Surfside Middle School

2022-23 Schoolwide Improvement Plan

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Surfside Middle School

300 NAUTILUS ST, Panama City Beach, FL 32413

[no web address on file]

Demographics

Principal: David Pitts   Start Date for this Principal: 7/1/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	49%
2021-22 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	2021-22: B (59%) 2018-19: A (67%) 2017-18: A (66%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	[Rachel Heide](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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.](http://www.floridacims.org)

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Surfside Middle School

300 NAUTILUS ST, Panama City Beach, FL 32413

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-12	No	49%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

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SIP Authority

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Surfside Middle School family's mission is to achieve 100% proficiency for all students.

Provide the school's vision statement.

Together with community stakeholders we are committed to provide a positive, safe, and respectful learning environment where all students can be successful.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Pitts, David	Principal	
Carmichael, Julie	Assistant Principal	
Trimble, Ashley	Administrative Support	
Maddox, Brittany	Administrative Support	
Brady, Marica	Teacher, K-12	
Wade, Sara	Teacher, ESE	
Bull, Chris	Teacher, K-12	
Wright, Martha	Teacher, K-12	
Land, Kelly	Teacher, K-12	
Grice, Stephen	Teacher, K-12	
Meadows, Kimberly	Teacher, K-12	
Robb, Kristy	School Counselor	

Demographic Information

Principal start date
Friday 7/1/2022, David Pitts

Number of teachers with a 2022 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.*
5

Number of teachers with a 2022 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.*
27

Total number of teacher positions allocated to the school

53

Total number of students enrolled at the school

834

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

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	280	261	293	0	0	0	0	834
Attendance below 90 percent	0	0	0	0	0	0	80	55	64	0	0	0	0	199
One or more suspensions	0	0	0	0	0	0	27	46	48	0	0	0	0	121
Course failure in ELA	0	0	0	0	0	0	6	2	3	0	0	0	0	11
Course failure in Math	0	0	0	0	0	0	6	1	3	0	0	0	0	10
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	47	33	63	0	0	0	0	143
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	83	47	58	0	0	0	0	188
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	57	42	54	0	0	0	0	153

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Monday 8/22/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	58%	52%	55%				65%	73%	61%
ELA Learning Gains	56%						61%	64%	59%
ELA Lowest 25th Percentile	46%						60%	58%	54%
Math Achievement	59%	35%	42%				72%	70%	62%
Math Learning Gains	60%						63%	57%	59%
Math Lowest 25th Percentile	47%						57%	56%	52%
Science Achievement	53%	55%	54%				67%	65%	56%
Social Studies Achievement	77%	55%	59%				68%	86%	78%

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**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019	63%	56%	7%	54%	9%
Cohort Comparison		0%				
07	2022					
	2019	52%	54%	-2%	52%	0%
Cohort Comparison		-63%				
08	2022					
	2019	69%	59%	10%	56%	13%
Cohort Comparison		-52%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison		0%				
06	2022					
	2019	53%	53%	0%	55%	-2%
Cohort Comparison		0%				
07	2022					
	2019	69%	59%	10%	54%	15%
Cohort Comparison		-53%				
08	2022					
	2019	49%	48%	1%	46%	3%
Cohort Comparison		-69%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	64%	51%	13%	48%	16%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	67%	74%	-7%	71%	-4%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	94%	64%	30%	61%	33%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	62%	38%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	31	44	34	28	49	46	26	56	43		
ELL	38	41	33	51	54	44	20	50			
ASN	69	50		85	92						
BLK	30	48	26	30	44	37	47	67			
HSP	53	51	39	57	56	52	44	64	85		
MUL	48	48	33	57	65	58	53	77	76		
WHT	62	58	54	61	61	45	56	79	71		
FRL	45	53	47	47	51	42	47	65	57		
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						

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
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	584
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	74
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 ELA, 6th grade math, and 8th grade math achievement.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The eighth grade math proficiency showed the greatest decrease with a 16% decrease with an achievement of 33%. This is 7% below the district and 9% below the state.

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 and one teacher became ill and a permanent sub was placed in that class. Another reason is due to missing foundational math skills due to the global pandemic. 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 2022 state assessments, showed the most improvement?

The data component showing the most improvement from the 2022 state assessment data is the the Civics EOC scores. Civics achievement increased to 76% which is 7% higher than the state average and 1% higher than the district 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 beginning of the day to complement learning that is taking place. We are also utilizing iReady for our lowest 25 percentile students to close learning gaps.

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.

We are doing a school wide book study on Teaching with the Instructional Cha-chas. Teachers are required to utilize strategies and implement their learning into their deliberate practice. Teachers attended a professional development on differentiated instruction during inservice. Subject areas PLCs will utilize FAST progress monitoring and analyze the data to make instructional changes as necessary to improve student achievement. iReady training will be provided to teachers to ensure the program is being used with fidelity. Training on implementing the new B.E.S.T. standards for all instructional staff.

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 led 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 valuable members of our team.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	1.)ELA Achievement Levels dropped from 60 in the 2021 SY to 58 in the 2022 SY. This is a difference of 2 points. 2.)ELA Learning gains of the lowest 25% rose 3 points from 43 in the 2021 SY to 46 in the 2022 SY. 3.)Upon evaluation of individual teacher data, all grade levels found a common area of focus in the domains of Integration of Knowledge and Ideas, Language and Editing, Key Ideas and Details, and Craft & Structure. Upon implementing the new standards, we aim to see 100% proficiency in these areas for all students as we move forward using the new B.E.S.T. standards with reporting categories of Reading Prose and Poetry, Reading Informational Text, Reading Across Genres & Vocabulary, Communicating through Writing, Vocabulary, Reading Across Genres, and ELA Expectations.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Surfside plans to increase ELA proficiency in Integration of Knowledge and Ideas, Language and Editing, Key Ideas and Details, and Craft & Structure to 100% proficiency. We will use progress monitoring and common summative assessments to gauge student proficiency/mastery of ELA B.E.S.T standards.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will use FAST progress monitoring and district common assessments to monitor student proficiency and mastery of ELA B.E.S.T. standards.
Person responsible for monitoring outcome:	David Pitts (pittsdm@bay.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The use of progress monitoring data: PM1, PM2, and PM3 to determine student proficiency in ELA.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific	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.

strategy.
Describe the
resources/
criteria used for
selecting this
strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 PM1 and PM2 in grade level and ELA PLC.
5.) Fully understand the standard/domain of integration of knowledge and ideas and language and editing
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: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The Surfside school wide math proficiency results were 59% in the 2021-2022 school year. The math department's area of focus for the 2022-2023 school year will be for all students to perform at proficiency by focusing on Number Sense and Operations standards and Geometric Reasoning in 6-8 Math and Algebraic Reasoning and Equations, Inequalities, and Systems in Algebra. The reason for concern is prior FSA data shows that 41% of students did not demonstrate proficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Surfside plans to increase the math proficiency to 100% which is well above the district and state mean.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Students will take common assessments to monitor student progress and proficiency.
Person responsible for monitoring outcome:	David Pitts (pittsdm@bay.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We will use iReady data for the lower quartile students, compare fall and winter results for all students on the state progress monitoring to study and anticipate the 2022-2023 F.A.S.T. Assessment.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1.) Utilize triad for home visits for truancy.

2.)Identify lower quartile students using the early warning system to provide intervention using MTSS.

3.) Hold students accountable for their work; parent contact, student contracts, team meetings, ect.

4.) Progress monitoring for lowest quartile students using I-ready data in grade level and math PLC's.

5.) Reteaching/remediation and reassess students not proficient.

6.)Fully understand the B.E.S.T math standards and utilize APP policies for mastery of the standards.

7.)Student documentation in Focus.

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

#3. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Student achievement in social studies students will increase to 100% proficiency on the Civics EOC. We feel that to reach 100% proficiency in any discipline, students must be proficient in reading first, before they can be successful in other subject areas. We will strive to help students achieve 100 percent proficiency in reading and writing.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We will evaluate Social Studies progress monitoring data. We will use the district scores for the Civics EOC and the FAST scores in reading at the end of the year for our students.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1.) We will use district mandated common summative assessments to gauge student proficiency/mastery of the social studies students standards. 2.) We will monitor specific ELA assessment results to determine if students are successfully building content specific background knowledge. 3.) We will use progress monitoring to track student proficiency.
Person responsible for monitoring outcome:	David Pitts (pittsdm@bay.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We will use Mastery-Connect data results to determine student progress of content mastery to anticipate 2022-2023 EOC data.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Mastery connect analyzes data based on standard proficiency and compares students to their peers within the district.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1.) We will use ESE teacher input alongside the content specific teachers to increase student support in the classroom.
2.)We will emphasize reading comprehension of text through various strategies that could include, but are not limited to, summarizing a passage of text, DBQs, and answering all levels of DOK questions about the text.
3.) The teachers of American History and World History will assign historical-fiction novels to be read by students. Book reports/projects will assess student comprehension of "the time" they studied.
4.) Civics teachers will share their vocabulary lists with ELA teachers so they can support learning as much as possible.

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

#4. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The Surfside school wide science proficiency results were 51% in the 2021-2022 school year, which is a 1% decrease from the previous year. The science department's area of focus for the 2022-2023 school year will be for all students to perform at proficiency on the Nature of Science benchmarks.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Surfside plans to increase the science proficiency to 100% which is well above the district and state mean.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	We will use common assessments created by the district liaisons to gauge student proficiency of science standards.
Person responsible for monitoring outcome:	David Pitts (pittsdm@bay.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	We will use Mastery connect data comparing fall and winter results to determine student progress of science content mastery to anticipate 2022-23 SSA data.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Mastery connect analyzes data based on standard proficiency and compares students to their peers within the district.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1.) Utilize triad for home visits for truancy.
2.) Identify lower quartile using early warning system and Mastery Connect to provide intervention using MTSS.
3.) Hold students accountable for their work.
4.) Progress monitoring through science and grade level PLC.
5.) Increase integration of Nature of Science benchmarks through the use of common labs and interpretation of 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 focusing on Tier 2 and 3 vocabulary terms.

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

#5. Positive Culture and Environment specifically relating to Discipline	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	For the 2021-2022 school year Surfside had a total of 880 referrals which was an increase of 155 referrals from the prior year. During the prior year we experienced an increase in population and we lost an administrator in the middle of the school year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our goal for the 2022-2023 school year is to see a 10% decrease in discipline referrals from the prior year which is a decrease of 88 referrals and have at most referrals 792 for the current year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administration and leadership team meetings to monitor progress.
Person responsible for monitoring outcome:	David Pitts (pittsdm@bay.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	PBIS and teacher monitored discipline flow chart.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	PBIS improves social, emotional, and academic outcomes for all students, including students with disabilities and students from underrepresented groups. Discipline flow chart allows teachers to determine if the behavior is teacher managed or administrator managed. They also have a 5 step behavioral management sheet to track behavioral data and guide classroom managed discipline behavior.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Administration will facilitate character education word of the month 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 award a "Student of the Week" to be a positive reinforcement of good behavior.
5. Administrative team will review discipline data monthly and report out and plan for any potential teacher intervention / classroom management needs.
6. Administration and teachers provide Fins Up for PBIS.

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

#6. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our quantitative goal for implementation is for all students to see a year's worth of growth.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 into 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. Every morning the character education word of the month is on ITV on the scrolling announcements. 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 school culture and environment.

The school has a very active School Advisory Council and has been recognized as a Five Star School for 19 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. To provide as much information to parents as possible, the school uses the district Parent
Portal system, e-mail, and newsletters. We also utilize 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,Focus messenger, and email. All of these initiatives encourage parent participation among all our student subgroups. We have also partnered with local businesses to provide reward lunches to our monthly Fins Up winners and their teachers.