

Brevard County Public Schools School Improvement Plan 2012-2013

Name of School:

Area:

North

Surfside Elementary

Principal:

Area Superintendent:

Dr. Ronald Bobay

Susan B. Murray

SAC Chairperson:

Dianne Peterson

Superintendent: Dr. Brian Binggeli

Mission Statement:

Surfside Elementary School provides a safe and positive environment where high quality education occurs for all students.

Vision Statement:

Surfside Elementary School will create a challenging, positive learning environment that promotes excellence and group achievement. Staff, students, and parents will work together to encourage children

to realize their maximum potential for learning, problem solving, and responsible citizenship.

Brevard County Public Schools School Improvement Plan 2012-2013

RATIONAL – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: *(Needs assessment that supports the need for improvement)*

Surfside Elementary School had exceptional FCAT results despite the changes in the state's criteria with cut scores. Advance planning and sticking to our goals helped us receive even more points in the overall state assessment than we did the previous year. We are proud to be ranked number 36 in the entire state of Florida where there are close to 2,000 schools in the state's accountability program. Areas to focus on for us over the next year will be to enrich our student's among our high performing learning culture and encourage our instructors to strive for a higher number of students who score at Level's 4 and 5 on these annual state assessments through utilizing research proven instructional methods and evidenced based instructional methods to take our students to the next level. Several charts are provided to demonstrate the successes we are celebrating at Surfside and the data we are reviewing to set personal and professional goals individually in our Professional Growth Plans for 2012-2013. We have looked closely at FCAT 2.0 results, state FAIR Testing Results, and Brevard Public School's Parent and Student Surveys to generate a collection of resources for our staff to pull data when analyzing their performance and setting goals and instructional strategies in action for the upcoming school year.

FCAT 2.0 2012 Data Collection

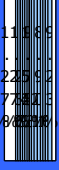
	% 3 and up	% 4 and up										
Grade	Reading	Variance from school avg. *	Math	Variance from school avg. *	Science	Reading	Variance from school avg. *	Math	Variance from school avg. *	Science		
3rd	92%	+3	91%	+1		3rd	64%	+3	49%	-12		
4th	92%	+3	98%	+8		4th	66%	+5	85%	+24		
5th	86%	-3	88%	-2	89%	5th	55%	-6	62%	+1	51%	
6th	86%	-3	85%	-5		6th	60%	-1	62%	+1		
Surfside	89%		90%				61%		61%			

* The green boxes above compare each grade level to the Surfside's overall averages.

Annual Learning Gains using FCAT 2.0 Results					
	Reading		Math		
4th Grade	36/52	69%	4th	47/52	90%
5th Grade	38/61	63%	5th	41/61	67%
6th Grade	43/63	68%	6th	48/63	76%
Below 70%					

(When above grade level students drop an achievement level, the state does not give them a point for a learning gain (example: a child who had a 5 the previous year and earned a 4 the following year – even if only one question makes the difference in the score)

		Below Grade Level Student Numbers/ Percentages											
		Reading	Math	Science									

Grade	# Tested	Level 1's # of students	Level 1's %	Level 2's # of students	Level 2's %	Level 1's # of students	Level 1's %	Level 2's # of students	Level 2's %	Level 1's # of students	Level 1's %	Level 2's # of students	Level 2's %
3	53	0	0.00%	4	7.55%	0	0.00%	5	9.43%				
4	53	0	0.00%	4	7.55%	0	0.00%	1	1.89%				
5	65	1	1.54%	8	12.31%	2	3.08%	6	9.23%	1	1.54%	6	9.23%
6	65	2	3.08%	7	10.77%	1	1.54%	9	13.85%				
	236	3	1.27%	23	9.75%	3	1.27%	21	8.90%	1	1.54%	6	9.23%

Surfside did an exceptional job of decreasing the numbers and percentages of below grade level students overall, even with the severe state changes in cut scores. This will mean fewer students (14) will count for Surfside in this year's calculation of their school grade when looking at the gains of the student's that fall within the school's Lowest 25% category. Unfortunately, for data reading purposes, now each child in this category will count as a higher percentage per child when calculating next year's percentages of this group making learning gains.

As a school where students perform at top-notch standards, we must look deeper at our data to see how we can best help our students reach even higher achievement levels. Annually we take a deeper look at the FCAT results to analyze subcategory content within the reading, math, and science assessments. We look for mastery levels using a 70% correct rate as our gage of success for each child to have "mastered" each subcategory set of FCAT skills. The chart below compares our data from 2011 to our 2012 results and shows each grade level's break down of categories color-coding our strongest and weakest areas. Our classroom teachers receive more personal information related to their previous and current classes annually at the start of each year to plan their instruction taking previous results into account. Progress is monitored throughout the year.

Student Percentages of those "Mastering" each Category at

70% of questions correct or better in that area

Strongest Area			Weakest Area		Strongest Area			Weakest Area
	Reading		Math					
	Vocabulary	Reading Application	Literary Analysis	Informational Text		Number Operations	Fractions	Geometry & Measurement
3 rd Grade	+13% 52/53 98%	+7% 42/53 79%	+3% 47/53 89%	+11% 46/53 87%		+2% 49/53 92%	-3% 42/53 79%	-11% 44/53 83%
4 th Grade	+4% 44/53 83%	+5% 48/53 91%	-10% 30/53 57%	-3% 50/53 94%		+16% 53/53 100%	+14% 53/53 100%	+4% 45/53 85%
5 th Grade	+13% 56/65 86%	+11% 53/65 82%	+9% 53/65 82%	+14% 47/65 72%		+8% 41/65 63%	-4% 50/65 77%	+3% 49/65 75%
6 th Grade	-15% 50/65 77%	+5% 51/65 78%	+12% 55/65 85%	-13% 33/65 51%		-6% 33/65 51%	NC 50/65 77%	+2% 29/65 45%
School	+1% 202/236 86%	+7% 194/236 82%	+4% 185/236 78%	+3% 176/236 75%		+5% 176/236 75%	+2% 197/236 83%	+10% 167/236 71%
	Physical & Chemical	Earth & Space	Life & Environmental	Scientific Thinking				
5 th Grade	+12% 58/65 89%	+13% 58/65 89%	-3% 51/65 78%	+10% 62/65 95%				

Grade levels are able to compare their results among their peers allowing them to collaborate together for goal setting and for personal observation experiences to gain knowledge from colleagues in areas of their desire.

Percent-ages of sub-categories by grade level	Reading Scale Score	Vocabulary	Rdg App	Lit. An.	Info. Text	Math Scale Score	Oper./ Prob/ Stat	Frac.	Geom/ Meas	*Blue shade shows below 80% areas	*Red shade shows below 70% areas
3rd	83	89	79	86	85	83	88	81	84		
4th	84	84	86	77	89	88	93	96	82		
5th	85	85	79	81	76	85	74	79	76		
6th	85	80	79	83	74	85	67	80	65		

FAIR 2011 - 2012 Data Collection

Kindergarten – Second Grade FAIR Data 2011-2012

Grade	Probability	Of	Reading Success	# of ?'s	Answered	Correctly	# At or	Above	Target Passage	Vocab-	-ulary	Spelling		
	AP1	AP2	AP3	AP1	AP2	AP3	AP1	AP2	AP3	AP1	AP3	AP1	AP2	AP3
K	84%	82%	84%	3.2	3.7	3.6				56%	85%			
1 st	78%	85%	86%	4.1	4.4	4.5	57%	98%	82%	59%	81%			
2 nd	73%	80%	83%	4.3	4.4	4.4	85%	87%	94%	59%	79%	63%	74%	84%

Third – Sixth Grade FAIR Data 2011-2012

Grade	Reading	Compre- hension	Percentile	Maze	Percentile	Word	Analysis	Percentile	Lexile	Measure		
	AP1	AP2	AP3	AP1	AP2	AP3	AP1	AP2	AP3	AP1	AP2	AP3

3rd	62%	60%	60%	56%	73%	78%	56%	61%	57%	707	716	725
4th	47%	57%	78%	58%	58%	93%	78%	60%	59%	792	836	965
5th	63%	58%	79%	59%	78%	79%	58%	32%	77%	954	936	1078
6th	66%	79%	75%	61%	74%	75%	56%	57%	62%	1029	1113	1101

Brevard Public Schools 2011 - 2012 Data Collection

Question 34 of Brevard Public School's Annual Parent Survey asked for adults to rate how well their child is learning each of eight 21st century skills. When Surfside's results were reviewed we combined the responses of the "excellent" and "good" scores and found three areas that were rated over 90% (Teamwork, Effective Communication, and Meaningful Projects) and Personal Character was rated 89%. The remaining four areas parents had responded "Not Applicable" between the range of 12 and 16% bringing the combined scores of excellent and good into the 70% range. As we are striving to implement higher level thinking skills to raise our students to the next level we will share this chart with our staff to encourage them to include these 21st century skills into their lessons this year.

2012 Brevard Public Schools Parent Survey Results

Parent Survey Results of Question 34 21 st Century Skills	Excellent/Good Combined	Fair	Poor	Not Applicable
Practical Use of Technology (presentations, word processing, spreadsheets)	75.4	5.2	3.1	16.2
Real-world issues (financial, environmental, community, civic, healthy lifestyle)	72.1	10.5	3.2	14.2
How to do research (finding books, articles, reliable online information)	71.1	11.6	1.6	15.8
Organization skills (planning, prioritizing, budgeting)	74.6	10.6	2.6	12.2

Brevard Public Schools issued a survey to our third through sixth graders in the Spring of 2012. When asked how well they are learning the following 21st Century skills at school they were to respond on a scale of 1 to 5 with 1 being "Never"

and 5 being “Often.” Many of these skills correlate closely with the goals of our current School Improvement Plan. Select questions will be highlighted to monitor over the next few years looking for increases in the percentage of students that respond with a 5 as we develop our instructional strategies at Surfside. Each year we’d like to increase each score of a 5 by 2% or more.

2012 Brevard Public Schools Student Survey Results

	1	2	3	4	5
Effective communication (speaking, writing, listening)	2.62	3.49	14.85	27.51	45.85 *
Meaningful projects (critical thinking, problem solving, creativity)	1.31	2.62	12.66	32.31	45.85 *
Practical use of technology (presentations, word processing, spreadsheets)	.87	4.37	16.59	27.51	42.79 *
Real-world issues (environmental, community, healthy life style)	3.06	7.42	22.27	23.58	34.93 *
How to research (finding books, articles, reliable online information)	2.18	5.24	16.59	21.83	47.60 *

Surfside’s goal is to increase the percent of students scoring a 5 on these questions by 2% per year.

Analysis of Current Practice: *(How do we currently conduct business?)*

Surfside Elementary School prides itself on it’s community site where families know each other well and the longevity of the staff allows teachers to have taught multiple siblings and sometimes even the parents of the students in their class. Relationships are our strong point and continue to be a priority for us to establish early and maintain open communication throughout the year. Conferences are very personable and frequent, interim and report card comments are very thorough and provide parents with suggestions of things they can do at home to help their child, and immediate intervention is started at the very first sign of concern.

The beginning of the year starts off in pre-planning where our administrators, teachers, counselor, and exceptional

education staff all gather together to look at the class lists and share important information from personal family situations, academic abilities, health concerns, and even how the relationships of the students placed in the same class are from a historical perspective. Advice is provided to help teachers make that first connection and impression with the child and their family when they first meet face to face. This is done in grade level teams and set in our calendar for one of the very first days we are together.

The academic results of the current classes have been analyzed and provided to each teacher in a color format allowing quick understanding of strengths and weaknesses of students in each teacher's class. Data has been sorted by ability levels in rank order of both reading and math scores for teachers. Our grade levels that are departmentalized receive the rank orders of the entire grade level for their subject and also by homeroom of how the students will come to their classes. This data is broken down and itemized into subcategory information and each child may or may not have shaded areas based on whether or not they mastered "70%" of the content for that subcategory. Before these class lists were finalized for the year, the administration reviewed FCAT results to help place new children accordingly or move around students if and when necessary to better balance our classes allowing teachers similar challenges for their upcoming year. Non-classroom teachers are provided with similar data on our lowest 25% of our population during pre-planning week. This group of teachers looks out for these students all year long and builds their self-esteem, gets to know their hobbies and interests outside of school, and goes out of their way to make these students feel special when they come to their rooms/offices or when they are on supervisory duties across the campus.

As soon as district required assessments are taken and organized into A3, our Assistant Principal and Literacy Coach review our results looking for areas of misunderstanding and helping to find our teachers resources and support to assist them as they remediate any areas of concern. Test questions are reviewed and discussed in team meetings of any questions a large amount of students missed, even looking at what answers the students chose and trying to determine what led them to believe their answer was accurate. If one teacher's class scored higher on a particular question than others, that instructor shares what instructional efforts they made to help their teammates with ideas when they return to their students to clarify misconceptions. Even though our school is not required to administer the Differentiated Accountability Tests (DA Tests) for Math and Science, we choose to do this anyway allowing us even more data to review to help us with our students. The Scholastic Inventory Computerized Assessments and FAIR results are monitored in a similar fashion.

Last year Surfside ran a heavily attended Academic Support Program that offered classes in reading, math, and science for our struggling students. A strong emphasis was placed on recruiting students with personal telephone calls and then attendance was closely monitored. Phone calls to the home were made when absences occurred so we could help families get in the habit of attending the program. Due to limited funds received from the district due to our high FCAT results this school year, we will only be able to afford half the number of classes we offered last year. Priority placements of students will be those students that scored level 1 and 2 on FCAT and new students that transferred into us that may not have taken the FCAT before, yet have academic concerns.

Grade level meetings are held with administration and support staff before each interim and report card to thoroughly discuss those students that are performing below grade level or that are having concerns in any area. Interventions are documented quickly, Progress Monitoring Plans are created with the parents, and involvement with our guidance department occurs as quickly as possible.

Technology use has been an emphasis at Surfside, along with expenditure purchases in this area increasing our hands-on learning of students with iPads. Teachers voluntarily attended after school sessions last year to share new apps they found for educational purposes and made decisions on which ones the school should purchase. The district technology integrator adopted our school and worked with our 4th grade to model lessons, discover new instructional methods utilizing the i-pads, and generating student and parent interest in this technology method. As our staff experience grew in this area and parents became excited to see their children utilizing these features the interest only sparked further. The

school has over 70 iPads for student use. Sets of 10 iPads have been placed throughout the school for easy access. Teachers and students learn together and share educational apps and create projects to demonstrate what they have learned. Additionally, all fourth and fifth grade students created a Google Docs account to create projects on the Google Cloud allowing students to work “virtually” together on projects from home or in different areas of the campus. Students send works in progress and final documents to their teachers and even the principal. This year our third grade team will be joining our “Cloud” experience. Our School Advisory team chose to use some funding to continue to support our efforts in this arena as well as our district technology and curriculum departments. Surfside received the ATTAIN award in 2009 and again in 2012, one of two schools who received this honor for the second time.

Peer collaboration grew last year and teachers opened their doors allowing colleagues to observe their lessons and visited other professionals in our own building learning from some of the best teachers in Brevard. Our primary teachers took on the Literacy Café management style and implemented the Daily Five strategies. Our Literacy Coach modeled lessons, covered classrooms, provided feedback, and assisted with data collection efforts helping our teachers become more comfortable in their abilities to decipher student needs and weaknesses. Heavy phonics remediation efforts across our building and an emphasis on multi-syllabic words allowed our primary students more success as they developed their students reading abilities. Surfside staff has already begun collaborating about the Common Core standards and is making preparations to transition comfortably.

Surfside reviews the results of the annual parent client survey each year and is pleased with the responses and comments provided. Some of our new ideas each year come from these surveys and we utilize the feedback to communicate with parents in the way they desire and to set meeting dates and events around the information gained from these results.

Best Practice: *(What does research tell us we should be doing as it relates to data analysis above?)*

Based on Surfside’s high academic standards, our research was spent looking for proven ways to take our students to an even higher level. From the booklet Moving Schools: Lessons from Exemplary Learners, we read that both research-based and evidence-based strategies contribute to exemplary practices. Dr. Robert Marzano’s research based exemplary strategies document five practices that contribute most to high performance. Surfside will make it a priority to increase the amount of time teachers spend instructing with these strategies in mind and planning their lessons around the idea of taking our students to an even higher level striving to earn results at the above average range in all subject areas on state required assessments. This will assist as we move into Common Core curriculum and standards.

Percentile Gain from Instructional Strategies Researched by Dr. Robert Marzano

Rank	Strategy	Effect Size	Percentile Gain
1	Extending Thinking Strategies	1.61	45
2	Summarizing	1.00	34
3	Vocabulary In Context	.85	33
4	Advance Organizers	.73	28

Non- 5	Verbal Representations	.65	25
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The instructional staff at Surfside is very talented and creative and has been observed utilizing several of these strategies across the curriculum. The uses of these strategies vary by teacher, across grade levels, and among subject areas. It is the goal of Surfside’s staff this year to learn from one another and build our individual expertise levels by sharing best practices in a safe, supportive environment. A quote from the attendance at the summer workshop will be kept in mind as we make it a priority to go forth with this notion: “Not having and resting, but growing and becoming, is the character of a high performing learning culture.” Professional Learning Community time will continue to be a part of our school’s regular routine as agreed upon early in the year with our faculty. As teachers self-assess their comfort levels with these high yield instructional strategies, they will choose a stretch goal for themselves to incorporate a strategy of their choice into their Professional Development Plan in an area their personal data shows a need for further development.

Four staff members of Surfside Elementary attended a summer workshop titled Creating a High-Performance Learning Culture. These faculty members created an action plan from information gained through their time together and intend to lead our staff through the stages of this plan throughout this school year during scheduled faculty meeting times and building professional development days. As our staff receives training we will also provide them with resources such as articles, excerpts from books, videos, and other professional development materials both in hard copies but also stored electronically on our school server. Surveys from this program will be administered to our faculty both at the beginning of the year and again at the end of the year to see what growth has been made. It is our intent to combine this program along with surveys we create for our staff to self-assess each teacher’s comfort level of the above noted instructional strategies from Dr. Marzano’s research. Our overall goal as a school will be to increase our confidence and comfort implementing lessons and projects that incorporate these strategies. During this first year of staff training and monitoring our personal growth, it is our intent to increase our post survey results of our faculty survey by 28 points which would equate to each instructional staff member growing professionally by one point on their post survey. Our overall goal is for Surfside teachers to be implementing these five strategies with confidence by 2014-2015 to teach the Common Core standards.

Surfside Elementary Instructional Pre-Survey Results, September 2012

(# inside each box reports how many Surfside teachers selected bolded digit as their answer on the pre-survey)

28 Staff Responses 25 points possible per survey (28 responses x 25 pts./survey = 700 points possible)	5 - I feel very confident using this strategy and am comfortable sharing best practices and modeling for my peers	4 – I understand and fully implement this strategy in my classroom	3 – I understand this strategy, but I need to practice using it in my classroom	2 – I can explain this strategy, but I am not fully confident that I can use it	1 – I do not understand this strategy. I do not currently use it
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Extending Thinking Strategies 84 points	0	4	20	4	0
Summarizing Across the Lesson 73 points	0	1	17	8	2
Vocabulary in Context 84 points	1	1	23	3	0
Advance Organizers 76 points	0	2	17	8	1
Non-Verbal Representations 79 points	0	4	17	5	2
Sum of all bolded numbers is 396	1 response x 5 points = 5 points	12 response x 4 points each = 48 points	94 response x 3 points each = 282 points	28 response x 2 points each = 56 points	5 response x 1 point each = 5 points

If every teacher acquires more knowledge on one strategy this year and increases their self-assessment score a full level by May 2013, we should earn 28 more points in our post survey results.

$396 + 28 = 424$ points = Goal for Post Survey Results

Noticing Summarizing is the area our faculty rated themselves the lowest, we have scheduled a training session with our District Resource Teacher for Writing, Teresa Phelps, to help our staff develop a repertoire of strategies to incorporate more instructional plans in this arena. We have also scheduled Jennifer Cockrell, Brevard's Language Arts Resource Teacher, to provide our staff with a training session on the six shifts toward Common Core language and instruction, which will keep our teachers on the cutting edge of awareness of state standards. Our primary teachers have already been in thorough training of Common Core standards and our intermediate teachers are provided advance information to help them understand what is coming their way. During faculty meetings we will have mini presentations by our own teachers who volunteer to share a strength area or lesson as well as view professional development video clips as we strive to increase our comfort with these high yield instructional strategies.

While teachers create their Professional Growth Plan goal and strategies they will review their personal data from last year's student academic results and/or Surfside Elementary's overall scores and their self-assessment survey results. They will individually select a strategy they'd like to develop further and may create their own strategies based on their unique needs. The overall goal is for each teacher to strive for continuous improvement of their instructional techniques in order for our students to increase their skills to higher levels of understanding and mastery. As we continue to increase the time our students spend using technology we will encourage our teachers to look at our technology resources and how they can be utilized with the instruction of these exemplary strategies. Reference to our chart on our parent survey results on the 21st century skills will also be a resource we direct teachers to when choosing strategies for their PGP's and their instructional goals for themselves.

CONTENT AREA:

Reading	Math	Writing	Science	Parental Involvement	Drop-out Programs
Language Arts	Social Studies	Arts/PE	Other: 21 st Century Skills		

School Based Objective: *(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)*

Every teacher at Surfside Elementary will increase awareness and use of Dr. Max Thompson’s and Dr. Marzano’s research and evidenced based instructional strategies. Continuous improvement will be a priority through collaborating and connecting high yield instructional strategies and common core standards to the planning and delivery of more challenging lessons. Staff members will self-assess their knowledge, comfort level, and time instructing with these strategies throughout the year as we monitor our progress levels and assist one another through our regular Professional Learning Community efforts.

Strategies: *(Small number of action oriented staff performance objectives)*

<i>Barrier</i>	<i>Action Steps</i>	<i>Person Responsible</i>	<i>Timetable</i>	<i>Budget</i>	<i>In-Process Measure</i>
1. Limited knowledge level of terminology, design, & outcome measures of exemplary instructional strategies	1a. Peer Coaching Team of attendees of summer institute will lead training sessions during faculty meeting sessions 1b. Documents and reference items will be placed on Surfside’s server for immediate access to all employees	1a. Peer Coaching Team (PCT) members (Surfside’s staff that attended the summer High Performing Learning Culture workshop) 1b. PCT members, Technology Specialist, and Administration	First Semester	\$0.00	Survey Response results will help training team plan future instructional opportunities Administration and peer observations PLC Group Memory sheets Server Resources

2. Allocated Time for Professional Collaboration	2a. District and school items that can be communicated with staff through electronic mail will be removed from faculty meeting time	2a. Administration	2a. Yearlong	\$0.00	2a. Faculty Meeting Agendas Electronic Mail Communication
	2b. A school-wide calendar will be created early in the year for teachers to reserve scheduled time for collaboration	2b. School Leadership Team	2b. Yearlong	2b. \$0.00	2b. Collaboration Team Calendar Lowest 25% Team Rosters PLC Team Feedback Sheets
	2c. Substitute funds will be intentionally set aside to allow teachers to schedule observation time of peers during the instructional day in areas of personal growth needs and desires	2c. Bookkeeper and Administration	2c. Yearlong	2c. Substitute funds of approximately \$600.00	2c. Substitute calendar Teacher Sign-Up sheets for substitute coverage

EVALUATION – Outcome Measures and Reflection

Qualitative and Quantitative Professional Practice Outcomes: *(Measures the level of implementation of the professional practices throughout the school)*

Professional Growth Plans of Surfside teachers will be directly related to personal goals and outcome measures documenting high yield instructional strategies they choose to incorporate into their lesson plans. Observations by peers and administrators will compliment the efforts noted and suggest further ideas to continuously improve instructional

practices. Teachers will complete personal self – assessment surveys at the start, middle, and end of this school year to help us monitor growth in teacher’s comfort and ability with implementing these instructional strategy techniques. An overall increase of 28 points earned on our employee post survey will demonstrate our outcome measure goal for May, 2013.

Qualitative and Quantitative Student Achievement Expectations: *(Measures of student achievement)*

Students will be issued the Brevard Public Schools survey in May, 2013. We will specifically take note of the responses to the 21st Century Learning Skills components that relate most closely to Dr. Marzano’s exemplary instructional strategies (see chart in Data Analysis section of this plan). Comparing results with the 2012 BPS student survey, our outcome measure of intent is to increase each skill receiving a response of a “5” by 2%. Ultimate student performance results on future FCAT 2.0 assessments will demonstrate an increase in the total percentage of students earning levels 4 and 5 in each subject area assessed as well as increase our percentages of students that make annual learning gains.

APPENDIX A

(ALL SCHOOLS)

1. Reading Goal	2012 Current Level of Performance <small>(Enter percentage information and the number of students that percentage reflects ie. 28%=129 students)</small>	2013 Expected Level of Performance <small>(Enter percentage information and the number of students that percentage reflects ie. 31%=1134 students)</small>
Anticipated Barrier(s): 1.		
Strategy(s): 1.		
FCAT 2.0 Students scoring at Achievement Level 3 Barrier(s): State cut-score changes of FCAT 2.0 Strategy(s): 1. Continue to share information related to scoring criteria, measured standards, and test item specifications to teachers as regular as they are shared from the state.	88% = 208/236 students	90% = 192/213 students

<p>Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Reading</p> <p>Barrier(s):</p> <p>Strategy(s): 1.</p>	NA	NA
<p>FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Reading</p> <p>Barrier(s): Limited knowledge level of terminology, design, & outcome measures of exemplary instructional strategies</p> <p>Strategy(s): 1. Peer Coaching Team of attendees of summer institute will lead training sessions during faculty meeting sessions</p>	<p>61% = 144/236 students</p> <p>64% - 3rd</p> <p>66% - 4th</p> <p>55% - 5th</p> <p>60% - 6th</p>	63% = 135/213 students
<p>Florida Alternate Assessment: Students scoring at or above Level 7 in Reading</p> <p>Barrier(s):</p> <p>Strategy(s): 1.</p>	NA	NA
<p>Florida Alternate Assessment: Percentage of students making learning Gains in Reading</p> <p>Barrier(s):</p> <p>Strategy(s): 1.</p>	NA	NA

FCAT 2.0

Percentage of students in lowest 25% making learning gains in Reading

Barrier(s): By only counting level 1's and 2's this coming year, it will leave a very small number of students in this category. Therefore, each child counts close to 10 percentage points. Seeing our history from last year, these students do make gains, yet not the amount of points required by our state. In many cases last year our students were only 1-2 points away from earning the Annual Learning Gain. Children at Surfside that typically fall in this category are our most transient students and those that have IEP's documenting a learning disability.

Strategy(s):

1. Intensive Remediation in small group or individual attention from the classroom teacher is necessary on a consistent weekly schedule.
2. Early parent involvement with creation of PMP's and/or development of documentation necessary to bring to Multi-Tiered System of Support Leadership Team (MTSS) for discussion and assistance.
3. Earlier start to Surfside's Academic Support Program to remediate quickly before the year gets too far underway. Strongly encourage these children to participate in this program.
4. Implement high-yield instructional strategies.
5. Work in collaborative teams to discuss strategies that appear to work for individual students.

Florida Alternate Assessment:

Percentage of students in Lowest 25% making learning gains in Reading

Barrier(s):

Strategy(s):

- 1.

70% = 30/43 students

(counting Level's 1, 2, and 3's from previous year)

NA

53% = 8/15 students

(state will only count our Level 1's and 2's next year leaving us fewer number of students to enter into this calculation)

NA

<p>Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%:</p> <p>Baseline data 2010-11:</p> <p>85% of Surfside students scored satisfactory in reading</p> <p style="padding-left: 40px;"> Hispanic: 95% White: 84% Students with Disabilities: 61% Economically Disadvantaged: 72% </p> <p>No other subgroups noted</p>	<p>88% of Surfside students scored satisfactory in reading in 2012 (3% increase and 1% above our Target AMO of 86%)</p> <p>Our White and Economically Disadvantaged subgroups surpassed their Target AMO's (White: Target was 85% - we earned 88%, ED: Target was 74% - we earned 84%)</p> <p>Our Hispanic and SWD subgroups did not meet Target AMO's (see below)</p> <p>*Note: Our Hispanic subgroup had 87% at satisfactory levels – only 1% below our entire school percentage, however they decreased from the 95% they had the previous year.</p>	<p>Target AMO's set for 2013:</p> <p style="text-align: center;">Surfside: 88%</p> <p> Hispanic: 96% White: 87% SWD: 68% ED: 77% </p>
<p>Student subgroups by ethnicity NOT making satisfactory progress in reading:</p> <p style="text-align: right; padding-right: 40px;"> White: Black: Hispanic: Asian: American Indian: </p>	<p>Enter numerical data for current level of performance</p> <p style="text-align: center;"> NA NA 13% NA NA </p>	<p>Enter numerical data for expected level of performance</p> <p style="text-align: center;"> NA NA 4% NA NA </p> <p><small>(only 6 kids will count for us in this category this year. The only way to make this AMO is for all to earn a 3 or higher. Each child will count as 17%. If one child earns a two we drop to 83%)</small></p>
<p>English Language Learners (ELL) not making satisfactory progress in Reading Barrier(s):</p> <p>Strategy(s): 1.</p>	<p style="text-align: center;">NA</p>	<p style="text-align: center;">NA</p>
<p>Students with Disabilities (SWD) not making satisfactory progress in Reading Barrier(s):</p> <p>Strategy(s): 1. Consistently follow each child's IEP, regularly communicate with the family sharing successes and suggestions for home assistance, and have the entire faculty work to build their self-esteem and passion for learning</p>	<p style="text-align: center;">50%</p>	<p style="text-align: center;">32%</p> <p><small>Surfside has 11 students that will fall in this category this year.</small></p> <p><small>To meet this target 8 of the 11 must earn a 3 or higher which would equate to 73% meeting standards (our AMO was set at 68%).</small></p> <p><small>Each child in this category counts as 9%</small></p>

<p>Economically Disadvantaged Students not making satisfactory progress in Reading Barrier(s):</p> <p>Strategy(s): 1. Intensive one on one help as frequent as possible, enrollment into Academic Support Program, self-esteem building by all members of our faculty, continuous praise and recognition of each small gain</p>	<p>16%</p>	<p style="text-align: center;">23%</p> <p>Surfside has 33 students that will fall in this category this year.</p> <p>To meet this target 26 of the 33 must earn a 3 or higher which would equate to 79% meeting standards (our AMO was set at 77%).</p> <p>Each child in this category counts as 3%</p>
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Reading Professional Development

PD Content/Topic/Focus	Target Dates/Schedule	Strategy(s) for follow-up/monitoring
Unpacking the Common Core Standards	Ongoing for All	Peer and administrative observation of classroom instruction, collaboration with teammates and peers
High Performing Learning Culture and Exemplary Practices	Ongoing for All	Peer and administrative observation of classroom instruction, collaboration with teammates and peers

CELLA GOAL	Anticipated Barrier	Strategy	Person/Process/Monitoring
2012 Current Percent of Students Proficient in Listening/Speaking: <small>0% = 2/2 students</small>	Academic concerns beyond ELL may be present with both students	Continual discussions and review of these two students at Individual Problem Solving Team meetings and regular ELL review meetings	Classroom Teachers, IPST members, ELL Team Members, monitoring of ELL folders and IPST data

2012 Current Percent of Students Proficient in Reading : 0% = 2/2 students	Academic concerns beyond ELL may be present with both students	Continual discussions and review of these two students at Individual Problem Solving Team meetings and regular ELL review meetings	Classroom Teachers, IPST members, ELL Team Members, monitoring of ELL folders and IPST data
2012 Current Percent of Students Proficient in Writing : 0% = 2/2 students	Academic concerns beyond ELL may be present with both students	Continual discussions and review of these two students at Individual Problem Solving Team meetings and regular ELL review meetings	Classroom Teachers, IPST members, ELL Team Members, monitoring of ELL folders and IPST data

Mathematics Goal(s): 1. According to Victoria Hickey, only the current and expected level of performance columns need to be completed in each appendix in order to meet the DOE requirements.	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Anticipated Barrier(s): 1.		
Strategy(s): 1.		
FCAT 2.0 Students scoring at Achievement Level 3 Barrier(s): State cut-score changes of FCAT 2.0 Strategy(s): 1. Continue to share information related to scoring criteria, measured standards, and test item specifications to teachers as regular as they are shared from the state.	90% = 210/ 236 students	92% = 196/ 213 students
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Mathematics Barrier(s): Strategy(s): 1.	NA	NA
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Mathematics Barrier(s): Limited knowledge level of terminology, design, & outcome measures of exemplary instructional strategies Strategy(s): 1. Peer Coaching Team of attendees of summer institute will lead training sessions during faculty meeting sessions	61% = 144/ 236 students 49% - 3 rd 85% - 4 th 62% - 5 th 62% - 6 th	63% = 135/ 213 students

<p>Florida Alternate Assessment: Students scoring at or above Level 7 in Mathematics</p> <p>Barrier(s):</p> <p>Strategy(s): 1.</p>	NA	NA
<p>Florida Alternate Assessment: Percentage of students making learning Gains in Mathematics</p> <p>Barrier(s):</p> <p>Strategy(s): 1.</p>	NA	NA
<p>FCAT 2.0 Percentage of students in lowest 25% making learning gains in Mathematics</p> <p>Barrier(s): By only counting level 1's and 2's it leaves a very small number of students in this category therefore each child counts close to 10 percentage points. Seeing our history from last year, these students do make gains, yet not the amount of points required by our state. In many cases last year, our students were only 1-2 points away from earning the Annual Learning Gain.</p> <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Intensive Remediation in small group or individual attention from the classroom teacher is necessary on a consistent weekly schedule. 2. Early parent involvement with creation of Progress Monitoring Plan's and/or development of documentation necessary to bring to Child Study Team for discussion and assistance. 3. Earlier start to Surfside's Academic Support Program to remediate quickly before the year gets too far underway. Strongly encourage these children to participate in this program. 4. Implement high-yield instructional strategies. 5. Work in collaborative teams to discuss strategies that appear to work for individual students. 	<p>81% = 35/43 students</p> <p>(counting Level's 1, 2, and 3's from previous year)</p>	<p>50% = 7/14 students</p> <p>(state will only count our Level 1's and 2's next year leaving us fewer number of students to enter into this calculation)</p>
<p>Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Mathematics</p> <p>Barrier(s):</p> <p>Strategy(s): 1.</p>	NA	NA

<p>Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%:</p> <p>Baseline Data 2010-11:</p> <p>84% of Surfside students scored satisfactory in Mathematics</p> <p style="padding-left: 40px;">Hispanic: 90%</p> <p style="padding-left: 40px;">White: 85%</p> <p style="padding-left: 20px;">Students with Disabilities: 56%</p> <p style="padding-left: 20px;">Economically Disadvantaged: 76%</p> <p>No other subgroups noted</p>	<p>90% of Surfside students scored satisfactory in math in 2012 (6% increase and 5% above our Target AMO of 85%)</p> <p>Our White, SWD, and Economically Disadvantaged subgroups met or surpassed their Target AMO's (White: Target was 86% - we earned 90%, SWD: Target was 60% - we earned 70%, ED: Target was 78% - we earned 78%)</p> <p>Our Hispanic subgroup did not meet their Target AMO's (see below)</p> <p>*Note: Our Hispanic subgroup had 87% at satisfactory levels - only 3% below our entire school percentage, however they decreased from the 90% they had the previous year.</p>	<p>Target AMO's set for 2013:</p> <p style="padding-left: 40px;">Surfside: 87%</p> <p>Hispanic: 92%</p> <p>White: 88%</p> <p>SWD: 63%</p> <p>ED: 80%</p>
<p>Student subgroups by ethnicity NOT making satisfactory progress in math:</p> <p style="text-align: right; padding-right: 40px;">White: NA</p> <p style="text-align: right; padding-right: 40px;">Black: NA</p> <p style="text-align: right; padding-right: 40px;">Hispanic: 13%</p> <p style="text-align: right; padding-right: 40px;">Asian: NA</p> <p style="text-align: right; padding-right: 40px;">American Indian: NA</p>		<p style="text-align: center;">NA</p> <p style="text-align: center;">NA</p> <p style="text-align: center;">8%</p> <p style="text-align: center;">NA</p> <p style="text-align: center;">NA</p> <p style="text-align: center;">NA</p> <p style="font-size: small;">(only 6 kids will count for us in this category this year. The only way to make this AMO is for all to earn a 3 or higher. Each child will count as 17%. If one child earns a two we drop to 83%)</p>
<p>English Language Learners (ELL) not making satisfactory progress in Mathematics</p>	<p style="text-align: center;">NA</p>	<p style="text-align: center;">NA</p>
<p>Students with Disabilities (SWD) not making satisfactory progress in Mathematics</p>	<p style="text-align: center;">NA</p>	<p style="text-align: center;">NA</p>
<p>Economically Disadvantaged Students not making satisfactory progress in Mathematics</p>	<p style="text-align: center;">NA</p>	<p style="text-align: center;">NA</p>

Mathematics Professional Development

PD Content/Topic/Focus	Target Dates/ Schedule	Strategy(s) for follow-up/monitoring
Unpacking of the Common Core Standards	Pre-planning week for K-2, ongoing for all grade levels	Peer and administrative observation of classroom instruction, collaboration with teammates and peers
High Performing Learning Culture And Exemplary Practices	Ongoing for All	Peer and administrative observation of classroom instruction, collaboration with teammates and peers

Writing	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s): Strategy(s): 1.		
FCAT: Students scoring at Achievement level 3.0 and higher in writing	92% = 50/53 students	94% = 48/51 students
Florida Alternate Assessment: Students scoring at 4 or higher in writing	NA	NA

Science Goal(s) (Elementary and Middle) 1.	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s): Strategy(s): 1.		
FCAT 2.0 Students scoring at Achievement level 3 in Science:	92% = 60/65 students	93% = 52/56 students

Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science	NA	NA
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Science:	51% = 33/65 students	53% = 30/56 students
Florida Alternate Assessment: Students scoring at or above Level 7 in Reading	NA	NA

1. Science Goal(s) (High School)	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s):		
Strategy(s): 1.		
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science		
Florida Alternate Assessment: Students scoring at or above Level 7 in Science		
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. White: Black: Hispanic: Asian: American Indian:		
English Language Learners (ELL) not making satisfactory progress in Algebra		
Students with Disabilities (SWD) not making satisfactory progress in Algebra		
Economically Disadvantaged Students not making satisfactory progress in Algebra		

APPENDIX B

(SECONDARY SCHOOLS **ONLY**)

Algebra 1 EOC Goal	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s): Strategy(s): 1.		
Students scoring at Achievement level 3 in Algebra:		
Students scoring at or above Achievement Levels 4 and 5 in Algebra:		
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline Data 2010-11		

<p>Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.</p> <p style="text-align: right;">White:</p> <p style="text-align: right;">Black:</p> <p style="text-align: right;">Hispanic:</p>		
English Language Learners (ELL) not making satisfactory progress in Algebra		
Students with Disabilities (SWD) not making satisfactory progress in Algebra		
Economically Disadvantaged Students not making satisfactory progress in Algebra		

Geometry EOC Goal	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
<p>Barrier(s):</p> <p>Strategy(s):</p> <p>1.</p>		
Students scoring at Achievement level 3 in Geometry:		
Students scoring at or above Achievement Levels 4 and 5 in Geometry:		

Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline Data 2010-11		
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. White: Black: Hispanic:		
English Language Learners (ELL) not making satisfactory progress in Geometry		
Students with Disabilities (SWD) not making satisfactory progress in Geometry		
Economically Disadvantaged Students not making satisfactory progress in Geometry		

Biology EOC Goal	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Students scoring at Achievement level 3 in Biology:		
Students scoring at or above Achievement Levels 4 and 5 in Biology:		

Civics EOC	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)

Students scoring at Achievement level 3 in Civics:		
Students scoring at or above Achievement Levels 4 and 5 in Civics:		

U.S. History EOC	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Students scoring at Achievement level 3 in U. S. History:		
Students scoring at or above Achievement Levels 4 and 5 in U. S. History:		

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring
Based on the analysis of school data, identify and define areas in need of improvement: Goal 1: Goal 2:			

Career and Technical Education (CTE) Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring
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Based on the analysis of school data, identify and define areas in need of improvement: Goal 1: Goal 2:			
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Additional Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring
Based on the analysis of school data, identify and define areas in need of improvement: Goal 1: Goal 2:			

APPENDIX C
(TITLE 1 SCHOOLS ONLY)

Highly Effective Teachers

Describe the school based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

Descriptions of Strategy	Person Responsible	Projected Completion Date
1.		
2.		
3.		

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are not highly effective. *When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessionals that are teaching out-of-field/and who are not highly effective	Provide the strategies that are being implemented to support the staff in becoming highly effective

For the following areas, please write a brief narrative that includes the data for the year 2011-12 and a description of changes you intend to incorporate to improve the data for the year 2012-13.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/RtI (Identify the MTSS leadership team and its role in development and implementation of the SIP along with data sources, data management and how staff is trained in MTSS)

Surfside's psychologist and staffing specialist from last year were not reassigned to us for this current year. Fortunately the team members that were assigned to us were at one point in their pasts a part of Surfside Elementary's culture and are excited to once again be a part of our team. Other members of our MTSS leadership team are our administrators, Literacy Coach, and ESE teachers. Initial conversations with our new teammates were positive and productive sharing ideas and practices for the upcoming months. Chair of our MTSS team, Surfside's Guidance Counselor regularly attends district meetings and shares information timely and thoroughly with our key leaders and entire faculty. She is critical in our beginning of the year planning stages with our ESE schedules of services and plans for working with our lowest 25% annually. She maintains a detailed spreadsheet tracking every student involved in the MTSS process. She provides reminders and new training as district changes occur. The MTSS leadership team ensures Surfside meets all requirements within the sixty-day timeline requirements and follows the MTSS process with fidelity. The members of this team are scheduled for a faculty meeting presentation to our staff within the first two months of school to help our staff start the year knowing the routines and processes for 2012-2013.

PARENT INVOLVEMENT:

Surfside Elementary's goal for parent involvement last year was to acquire 6,000 or more volunteer hours documenting how active our community support is annually. We were pleased to have surpassed this goal earning 6,883 volunteer hours during the 2011-2012 school year. Our newly elected PTO Board members have already increased the number of members in attendance at our PTO meetings through their publicity efforts of a thorough newsletter monthly and the creation of an electronic communication site for parents. Administration also recruited faculty members to assist with childcare efforts during PTO meetings allowing more parents to attend and for the efficiency of the meetings to increase.

ATTENDANCE: (Include current and expected attendance rates, excessive absences and tardies)

Surfside Elementary's attendance rate for the previous school year was 96.23%, which was the fifth highest elementary school percentage in Brevard County. Our attendance clerk will run a report before every interim and report card (every four weeks) of excessive absences and tardies and our guidance counselor will reach out to families and students to offer support and encouragement to improve their attendance and punctuality. If progress is not made with her efforts, administration will pursue further efforts and an Attendance Appeal meeting would be conducted to put an action plan in place for every family with severe concerns.

SUSPENSION:

Surfside Elementary's suspension rate was one of our highest last year due to only a few students causing enough disruption to warrant the process of pursuing enrollment into our Alternative School setting in Brevard County. We do not foresee any reason why this rate wouldn't significantly decrease this year given our current student population. Early intervention in discipline matters and enlisting of parental support are priorities for all Surfside employees.

DROP-OUT (High Schools only):

POSTSECONDARY READINESS: (How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful? Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.)