

Bay District Schools

Surfside Middle School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	18
Positive Culture & Environment	24
Budget to Support Goals	24

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	49%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

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

School Board Approval

This plan is pending approval by the Bay County School Board.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	18
Title I Requirements	0
Budget to Support Goals	24

Surfside Middle School

300 NAUTILUS ST, Panama City Beach, FL 32413

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	No	68%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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SIP Authority

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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	Position Title	Job Duties and Responsibilities
Pitts, David	Principal	
Hartzer, Richard	Assistant Principal	
Miller, Bridgett	Administrative Support	
Cerney, Jill	Teacher, K-12	
Bull, Chris	Teacher, K-12	
Wright, Martha	Teacher, K-12	
Meadows, Kimberly	Teacher, K-12	
Brady, Marica	Teacher, K-12	
Wade, Sara	Teacher, ESE	
Carmichael, Julie	Assistant Principal	

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

46

Total number of students enrolled at the school

787

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

3

Demographic Data

Early Warning Systems

2021-22

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	243	298	246	0	0	0	0	787
Attendance below 90 percent	0	0	0	0	0	0	66	55	62	0	0	0	0	183
One or more suspensions	0	0	0	0	0	0	18	62	57	0	0	0	0	137
Course failure in ELA	0	0	0	0	0	0	1	7	3	0	0	0	0	11
Course failure in Math	0	0	0	0	0	0	5	9	10	0	0	0	0	24
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	28	51	36	0	0	0	0	115
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	39	74	30	0	0	0	0	143
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	27	56	44	0	0	0	0	127

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	9	16	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	6	1	0	0	0	0	7

Date this data was collected or last updated

Monday 8/23/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				65%	73%	61%	63%	70%	60%
ELA Learning Gains				61%	64%	59%	57%	62%	57%
ELA Lowest 25th Percentile				60%	58%	54%	53%	55%	52%
Math Achievement				72%	70%	62%	70%	70%	61%
Math Learning Gains				63%	57%	59%	64%	59%	58%
Math Lowest 25th Percentile				57%	56%	52%	56%	62%	52%
Science Achievement				67%	65%	56%	65%	62%	57%
Social Studies Achievement				68%	86%	78%	82%	83%	77%

Grade Level Data Review - State Assessments

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	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019	63%	56%	7%	54%	9%
Cohort Comparison		0%				
07	2021					
	2019	52%	54%	-2%	52%	0%
Cohort Comparison		-63%				
08	2021					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	69%	59%	10%	56%	13%
Cohort Comparison		-52%				
09	2021					
	2019					
Cohort Comparison		-69%				
10	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019	53%	53%	0%	55%	-2%
Cohort Comparison		0%				
07	2021					
	2019	69%	59%	10%	54%	15%
Cohort Comparison		-53%				
08	2021					
	2019	49%	48%	1%	46%	3%
Cohort Comparison		-69%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019	64%	51%	13%	48%	16%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	67%	74%	-7%	71%	-4%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	94%	64%	30%	61%	33%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	62%	38%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Bay District schools has moved to iReady for the purpose of Progress Monitoring for the 21-22 school year. This will be given three times per year and the data will be used to drive instruction, interventions and acceleration for all students. Additionally, a new system of progress monitoring for Social Studies and Science using our District Common Assessments through Mastery Connect will track student progress of content standards.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	29	42	34	31	43	38	32	51			
ELL	24	36	33	24	27	21		45			
ASN	67	70		92	60						
BLK	28	42	47	19	46	42	9	71			
HSP	46	44	24	45	51	40	50	68	93		
MUL	55	66		67	50			81			
WHT	64	60	45	62	48	46	58	77	77		
FRL	51	56	44	49	48	51	48	75	68		
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	559
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	

Asian Students	
Federal Index - Asian Students	72
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Across all grade levels and subject areas Surfside met or exceeded the district and state achievement with the exception of 6th grade math achievement.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The sixth grade math proficiency showed the greatest decrease with a 17% decrease with an achievement of 39%. This is 9% below the district and state proficiency levels.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

New math teachers were placed in this role while enduring a nationwide pandemic and implementing unprecedented classroom and learning platforms. Through the math PLC instructors will use a common pacing guide, implement common assessments and share data during PLC meetings. To give additional mathematical support, a Reef placement with a math instructor will be utilized to complement classroom instruction and assist in accelerated classroom learning.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data component showing the most improvement from the 2019 assessment data is the Civics EOC scores. Civics achievement increased to 75% which is an increase of 8%. Student proficiency in Civics was 3% higher than the district average and 11% higher than the state average.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Our history PLC team focused on Civics over the past two years and spent a great deal of time reflecting and planning to meet the individualized needs of our students.

What strategies will need to be implemented in order to accelerate learning?

We will utilize Reef classes to identify areas of need for students and placing them with a highly qualified instructor in that subject area. This will allow students to receive additional support at the end of each day to complement learning that is taking place in the classroom.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The bay district reset canvas course will be implemented to ensure consistency across the district. School based liaisons will attend professional development opportunities to refine their craft and share out with their PLC team. I-ready training and Mastery Connect training will be implemented as we transition to the new platform. District TOSA training will excel the integration of technology in the classroom while assisting teachers in monitoring student online activities. We will also utilize the planning period buy out for our math team lead with the large number of new math instructional personnel to create a more well rounded mentorship opportunity.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Our PLC teams are lead by vested leaders who value the shared vision of Surfside. Our team hires educators who are highly qualified in their subject areas. In correlation with our peer coaches and mentoring, these educators grow as educational professionals to become a valuable member of our team.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: ELA Achievement Levels dropped from 65 in the 2019 SY to 60 in the 2021 SY. This is a difference of 5 points. ELA Learning Gains of the Lowest 25% dropped 17 points from 60 in the 2019 SY to 43 in the 2021 SY. Upon evaluation of individual teacher data, all grade levels found a common area of focus in the domain of Integration of Knowledge and Ideas. We aim to see an improvement in this area of 10%.

Measurable Outcome: Surfside plans to increase the ELA Achievement levels to 70% and ELA Learning Gains of the Lowest 25% to 53% which is a 10% increase in both areas.

Monitoring: 1. We will use the district pacing guides, newly adopted (2021-2022) curriculum and common summative assessments to gauge student proficiency/ mastery of ELA standards.

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

Evidence-based Strategy: The use of I-Ready data, comparing fall and winter results to determine student progress in ELA and use the comparison study to project 2021-2022 FSA results.

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

Action Steps to Implement

1. Utilize triad for home visits for truancy
2. Identify lower quartile using the early warning system to provide intervention using MTSS
3. Hold students accountable for their work: parent contact, student contracts, team meetings, etc.
4. Progress monitoring using I-Ready in grade level and ELA PLC
5. Fully understand the standard/domain of Integration of Knowledge and Ideas
6. Student documentation in Focus
7. Utilize new curriculum and resources

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

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: The Grade 6 Math FSA proficiency was at 36% for the 202-21 school year. This was -9% less than the district and state mean. The reason for concern is that the Grade 6 Math FSA results showed a decrease of 17% from the 2019-2018 year.

Measurable Outcome: Surfside plans to increase the Grade 6 Math FSA proficiency results to at least 55%, which is 10% beyond the 2020-2021 district mean and 10% beyond the 2018-2019 state mean.

Monitoring: Students will take common summative assessments to monitor student proficiency and mastery of the Grade 6 standards.

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

Evidence-based Strategy: We will use I-Ready data, comparing fall and winter results to determine student progress in Math and use the comparison study to anticipate 2021-2022 FSA results.

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 goal.

Action Steps to Implement

1. Utilize triad for home visits for truancy
2. Identify lower quartile using the early warning system to provide intervention using MTSS
3. Hold students accountable for their work: parent contact, student contracts, team meetings, etc.
4. Progress monitoring using I-ready in grade level and math PLC
5. Fully understand the standard/domain of 6th Grade Math and utilize APP policies for mastery of standard.
6. Student documentation in Focus

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

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: This area of focus was identified as a critical need by reviewing 2020-2021 school data. The overall Science Achievement decreased 12% from 67% to 55% and is now equivalent to the district mean.

Measurable Outcome: Sixty-four percent of grade 8 science students at Surfside will score level 3 or above on the SSA. This returns Surfside proficiency scores to 2019 levels and is an increase of 9%.

Monitoring: We will use common summative assessments created by district liaisons to gauge student proficiency of 8th grade science standards.

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

Evidence-based Strategy: We will use Mastery-Connect data comparing fall and winter results to determine student progress of science content mastery to anticipate 2021-2022 SSA data.

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

Action Steps to Implement

1. Utilize triad for home visits for truancy
2. Identify lower quartile using the early warning system and Mastery Connect to provide intervention using MTSS
3. Hold students accountable for their work: parent contact, student contracts, team meetings, etc.
4. Progress monitoring through science and grade level PLC
5. Increase integration of Nature of Science benchmarks including interpretation, data tables and graphs.
6. Students will engage in activities that increase reading comprehension and application of content specific knowledge in grade level content areas

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

#4. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale:	Student achievement in Social Studies showed an 8% increase from 2019 to 2021 school year. This was an increase from 67% to 75%. We aim to see an additional increase of 5% this school year reaching an achievement of 80% for the 2021-2022 school year.
Measurable Outcome:	At 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.
Monitoring:	<ol style="list-style-type: none"> 1. We will use district mandated common summative assessments to gauge student proficiency/ mastery of the Social Studies and Civics standards. 2. Will 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.
Person responsible for monitoring outcome:	David Pitts (pittsdm@bay.k12.fl.us)
Evidence-based Strategy:	We will use Mastery-Connect data comparing fall and winter results to determine student progress of Civics content mastery to anticipate 2021-2022 EOC data.
Rationale for Evidence-based Strategy:	We defined evidence-based strategies as any school improvement strategy producing evidence to monitor or gauge progress toward our objects. 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 continue to enhance instruction through our 1-to-1 schoolwide approach by using technology rich instructional methods in each classroom.
5. We will progress monitor student performance in Civics using Mastery Connect assessments.

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

#5. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale: For the 2020-2021 school year Surfside had a total of 725 referrals which was a decrease of 17 referrals from the prior year. While this year was different due to the state of the pandemic and mask mandates referrals still saw a decrease year over year.

Measurable Outcome: Our goal for the 2021-2022 school year is to see a 5% decrease in discipline referrals from the prior year which is a decrease of 36 referrals and have at most 689 referrals for the current year.

Monitoring: Administration and leadership meetings to monitor progress.

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.

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, e

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. Administrative team will review discipline data monthly and report out and plan for any potential teacher intervention / classroom management needs.

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

#6. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:	The vision of PLC's at Surfside is to build practitioner skills through the use of researched based strategies to increase learning for all students.
Measurable Outcome:	Our quantitative goal for implementation is for all students to see a year's worth of growth.
Monitoring:	All agendas will be shared with the PLC administrator. All agendas and minutes will be housed in a shared folder with administration.
Person responsible for monitoring outcome:	David Pitts (pittsdm@bay.k12.fl.us)
Evidence-based Strategy:	Professional learning communities have been at the forefront of transforming schools to improve student achievement. Effective PLCs are founded on the shared vision and values of improving learning outcomes for all students. When staff have ongoing, consistent meeting times for PLCs such that they are able to respond to students' needs in a timely manner, those responses are shown to have a greater impact in ensuring all students have equitable opportunities to learn and grow academically.
Rationale for Evidence-based Strategy:	When staff have ongoing, consistent meeting times for PLCs such that they are able to respond to students' needs in a timely manner, those responses are shown to have a greater impact in ensuring all students have equitable opportunities to learn and grow academically.

Action Steps to Implement

Grade level and departments will meet Wednesday morning at 8:15 in the appropriate location.

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Surfside Middle School ranks 365 out of 553 according to Safe Schools for Alex. We actively report all incidents substantiated or unsubstantiated for accurate data collection. After reviewing the incident rank details the violent incidents rank 237 out of 553, our property incidents rank 406 out of 553, and our drug/public order incidents rank 512 out of 553. We have had several vape related referrals and promote students that see something to say something and this has allowed us to find and remove these from our campus. Our school will implement the Fin's up program to have teachers on the lookout for key "Shark" characteristics and provide students a Fin's up voucher to enter into drawings at lunch with the admin. In addition, we will utilize our triad team to meet with students who have behavior concerns and implement restorative justice programs with these students.

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.

Our school builds a positive school environment by welcoming each student on campus with a smile and a positive interaction to set the tone. At each class change our students will see teachers in the hallways greeting them to class and setting a positive tone for the upcoming class. Our teachers have several ways to recognize positive student behavior and conduct beginning with our student of the week that is nominated by teachers and decided upon in our grade level meetings. Another reward for positive behavior is our "Fins Up" tickets that teachers give out to students for demonstrating our SHARK behavior characteristics. These tickets are handed in to administrators during lunch who praise that behavior and enter them into drawings. Student input was used to create the prizes for the Fins Up prize selection. Each Monday during our Reef class teachers watch a video selection from Jostens Renaissance and then lead a classroom discussion from a guided set of questions. Our partnership with parents is also vital in our culture and school environment and all parents are kept up to date with activities and partnership opportunities through our newsletter from the principal. This newsletter also shares information about our School Advisory Council meetings in which we have great parent, teacher and community involvement. Many teachers also sponsor on campus clubs such as Beta Club, SGA, SWAT, ITV and many more which enable our students to be involved in school and community activities both on and off campus.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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 activities throughout the year, open houses, summer open campus days, and utilize parent volunteers in a myriad of ways. Due to the global Covid19 pandemic some of these campus visits and 5th grade parent night were done virtually. 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.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA					\$34,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22	
		120-Classroom Teachers	0201 - Surfside Middle School	Other		\$34,000.00	
			Notes: Buying teachers plannings for push in.				
2	III.A.	Areas of Focus: Instructional Practice: Math					\$42,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22	
		120-Classroom Teachers	0201 - Surfside Middle School	Other		\$42,500.00	
			Notes: Buying Teachers Planning for push in services.				
3	III.A.	Areas of Focus: Instructional Practice: Science					\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Social Studies					\$8,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22	
		120-Classroom Teachers	0201 - Surfside Middle School	Other		\$8,500.00	
			Notes: Buying teachers Planning periods.				
5	III.A.	Areas of Focus: Culture & Environment: Discipline					\$0.00
6	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities					\$0.00
Total:							\$85,000.00