated throughout content

classes in the school. All teachers will present reading activities provided by literacy team to 7th period STEM classes.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

n/a

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

n/a

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	61%	No	71%
American Indian				
Asian	65%	44%	No	69%
Black/African American	63%	53%	No	67%
Hispanic	60%	51%	No	64%
White	68%	62%	No	71%
English language learners	38%	19%	No	45%
Students with disabilities	45%	32%	No	51%
Economically disadvantaged	58%	48%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	260	32%	35%
Students scoring at or above Achievement Level 4	223	29%	32%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	486	59%	61%
Students in lowest 25% making learning gains (FCAT 2.0)	30	15%	18%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		67%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		45%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		34%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	133	45%	48%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		50%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	70%	61%	No	73%
American Indian				
Asian	73%	53%	No	76%
Black/African American	50%	67%	Yes	55%
Hispanic	53%	63%	Yes	57%
White	72%	61%	No	75%
English language learners	43%	43%	Yes	49%
Students with disabilities	43%	33%	No	49%
Economically disadvantaged	59%	43%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	235	31%	34%
Students scoring at or above Achievement Level 4	173	24%	27%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	412	50%	52%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	43	21%	23%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	76	100%	100%
Middle school performance on high school EOC and industry certifications	76	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		6%
Students scoring at or above Achievement Level 4	71	93%	95%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		0%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	76	23%	26%
Students scoring at or above Achievement Level 4	67	24%	27%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		50%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	13		15
Participation in STEM-related experiences provided for students	230	28%	31%

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	143	17%	15%
Students who fail a mathematics course	18	2%	1%
Students who fail an English Language Arts course	4	0%	0%
Students who fail two or more courses in any subject	7	0%	0%
Students who receive two or more behavior referrals	105	13%	11%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	48	6%	5%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Increase parent participation in All student subgroups

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
All student subgroups	420	43%%	45%%

Area 10: Additional Targets

Additional targets for the school

N/A

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Reading - Increase students' levels of proficiency in all subgroup areas through targeted instruction based on ongoing examination of disaggregated data(Discovery Education, Read 180, MTSS data).

G2. Math - Algebra1 EOC - Increase students' level of proficiency in all subgroup areas through targeted instruction based on ongoing examination of disaggregated data.

G3. Writing - Increase students' level of proficiency in all subgroup areas through targeted instruction based on ongoing examination of disaggregated data.

G4. Science - Increase students' level of proficiency in all subgroup areas through targeted instruction based on ongoing examination of disaggregated data.

G5. Civics - Increase students' level of proficiency in all subgroup areas through targeted instruction based on ongoing examination of disaggregated data.

G6. Increase parents' level of participation in all subgroup areas through ongoing examination of previous years' data.

Goals Detail

G1. Reading - Increase students' levels of proficiency in all subgroup areas through targeted instruction based on ongoing examination of disaggregated data(Discovery Education, Read 180, MTSS data).

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

Resources Available to Support the Goal
- Supportive School Administration
- Literacy Coaches
- Staff Training Specialists
- Professional Development
- Common planning time
- Instructional Coaches
- Common Assessments
- MTSS Leadership Team
- Common Assessments

Targeted Barriers to Achieving the Goal
- No follow through once data is received

Plan to Monitor Progress Toward the Goal

monitor All student subgroups' increase in proficiency in reading from baseline data 61% to midyear 63%.

Person or Persons Responsible
Teachers, administrators

Target Dates or Schedule:
Bi monthly

Evidence of Completion:
DEA, Classroom assessments, Read 180, MTSS data

G2. Math - Algebra1 EOC - Increase students' level of proficiency in all subgroup areas through targeted instruction based on ongoing examination of disaggregated data.

Targets Supported
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Algebra 1 EOC

Resources Available to Support the Goal
- Supportive administration
- Literacy Coaches
- Staff Training specialists
- Instructional Coaches
- MTSS Process
- Common planning time
- Professional Development
- Common Assessments
- DEA Assessments

Targeted Barriers to Achieving the Goal
- Lack of follow through once data is received.

Plan to Monitor Progress Toward the Goal

Will monitor All Student subgroups' increase in Math proficiency from baseline data 55% to midyear 58% and will decide to continue with strategy or revise.

Person or Persons Responsible
Teachers, Administrators, Coaches

Target Dates or Schedule:
Sept. 2013 to Jan. 2014

Evidence of Completion:
Common assessment, DEA, student portfolio

G3. Writing - Increase students' level of proficiency in all subgroup areas through targeted instruction based on ongoing examination of disaggregated data.

Targets Supported
- Writing

Resources Available to Support the Goal
- Supportive administration

- Literacy Coaches

- Staff Training Specialists

- Instructional Coaches

- MTSS process

- Common planning time

- Professional development

- Common Assessments

- Guided group instruction based on data

- My Access Training

Targeted Barriers to Achieving the Goal
- Lack of follow through once data is received

Plan to Monitor Progress Toward the Goal

Will monitor All Student subgroups' increase writing proficiency from baseline data 45% to midyear data 48%

Person or Persons Responsible
Teachers, Administrators

Target Dates or Schedule:
Sept. 2013 to Jan. 2014

Evidence of Completion:
Baseline data to midyear data collected from Writing samples: Quarterly district writing samples, Bi-weekly Surfside writes,

G4. Science - Increase students' level of proficiency in all subgroup areas through targeted instruction based on ongoing examination of disaggregated data.

Targets Supported
- Science
- Science - Middle School

Resources Available to Support the Goal
- Supportive administration
- District resources
- Professional development
- Common Assessments
- Technology Resources

Targeted Barriers to Achieving the Goal
- No follow through once data is received

Plan to Monitor Progress Toward the Goal

Will monitor All Student subgroups' increase in science proficiency from baseline data 45% to 48% mid-year data. Will decide to continue with strategy or revise.

Person or Persons Responsible
Teachers, Administrators

Target Dates or Schedule:
Sept. 2013 , Jan.2014

Evidence of Completion:
Monthly common assessments, DEA, chapter and unit assessments.

G5. Civics - Increase students' level of proficiency in all subgroup areas through targeted instruction based on ongoing examination of disaggregated data.

Targets Supported
- Civics EOC

Resources Available to Support the Goal
- Supportive administration
- Instructional Coaches
- Professional development
- Staff Training Specialists
- MTSS process

Targeted Barriers to Achieving the Goal
- No follow through once data is collected

Plan to Monitor Progress Toward the Goal

Will monitor All student subgroups increased proficiency in Civics.

Person or Persons Responsible
Teachers, Administrators, PLC Facilitators

Target Dates or Schedule:
from baseline data in Sept.2013 to midyear data in Jan. 2014

Evidence of Completion:
PLCs monitoring tool and feedback from teachers

G6. Increase parents' level of participation in all subgroup areas through ongoing examination of previous years' data.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- Supportive Administration
- Volunteer Coordinator
- Parents Resource Room
- IRIS Alert
- FOCUS Parent Portal

Targeted Barriers to Achieving the Goal
- Lack of awareness of education goals and opportunities

Plan to Monitor Progress Toward the Goal

Will use data from All student subgroups to decide to continue with current activities or revise plan to make changes.

Person or Persons Responsible
Teachers, Administrators, School Volunteer Coordinator, Guidance Counselors

Target Dates or Schedule:
May 2014

Evidence of Completion:
Final data results from sign in sheets,and parent surveys and plan for 2014-2015.

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Reading - Increase students' levels of proficiency in all subgroup areas through targeted instruction based on ongoing examination of disaggregated data(Discovery Education, Read 180, MTSS data).

G1.B1 No follow through once data is received

G1.B1.S1 Assistance with using disaggregated data to establish flexible guided groups

Action Step 1

Will provide Professional Development on analyzing data and using it in the classroom

Person or Persons Responsible

Teacher led by school coaches and leadership teams

Target Dates or Schedule

Bi monthly

Evidence of Completion

Attendance sheets of professional meetings, copies of data

Facilitator:

School Improvement Leadership Team

Participants:

Faculty

Action Step 2

Lesson Plans will reflect flexible groupings based on individual data collection

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans turned into administrators will reflect differentiation

Action Step 3

will disaggregate data and discuss flexible instructional groupings.

Person or Persons Responsible

Reading/Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Sign in sheets and agendas,

Facilitator:

Literacy Team Leaders

Participants:

Monthly meetings to monitor progress and effectiveness of SIP

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

Will meet with coaches and teachers to provide follow up, develop expected elements of guided group instruction and observation tools to capture data. Visit classrooms to ensure that guided groups are effectively implemented. Teacher will submit lesson plans.

Person or Persons Responsible

Administrators and coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Sign in sheets from professional development, lesson plans showing evidence of reading strategies and data.

Plan to Monitor Effectiveness of G1.B1.S1

Will chart subgroup data and help make differentiation decisions based on student performance. Monitor classroom assessments for student understanding.

Person or Persons Responsible

Coaches and Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Sept 2013, complete baseline assessments and compare to previous years

G2. Math - Algebra1 EOC - Increase students' level of proficiency in all subgroup areas through targeted instruction based on ongoing examination of disaggregated data.

G2.B1 Lack of follow through once data is received.

G2.B1.S1 Professional development on "digging in the data " specifically for All student subgroups

Action Step 1

Will provide data and training on how to disaggregate subgroup data.

Person or Persons Responsible

Administrators, SILT Memebers

Target Dates or Schedule

Aug. 2013 Inservice

Evidence of Completion

Sign in sheets

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

Will embed the results of disaggregated data and analysis in their IPID and tell how they are using it to plan instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

October

Evidence of Completion

IPDP, AIMS , notes

Plan to Monitor Effectiveness of G2.B1.S1

Will review IPID, have data chats and recommend resources, such as a coach or peer teacher and provide further training if needed.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Oct. 2013, Jan. 2014, Apr. 2014

Evidence of Completion

Data analysis submitted, IPDP , and information submitted in AIMS

G2.B1.S2 Use disaggregated data to determine which students in All student subgroups are not proficient in problem solving skills.

Action Step 1

Will provide a variety of hands on content activities using manipulatives, Kagan Cooperative structures, and problem based learning to build depth of knowledge.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Sept 2013 - on going

Evidence of Completion

Lesson plans, student portfolio

Facilitator:

Kagan PLC Facilitator

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Will collect and monitor data of students' progress in the development of depth of knowledge to improve problem solving skills.

Person or Persons Responsible

Math Teachers, Department Head, Administrators

Target Dates or Schedule

Baseline data - September, monthly, mid year data Jan.2014.

Evidence of Completion

Data collected from formative and summative assessments, DEA

Plan to Monitor Effectiveness of G2.B1.S2

Will chart All student subgroup data to monitor the effectiveness of providing hands on content activities, Kagan Cooperative structures, and problem based learning to improve problem solving skills.

Person or Persons Responsible

Math teachers, Department Head, Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Chart of All student subgroup data

G2.B1.S3 Use disaggregated data to determine which students in All student subgroups need instruction in the development of math literacy.

Action Step 1

Will introduce and use mathematical vocabulary, model CRISS note taking strategies, and incorporate reading and writing into lessons.

Person or Persons Responsible

Math teachers

Target Dates or Schedule

Sept. 2013 - on going

Evidence of Completion

Lesson plans, student portfolios

Facilitator:

Beth Bailey

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Will collect and analyze data to monitor students' progress in the the development and improvement in Math literacy skills.

Person or Persons Responsible

Math teachers, Department Head, Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Data collected from common formative/summative assessments, DEA, students' portfolio

Plan to Monitor Effectiveness of G2.B1.S3

Will chart All student subgroup data to monitor the effectiveness of the use of mathematical vocabulary, modeling CRISS note taking strategies, and the incorporation of reading and writing into lessons to improve Math literacy.

Person or Persons Responsible

Math teachers, Department Head, Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Chart of All student subgroup data

G3. Writing - Increase students' level of proficiency in all subgroup areas through targeted instruction based on ongoing examination of disaggregated data.

G3.B1 Lack of follow through once data is received

G3.B1.S1 Use disaggregated data to determine which teachers are effectively applying knowledge for rubric use from Range Finding Training.

Action Step 1

Will provide training in rubric use for Writing.

Person or Persons Responsible

Administrator, Range Finder Trainer

Target Dates or Schedule

Oct. 2013

Evidence of Completion

Sign in sheets, handouts, agenda

Facilitator:

Administrator, Range Finder Facilitator

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Will monitor and collect rubric scores and student writing samples.

Person or Persons Responsible

Administrator, Department Heads

Target Dates or Schedule

August 2013-baseline ; Bimonthly, quarterly, mid-year

Evidence of Completion

Rubrics from baseline data, quarterly district samples, Surfside writes,

Plan to Monitor Effectiveness of G3.B1.S1

Will chart rubric scores and student writing samples to determine which teachers are effectively implementing knowledge/skills from Range Finder Training to determine if additional training/practice is needed.

Person or Persons Responsible

Administrators, Department Heads, Language Arts Teachers

Target Dates or Schedule

August 2013-baseline ; Bimonthly, quarterly, mid-year

Evidence of Completion

Charted data from rubrics used in baseline data , quarterly district writing samples, Bi-weekly Surfside writes, additional trainings scheduled.

G3.B1.S2 Use disaggregated data to determine which subgroups lack grade level appropriate vocabulary knowledge in which to apply varied word choice to their writing .

Action Step 1

Will implement strategies from "Write in Every Classroom Now" to develop grade level appropriate vocabulary.

Person or Persons Responsible

Language Arts Teachers, Content Area Teachers

Target Dates or Schedule

Baseline data in Sept. - on going

Evidence of Completion

Lesson plans and quarterly district writing samples, bi-weekly Surfside writes, word walls, students' notebooks, and My Access assessments

Facilitator:

Department Chair

Participants:

Language Arts Teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Will collect and monitor data from the implementation of strategies from "Write in Every Classroom Now" to monitor students' progress in applying varied word choice to their writing.

Person or Persons Responsible

Language Arts Teacher, Content Area Teachers, Administrators, Coaches

Target Dates or Schedule

Bi-weekly, Monthly, Quarterly

Evidence of Completion

Data collect from assessing quarterly district writing samples, bi-weekly Surfside writes, word walls, students' notebooks, and My Access assessments

Plan to Monitor Effectiveness of G3.B1.S2

Will chart subgroup data to monitor the effectiveness of the implementation of strategies from "Write in Every Classroom Now" in the development of grade level appropriate vocabulary knowledge and the students' ability to apply varied word choice to their writing. Will use data to decide to continue or revise strategy.

Person or Persons Responsible

Language Arts Teacher, Content Area Teachers, Administrators, Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Charted subgroup data of quarterly district writing samples, bi -weekly Surfside writes, word walls, students' notebooks, and My Access assessment

G3.B1.S3 Use disaggregated data to determine which subgroups lack the skill to implement varied sentence structure in which to apply writing

Action Step 1

Will provide instruction and models of examples and non examples of varied sentence structures through in class lessons and grammar practice

Person or Persons Responsible

Language Arts Teachers, Content Area Teachers

Target Dates or Schedule

Baseline data: Sept. 2013 - on going

Evidence of Completion

Lesson plans, quarterly district writing samples, bi-weekly Surfside writes, word walls, students' notebooks, and My Access assessments

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Will collect and monitor data of students' progress to implement varied sentence structure in writing

Person or Persons Responsible

Language Arts Teachers, Content Area Teachers, Administrators, Coaches

Target Dates or Schedule

Baseline data: September BiWeekly Quarterly

Evidence of Completion

Data collected from assessing writing samples: Quarterly district writing samples, Bi-weekly Surfside writes, word walls, students' notebooks, and My Access assessments

Plan to Monitor Effectiveness of G3.B1.S3

Will chart subgroup data to monitor the effectiveness of instruction in providing models of examples and non examples in the development of implementing varied sentence structures in writing and decide to continue or revise strategy.

Person or Persons Responsible

Language Arts Teachers, Content Area Teachers, Administrators, Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Charted subgroup data from assessing quarterly district writing samples, bi-weekly Surfside writes, word walls, students' notebooks, and My Access assessments.

G3.B1.S4 Use disaggregated data to determine which students lack the ability to generate adequate supporting details in which to effectively support their topic

Action Step 1

Will use CRISS graphic organizers and Kagan strategies to develop the students' ability to generate adequate supporting details in which to effectively support their topic.

Person or Persons Responsible

Language Arts Teachers, Content Area Teachers

Target Dates or Schedule

Sept. - on going

Evidence of Completion

Lesson plans, student samples

Plan to Monitor Fidelity of Implementation of G3.B1.S4

Will collect and monitor data of students' progress in the development of the students' ability to generate adequate supporting details in which to effectively support their topic.

Person or Persons Responsible

Language Arts Teachers, Content Area Teachers, Administrators

Target Dates or Schedule

Baseline data - September Biweekly Quarterly Midterm

Evidence of Completion

Data collected from quarterly district writing samples, bi-weekly Surfside writes, word walls, students' notebooks, and My Access assessments

Plan to Monitor Effectiveness of G3.B1.S4

Will chart subgroup data to monitor the effectiveness of the use of CRISS graphic organizers and Kagan strategies to develop the students' ability to generate adequate supporting details in which to effectively support their topic.

Person or Persons Responsible

Language Arts Teachers, Content Area Teachers, Administrators, Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Writing samples: Quarterly district writing samples, Bi-weekly Surfside writes, word walls, students' notebooks, and My Access assessments

G4. Science - Increase students' level of proficiency in all subgroup areas through targeted instruction based on ongoing examination of disaggregated data.

G4.B6 No follow through once data is received

G4.B6.S1 Use disaggregated data to determine which subgroups lack real world application and hands on experience in the low proficient strand of Physical Science

Action Step 1

Will use CRISS and Kagan strategies to provide hands on experiences and real world applications targeting low proficiency standards in life science CCSSS and NGSSS.

Person or Persons Responsible

Teachers, Administrators

Target Dates or Schedule

Sept. 2013 then montly

Evidence of Completion

Lesson plans documenting strategies

Plan to Monitor Fidelity of Implementation of G4.B6.S1

will provide support and follow-up with classroom visits, review of lesson plans, and principal to teacher data chats, assist teachers with data disaggregation targeting low proficiency NGSS, CCSS in life science for ALL student subgroups

Person or Persons Responsible

Department leaders, Administrators

Target Dates or Schedule

Sept. then montly

Evidence of Completion

Lesson plans , data collected from assessing common assessments, DEA

Plan to Monitor Effectiveness of G4.B6.S1

Will chart and analyze subgroup data to monitor the effectiveness of the use of CRISS and Kagan strategies in the students' development of real world application of physical science and decide to continue or revise strategy.

Person or Persons Responsible

Teachers, Department Heads, Administrators

Target Dates or Schedule

Sept 2013 - Jan.2014

Evidence of Completion

data collected by assessing monthly common assessments, comparing base line and mid year DEA, chapter and unit assessments.

G4.B6.S2 Use disaggregated data to determine which subgroups lack real world application and hands on experience in the low proficient strand of Life Science

Action Step 1

Will use CRISS and Kagan strategies to provide hands on experiences and real world applications targeting physical science CCSSS and NGSSS.

Person or Persons Responsible

Teachers

Target Dates or Schedule

September - on going

Evidence of Completion

Lesson plans, department meeting notes, class walk through, student samples

Plan to Monitor Fidelity of Implementation of G4.B6.S2

will provide support and follow-up with classroom visits, review of lesson plans, and principal to teacher data chats, assist teachers with data disaggregation targeting low proficiency NGSS, CCSS in life science for ALL student subgroups Will collect and monitor data of students' progress in life science NGSSS and CCSSS.

Person or Persons Responsible

Department Head, Teachers, Administrators

Target Dates or Schedule

First nine weeks, then quarterly

Evidence of Completion

Data collected from DEA, common assessments, chapter and unit assessments

Plan to Monitor Effectiveness of G4.B6.S2

Will chart subgroup data to monitor the effectiveness of the use of CRISS and Kagan strategies in the students' development of real world application of life science

Person or Persons Responsible

Teachers, Administrators

Target Dates or Schedule

Sept. Dec.

Evidence of Completion

Data collected from DEA assessments, common assessments, and chapter and unit assessments.

G5. Civics - Increase students' level of proficiency in all subgroup areas through targeted instruction based on ongoing examination of disaggregated data.

G5.B1 No follow through once data is collected

G5.B1.S1 Lack of practice and guidance in using analysis of student work and formative assessments to plan instruction.

Action Step 1

Will meet with grade level content area teachers PLC's to develop common assessments and then analyze the result of student responses to the assessments

Person or Persons Responsible

PLC Facilitators, Coaches, Administration

Target Dates or Schedule

Monthly in PLCs, beginning Sept. 2013 - May 2014

Evidence of Completion

Lesson plans, classroom walkthroughs, PLC meeting notes, agenda

Facilitator:

PLC Facilitator

Participants:

Civics Teachers

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Will monitor periodic agenda items for PLC meetings along with documentation completed by PLC facilitator as well as Administrative visits to PLC

Person or Persons Responsible

Department Head, Administrators, PLC Facilitator

Target Dates or Schedule

Monthly

Evidence of Completion

Minutes from meeting and feedback of adjustments provided to faculty. Scores and feedback from PLCs.

Plan to Monitor Effectiveness of G5.B1.S1

Will analyze student proficiencies recorded in PLC resource monitoring tool. Teacher reports on reteaching and extending. Will decide to continue with strategy or revise.

Person or Persons Responsible

Teachers, Administrators, PLC Facilitator

Target Dates or Schedule

Monthly

Evidence of Completion

Data from monitoring tool, reports

G5.B1.S2 Frequent use of cooperative learning strategies.

Action Step 1

Will provide additional practice and training In Kagan strategies and structures in order to increase the frequency of cooperative learning activities in lessons.

Person or Persons Responsible

PLC Facilitator

Target Dates or Schedule

Monthly, Starting Sept. 2013 - May 2014

Evidence of Completion

Sign in sheets, meeting minutes, copies of strategies shared

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Will monitor cooperative learning strategies in use and training offered through PLCs.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Walk through, survey, informal and formal observation data that identifies cooperative learning strategies in use. Percentage of Kagan trained faculty members.

Plan to Monitor Effectiveness of G5.B1.S2

Will monitor student engagement data generated by teachers.

Person or Persons Responsible

Administrators, Teachers, PLC Facilitators

Target Dates or Schedule

Quarterly, beginning Sept. 2014

Evidence of Completion

Walk through, survey, informal and formal observation data that identifies cooperative learning strategies in use.

G6. Increase parents' level of participation in all subgroup areas through ongoing examination of previous years' data.

G6.B1 Lack of awareness of education goals and opportunities

G6.B1.S1 Use disaggregated data to determine parents' level of participation in all subgroup areas

Action Step 1

Will collect and organize data on parent participation in all subgroup areas in previous activities to promote awareness of educational goals and opportunities

Person or Persons Responsible

Teachers, Administrators, School Volunteer Coordinator, Guidance Counselors

Target Dates or Schedule

Sept. 2013

Evidence of Completion

Collected data from Open House, parent workshops (Dads and Doughnuts, Moms and Muffins, Schooling the Sharks, ESOL coffee, Aspire Parent Meeting, Military Parents Coffee, and Cultural Coffee)

Facilitator:

Administrators

Participants:

School Wide Participation

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Will use collected data to compare past and current parent participation in all subgroup areas that participate in activities to promote awareness of educational goals and opportunities

Person or Persons Responsible

Teachers, Administrators, School Volunteer Coordinator, Guidance Counselors

Target Dates or Schedule

Monthly

Evidence of Completion

Data collected from sign in sheets

Plan to Monitor Effectiveness of G6.B1.S1

Will chart subgroup data to compare past and current parent attendance in all subgroup areas that participate in activities to promote awareness of educational goals and opportunities. Will decide to continue with strategy or revise.

Person or Persons Responsible

Teachers, Administrators, School Volunteer Coordinator, Guidance Counselors

Target Dates or Schedule

Sept. 2013, Jan. 2014, May 2014

Evidence of Completion

Data collected from sign in sheets, meeting notes, informal parent surveys, School Climate Survey

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Reading - Increase students' levels of proficiency in all subgroup areas through targeted instruction based on ongoing examination of disaggregated data(Discovery Education, Read 180, MTSS data).

G1.B1 No follow through once data is received

G1.B1.S1 Assistance with using disaggregated data to establish flexible guided groups

PD Opportunity 1

Will provide Professional Development on analyzing data and using it in the classroom

Facilitator

School Improvement Leadership Team

Participants

Faculty

Target Dates or Schedule

Bi monthly

Evidence of Completion

Attendance sheets of professional meetings, copies of data

PD Opportunity 2

will disaggregate data and discuss flexible instructional groupings.

Facilitator

Literacy Team Leaders

Participants

Monthly meetings to monitor progress and effectiveness of SIP

Target Dates or Schedule

Monthly

Evidence of Completion

Sign in sheets and agendas,

G2. Math - Algebra1 EOC - Increase students' level of proficiency in all subgroup areas through targeted instruction based on ongoing examination of disaggregated data.

G2.B1 Lack of follow through once data is received.

G2.B1.S2 Use disaggregated data to determine which students in All student subgroups are not proficient in problem solving skills.

PD Opportunity 1

Will provide a variety of hands on content activities using manipulatives, Kagan Cooperative structures, and problem based learning to build depth of knowledge.

Facilitator

Kagan PLC Facilitator

Participants

Teachers

Target Dates or Schedule

Sept 2013 - on going

Evidence of Completion

Lesson plans, student portfolio

G2.B1.S3 Use disaggregated data to determine which students in All student subgroups need instruction in the development of math literacy.

PD Opportunity 1

Will introduce and use mathematical vocabulary, model CRISS note taking strategies, and incorporate reading and writing into lessons.

Facilitator

Beth Bailey

Participants

Teachers

Target Dates or Schedule

Sept. 2013 - on going

Evidence of Completion

Lesson plans, student portfolios

G3. Writing - Increase students' level of proficiency in all subgroup areas through targeted instruction based on ongoing examination of disaggregated data.

G3.B1 Lack of follow through once data is received

G3.B1.S1 Use disaggregated data to determine which teachers are effectively applying knowledge for rubric use from Range Finding Training.

PD Opportunity 1

Will provide training in rubric use for Writing.

Facilitator

Administrator, Range Finder Facilitator

Participants

All teachers

Target Dates or Schedule

Oct. 2013

Evidence of Completion

Sign in sheets, handouts, agenda

G3.B1.S2 Use disaggregated data to determine which subgroups lack grade level appropriate vocabulary knowledge in which to apply varied word choice to their writing .

PD Opportunity 1

Will implement strategies from "Write in Every Classroom Now" to develop grade level appropriate vocabulary.

Facilitator

Department Chair

Participants

Language Arts Teachers

Target Dates or Schedule

Baseline data in Sept. - on going

Evidence of Completion

Lesson plans and quarterly district writing samples, bi-weekly Surfside writes, word walls, students' notebooks, and My Access assessments

G5. Civics - Increase students' level of proficiency in all subgroup areas through targeted instruction based on ongoing examination of disaggregated data.

G5.B1 No follow through once data is collected

G5.B1.S1 Lack of practice and guidance in using analysis of student work and formative assessments to plan instruction.

PD Opportunity 1

Will meet with grade level content area teachers PLC's to develop common assessments and then analyze the result of student responses to the assessments

Facilitator

PLC Facilitator

Participants

Civics Teachers

Target Dates or Schedule

Monthly in PLCs, beginning Sept. 2013 - May 2014

Evidence of Completion

Lesson plans, classroom walkthroughs, PLC meeting notes, agenda

G6. Increase parents' level of participation in all subgroup areas through ongoing examination of previous years' data.

G6.B1 Lack of awareness of education goals and opportunities

G6.B1.S1 Use disaggregated data to determine parents' level of participation in all subgroup areas

PD Opportunity 1

Will collect and organize data on parent participation in all subgroup areas in previous activities to promote awareness of educational goals and opportunities

Facilitator

Administrators

Participants

School Wide Participation

Target Dates or Schedule

Sept. 2013

Evidence of Completion

Collected data from Open House, parent workshops (Dads and Doughnuts, Moms and Muffins, Schooling the Sharks, ESOL coffee, Aspire Parent Meeting, Military Parents Coffee, and Cultural Coffee)

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	Writing - Increase students' level of proficiency in all subgroup areas through targeted instruction based on ongoing examination of disaggregated data.	$3,662
	Total	$3,662

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Professional Development	Total
School Budget	$2,500	$1,162	$3,662
Total	$2,500	$1,162	$3,662

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G3. Writing - Increase students' level of proficiency in all subgroup areas through targeted instruction based on ongoing examination of disaggregated data.

> **G3.B1** Lack of follow through once data is received

> > **G3.B1.S1** Use disaggregated data to determine which teachers are effectively applying knowledge for rubric use from Range Finding Training.

Action Step 1

Will provide training in rubric use for Writing.

Resource Type

Professional Development

Resource

DOE Range Finder Data

Funding Source

School Budget

Amount Needed

$1,162

G3.B1.S2 Use disaggregated data to determine which subgroups lack grade level appropriate vocabulary knowledge in which to apply varied word choice to their writing .

Action Step 1

Will implement strategies from "Write in Every Classroom Now" to develop grade level appropriate vocabulary.

Resource Type

Evidence-Based Program

Resource

Software

Funding Source

School Budget

Amount Needed

$2,500