

Duval County Public Schools

Seabreeze Elementary School



2015-16 School Improvement Plan

Seabreeze Elementary School

1400 SEABREEZE AVE, Jacksonville Beach, FL 32250

<http://www.duvalschools.org/sebreeze>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	38%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	30%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Seabreeze Elementary School is committed to providing quality educational experiences for all students. Excellence...Every Student...Every Classroom...Every day.

Provide the school's vision statement

Seabreeze Elementary will provide an environment for educational excellence with caring.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At Seabreeze Elementary the culture is family-like. There are strong connections between families, students teachers, and administrators. Newcomers are welcomed in with many gatherings, such as orientations, open houses, ice cream socials, Chick-Fil-A breakfasts, and a plethora of PTA sponsored events. Student surveys are completed during the first week of school by teachers to provide a better idea of student preferences and learning styles. Parent surveys are also sent home during the second and fourth quarters to assess the climate of Seabreeze. We have an open door policy in administration where parents and students alike are welcomed and made to feel comfortable discussing issues and working together to resolve problems within the building.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Seabreeze Elementary has a school wide Positive Behavior Instruction System that was created by the Foundation Committee and is communicated to all stakeholders. The Foundations Committee creates policies for school wide behavior and safety. It also monitors and make adjustments to those policies to ensure we are providing a safe environment for learning and teaching. A school-wide safety plan is developed each year, in-serviced to staff, and then implemented throughout the school to enforce the safety and well-being of the students, faculty/staff, and visitors in the school. Fire, building evacuation and intruder drills are held randomly throughout the year. Guidance Lessons are given on topics such as anti-bullying and conflict resolution to help reduce referrals and promote positive behavior for all students. The front entrance to the school is monitored, and all visitors must be identified and given visitor stickers before entering any other area of the school. All classroom doors are locked during school hours to ensure safety of classrooms.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Seabreeze Elementary has a school-wide discipline plan based on Covey's book, The Seven Habits of Happy Kids. This plan was vetted through our Foundations Committee and is communicated to all stakeholders. The system is in every classroom building leadership skills in all students. The committee created, monitors and makes adjustments to the plan in order to ensure we are providing a learning environment that is conducive to learning and teaching. It requires above satisfactory behavior to achieve an "A" conduct grade. The plan reinforces student teamwork, student led

academic conversations and peace education. Our aim is to provide a peaceful, focused, student led learning environment for every classroom.

In the event there are disciplinary events the following steps occur in order:

1. Students are referred to another classroom for a time out to refocus
2. Parents are contacted for additional support and connection to overcome the behavior
3. Students are referred for a mentor and/or to the Guidance Counselor for support
4. Restorative Justice will be implemented if another student is involved
5. Discipline referrals are used only as a last resort for documented, disruptive behavior

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Seabreeze Elementary has a variety of services to ensure the social-emotional needs of students are met.

They are exhibited in the following ways:

1. Classroom Guidance services
2. Group Counseling services
3. Individual Counseling services
4. Teacher/Parent support
5. Bi-monthly RTI and MRT meetings
6. Connection to outside Resources (Religious Organizations, Beaches Resource Center, Crisis Intervention, Child Guidance) for student needs as necessary
7. Classroom Meetings

Throughout the school year, guidance lessons such as “Speak Up-Be Safe”, “Second Step”, Peer Mediation, and Anti-Bully/Conflict Resolution instruction, help our students with problem-solving and coping skills. Additionally, school field trips, luncheons with family members, and an active PTA and SAC, encourage our students to become productive citizens.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

1. Attendance below 90 percent, regardless of whether absence is excused or unexcused
2. Excessive tardies to school
3. Two or more discipline referrals
4. One or more suspensions, whether in school or out of school
5. A level 1 or 2 score on the statewide, standardized assessments in English Language Arts or Mathematics
6. Course failure in English Language Arts or Mathematics

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	5	5	2	3	0	6	21
One or more suspensions	0	1	0	1	1	1	4
Course failure in ELA or Math	3	8	4	2	0	0	17
Level 1 on statewide assessment	0	0	0	14	0	0	14

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	1	4	5	
Students exhibiting two or more indicators	1	1	1	3

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Formalize participation of students, teachers, family and community members in site-based decision making teams, school leadership councils, strategic planning and school improvement teams. Develop programs to support individual student plans for progress that allow students to plan their learning and activities. Implement interventions based on students academic level.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Our goal at Seabreeze is to increase parent involvement at a variety of parent events including PTA events, SAC events, and academic nights, with our main focus placed on SAC and academic nights. Some examples of these events are Ice Cream Socials, Family Movie Nights, Spirit Nights, Support the Library, SAC meetings, Family Academic Nights in Reading and Math, and Wacky Science Night. We will advertise these events through student planners, flyers, the school website, PTA Facebook page, texts and Duval Connect. We will host academic nights throughout the year beginning on September 30th to support the adoption of new curriculum and provide Florida Standards updates. Individual grade levels will host activities on the academic nights to support grade level requirements and ensure parental understanding of grade level expectations.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Seabreeze is fortunate to have several long term business partners within the beaches community. These businesses donate time and/or financial resources to our program on an ongoing basis. PTA recruits new partners each year and pursues partnerships to benefit both parties. The school responds to these partners with "Thanks" in a variety of ways such as, recognition events, thank you notes, photos, and banners for promotion within the school property. We also recognize our partners on our website. Some of our partners include: Dr. Patel, Beaches Orthodontists, Bruester's Ice Cream, Carrabba's Italian Restaurant, Chic-Fil-A, Gate, EXIT Reality, Tropical Smoothie, and RockAway Gardens.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Bennett, Tina	Principal
Cline, Amy	Assistant Principal
Carr, Elisha	Instructional Coach
Romer, Rebekah	Teacher, K-12
	Guidance Counselor

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal: Tina Bennett- Provides a common vision for the use of data-based decision making, ensures that the school-based team is facilitating the implementation of the Rtl process, conducts assessment of Rtl skills of school faculty and staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities. She also provides instructional support through attending Common Planning and providing teachers Professional Development around the Common Core Standards and Item Specs.

Assistant Principal: Amy Cline- Develops, leads, and evaluates school core content standards/ programs, identifies and analyzes existing literature on scientifically based curriculum, behavior, intervention, and assessment approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence based intervention strategies, assists with whole school screening programs that provide early intervening services for children considered to be at risk, assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development, and provides support for assessment and implementation monitoring.

Reading Coach: Elisha Carr - Provides strategic instruction for Reading and Writing around the Common Core Standards and Item Specs. Ms. Carr works with groups of teachers at all grade levels to align instruction with state expectations, design intentional lesson plans, create schedules for strategic, targeted instruction, collect and analyze data, and implement progress monitoring. Elisha participates in modeling instruction for teachers and creating Coaching Cycles to assist with classroom instruction.

Rtl Facilitator: Kimberly Kelly- Acts as a liaison for Rtl Implementation at the school level. Facilitates school based Rtl Committee Meetings. Participates in and collaborates with teachers on student data collection techniques and intervention resources and design, integrates core instructional activities

and materials into Tier 2 and Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching or modeling.

School Counselor: Kimberly Kelly- Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, works with school social workers to link child-service and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

General Education Teachers: Rebekah Romer, Sarah Newsome, Meg Isaacs, Amy Glendenning, Karyn Cassell and Kathy Reimer - Provide information to grade level members about core instructional strategies and curriculum for academics and behavior, participates in student data collection and the creation and implementation of intervention plans, delivers Tier 1 and Tier 2 instruction and intervention, collaborates with other faculty and staff members to implement and integrate Tier 1 materials and instruction with Tier 2 interventions.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Leadership Team meets monthly to discuss and assess RtI implementation within the school as well as to discuss strategies for specific students. School wide data, classroom data, and individual student data are reviewed to identify remediation needs and next steps. Intervention resources, data collection techniques, and professional development needs are also discussed and planned. Members of this team work directly with grade level Collaborative Problem Solving Teams with intervention plan design and implementation as well as data collection and progress monitoring. The MTSS Leadership Team seeks input from the principal and other instructional staff to develop the initial draft of the School Improvement Plan, utilizing the template provided by the Florida Department of Education. The draft SIP is then presented in full to the School Advisory Council for review and recommendations. The SIP is a living document and is revised when necessary.

The School Improvement Plan becomes the guiding document for the work of the school and should be regularly revised and updated as the needs of students change throughout the school year. The same problem-solving process is used as would be in RtI. 1. Review Data 2. Create a Plan 3. Implement Plan 4. Review as Needed.

Supplemental Academic Instruction (SAI) is provided for 3rd, 4th, and 5th grade students in Tier 2 and Tier 3 through our Reading Interventionist. Progress is monitored by classroom teachers, reading coach and school administration monthly.

Violence Prevention is addressed through the district adopted Second Step curriculum and daily class meetings.

CTE instruction is provided through our Guidance Department.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Richard Crook	Parent
Ginny Reynolds	Parent
Lori Bright	Parent
Mary Bolin	Business/Community
Mary Maddox	Parent
Susan Dominiak	Teacher
Tina Bennett	Principal
Amy Cline	Education Support Employee
Elisha Carr	Teacher
Lauren Merrium	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

School data from the spring 2014-2015 administration of FSA, i-Ready and Achieve 3000 was reviewed during the opening meeting. SAC members provided discussion and feedback. The team members discussed goals, barriers and strategies to support the school growth model. Members asked specific questions about academic programs that are available to support Reading, Math and Science instruction school wide, Florida Standards, professional development for teachers, and technology integration.

Development of this school improvement plan

Data was reviewed at the opening meeting. Members provided feedback regarding parent education needs, specifically requesting a forum for monthly topics such as Florida Standards, new Duval Reads, Duval Math, Technology Resources and Preparing for the FSA. Members were asked for input on the goals, barrier and strategies established for the school during the 15-16 school-year.

Preparation of the school's annual budget and plan

Budget for 2015-2016 was shared with SAC and a brief description of needs was shared by the Principal, Ms. Bennett. An opportunity for questions and feedback was offered.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

SAC plans to survey teachers to gather information about computer software programs that would best support the Florida Standards. Also being considered:

1. Library book campaign to replenish books in media center.
2. Purchase professional books for teachers to participate in book studies
3. Science Night support and promotion
4. Buddy reader program between classrooms

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Bennett, Tina	Principal
Carr, Elisha	Instructional Coach
Cline, Amy	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT will facilitate the following initiatives for the 2015-2016 school year:

- Plan and implement lessons for full implementation of Florida State Standards in Reading and Writing using Item Specifications
- Plan opening and closing celebrations for the 25 Book Reading Goal
- Oversee the implementation of the Achieve 3000 (grades 3-5) and i-Ready (grades K-2) programs and ensure appropriate usage
- Dis-aggregate and analyze i-Ready, Achieve 3000, DAR, and FSA data
- Establish RtI standard protocol programs for quality instruction in Reading (Tier II and Tier III)
- Organize Author Visits

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Seabreeze offers many team building activities at faculty, early release, and activity nights. Teachers are also offered common planning time among grade levels 4 days per week and one day of common planning with Admin/Coach. Teachers of common subjects are given the opportunity to plan together and receive guidance and assistance as needed. Teacher feedback is sought often and used to implement school wide decisions effecting all stakeholders.

We also have an active Social Committee that plans and provides opportunities for social events throughout the year. PTA is very beneficial as well, offering teachers appreciation lunches monthly to encourage positive relationships within the school.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Seabreeze follows the district's recruiting guidelines. (Principal, Assistant Principal, classroom teachers)
2. Teachers are given an opportunity to discuss student data in order to identify implications for instruction and to analyze student work. (Principal, Assistant Principal, classroom teachers)
3. Teachers are encouraged to attend targeted workshops at the district level and during Early Release Trainings. (Principal, Assistant Principal, classroom teachers)
4. Teachers in need of assistance are identified through performance evaluations, focus walks, and data indicating low performance. (Principal, Assistant Principal)
5. New teachers will meet regularly with the Principal, Assistant Principal, SIC, and the PDF (when applicable). (Principal, Assistant Principal, PDF)
6. New teachers or teachers new to grade levels will be partnered with veteran staff members or mentors. (Principal, Assistant Principal, PDF)
7. Established interview teams screen potential teaching candidates. (Principal, Assistant Principal,

Grade Level Chairs)

8. Monthly meetings scheduled for new teachers. (Principal, Assistant Principal, PDF)
9. Complete District Level New Teacher Induction Training and Programs. (District Cadre)

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Mentors are assigned to beginning teachers, teachers new to our school, or teachers who are new to a grade level and/or subject area. Mentees are paired with individuals who have demonstrated effective classroom teaching as determined by student achievement, summative evaluations, and principal observation. This year's pairings are listed below:

Casey Cusak/Amy Glendenning - 2nd grade (Cusack is new to teaching)

Whitney Otto/Sarah Newsome - Kindergarten (Otto is new to teaching)

Kenya Stouffer/Sarah Newsome - Kindergarten (Stouffer is new to Seabreeze, but not to teaching)

Cynthia Carey/Mary Beth Nall - 2nd grade (Carey is new to Seabreeze, but not to teaching)

Jim Naccarato/Brooke Axler - 5th grade (Naccarato is new to Seabreeze, but not to teaching)

Kevin Nottingham/Erika Wilhelm - 4th grade (Nottingham is new to teaching)

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Florida Standards and Item Specs are read and reviewed in relation to student work at every grade level during common planning. District Curriculum Guides are used to ensure instruction is aligned to Florida Standards. Informal and formal evaluations are implemented by administration to look for instructional fidelity to the Curriculum Guides.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers use current data to determine placement of students within the curriculum. Student data may include, but is not limited to I-ready, Achieve 3000, FCAT(Science), FSA, teacher made assessments, and informal observation. Teachers update data through observation during classroom instruction, exit tickets and assessments weekly to determine individual student needs then group students accordingly within the classroom for optimal instruction. Administration monitors differentiation weekly. Monthly data chats are held with Administration, Teachers and Students to analyze assessments.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 21,600

Teachers in Extended Day provide homework assistance and enrichment activities for students at all grade levels. Students in Tier II and Tier III within the Extended Day program are targeted for additional support in classroom instruction.

Strategy Rationale

Teachers provide the Extended Day staff with data from i-Ready and Achieve 3000 to support the individual needs of the student. Math and Reading goals are set for individual students and supported by the staff of ED. Teachers group students for support to best meet the needs of individual students. Classroom teachers update the data monthly with the ED staff and provide additional curriculum support for Tier II and Tier III students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bennett, Tina, bennett@duvalschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Classroom assessments, exit tickets, I-Ready usage and FSA results will be used to determine growth of these students.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

An orientation program for preschool parents and students is conducted in the spring of every school year. Local VPK programs and preschools receive personal invitations. Additional school tours are also conducted throughout the school year as requested. Kindergarten teachers analyze any VPK test results and initial baseline assessment that may be provided during the registration process to determine academic needs.

Fifth grade students are given opportunities for orientation to the middle school environment by classroom teachers and our Guidance Counselor. College expectations are shared in an attempt to help students make preparations for the next level of their education. Parents are invited to informational meetings which share expectations for middle school enrollment and opportunities for their children in all district programs. Middle school counselors are invited to Seabreeze to meet with students and parents for recruiting purposes and given the opportunity to share expectations for middle school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Seabreeze students continue to participate in weekly, hands-on science inquiries and consistently use scientific vocabulary at all grade levels then 5th grade students will reach proficiency at a Level 3 or higher on the Science portion of FCAT 2.0.
- G2.** If 4th grade teachers increase the use of effective, data driven, differentiated instruction aligned to the Florida Standards then student proficiency at 4th grade will increase in the areas of Reading and Math as evidenced by i-Ready and Achieve 3000 scores.
- G3.** If parents are presented research to show a connection between student attendance and student success rates on standardized achievement tests in a variety of ways then Seabreeze will successfully achieve an increased daily attendance rate.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If Seabreeze students continue to participate in weekly, hands-on science inquiries and consistently use scientific vocabulary at all grade levels then 5th grade students will reach proficiency at a Level 3 or higher on the Science portion of FCAT 2.0. 1a

G071811

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	80.0

Resources Available to Support the Goal 2

- Use of technology, specifically i-Ready, Achieve 3000, and Gizmos
- Analysis of i-Ready, Achieve 3000 and DAR Assessments to determine reading levels for texts
- Scientific Investigations at all grade levels K-5
- District Science Specialist
- Science Labs weekly for students at grades K-5

Targeted Barriers to Achieving the Goal 3

- Students at grades K-4 lack consistent participation in scientific investigations on a weekly basis.

Plan to Monitor Progress Toward G1. 8

Student Achievement on classroom assessments and input in journals.

Person Responsible

Tina Bennett

Schedule

Monthly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Student achievement on unit assessments, classroom assessments, input in journals, 3-5 Science CGA, mid-year practice FSA

G2. If 4th grade teachers increase the use of effective, data driven, differentiated instruction aligned to the Florida Standards then student proficiency at 4th grade will increase in the areas of Reading and Math as evidenced by i-Ready and Achieve 3000 scores. **1a**

 G071812

Targets Supported **1b**

Indicator	Annual Target
Math Gains District Assessment	22.0
ELA/Reading Gains District Assessment	100.0

Resources Available to Support the Goal **2**

- Item Specs for upcoming 2016 Florida Standards Assessment.
- District Curriculum Guides
- Teacher's Academy
- Reading Coach/Administration
- Program Curriculum/Reading (Duval Reads), Math (Duval Math)
- Common Planning in Reading and Math weekly on Tuesdays and Thursdays

Targeted Barriers to Achieving the Goal **3**

- Lack of understanding of effective, differentiated instruction.
- Differentiated instruction is not delivered to students successfully within the skills block time allotment for math and reading instruction.

Plan to Monitor Progress Toward G2. **8**

Teachers will discuss data from i-Ready, Achieve 3000 and teacher made assessments to determine individual student needs during common planning time weekly. They will produce plans for teacher led groups and centers to meet these specific needs and increase student achievement.

Person Responsible

Tina Bennett

Schedule

Weekly, from 9/8/2015 to 6/10/2016

Evidence of Completion

Every student will show an increase in student achievement data on FSA 2015, i-Ready and/or Achieve 3000.

G3. If parents are presented research to show a connection between student attendance and student success rates on standardized achievement tests in a variety of ways then Seabreeze will successfully achieve an increased daily attendance rate. 1a

G071813

Targets Supported 1b

Indicator	Annual Target
Attendance rate	97.0

Resources Available to Support the Goal 2

- Guidance Counselor
- Administration
- Classroom Teachers
- Parent Academy

Targeted Barriers to Achieving the Goal 3

- There is a disconnect in parent understanding between student attendance and student achievement.

Plan to Monitor Progress Toward G3. 8

Monitor Attendance through FOCUS

Person Responsible

Tina Bennett

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Absences will decrease and daily attendance rate will stabilize to 97%.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If Seabreeze students continue to participate in weekly, hands-on science inquiries and consistently use scientific vocabulary at all grade levels then 5th grade students will reach proficiency at a Level 3 or higher on the Science portion of FCAT 2.0. **1**

 G071811

G1.B1 Students at grades K-4 lack consistent participation in scientific investigations on a weekly basis. **2**

 B187208

G1.B1.S1 Teachers at all grade levels will collaborate during monthly Science Committee Meetings to plan weekly, specific, grade level appropriate, scientific investigations aligned to the Florida Standards.

4

 S198663

Strategy Rationale

When students learn effective scientific strategies and have weekly engagement opportunities through scientific investigations they will successfully achieve proficiency in Science.

Action Step 1 **5**

Teacher's will deliver lessons including modeling and practice for students using a variety of strategies and interventions and include appropriate scientific vocabulary.

Person Responsible

Tina Bennett

Schedule

Monthly, from 9/14/2015 to 6/10/2016

Evidence of Completion

Monitor student interactive journals, exit tickets, unit and teacher made assessments.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Provide professional development and modeling by district specialists and lead teachers. Observe effective applied practices in all science classes through peer observation and quarterly data chats.

Person Responsible

Tina Bennett

Schedule

Monthly, from 9/8/2015 to 6/10/2016

Evidence of Completion

Data from assessment and progress monitoring reports.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Submissions in student interactive journals regarding the guided scientific investigations that are completed in their classrooms.

Person Responsible

Amy Cline

Schedule

Monthly, from 9/8/2015 to 6/10/2016

Evidence of Completion

Data collected from assessments.

G2. If 4th grade teachers increase the use of effective, data driven, differentiated instruction aligned to the Florida Standards then student proficiency at 4th grade will increase in the areas of Reading and Math as evidenced by i-Ready and Achieve 3000 scores. 1

G071812

G2.B1 Lack of understanding of effective, differentiated instruction. 2

B187209

G2.B1.S1 Common Planning will be conducted weekly on Tuesdays and Thursdays with teachers to review best practices for differentiated instruction during center rotations in reading and math. 4

S198664

Strategy Rationale

Teachers will be exposed to strategic ways to create skills material that meet specific individual student need and build specific, targeted skills to eliminate student weaknesses.

Action Step 1 5

Teachers will be given specific examples of individualized centers and rotation guidelines during common planning on Tuesdays in Reading to improve targeted student skills.

Person Responsible

Elisha Carr

Schedule

Weekly, from 9/8/2015 to 6/10/2016

Evidence of Completion

Small group and center rotations will be individualized and supported by student data in Achieve 3000 as evidenced by differentiated lesson plans and fluid student groupings. Students will understand the purpose of using materials at a specific center through teacher led student data chats.

Action Step 2 5

Teachers will be given specific examples of individualized centers and rotation guidelines during common planning on Thursdays in Math to improve targeted student skills.

Person Responsible

Amy Cline

Schedule

Weekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Small group and center rotations will be individualized and supported by student data in i-Ready and Module Assessments as evidenced by differentiated lesson plans and fluid student groupings. Students will understand the purpose of using materials at a specific center through teacher led student data chats.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Provide professional development and modeling by district specialists, curriculum consultants, Reading Coach and Administration. Observe effective, differentiated center rotations with fluid student movement within groups in all 4th grade classes in the areas of reading and math.

Person Responsible

Tina Bennett

Schedule

Weekly, from 9/8/2015 to 6/10/2016

Evidence of Completion

Data chats, classroom observation, differentiation template for lesson planning.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Administration will monitor center rotations for appropriate materials, usage of said materials, time allocation and student ownership of data.

Person Responsible

Tina Bennett

Schedule

Weekly, from 9/8/2015 to 6/10/2016

Evidence of Completion

Teachers will implement center rotations effectively, produce evidence of student placement within center rotations. Students will own data and understand why they need specific skills.

G3. If parents are presented research to show a connection between student attendance and student success rates on standardized achievement tests in a variety of ways then Seabreeze will successfully achieve an increased daily attendance rate. 1

 G071813

G3.B1 There is a disconnect in parent understanding between student attendance and student achievement. 2

 B187211

G3.B1.S1 Make parents aware of the connection between attendance and achievement in school through newsletters, formal presentations, absentee reminder calls, and flyers. 4

 S198665

Strategy Rationale

Parents need to be aware of how much instruction is missed when students are not in classrooms due to absence and/or tardy.

Action Step 1 5

During each academic night provide parents with data and research based evidence regarding the connection between student attendance and achievement.

Person Responsible

Tina Bennett

Schedule

Quarterly, from 9/30/2015 to 6/10/2016

Evidence of Completion

Administration will provide Power Points and flyers to parents during the presentations.

Action Step 2 5

Principal will include research facts about absenteeism and achievement in the monthly newsletter.

Person Responsible

Tina Bennett

Schedule

Monthly, from 11/1/2015 to 6/3/2016

Evidence of Completion

Monthly newsletters

Action Step 3 5

Students with absences of more than 20 days will result in attendance conferences with the attendance team for one on one support.

Person Responsible

Tina Bennett

Schedule

Monthly, from 11/9/2015 to 6/10/2016

Evidence of Completion

CRT will provide absence tally's to principal monthly and schedule attendance meeting with necessary parents.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Monitor FOCUS attendance reports daily. Implement a reward system for classrooms with 100% attendance on specific "attendance" days.

Person Responsible

Tina Bennett

Schedule

Monthly, from 10/30/2015 to 6/10/2016

Evidence of Completion

Student absences will decrease on the daily FOCUS report. Overall attendance will stabilize at 97%.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Daily FOCUS report will be monitored for a stabilization of 97% daily attendance.

Person Responsible

Tina Bennett

Schedule

Monthly, from 9/8/2015 to 6/10/2016

Evidence of Completion

Daily FOCUS reports.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teacher's will deliver lessons including modeling and practice for students using a variety of strategies and interventions and include appropriate scientific vocabulary.	Bennett, Tina	9/14/2015	Monitor student interactive journals, exit tickets, unit and teacher made assessments.	6/10/2016 monthly
G2.B1.S1.A1	Teachers will be given specific examples of individualized centers and rotation guidelines during common planning on Tuesdays in Reading to improve targeted student skills.	Carr, Elisha	9/8/2015	Small group and center rotations will be individualized and supported by student data in Achieve 3000 as evidenced by differentiated lesson plans and fluid student groupings. Students will understand the purpose of using materials at a specific center through teacher led student data chats.	6/10/2016 weekly
G3.B1.S1.A1	During each academic night provide parents with data and research based evidence regarding the connection between student attendance and achievement.	Bennett, Tina	9/30/2015	Administration will provide Power Points and flyers to parents during the presentations.	6/10/2016 quarterly
G2.B1.S1.A2	Teachers will be given specific examples of individualized centers and rotation guidelines during common planning on Thursdays in Math to improve targeted student skills.	Cline, Amy	9/7/2015	Small group and center rotations will be individualized and supported by student data in i-Ready and Module Assessments as evidenced by differentiated lesson plans and fluid student groupings. Students will understand the purpose of using materials at a specific center through teacher led student data chats.	6/3/2016 weekly
G3.B1.S1.A2	Principal will include research facts about absenteeism and achievement in the monthly newsletter.	Bennett, Tina	11/1/2015	Monthly newsletters	6/3/2016 monthly
G3.B1.S1.A3	Students with absences of more than 20 days will result in attendance conferences with the attendance team for one on one support.	Bennett, Tina	11/9/2015	CRT will provide absence tally's to principal monthly and schedule attendance meeting with necessary parents.	6/10/2016 monthly
G1.MA1	Student Achievement on classroom assessments and input in journals.	Bennett, Tina	9/22/2014	Student achievement on unit assessments, classroom assessments, input in journals, 3-5 Science CGA, mid-year practice FSA	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Submissions in student interactive journals regarding the guided scientific investigations that are completed in their classrooms.	Cline, Amy	9/8/2015	Data collected from assessments.	6/10/2016 monthly
G1.B1.S1.MA1	Provide professional development and modeling by district specialists and lead teachers. Observe effective applied practices in all science classes through peer observation and quarterly data chats.	Bennett, Tina	9/8/2015	Data from assessment and progress monitoring reports.	6/10/2016 monthly
G2.MA1	Teachers will discuss data from i-Ready, Achieve 3000 and teacher made assessments to determine individual student needs during common planning time weekly. They will produce plans for teacher led groups and centers to meet these specific needs and increase student achievement.	Bennett, Tina	9/8/2015	Every student will show an increase in student achievement data on FSA 2015, i-Ready and/or Achieve 3000.	6/10/2016 weekly
G2.B1.S1.MA1	Administration will monitor center rotations for appropriate materials, usage of said materials, time allocation and student ownership of data.	Bennett, Tina	9/8/2015	Teachers will implement center rotations effectively, produce evidence of student placement within center rotations. Students will own data and understand why they need specific skills.	6/10/2016 weekly
G2.B1.S1.MA1	Provide professional development and modeling by district specialists, curriculum consultants, Reading Coach and Administration. Observe effective, differentiated center rotations with fluid student movement within groups in all 4th grade classes in the areas of reading and math.	Bennett, Tina	9/8/2015	Data chats, classroom observation, differentiation template for lesson planning.	6/10/2016 weekly
G3.MA1	Monitor Attendance through FOCUS	Bennett, Tina	8/24/2015	Absences will decrease and daily attendance rate will stabilize to 97%.	6/10/2016 monthly
G3.B1.S1.MA1	Daily FOCUS report will be monitored for a stabilization of 97% daily attendance.	Bennett, Tina	9/8/2015	Daily FOCUS reports.	6/10/2016 monthly
G3.B1.S1.MA1	Monitor FOCUS attendance reports daily. Implement a reward system for classrooms with 100% attendance on specific "attendance" days.	Bennett, Tina	10/30/2015	Student absences will decrease on the daily FOCUS report. Overall attendance will stabilize at 97%.	6/10/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If Seabreeze students continue to participate in weekly, hands-on science inquiries and consistently use scientific vocabulary at all grade levels then 5th grade students will reach proficiency at a Level 3 or higher on the Science portion of FCAT 2.0.

G1.B1 Students at grades K-4 lack consistent participation in scientific investigations on a weekly basis.

G1.B1.S1 Teachers at all grade levels will collaborate during monthly Science Committee Meetings to plan weekly, specific, grade level appropriate, scientific investigations aligned to the Florida Standards.

PD Opportunity 1

Teacher's will deliver lessons including modeling and practice for students using a variety of strategies and interventions and include appropriate scientific vocabulary.

Facilitator

Brooke Axler, Science Committee Chair

Participants

Teachers

Schedule

Monthly, from 9/14/2015 to 6/10/2016

G2. If 4th grade teachers increase the use of effective, data driven, differentiated instruction aligned to the Florida Standards then student proficiency at 4th grade will increase in the areas of Reading and Math as evidenced by i-Ready and Achieve 3000 scores.

G2.B1 Lack of understanding of effective, differentiated instruction.

G2.B1.S1 Common Planning will be conducted weekly on Tuesdays and Thursdays with teachers to review best practices for differentiated instruction during center rotations in reading and math.

PD Opportunity 1

Teachers will be given specific examples of individualized centers and rotation guidelines during common planning on Tuesdays in Reading to improve targeted student skills.

Facilitator

Elisha Carr

Participants

Classroom Teachers

Schedule

Weekly, from 9/8/2015 to 6/10/2016

PD Opportunity 2

Teachers will be given specific examples of individualized centers and rotation guidelines during common planning on Thursdays in Math to improve targeted student skills.

Facilitator

Amy Cline

Participants

Classroom Teachers

Schedule

Weekly, from 9/7/2015 to 6/3/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Teacher's will deliver lessons including modeling and practice for students using a variety of strategies and interventions and include appropriate scientific vocabulary.	\$0.00
2	G2.B1.S1.A1	Teachers will be given specific examples of individualized centers and rotation guidelines during common planning on Tuesdays in Reading to improve targeted student skills.	\$0.00
3	G2.B1.S1.A2	Teachers will be given specific examples of individualized centers and rotation guidelines during common planning on Thursdays in Math to improve targeted student skills.	\$0.00
4	G3.B1.S1.A1	During each academic night provide parents with data and research based evidence regarding the connection between student attendance and achievement.	\$0.00
5	G3.B1.S1.A2	Principal will include research facts about absenteeism and achievement in the monthly newsletter.	\$0.00
6	G3.B1.S1.A3	Students with absences of more than 20 days will result in attendance conferences with the attendance team for one on one support.	\$0.00
Total:			\$0.00