



## Sea Wind Elementary School

3700 SE SEABRANCH BLVD, Hobe Sound, FL 33455

swe.sbmc.org

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	56%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	36%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	C*	C	B	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 is pending approval by the Martin County School Board.

### 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	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

The SeaWind Family is dedicated to fostering an atmosphere of caring, respectful, and responsible students who have a love of learning. We strive for excellence in the total development of our future. Commitment and Mission:

Engage students in rigorous standards-based instruction.

Meet students where they are and move them forward.

Facilitate meaningful small group instruction.

##### Provide the school's vision statement

For all students to make at least one year's growth yearly in their learning and for all students to be reading on grade level.

Core Belief and Vision:

All students can learn.

All students are expected to make at least one year's academic growth.

#### School Environment

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

When a student enrolls in SeaWind Elementary, several staff members are involved in the process. From the first contact, staff members are looking at the whole child, making sure that our families are supported. The guidance counselor provides support to the parents and students, if required. The parent liaison assists by helping parents with support resources, such as the Parent Resource Center. The teacher is given information on the student and any other information that may be needed to help the student acclimate to his/her new school. Our school culture focuses on making connections with our students and keeping in communication with the parents/guardians. Learning about the total child helps staff understand the learners' possible needs and gives focus to possible support needs.

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

The school-wide Positive Behavioral and Intervention Support System focuses on following directions, being respectful, responsible, and use of self-control. Faculty, staff, and students follow the expectations to ensure a safe and respectful learning environment. These expectations help to facilitate respect and the supervision schedule for before, during, and after school; along with the school security plan help to keep the students safe.

Students know to tell an adult when school expectations are not being followed. They also know that there are staff members on the school campus who can provide assistance during times of difficulty, such as the school counselor, clinic assistant, or a school administrator.

##### 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



The school-wide Positive Behavioral and Intervention Support System focuses on following directions, being respectful, responsible, and use of self-control. These four expectations are practiced in the classroom and throughout the school campus to include the cafeteria, the bus loop, and car line. There is a school PBiS Committee that helps to keep incentives and other support systems current. Teachers have been provided lesson plans by this committee, as well as PBiS binders that make information regarding the school PBiS expectations, area rules, and procedures available for review as needed. The school district has protocols for disciplinary action for major infractions, but the PBiS school team provides minor incident forms that follow district guidelines for minor/classroom infractions or concerns.

**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**

SeaWind faculty and staff follow the district expectations of a Multi-Tiered System of Support (MTSS). This system helps to provide needed support with academic and behavioral needs. The school guidance counselor provides immediate counseling to assist students with behavioral concerns or circumstances, and provides referrals to agencies for more long-term needs. Outside agencies to include SunCoast and Treasure Coast Hospice provide group counseling to students in the areas of grief and social skills. The counselor also provides assistance to families in need of clothing or other material needs by providing information on available resources that are approved by the district. At times, the counselor provides a check-in/check-out session for students that need additional support in being accountable for their actions, providing incentives of a tangible or non-tangible nature.

**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**

Attendance indicators are 5 absences, 10 absences, and 15 absences. At each interval a letter is sent to the parent/guardian to indicate that the student is missing a substantial amount of instructional time. Administrators will meet with parents to discuss the importance of school attendance for students with habitual absences. Use of the truancy officer is also needed at times due to the number of absences within a smaller window of time. District policy states a student must be in attendance 90% of the school year in order to be promoted to the next grade level.

Another indicator of concern is the students' grade report. Students who show low academic growth may require intervention problem solving and support. These students are monitored for progress making sure that gaps of instructional deficiencies are being diminished.

Standardized testing results are another indication of concern. These students are monitored and provided with a progress monitoring plan, putting academic supports in place to ensure academic growth. If the gains are not sufficient, the student is moved to the next tier of support. (MTSS)

**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	2	3	4	5	
Attendance below 90 percent	2	1	1	0	0	4
One or more suspensions	7	1	10	2	5	25
Course failure in ELA or Math	0	0	0	0	0	
Level 1 on statewide assessment	0	0	1	1	0	2

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

The school-wide attendance plan monitors attendance and sends letter to parents regarding days absent and the effect that non-attendance has on student learning. Students need to be in school for instruction in order to make academic gains. Suspensions are also addressed with parents in regards to missed instruction and the importance of being in school learning instead of behavior hindering their attendance. Grades are monitored to make sure that students are on track and are not in need of intervention or reteach sessions. MTSS or Multi-Tiered Systems of Support provides resources for students that require additional time on any given subject in order to obtain mastery. Students that score a Level 1 on statewide assessments are monitored and provided additional support through Progress Monitoring Plans and MTSS. Third grade students are also provided the opportunity to attend summer reading camp and are tested again to check proficiency after the session.

**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?**

Yes

**PIP Link**

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

**Description**

The percentage of families who participate in school activities will increase.

**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**

Through our Parent Liaison and school PTSA, partnerships have been developed with Chick-fil-A and Stevie B's restaurants. These establishments provide family nights several times a year to help raise funds for the school, as well as provide community building opportunities. In addition, our school has partnered with the Treasure Coast Food Bank and Hobe Sound First United Methodist Church to provide food for our 25 most needy students to take home each weekend. Volunteers visit our school each week to stuff backpacks and greet these students. A local restaurant, Tutto Italiano, purchased 40 backpacks for students to take to school each day. The school's Family Involvement committee organized a School Beautification Day on a Saturday last February. Local plant nurseries and landscapers contributed plants for the Beautification day. Families came together to plant, weed, and lay mulch to spruce up our school campus. We are fortunate to have adult volunteers who lead our Great Leaps reading fluency program for struggling readers. Our volunteers work one-to-one with students providing reading strategies and serving as mentors.

## 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
Bausch, Ann	Teacher, K-12
Lee, Christopher	Teacher, K-12
Pastor, Melissa	Teacher, K-12
Remian, Kendra	Teacher, K-12
Thomas, Jennifer	Teacher, K-12
Wickers, Lisa	Teacher, K-12
Balatovis, LizAndrea	Teacher, K-12
Connelly, Diane	Teacher, ESE
Ager, Birgit	Principal
Michels, Jennifer	Assistant Principal

#### Duties

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

The leadership team serves as the liaison between administration and instructional staff. The SWE Leadership Team meets monthly to practice shared decision making, review student data, assist in designing intervention strategies, review grade level needs for Professional Development, review, revise, update school policies, and design the master schedule.

***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***

A multi-disciplinary team of school professionals (MTSS Leadership Team) meet weekly to review students who are struggling academically and/or behaviorally. The leadership team provides recommendations for tiered levels of academic and behavioral support. Data team meetings are held monthly to review student data with grade level teachers. Progress monitoring is ongoing and part of the MTSS cycle.

Title I, Part A:

SeaWind Elementary School coordinates and integrates all federal, state, and local programs that impact the school. Title I dollars support three positions at the school to include two literacy coaches and the Parent Liaison. Literacy coaches will work directly with teachers offering instructional support, modeling of effective strategies, and provide comprehensive professional development. The guidance counselor will provide classroom lessons to students addressing bullying and taking responsibility for actions and self. The parent liaison serves as a link between the school and home. She works closely with many of our Title I families by guiding and supporting them with academic, social, and health-related questions and concerns. She encourages parents to become involved in their child's school by attending parent meetings and school-related activities. Family Involvement Nights planned this year will highlight ways in which parents can assist their children at home with academics in reading,

writing, math, and science. Home / School communication folders were purchased this year for students, using Title I funds, to support increased communication between the school and home.

Title I, Part C:

A part-time teacher may be hired using Title I dollars, to teach LLI to small groups of primary students.

Title I, Part D:

The Comprehensive Needs Assessment considers student academic concerns as well as staff development data that addresses the priorities established for Title I Part D.

Title II:

Title II funding supports school and district initiatives and professional development in reading, math, writing, and science.

Title III:

Title III funds are used to support English Language Learners at SeaWind through:

- the development and implementation of language acquisition using instructional software programs and resource materials;
- supporting family literacy, parent outreach, and training activities designed to assist parents to become active participants in their child's education;
- increasing ELL focused professional development for teachers and paraprofessionals.

Title X - Homeless:

^Brochures and referrals for parent and student support from the guidance department, school nurse, parent liaison and other school personnel support the effort of Title X.

^PLC group: Book Study, "A Framework for Understanding Poverty" by Ruby Payne, PhD.

^ The guidance counselor works closely with families and school supplies and collared shirts are provided to students in need.

Violence Prevention Programs:

^The DARE (Drug Abuse Resistance Education Program) is implemented in fifth grade and is provided with a partnership between the Martin County School District and the Martin County Sheriff's Department.

^The guidance counselor conducts classroom lessons utilizing the Character Education program.

^PLC group: Book Study, Conscious Discipline, by Becky Bailey

Nutrition Programs:

^Students participate in physical education activities for 30 minutes per day. The school cafeteria manager periodically highlights nutritional facts by spotlighting "healthy foods" on the morning news program.

^The PE teacher promotes nutrition, healthy lifestyles, and the importance of exercise during physical education classes.

Head Start:

^Although Head Start programs are located at many Martin County elementary schools, currently SeaWind Elementary does not have any Head Start classes on campus.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Birgit Ager	Principal
Lisa Careccia	Education Support Employee
Christopher Lee	Teacher

#### 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*

The School Improvement Plan last year provided funds for classroom libraries, school planners, professional development, parent education, and student incentives. These items help to increase student achievement by providing research based strategies for teachers, books of interest for joyful learning, a communication link between school and home, support for parents, and opportunities for students to make academic and behavioral goals tied to celebration incentives.

*Development of this school improvement plan*

The purpose of SAC is to work in an advisory capacity with the principal on the development of the school site budget, safety, calendar, instructional programs, and the School Improvement Plan.

*Preparation of the school's annual budget and plan*

Preparing the school budget for each year includes reflection on the prior year's accomplishments and academic success with items provided with the past year's budget. Consideration is given student and staff needs upon review of school data to ensure student success.

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

School Improvement fund requests must be reviewed and voted upon by SAC members. These funds are expended on programs or projects that are directly related to School Improvement. Such funds are recommended to benefit a majority of students.

2014 - 2015 dollars received for SAC: \$5,087.67 + \$1,257.16 (unused Teacher Lead funds) total: \$6,594.83

SIP Funds allocated:

\$200 PBIS - to support PBIS incentives

\$300 Literacy - A-Z licenses

\$1,800 Classroom libraries (each grade level allocated \$300)

\$300 Attendance incentives

\$238.03 Literacy materials for first grade students

\$600 Student planners

\$500 Whiteboards for students

**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
Conley, Tara	Instructional Coach
Curchy, Becky	Instructional Media
Elliott, Jan	Instructional Coach
Michels, Jennifer	Assistant Principal
Ager, Birgit	Principal

**Duties**

### **Describe how the LLT promotes literacy within the school**

The LLT will spearhead Florida Standards, through grade group meetings and leading professional discussion groups on research-based literacy topics to include: Guided Reading, reader engagement and independent reading with conferring. Families will be encouraged to be active participants in their child's literacy life through various school sponsored, parent involvement activities.

## **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**

Professional Learning Communities are in place school-wide and Collaborative Learning Teams are in place representing each grade level and the related arts team. Time is carved out on the master calendar for the collaborative meetings to take place bimonthly. Teachers are encouraged to look at student work and in order to drive instruction and to create collaborative formative assessments for instructional progress monitoring of standards and student progression toward mastery of standards. The school's Sunshine Committee provides opportunities for staff members to gather together and build positive working relationships. These activities are necessary to build team connections and trust, making the teams stronger in the collaborative process.

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

Administrators seek and hire high quality, highly qualified teachers to teach our students. Each year teachers are given opportunities for professional growth in instruction, leadership opportunities, and relationship building with peers as teacher collaborate in CLT/PLC groups.

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

The school offers a mentor support system for all newly hired educators to school and/or education. Support includes:  
Assistance with FOCUS, data-base, management system  
Assistance with the electronic grading tool  
Classroom management  
Lesson planning  
School policies and procedures  
Overview of the Marzano Art and Science of Teaching Teacher Evaluation Model

## **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**

Teachers use the Florida Standards for instruction. The district has developed groups of teachers to create frameworks that provide guidance in the sequence of instruction to ensure the instruction is delivered in a timely manner and all standards are taught for each content area and grade level. Literacy coaches and instructional personnel review materials used for instruction, ensuring that it meets the standard expectation for rigor and relevance. This allows for instruction to be aligned to the standards, as well as providing depth for understanding and mastery.



## 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**

Instruction is data driven. Formative and diagnostic assessments are used to create data that is reviewed by the instructional leaders to determine the level of support each student needs to be successful. If the data shows a student having difficulty with a specific standard, supports are put in place for intervention. This could be individual support or small group interventions that target that specific skill. For students who have shown mastery of standards, teachers provide individual or collaborative enrichment activities for deepening of the standards.

**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:** Before School Program

**Minutes added to school year:**

Computer labs are available for student use 30 minutes prior to the start of the school day. English Language Learners use Imagine Learning to increase their reading skills. Students may utilize iReady Instruction, a computer-based tutorial, in the computer lab to strengthen their reading and math skills.

### **Strategy Rationale**

Allocating time outside of classroom instruction provides academic support students require to perform activities and tasks in the classroom with increased confidence and proficiency of the Florida Reading and Math Standards.

### **Strategy Purpose(s)**

- Core Academic Instruction

### **Person(s) responsible for monitoring implementation of the strategy**

Elliott, Jan, [elliottj@martin.k12.fl.us](mailto:elliottj@martin.k12.fl.us)

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

The data is embedded in the program, allowing the teacher to track progress on specific standards identified by the program as an academic deficiency.

## 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**

SeaWind hosts a Kindergarten tour every year for incoming Kindergarten students. This tour involves both parents and students and includes an observation of kindergarten classrooms, story read by an administrator, and a visit to the school cafeteria. Local pre-schools are notified of the event and fliers are sent to invite parents and children of Kindergarten age to our school.

Kindergarten teachers assess incoming students on Kindergarten readiness skills one week prior to the start of school to assist in creating heterogeneous classes and to provide teachers data to

differentiate instruction for their incoming students.

Fifth grade students transitioning to middle school are afforded a field trip to the local middle school for a school tour and overview of 'the middle school day'. Fifth grade teachers provide input to middle school counselors regarding academic placement for students.

### 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***

The school will provide students with access to third-party assessment centers and career and professional academy curricula in a digital format in support of CAPE (Career and Professional Education) Digital Tool certificates and CAPE industry certifications. We offer innovative programs and courses that combine academic and career instructional tools and industry certifications into education for college and career readiness.

***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:

#### 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.** All students will achieve one year's growth on the iReady Math Diagnostic Assessment in the area of number and operations and understanding the base ten number system when comparing May 2016 results to September 2015 results.
- G2.** Increase the percentage of student proficiency as measured by FCAT Science to 70%.
- G3.** All students will achieve one year's growth in vocabulary as measured by the iReady Diagnostic Assessment when comparing scores from September 2015 to May 2016.

## 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.** All students will achieve one year's growth on the iReady Math Diagnostic Assessment in the area of number and operations and understanding the base ten number system when comparing May 2016 results to September 2015 results. 1a

G074264

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	80.0

**Resources Available to Support the Goal** 2

- i-Ready Instructional materials. (online instruction and teacher guided lessons)
- Math manipulatives for each grade level.
- Math Cohort to lead work focused on CRA model and math workshop.

**Targeted Barriers to Achieving the Goal** 3

- Students do not have enough hands on use of math manipulatives to build a strong foundation and concrete understanding of math concepts.
- Students lack fluent understanding of math vocabulary.
- Standards of Mathematical Practice are not being utilized to plan lessons that meet the rigor and full intent of the standards.

**Plan to Monitor Progress Toward G1.** 8

iReady reports, student work samples and CLT meeting notes.

**Person Responsible**

Birgit Ager

**Schedule**

Monthly, from 9/16/2015 to 5/23/2016

**Evidence of Completion**

iReady data. lesson plans, student work samples

**G2. Increase the percentage of student proficiency as measured by FCAT Science to 70%. 1a**

G074265

**Targets Supported 1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0

**Resources Available to Support the Goal 2**

- Science teacher to provide teachers STEM lessons/activities for students in all grade levels.
- STEAM grant from Education Foundation of Martin County to create Discovery Lab and support scientific inquiry and hands-on experiments.

**Targeted Barriers to Achieving the Goal 3**

- Lack of supplemental materials and instructional time.
- Professional Development needed to prioritize science standards.

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

Science benchmark data and common assessment data will be analyzed.

**Person Responsible**

James Francke

**Schedule**

Quarterly, from 11/16/2015 to 2/22/2016

**Evidence of Completion**

Benchmark data, student work samples, lesson plans, classroom observations

**G3.** All students will achieve one year's growth in vocabulary as measured by the iReady Diagnostic Assessment when comparing scores from September 2015 to May 2016. 1a

G074266

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	100.0

**Resources Available to Support the Goal** 2

- I-Ready instructional component for all K-5 students, Ready LAFS Books for grades K-5, guided reading materials cover all levels of text complexity, two literacy coaches to provide modeling of best practices, professional development on balanced literacy components, facilitate data analysis and problem solving meetings, increased classroom libraries, additional reading resources for book clubs, genre studies, etc., LLI Systems for K-3 intervention, Comprehension toolkits for grades K-5, Words Their Way and Word Study materials, Individual Reading Assessment Kits, Mondo Oral Language kits for all kindergarten teachers.

**Targeted Barriers to Achieving the Goal** 3

- Students have limited language experiences resulting in deficiencies of expressive and receptive vocabulary.
- Teachers lack a clear understanding of vocabulary standards in each grade level.

**Plan to Monitor Progress Toward G3.** 8

Increased reading levels and increased student achievement on reading assessments.

**Person Responsible**

Jennifer Michels

**Schedule**

Monthly, from 9/16/2015 to 5/23/2016

**Evidence of Completion**

Data from the running records and reading assessments.

## 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.** All students will achieve one year's growth on the iReady Math Diagnostic Assessment in the area of number and operations and understanding the base ten number system when comparing May 2016 results to September 2015 results. **1**

 G074264

**G1.B1** Students do not have enough hands on use of math manipulatives to build a strong foundation and concrete understanding of math concepts. **2**

 B193884

**G1.B1.S1** Unwrap the math content standards and the Standards for Mathematical Practice to ensure all teachers are clear on the expectations of what students need to know and be able to do. Then, intentionally plan lessons that scaffold lessons within units to move students through the concrete-representational-abstract phases. Purposefully plan for the use of manipulatives (both physical manipulatives and computer based virtual manipulatives) for daily use in the classroom. **4**

 S205401

### Strategy Rationale

Spending time gaining collective clarity about the full intent of the standards will allow teachers to be more purposeful in their planning and will increase students' opportunities to work with math manipulatives and move through the C-R-A stages efficiently and fluently.

### Action Step 1 **5**

Schedule time for teachers to meet with their Collaborative Learning Teams to focus on the standards and purposefully plan lessons and common formative assessments.

#### Person Responsible

Jennifer Michels

#### Schedule

Biweekly, from 8/24/2015 to 5/31/2016

#### Evidence of Completion

CLT's will meet biweekly to focus on standards, student evidence, and planning.

## Action Step 2 5

Facilitate a math cohort to learn about the math workshop model and the Concrete-Representational-Abstract stages.

### **Person Responsible**

Jennifer Michels

### **Schedule**

Annually, from 6/15/2015 to 6/18/2015

### **Evidence of Completion**

Math cohort will lead math collaboration and modeling of best practices using math manipulatives throughout the year.

## Action Step 3 5

Facilitate professional development opportunities to gain clarity around the MAFS and SMPs and effective use of math manipulatives across all grade levels.

### **Person Responsible**

Jennifer Michels

### **Schedule**

Quarterly, from 9/8/2015 to 5/31/2016

### **Evidence of Completion**

Student data

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

Monitor students' progress on the instructional piece of the iReady program.

### **Person Responsible**

Birgit Ager

### **Schedule**

Monthly, from 9/1/2015 to 6/2/2016

### **Evidence of Completion**

iReady reports and data meetings with teachers.

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

Feedback from classroom observations and student work samples and journals.

**Person Responsible**

Jennifer Michels

**Schedule**

Monthly, from 9/1/2015 to 6/2/2016

***Evidence of Completion***

Teacher lesson plans, observation rubrics, and student progress.

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

Administrators and coaches will monitor classroom lessons and student artifacts.

**Person Responsible**

Birgit Ager

**Schedule**

Monthly, from 9/1/2015 to 6/2/2016

***Evidence of Completion***

Lesson plans, iReady data, and student samples.

**G2.** Increase the percentage of student proficiency as measured by FCAT Science to 70%. 1

G074265

**G2.B1** Lack of supplemental materials and instructional time. 2

B193887

**G2.B1.S1** Coordinate planning sessions with STEM Lab teacher and grade level teams. 4

S205404

### Strategy Rationale

Collaborative planning will align student learning across grade levels.

### Action Step 1 5

Collaborative Planning Sessions

#### Person Responsible

James Francke

#### Schedule

Quarterly, from 11/6/2015 to 3/28/2016

#### Evidence of Completion

CLT feedback, lesson plans, and student journals

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

Administrators will observe classroom lessons and confer with students and teachers about science standards.

#### Person Responsible

Birgit Ager

#### Schedule

Quarterly, from 11/6/2015 to 3/28/2016

#### Evidence of Completion

Student work, lesson plans, classroom observations



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

Classroom observations and CLT Sessions

**Person Responsible**

Jennifer Michels

**Schedule**

Every 2 Months, from 11/18/2015 to 3/7/2016

**Evidence of Completion**

Collaborative discussions, teacher and student feedback, common assessments (science benchmarks)

**G2.B2 Professional Development needed to prioritize science standards.** 2

 B193888

**G2.B2.S1 Train teachers to incorporate STEM and inquiry based activities into the science curriculum.**

4

 S205405

**Strategy Rationale**

This training will help teachers incorporate this strategy for other areas of instruction and make the learning of science content more hands-on.

**Action Step 1** 5

Provide teacher resources and instructional support to incorporate STEM activities into their lesson planning.

**Person Responsible**

James Francke

**Schedule**

Monthly, from 9/1/2015 to 6/2/2016

**Evidence of Completion**

Student work and formative assessment data provided by the teachers.

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Teachers will monitor student work, reflecting on increase in student understanding of standards being addressed in inquiry learning opportunities.

**Person Responsible**

James Francke

**Schedule**

Quarterly, from 9/2/2015 to 6/2/2016

***Evidence of Completion***

Lesson plans and student work samples

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Teachers will monitor student work, reflecting an increase in student understanding of standards being addressed in inquiry learning opportunities.

**Person Responsible**

James Francke

**Schedule**

Quarterly, from 9/2/2015 to 6/2/2016


***Evidence of Completion***

Student work and informal assessment data.

**G3.** All students will achieve one year's growth in vocabulary as measured by the iReady Diagnostic Assessment when comparing scores from September 2015 to May 2016. **1**

 G074266

**G3.B1** Students have limited language experiences resulting in deficiencies of expressive and receptive vocabulary. **2**

 B193889

**G3.B1.S1** Provide interactive read alouds focused on vocabulary (text talks, embedded vocabulary discussion, authentic literature). **4**

 S205406

### **Strategy Rationale**

Teaching vocabulary through authentic texts will increase student vocabulary acquisition.

### **Action Step 1** **5**

Literacy Coaches will facilitate unit planning with an emphasis on purposefully planning embedded vocabulary instruction.

#### **Person Responsible**

Jan Elliott

#### **Schedule**

Quarterly, from 9/21/2015 to 3/28/2016

#### **Evidence of Completion**

Student writing samples, iReady data, classroom observations, lesson plans

### **Action Step 2** **5**

Collaborative Learning Teams will work to plan common vocabulary experiences across the grade level.

#### **Person Responsible**

Becky Curchy

#### **Schedule**

Monthly, from 9/25/2015 to 5/27/2016

#### **Evidence of Completion**

Vocabulary in related arts classes, vocabulary on morning news, student evidence, classroom observations, iReady data

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

Literacy Leadership Team will monitor progress and implement strategies school-wide.

**Person Responsible**

Jan Elliott

**Schedule**

Monthly, from 10/5/2015 to 5/2/2016

***Evidence of Completion***

iReady data, student work samples, classroom observations

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

Literacy coaches will support vocabulary focus across grade levels.

**Person Responsible**

Jan Elliott


**Schedule**

Monthly, from 10/5/2015 to 5/2/2016

***Evidence of Completion***

Lesson plans, planning sheets for read alouds and mini lessons, CLT feedback, classroom observations

**G3.B2** Teachers lack a clear understanding of vocabulary standards in each grade level. 2

 B193890

**G3.B2.S1** Literacy Consultant will provide teachers with professional development focused on characteristics of text levels and strategies for moving readers through the levels. 4

 S205407

### Strategy Rationale

Providing professional development will empower teachers to scaffold students and strategically provide support needed to increase reading proficiency at more complex levels and expand vocabulary.

### Action Step 1 5

Literacy Consultant will facilitate professional development opportunities for teachers.

#### Person Responsible

Tara Conley

#### Schedule

Triannually, from 9/24/2015 to 1/12/2016

#### Evidence of Completion

Lesson plans, classroom observations

### Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Literacy Coaches will monitor implementation of strategies.

#### Person Responsible

Jan Elliott

#### Schedule

Triannually, from 10/5/2015 to 2/1/2016

#### Evidence of Completion

Classroom observations, lesson plans, coaching logs

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** 7

Literacy coaches will monitor effectiveness.

**Person Responsible**

Jan Elliott

**Schedule**

Monthly, from 9/15/2015 to 5/16/2016

**Evidence of Completion**

iReady data, F&P running records, student response journals, lesson plans, classroom observations

**G3.B2.S2** Literacy Coaches will facilitate unwrapping language standards and reading standards across grade levels. All unit planning will start with unwrapping the standards. 4

 S205408

**Strategy Rationale**

Digging deeply into the standards will allow teachers to gain collective clarity on what students need to know and be able to do. This will also allow teachers to purposefully plan lessons that will provide opportunities for students to expand vocabulary as intended in the standard.

**Action Step 1** 5

Literacy Coaches will facilitate unit planning.

**Person Responsible**

Jan Elliott

**Schedule**

Quarterly, from 9/21/2015 to 3/28/2016

**Evidence of Completion**

Lesson plans, CLT discussions, coaching logs

**Plan to Monitor Fidelity of Implementation of G3.B2.S2 6**

Literacy Coaches will support teachers as they embed vocabulary strategies into readers and writers workshop.

**Person Responsible**

Jan Elliott

**Schedule**

Monthly, from 10/5/2015 to 5/2/2016

**Evidence of Completion**

Coaching logs, lesson plans, classroom observations

**Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7**

Administrators and Coaches meet biweekly to discuss implementation and monitor progress.;

**Person Responsible**

Birgit Ager

**Schedule**

Biweekly, from 9/4/2015 to 5/6/2016

**Evidence of Completion**

Coaching logs and calendars, classroom observations

**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	Schedule time for teachers to meet with their Collaborative Learning Teams to focus on the standards and purposefully plan lessons and common formative assessments.	Michels, Jennifer	8/24/2015	CLT's will meet biweekly to focus on standards, student evidence, and planning.	5/31/2016 biweekly
G2.B1.S1.A1	Collaborative Planning Sessions	Francke, James	11/6/2015	CLT feedback, lesson plans, and student journals	3/28/2016 quarterly
G2.B2.S1.A1	Provide teacher resources and instructional support to incorporate STEM activities into their lesson planning.	Francke, James	9/1/2015	Student work and formative assessment data provided by the teachers.	6/2/2016 monthly
G3.B1.S1.A1	Literacy Coaches will facilitate unit planning with an emphasis on purposefully planning embedded vocabulary instruction.	Elliott, Jan	9/21/2015	Student writing samples, iReady data, classroom observations, lesson plans	3/28/2016 quarterly

**Martin - 0025 - Sea Wind Elementary School - 2015-16 SIP**  
*Sea Wind Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S1.A1	Literacy Consultant will facilitate professional development opportunities for teachers.	Conley, Tara	9/24/2015	Lesson plans, classroom observations	1/12/2016 triannually
G3.B2.S2.A1	Literacy Coaches will facilitate unit planning.	Elliott, Jan	9/21/2015	Lesson plans, CLT discussions, coaching logs	3/28/2016 quarterly
G1.B1.S1.A2	Facilitate a math cohort to learn about the math workshop model and the Concrete-Representational-Abstract stages.	Michels, Jennifer	6/15/2015	Math cohort will lead math collaboration and modeling of best practices using math manipulatives throughout the year.	6/18/2015 annually
G3.B1.S1.A2	Collaborative Learning Teams will work to plan common vocabulary experiences across the grade level.	Curchy, Becky	9/25/2015	Vocabulary in related arts classes, vocabulary on morning news, student evidence, classroom observations, iReady data	5/27/2016 monthly
G1.B1.S1.A3	Facilitate professional development opportunities to gain clarity around the MAFS and SMPs and effective use of math manipulatives across all grade levels.	Michels, Jennifer	9/8/2015	Student data	5/31/2016 quarterly
G1.MA1	iReady reports, student work samples and CLT meeting notes.	Ager, Birgit	9/16/2015	iReady data. lesson plans, student work samples	5/23/2016 monthly
G1.B1.S1.MA1	Administrators and coaches will monitor classroom lessons and student artifacts.	Ager, Birgit	9/1/2015	Lesson plans, iReady data, and student samples.	6/2/2016 monthly
G1.B1.S1.MA1	Monitor students' progress on the instructional piece of the iReady program.	Ager, Birgit	9/1/2015	iReady reports and data meetings with teachers.	6/2/2016 monthly
G1.B1.S1.MA3	Feedback from classroom observations and student work samples and journals.	Michels, Jennifer	9/1/2015	Teacher lesson plans, observation rubrics, and student progress.	6/2/2016 monthly
G2.MA1	Science benchmark data and common assessment data will be analyzed.	Francke, James	11/16/2015	Benchmark data, student work samples, lesson plans, classroom observations	2/22/2016 quarterly
G2.B1.S1.MA1	Classroom observations and CLT Sessions	Michels, Jennifer	11/18/2015	Collaborative discussions, teacher and student feedback, common assessments (science benchmarks)	3/7/2016 every-2-months
G2.B1.S1.MA1	Administrators will observe classroom lessons and confer with students and teachers about science standards.	Ager, Birgit	11/6/2015	Student work, lesson plans, classroom observations	3/28/2016 quarterly
G2.B2.S1.MA1	Teachers will monitor student work, reflecting an increase in student understanding of standards being addressed in inquiry learning opportunities.	Francke, James	9/2/2015	Student work and informal assessment data.	6/2/2016 quarterly
G2.B2.S1.MA1	Teachers will monitor student work, reflecting on increase in student understanding of standards being addressed in inquiry learning opportunities.	Francke, James	9/2/2015	Lesson plans and student work samples	6/2/2016 quarterly
G3.MA1	Increased reading levels and increased student achievement on reading assessments.	Michels, Jennifer	9/16/2015	Data from the running records and reading assessments.	5/23/2016 monthly
G3.B1.S1.MA1	Literacy coaches will support vocabulary focus across grade levels.	Elliott, Jan	10/5/2015	Lesson plans, planning sheets for read alouds and mini lessons, CLT feedback, classroom observations	5/2/2016 monthly
G3.B1.S1.MA1	Literacy Leadership Team will monitor progress and implement strategies school-wide.	Elliott, Jan	10/5/2015	iReady data, student work samples, classroom observations	5/2/2016 monthly
G3.B2.S1.MA1	Literacy coaches will monitor effectiveness.	Elliott, Jan	9/15/2015	iReady data, F&P running records, student response journals, lesson plans, classroom observations	5/16/2016 monthly



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S1.MA1	Literacy Coaches will monitor implementation of strategies.	Elliott, Jan	10/5/2015	Classroom observations, lesson plans, coaching logs	2/1/2016 triannually
G3.B2.S2.MA1	Administrators and Coaches meet biweekly to discuss implementation and monitor progress.;	Ager, Birgit	9/4/2015	Coaching logs and calendars, classroom observations	5/6/2016 biweekly
G3.B2.S2.MA1	Literacy Coaches will support teachers as they embed vocabulary strategies into readers and writers workshop.	Elliott, Jan	10/5/2015	Coaching logs, lesson plans, classroom observations	5/2/2016 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.** All students will achieve one year's growth on the iReady Math Diagnostic Assessment in the area of number and operations and understanding the base ten number system when comparing May 2016 results to September 2015 results.

**G1.B1** Students do not have enough hands on use of math manipulatives to build a strong foundation and concrete understanding of math concepts.

**G1.B1.S1** Unwrap the math content standards and the Standards for Mathematical Practice to ensure all teachers are clear on the expectations of what students need to know and be able to do. Then, intentionally plan lessons that scaffold lessons within units to move students through the concrete-representational-abstract phases. Purposefully plan for the use of manipulatives (both physical manipulatives and computer based virtual manipulatives) for daily use in the classroom.

### **PD Opportunity 1**

Facilitate a math cohort to learn about the math workshop model and the Concrete-Representational-Abstract stages.

#### **Facilitator**

Jennifer Michels/ Heather Padgett

#### **Participants**

Math Cohort

#### **Schedule**

Annually, from 6/15/2015 to 6/18/2015

**G3.** All students will achieve one year's growth in vocabulary as measured by the iReady Diagnostic Assessment when comparing scores from September 2015 to May 2016.

**G3.B1** Students have limited language experiences resulting in deficiencies of expressive and receptive vocabulary.

**G3.B1.S1** Provide interactive read alouds focused on vocabulary (text talks, embedded vocabulary discussion, authentic literature).

**PD Opportunity 1**

Literacy Coaches will facilitate unit planning with an emphasis on purposefully planning embedded vocabulary instruction.

**Facilitator**

Jan Elliott / Tara Conley

**Participants**

Instructional Staff

**Schedule**

Quarterly, from 9/21/2015 to 3/28/2016

**G3.B2** Teachers lack a clear understanding of vocabulary standards in each grade level.

**G3.B2.S1** Literacy Consultant will provide teachers with professional development focused on characteristics of text levels and strategies for moving readers through the levels.

**PD Opportunity 1**

Literacy Consultant will facilitate professional development opportunities for teachers.

**Facilitator**

Lea Leibowitz / Tara Conley

**Participants**

Instructional Staff

**Schedule**

Triannually, from 9/24/2015 to 1/12/2016

**G3.B2.S2** Literacy Coaches will facilitate unwrapping language standards and reading standards across grade levels. All unit planning will start with unwrapping the standards.

**PD Opportunity 1**

Literacy Coaches will facilitate unit planning.

**Facilitator**

Tara Conley / Jan Elliott

**Participants**

Instructional Staff

**Schedule**

Quarterly, from 9/21/2015 to 3/28/2016

## Technical Assistance Items

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

### Budget

#### Budget Data

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Schedule time for teachers to meet with their Collaborative Learning Teams to focus on the standards and purposefully plan lessons and common formative assessments.</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$0.00
<i>Notes: 0.00</i>						
<b>2</b>	<b>G1.B1.S1.A2</b>	<b>Facilitate a math cohort to learn about the math workshop model and the Concrete-Representational-Abstract stages.</b>				<b>\$500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3610	120-Classroom Teachers	0025 - Sea Wind Elementary School	General Fund		\$500.00
<i>Notes: Purchase math tools using School Improvement dollars</i>						
<b>3</b>	<b>G1.B1.S1.A3</b>	<b>Facilitate professional development opportunities to gain clarity around the MAFS and SMPs and effective use of math manipulatives across all grade levels.</b>				<b>\$1,300.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3440	120-Classroom Teachers	0025 - Sea Wind Elementary School	Other		\$1,300.00
<i>Notes: Education Foundation of Martin County Grant - \$8,000</i>						
<b>4</b>	<b>G2.B1.S1.A1</b>	<b>Collaborative Planning Sessions</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0025 - Sea Wind Elementary School	Title I Part A		\$0.00
<b>5</b>	<b>G2.B2.S1.A1</b>	<b>Provide teacher resources and instructional support to incorporate STEM activities into their lesson planning.</b>				<b>\$2,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3440	120-Classroom Teachers	0025 - Sea Wind Elementary School	Other		\$2,000.00
<i>Notes: Education Foundation of Martin County \$8,000</i>						

<b>Budget Data</b>							
6	G3.B1.S1.A1	Literacy Coaches will facilitate unit planning with an emphasis on purposefully planning embedded vocabulary instruction.					\$0.00
7	G3.B1.S1.A2	Collaborative Learning Teams will work to plan common vocabulary experiences across the grade level.					\$0.00
8	G3.B2.S1.A1	Literacy Consultant will facilitate professional development opportunities for teachers.					\$8,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
	3100	120-Classroom Teachers	0025 - Sea Wind Elementary School	Title II		\$8,000.00	
9	G3.B2.S2.A1	Literacy Coaches will facilitate unit planning.					\$0.00
<b>Total:</b>						<b>\$11,800.00</b>	