

Duval County Public Schools

Seabreeze Elementary School



2016-17 Schoolwide Improvement Plan

Seabreeze Elementary School

1400 SEABREEZE AVE, Jacksonville Beach, FL 32250

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	41%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**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 11/1/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Seabreeze Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

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

2. School Environment

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

At Seabreeze Elementary, we focus on relationships and treat one another like family. 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 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.

b. 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 makes 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. Finally, our Reading Coach mirrors the Character Counts values and traits through a Book of the Month program. These books and read alouds reinforce core values, and help students feel safe, valued, and respected throughout the school day. Children may earn a positive referral as a reward for exemplary desired behavior. Students also have the opportunity to earn Silver Seahorses at lunch for appropriate cafeteria behavior, which can be turned in for additional recess.

c. 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 Character Counts. 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

Clear behavioral expectations are communicated through the school-wide use of CHAMPS. Teachers and staff are trained during in-service meetings, and students are taught throughout the year. Students attend behavioral expectations meetings two times a year, at the beginning of school and upon return from Winter Break.

d. 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. 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. Mentors may be provided through Big Brothers/ Big Sisters, and counseling is offered via the Beaches Resource Center.

3. Early Warning Systems

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

a. 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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	5	5	2	3	0	6	0	0	0	0	0	0	0	21
One or more suspensions	0	1	0	1	1	1	0	0	0	0	0	0	0	4
Course failure in ELA or Math	3	8	4	2	0	0	0	0	0	0	0	0	0	17
Level 1 on statewide assessment	0	0	0	14	0	0	0	0	0	0	0	0	0	14

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	1	0	0	1	1	0	0	0	0	0	0	0	3

c. 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.

Attendance concerns are monitored by administration and school staff. Parent conferences are initiated through the Attendance Intervention Team. The school is working towards creating a system to reward students with consistent attendance and on-time arrival.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. 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, Peachjar, texts and Duval Connect. We will host academic nights throughout the year to support the 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. Our resource teachers and extracurricular clubs will also host two events celebrating the arts- Drama Club, Fashion Trashion, Chorus Club, etc. (Create organized physical activities that align with reading and math goals (Music, Art, PE) to provide activities at social events for students and parents)

2. 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 and Beaches Orthodontics, Bruster's Ice Cream, Carrabba's Italian Restaurant, Chick-Fil-A, Gate, EXIT Realty, Tropical Smoothie, and RockAway Gardens.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Bennett, Tina	Teacher, ESE
Carr, Elisha	Instructional Coach
Romer, Rebekah	Teacher, K-12
Brooke, Axler	Teacher, K-12
Beckham, Shannon	Other
Veniard, Amy	Teacher, ESE
Wingate, Denise	SAC Member
Kimball, Aimee	Assistant Principal

b. Duties

1. 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: Aimee Kimball- Develops, leads, and evaluates school core content standards/ programs, identifies and analyzes existing 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: Claire Todd- 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: Claire Todd- 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.

2. 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 Rtl 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Denise Wingate	Parent
Ginny Reynolds	Parent
Lori Bright	Parent
Mary Bolin	Business/Community
Mary Maddox	Parent
Tina Bennett	Principal
Elisha Carr	Teacher
Lauren Merrium	Parent
Mrs. Soni	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

School data from the spring 15-16 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.

b. Development of this school improvement plan

Data was reviewed at the opening meeting. Administration shared information on Bottom Quartile and school grade. Members provided feedback regarding parent education needs, specifically requesting a forum for monthly topics such as Florida Standards, 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 16-17 school-year. The School Improvement Plan will

be presented at the October SAC meeting for further input, and will be available for SAC members and community members to review the week of September 12.

c. Preparation of the school's annual budget and plan

Budget for 2016-2017 was shared with SAC and a brief description of needs was shared by the Principal, Mrs. Bennett. An opportunity for questions and feedback was offered.

2. 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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Todd, Claire	School Counselor
Carr, Elisha	Instructional Coach
Veniard, Amy	Teacher, ESE
Nall, Mary Beth	Teacher, K-12
Stouffer, Kenya	Teacher, K-12
Young, Hunter	Teacher, K-12
Kimball, Aimee	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT will facilitate the following initiatives for the 2016-2017 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
 - Disaggregate 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)
- 2016-17: Initiatives for the LLT include: maintain reading gains for bottom quartile students, increase

rigor and achievement for all students, maintain use of formative assessment in reading and writing, increase teacher understanding of curriculum and standards, provide reading and writing connections for Book of the Month

D. Public and Collaborative Teaching

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

1. 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. 16-17: Initiate vertical learning teams in core subject areas, including Reading, Writing, Math and Science.

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.

2. 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)

3. 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:

Mentee: Casey Cusack (2nd grade), paired with Mentor Amy Glendenning (2nd grade)
Mentee: Whitney Debuty (4th grade), paired with Karyn Cassell (4th Grade ELA)
Mentee: Kevin Nottingham (3rd grade Math), paired with Erika Wilhelm (4th grade Math)

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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.

16-17: All personnel are expected to utilize Performance Matters to analyze Baseline and CGA data, as well as I-Ready and Achieve3000 monitoring tools to inform instructors of student progress. Teachers share instructional decision with Leadership Team members during Administratively Led Common Planning. Classroom centers, RTI plans, tutoring recommendations and differentiated instruction assignments are data-driven.

2. 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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 teachers implement data-driven instruction to include differentiation that supports all learners, with a focus on bottom quartile and bubble learning gains, then students in our bottom quartile will increase their academic achievement (as measured by iReady, Achieve, and FSA) by 5%.
- G2.** If teachers will implement data-driven instruction that is aligned to the standards and provides differentiation to support all learners during center rotations, then we will increase academic achievement (measured by iReady, Achieve, and FSA) by 5%.
- G3.** If K-5 teachers implement Science instruction daily, then student achievement will increase by 3%, as evidenced by the NGSSS Science assessment.
- G4.** If Seabreeze uses motivational rewards for students and provides research to better inform parents of the relationship between attendance and academic achievement, then our attendance rate will improve by 3%.

Strategic Goals Detail

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

G1. If teachers implement data-driven instruction to include differentiation that supports all learners, with a focus on bottom quartile and bubble learning gains, then students in our bottom quartile will increase their academic achievement (as measured by iReady, Achieve, and FSA) by 5%. 1a

G086504

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	56.0
Math Lowest 25% Gains	53.0

Targeted Barriers to Achieving the Goal 3

- Centers do not address rigor of Florida Standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Common planning time for both ELA and Math teachers
- On-site training available for Blended Learning programs
- School-wide data sheet allows for stronger remediation, enrichment, and RTI practices
- .

Plan to Monitor Progress Toward G1. 8

Schoolwide data tracking sheet will be monitored and analyzed by all classroom teachers and leadership team members.

Person Responsible

Tina Bennett

Schedule

Quarterly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Data notebooks, data chats, student performance data, data tracking sheets

G2. If teachers will implement data-driven instruction that is aligned to the standards and provides differentiation to support all learners during center rotations, then we will increase academic achievement (measured by iReady, Achieve, and FSA) by 5%. 1a

G086505

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	67.0
FSA Mathematics Achievement	72.0

Targeted Barriers to Achieving the Goal 3

- Teachers need assistance aligning rigorous lessons with data, and differentiating their centers and small group instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Grade Level Rtl
- iReady and Achieve 3000 reports
- Reading Coach
- Saxon
- Administratively Led Common Planning
- Teacher created check-out system of differentiated games and center activities

Plan to Monitor Progress Toward G2. 8

Review schoolwide data sheets

Person Responsible

Tina Bennett

Schedule

Quarterly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Classroom data and assessment data will be compared, with expected growth among all students.

G3. If K-5 teachers implement Science instruction daily, then student achievement will increase by 3%, as evidenced by the NGSSS Science assessment. 1a

G086506

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	72.0

Targeted Barriers to Achieving the Goal 3

- Science Lab was dismantled to house a classroom

Resources Available to Help Reduce or Eliminate the Barriers 2

- PTA can provide assistance with management of science labs
- Science Committee works monthly to prepare labs and activities
- Flexible scheduling allows classroom teacher to pull recess minutes from throughout the day

Plan to Monitor Progress Toward G3. 8

Minutes from Science Committee will be collected and reviewed

Person Responsible

Tina Bennett

Schedule

Monthly, from 9/1/2016 to 6/1/2017

Evidence of Completion

Minutes will serve as evidence that grade levels have brought required labs to PTA to allow volunteers to prepare for teams.

Plan to Monitor Progress Toward G3. 8

Lesson plans will be reviewed

Person Responsible

Tina Bennett

Schedule

Weekly, from 9/1/2016 to 6/1/2017

Evidence of Completion

Lesson plans, journal entries, lab sheets, anchor charts, and student artifacts will serve as evidence that rigorous science instruction is taking place in ALL grades.

Plan to Monitor Progress Toward G3. 8

Science baseline and district assessment data will be reviewed

Person Responsible

Aimee Kimball

Schedule

Quarterly, from 9/1/2016 to 6/1/2017

Evidence of Completion

Assessment data will be used to target students needing both Science remediation and enrichment.

Plan to Monitor Progress Toward G3. 8

Student data will be monitored: assessments, exit tickets, journal entries, lab sheets

Person Responsible

Aimee Kimball

Schedule

Biweekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Walkthroughs, class observations, data notebooks, teacher data chats, formal and informal student performance data

G4. If Seabreeze uses motivational rewards for students and provides research to better inform parents of the relationship between attendance and academic achievement, then our attendance rate will improve by 3%. 1a

G086507

Targets Supported 1b

Indicator	Annual Target
Attendance rate	94.0
Attendance rate	94.0

Targeted Barriers to Achieving the Goal 3

- Children are unable to attend school if their parents do not bring them. For the Seabreeze population, attendance rates are hurt by family vacations, personal reasons, and other absences not related to illness or injury.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Utilize School Messenger, administrative newsletters, Class Dojo, and other innovative ways to track and motivate students to attend school.
- Provide a variety of trainings and workshops to inform parents on the importance of attendance, and the correlation between absences and student achievement.
- Grade levels and vertical teams will collaborate to offer more incentives for students that maintain perfect attendance for each 9-week grading period.

Plan to Monitor Progress Toward G4. 8

FOCUS Attendance reports

Person Responsible

Tina Bennett

Schedule

Monthly, from 8/15/2016 to 6/6/2017

Evidence of Completion

The expectation is to see an increase in student attendance after incentives are distributed, with slow and steady growth over the course of a school year.

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 teachers implement data-driven instruction to include differentiation that supports all learners, with a focus on bottom quartile and bubble learning gains, then students in our bottom quartile will increase their academic achievement (as measured by iReady, Achieve, and FSA) by 5%. 1

G086504

G1.B1 Centers do not address rigor of Florida Standards 2

B229867

G1.B1.S3 Classroom walkthroughs will provide Leadership team with observational data to compare to both lesson plans and assessment data throughout year. Walkthrough notes on lesson plans and Google docs data will be used to document progress. 4

S242529

Strategy Rationale

Observing instruction will help school leadership determine the effectiveness of classroom center rotations on student achievement.

Action Step 1 5

Leadership will attend IIT meetings and plan for Common Planning and VER professional development.

Person Responsible

Tina Bennett

Schedule

Weekly, from 9/1/2016 to 4/14/2017

Evidence of Completion

agendas, minutes, notes, PD artifacts

Action Step 2 5

Admin will conduct targeted walkthroughs with a specific focus for each IIT cycle.

Person Responsible

Tina Bennett

Schedule

Weekly, from 9/1/2016 to 4/27/2017

Evidence of Completion

walkthrough notes, teacher feedback, google docs data, observation logs/notes

Action Step 3 5

Teachers will be provided with timely feedback to allow for adjustments to center rotations.

Person Responsible

Tina Bennett

Schedule

Weekly, from 9/1/2016 to 5/26/2017

Evidence of Completion

walkthrough notes, lesson plans, teacher feedback, google docs data, observations logs/ notes

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Monitor differentiated lesson plans

Person Responsible

Tina Bennett

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

walkthrough notes, informal and formal observations, lesson plans, and google docs data

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Observe center rotations and provide feedback

Person Responsible

Aimee Kimball

Schedule

Biweekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Google docs data and observation logs/notes, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Utilize schoolwide data tracking sheet to monitor bottom quartile

Person Responsible

Tina Bennett

Schedule

Biweekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Student performance data (school, district, and state), small group documentation, logs/walkthroughs, formal observations, Rtl documentation, iReady and Achieve data sets

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Monitor bottom quartile

Person Responsible

Tina Bennett

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Small group documentation logs, walkthrough notes, formal observations, Rtl documentation, iReady and Achieve data set

G2. If teachers will implement data-driven instruction that is aligned to the standards and provides differentiation to support all learners during center rotations, then we will increase academic achievement (measured by iReady, Achieve, and FSA) by 5%. 1

G086505

G2.B1 Teachers need assistance aligning rigorous lessons with data, and differentiating their centers and small group instruction. 2

B229870

G2.B1.S3 Create a leveled library of center activities, for teachers to check out items based on student need. 4

S242532

Strategy Rationale

Students might need materials a grade level below or ahead. Teachers need a resource where they can pull items.

Action Step 1 5

Create ELA centers with teachers during Common Planning

Person Responsible

Elisha Carr

Schedule

Biweekly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Agendas, standards/item specs note books, completed center activities

Action Step 2 5

Create Math centers with teachers during Common Planning

Person Responsible

Aimee Kimball

Schedule

Biweekly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Agendas, standards/item specs note books, completed center activities

Action Step 3 5

Provide necessary supports through coaching, feedback, and data analysis during grade level ELA and Math common planning.

Person Responsible

Aimee Kimball

Schedule

Biweekly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Agendas, feedback forms, walkthrough data, schoolwide student data sheet

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Monitor the content of common planning discussion and training

Person Responsible

Tina Bennett

Schedule

Weekly, from 9/19/2016 to 6/2/2017

Evidence of Completion

agendas, teacher notes, artifacts, created centers

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Monitor the quality and content (rigor) of center activities

Person Responsible

Tina Bennett

Schedule

Biweekly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Lesson plans, walkthroughs, and formal observations

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Construct a checkout system for teachers to access created materials

Person Responsible

Aimee Kimball

Schedule

Weekly, from 10/3/2016 to 6/2/2017

Evidence of Completion

sign in/check out sheets, lesson plan p. 2 template, center observational notes

G3. If K-5 teachers implement Science instruction daily, then student achievement will increase by 3%, as evidenced by the NGSSS Science assessment. 1

G086506

G3.B1 Science Lab was dismantled to house a classroom 2

B229871

G3.B1.S2 Location of Science Lab materials will be moved to be housed on the stage of the cafeteria/multipurpose room. 4

S242535

Strategy Rationale

PTA can continue to prep and store lab materials, given necessary space to do so.

Action Step 1 5

The Science committee will work to communicate what labs and materials are needed for each month. The PTA will then use this information to prepare grade level lab kits for teachers to access. All grades K-5 are expected to participate in the completion of Science labs.

Person Responsible

Axler Brooke

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Classroom observations and walkthroughs, lesson plans

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Science instruction will be monitored and evidenced collected via walkthrough tools and other informal feedback opportunities.

Person Responsible

Aimee Kimball

Schedule

Biweekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

walkthrough data, feedback notes

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Science lesson plans and committee agendas and minutes will be reviewed to ensure all grade levels have appropriate activities. Classroom walkthroughs will be conducted for evidence in student journals.

Person Responsible

Aimee Kimball

Schedule

Biweekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Lesson plans, lab sheets, student journal entries

G4. If Seabreeze uses motivational rewards for students and provides research to better inform parents of the relationship between attendance and academic achievement, then our attendance rate will improve by 3%. 1

G086507

G4.B1 Children are unable to attend school if their parents do not bring them. For the Seabreeze population, attendance rates are hurt by family vacations, personal reasons, and other absences not related to illness or injury. 2

B229874

G4.B1.S2 Teachers and administration will work to motivate and reward students for attending school on time. 4

S242537

Strategy Rationale

When students understand they are likely to earn prizes, they will pressure their parents to help them get to school on time.

Action Step 1 5

School staff will offer incentives such as Bellringer prizes and Perfect Attendance Bicycles to help motivate students to arrive to school on time.

Person Responsible

Tina Bennett

Schedule

Weekly, from 8/15/2016 to 6/6/2017

Evidence of Completion

Attendance logs, prize entries, photographs

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Monthly attendance rates will be monitored through data collection procedures and AIT data review

Person Responsible

Tina Bennett

Schedule

Monthly, from 8/15/2016 to 6/6/2017

Evidence of Completion

AIT Reports, FOCUS and Dashboard reports, daily classroom attendance, quarterly attendance reports

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Administration will closely monitor any trends in attendance data after weekly rewards and quarterly incentives.

Person Responsible

Tina Bennett

Schedule

Monthly, from 8/15/2016 to 6/6/2017










Evidence of Completion

AIT Reports, FOCUS and Dashboard reports, daily classroom attendance, quarterly attendance reports

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S3.A1 A313880	Leadership will attend IIT meetings and plan for Common Planning and VER professional development.	Bennett, Tina	9/1/2016	agendas, minutes, notes, PD artifacts	4/14/2017 weekly
G1.B1.S3.A2 A313881	Admin will conduct targeted walkthroughs with a specific focus for each IIT cycle.	Bennett, Tina	9/1/2016	walkthrough notes, teacher feedback, google docs data, observation logs/ notes	4/27/2017 weekly
G1.B1.S3.A3 A313882	Teachers will be provided with timely feedback to allow for adjustments to center rotations.	Bennett, Tina	9/1/2016	walkthrough notes, lesson plans, teacher feedback, google docs data, observations logs/notes	5/26/2017 weekly
G3.MA1 M324288	Minutes from Science Committee will be collected and reviewed	Bennett, Tina	9/1/2016	Minutes will serve as evidence that grade levels have brought required labs to PTA to allow volunteers to prepare for teams.	6/1/2017 monthly
G3.MA1 M324289	Lesson plans will be reviewed	Bennett, Tina	9/1/2016	Lesson plans, journal entries, lab sheets, anchor charts, and student artifacts will serve as evidence that rigorous science instruction is taking place in ALL grades.	6/1/2017 weekly
G3.MA2 M324290	Science baseline and district assessment data will be reviewed	Kimball, Aimee	9/1/2016	Assessment data will be used to target students needing both Science remediation and enrichment.	6/1/2017 quarterly
G1.MA1 M324281	Schoolwide data tracking sheet will be monitored and analyzed by all classroom teachers and...	Bennett, Tina	8/29/2016	Data notebooks, data chats, student performance data, data tracking sheets	6/2/2017 quarterly
G2.MA1 M324285	Review schoolwide data sheets	Bennett, Tina	9/26/2016	Classroom data and assessment data will be compared, with expected growth among all students.	6/2/2017 quarterly
G3.MA4 M324291	Student data will be monitored: assessments, exit tickets, journal entries, lab sheets	Kimball, Aimee	8/29/2016	Walkthroughs, class observations, data notebooks, teacher data chats, formal and informal student performance data	6/2/2017 biweekly
G3.B1.S2.MA1 M324286	Science lesson plans and committee agendas and minutes will be reviewed to ensure all grade levels...	Kimball, Aimee	8/29/2016	Lesson plans, lab sheets, student journal entries	6/2/2017 biweekly
G3.B1.S2.MA1 M324287	Science instruction will be monitored and evidenced collected via walkthrough tools and other...	Kimball, Aimee	8/29/2016	walkthrough data, feedback notes	6/2/2017 biweekly
G3.B1.S2.A1 A313886	The Science committee will work to communicate what labs and materials are needed for each month....	Brooke, Axler	8/29/2016	Classroom observations and walkthroughs, lesson plans	6/2/2017 monthly
G1.B1.S3.MA1 M324277	Monitor bottom quartile	Bennett, Tina	8/29/2016	Small group documentation logs, walkthrough notes, formal observations, RtI documentation, iReady and Achieve data set	6/2/2017 monthly
G1.B1.S3.MA1 M324278	Monitor differentiated lesson plans	Bennett, Tina	8/29/2016	walkthrough notes, informal and formal observations, lesson plans, and google docs data	6/2/2017 weekly
G1.B1.S3.MA2 M324279	Observe center rotations and provide feedback	Kimball, Aimee	8/29/2016	Google docs data and observation logs/ notes, lesson plans	6/2/2017 biweekly
G1.B1.S3.MA3 M324280	Utilize schoolwide data tracking sheet to monitor bottom quartile	Bennett, Tina	8/29/2016	Student performance data (school, district, and state), small group documentation, logs/walkthroughs, formal observations, RtI documentation, iReady and Achieve data sets	6/2/2017 biweekly
G2.B1.S3.MA1 M324282	Construct a checkout system for teachers to access created materials	Kimball, Aimee	10/3/2016	sign in/check out sheets, lesson plan p. 2 template, center observational notes	6/2/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S3.MA1  M324283	Monitor the content of common planning discussion and training	Bennett, Tina	9/19/2016	agendas, teacher notes, artifacts, created centers	6/2/2017 weekly
G2.B1.S3.MA2  M324284	Monitor the quality and content (rigor) of center activities	Bennett, Tina	9/26/2016	Lesson plans, walkthroughs, and formal observations	6/2/2017 biweekly
G2.B1.S3.A1  A313883	Create ELA centers with teachers during Common Planning	Carr, Elisha	9/26/2016	Agendas, standards/item specs note books, completed center activities	6/2/2017 biweekly
G2.B1.S3.A2  A313884	Create Math centers with teachers during Common Planning	Kimball, Aimee	9/26/2016	Agendas, standards/item specs note books, completed center activities	6/2/2017 biweekly
G2.B1.S3.A3  A313885	Provide necessary supports through coaching, feedback, and data analysis during grade level ELA and...	Kimball, Aimee	9/26/2016	Agendas, feedback forms, walkthrough data, schoolwide student data sheet	6/2/2017 biweekly
G4.MA1  M324294	FOCUS Attendance reports	Bennett, Tina	8/15/2016	The expectation is to see an increase in student attendance after incentives are distributed, with slow and steady growth over the course of a school year.	6/6/2017 monthly
G4.B1.S2.MA1  M324292	Administration will closely monitor any trends in attendance data after weekly rewards and...	Bennett, Tina	8/15/2016	AIT Reports, FOCUS and Dashboard reports, daily classroom attendance, quarterly attendance reports	6/6/2017 monthly
G4.B1.S2.MA1  M324293	Monthly attendance rates will be monitored through data collection procedures and AIT data review	Bennett, Tina	8/15/2016	AIT Reports, FOCUS and Dashboard reports, daily classroom attendance, quarterly attendance reports	6/6/2017 monthly
G4.B1.S2.A1  A313887	School staff will offer incentives such as Bellringer prizes and Perfect Attendance Bicycles to...	Bennett, Tina	8/15/2016	Attendance logs, prize entries, photographs	6/6/2017 weekly

V. Professional Development Opportunities

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

G1. If teachers implement data-driven instruction to include differentiation that supports all learners, with a focus on bottom quartile and bubble learning gains, then students in our bottom quartile will increase their academic achievement (as measured by iReady, Achieve, and FSA) by 5%.

G1.B1 Centers do not address rigor of Florida Standards

G1.B1.S3 Classroom walkthroughs will provide Leadership team with observational data to compare to both lesson plans and assessment data throughout year. Walkthrough notes on lesson plans and Google docs data will be used to document progress.

PD Opportunity 1

Leadership will attend IIT meetings and plan for Common Planning and VER professional development.

Facilitator

Coaches, admin

Participants

all

Schedule

Weekly, from 9/1/2016 to 4/14/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S3.A1	Leadership will attend IIT meetings and plan for Common Planning and VER professional development.	\$0.00
2	G1.B1.S3.A2	Admin will conduct targeted walkthroughs with a specific focus for each IIT cycle.	\$0.00
3	G1.B1.S3.A3	Teachers will be provided with timely feedback to allow for adjustments to center rotations.	\$0.00
4	G2.B1.S3.A1	Create ELA centers with teachers during Common Planning	\$0.00
5	G2.B1.S3.A2	Create Math centers with teachers during Common Planning	\$0.00
6	G2.B1.S3.A3	Provide necessary supports through coaching, feedback, and data analysis during grade level ELA and Math common planning.	\$0.00
7	G3.B1.S2.A1	The Science committee will work to communicate what labs and materials are needed for each month. The PTA will then use this information to prepare grade level lab kits for teachers to access. All grades K-5 are expected to participate in the completion of Science labs.	\$0.00
8	G4.B1.S2.A1	School staff will offer incentives such as Bellringer prizes and Perfect Attendance Bicycles to help motivate students to arrive to school on time.	\$0.00
Total:			\$0.00