Martin County School District

Sea Wind Elementary School

2016-17 Schoolwide Improvement Plan

Sea Wind Elementary School

3700 SE SEABRANCH BLVD, Hobe Sound, FL 33455

martinschools.org/o/swe

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	Yes	59%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

School Grades History

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

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 Martin County School Board on 11/15/2016.

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 Sea Wind Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	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.

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.

b. 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.

2. School Environment

a. 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 requested. 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.

b. 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.

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.

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, playground, 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.

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.

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.

3. 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).

a. 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)

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	19	15	8	6	7	8	0	0	0	0	0	0	0	63
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	8	20	46	0	0	0	0	0	0	0	74

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	0	0	0	1	4	0	0	0	0	0	0	0	5

c. 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 scoring a level 1 on ELA FSA are also provided the opportunity to attend summer reading camp and are tested again to check proficiency after the session.

B. Family and Community Engagement

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).

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. § 6314(b)(1)(F).

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

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

2. Description

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

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.

Through our Parent Liaison and school PTSA, partnerships have been developed with local restaurants and community agencies. In addition, our school has partnered with the Treasure Coast Food Bank ,

Hobe Sound First United Methodist Church, and The Greek Orthodox Church of Hobe Sound to provide food for our most needy students to take home each weekend. Volunteers visit our school each week to stuff backpacks and greet these students. We are fortunate to have adult volunteers from the 4C's 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.

C. 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).

1. School Leadership Team

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

Name	Title
Crosby, Crystal	Teacher, K-12
Thomas, Jennifer	Teacher, K-12
Balatovis, LizAndrea	Teacher, K-12
Ager, Birgit	Principal
Michels, Jennifer	Assistant Principal
Lloyd, Jennifer	Teacher, K-12
Missimer, Joesy	Teacher, K-12
Ressler, Stephanie	Instructional Coach
Ryan, Emily	Teacher, K-12
Simon, Donna	Teacher, ESE
Curchy, Becky	Instructional Media
Zappia, Maria	Teacher, K-12

b. Duties

1. 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.

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.

A multi-disciplinary team of school professionals (MTSS Leadership Team) meet monthly 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, scheduled weekly and biweekly, 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 four positions at the school to include two literacy coaches, one math coach, and the Parent Liaison. Instructional 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 small groups of 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 and Families in Transition.
^ The guidance counselor works closely with families to provide school supplies and collared shirts to students in need.
^Parent liaison and guidance counselor work with community agencies to support our families in transition.

Violence Prevention Programs:
^The DARE (Drug Abuse Resistance Education Program) is taught to fifth grade students 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 Peace for Kids Social Skills Curriculum.
^PLC group focused on Intentional Planning and inclusion of Trauma Informed Care Practices 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.

2. School Advisory Council (SAC)

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

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

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

The School Improvement Plan last year provided funds for classroom libraries, school planners, professional development, parent education, math manipulatives, 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.

b. 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.

c. 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 to student and staff needs upon review of school data to ensure student success.

2. 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.
2015-2016 dollars received for SAC: $7,262.09

SIP Funds allocated:
$500 Sunshine State Reader Books
$250 Bare Books

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
Bentz, Nancy	Instructional Coach
Curchy, Becky	Instructional Media
Michels, Jennifer	Assistant Principal
Ager, Birgit	Principal
Ressler, Stephanie	Instructional Coach

b. Duties

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

The LLT will spearhead Florida Standards, through grade group meetings and leading professional discussion groups on research-based literacy topics to include:Guided Reading, vocabulary strategies, 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.

D. 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).

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

Our focus this year is designing intentional lesson plans to meet the full intent of the Florida Standards. Daily lessons are created to include purposefully planned progress monitoring questions and differentiated learning activities. Teachers follow the Instructional Frameworks developed by the Martin County School District. These Frameworks serve as a timeline to provide consistency and assurance that all standards are taught to the rigor indicated.

2. 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.

3. 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, the data-base management system and electronic grading tool
Classroom management
Lesson planning

School policies and procedures
Overview of the Marzano Art and Science of Teaching Teacher Evaluation Model
Integration of digital tools into classroom lessons and daily instruction

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.

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. Instructional coaches and 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.

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.

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.

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: 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
Kraus, Rosanne, krausr@martin.k12.lf.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.

Strategy: After School Program

Minutes added to school year:

Computer labs are available for student use 40 minutes after the end of the school day. Students use iReady, a computer-based tutorial program, to increase their reading and math skills.

Strategy Rationale

Allotting 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
Ressler, Stephanie, ressles@martin.k12.fl.us

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

iReady usage data

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.

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 the guidance counselor, 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 placment for students.

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.

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.

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. § 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"Â? 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.   All students will achieve one year's growth on the iReady Math Diagnostic Assessment when comparing May 2017 results to September 2016 results.

G2.   Increase the percentage of student proficiency as measured by SSA Science to 70%.

G3.   All students will achieve one year's growth in on the iReady Reading Diagnostic Assessment when comparing scores from September 2016 to May 2017.

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. All students will achieve one year's growth on the iReady Math Diagnostic Assessment when comparing May 2017 results to September 2016 results. `1a`

🔍 G087228

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	83.0

Targeted Barriers to Achieving the Goal `3`

- Teachers do not have a strong understanding of monitoring all students daily and using the data to drive instruction as evidenced in daily lessons.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- i-Ready Instructional materials. (online instruction and teacher guided lessons)

- Math Coach to lead work focused on math workshop and Cooperative Learning Structures.

- Professional Development on Intentional planning.

Plan to Monitor Progress Toward G1. `8`

iReady reports, common assessment spreadsheets, and Intentional daily lesson plan

Person Responsible
Birgit Ager

Schedule
Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion
iReady data, lesson plans, and teachers' common assessment spreadsheets, classroom walk-throughs, Intentional daily lesson plans

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

🔑 G087229

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0

Targeted Barriers to Achieving the Goal `3`

- Lack of consistent integration of science into other content areas.

Resources Available to Help Reduce or Eliminate the Barriers `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.

- STEMscopes

Plan to Monitor Progress Toward G2. `8`

Science benchmark data and common assessment data will be analyzed.

Person Responsible
Pat Holts

Schedule
Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion
Benchmark data, student work samples, lesson plans, classroom observations

G3. All students will achieve one year's growth in on the iReady Reading Diagnostic Assessment when comparing scores from September 2016 to May 2017. `1a`

🔍 G087230

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains District Assessment	100.0

Targeted Barriers to Achieving the Goal `3`

- Students have limited language experiences resulting in deficiencies of expressive and receptive vocabulary.

- Some teachers lack a clear understanding of how to implement vocabulary strategies in each grade level.

Resources Available to Help Reduce or Eliminate the Barriers `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, Imagine Learning computer program.

Plan to Monitor Progress Toward G3. `8`

Increased reading levels and increased student achievement on reading assessments.

Person Responsible
Jennifer Michels

Schedule
Quarterly, from 9/16/2016 to 5/26/2017

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 when comparing May 2017 results to September 2016 results. 1

🔍 G087228

G1.B1 Teachers do not have a strong understanding of monitoring all students daily and using the data to drive instruction as evidenced in daily lessons. 2

🔍 B231862

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 specific monitoring questions in order to differentiate lessons designed to move students through the cognitive complexity levels of the scales. 4

🔍 S244650

Strategy Rationale

Spending time gaining collective clarity about the full intent of the standards will allow teachers to be more purposeful in their intentional planning.

Action Step 1 5

Schedule time for teachers to meet with their Collaborative Learning Teams to focus on the standards. Teachers will intentionally plan lessons, including: key vocabulary, specific monitoring questions using the common assessments within the district frameworks, and differentiated activities.

Person Responsible

Linzey Anderson

Schedule

Biweekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Teachers' intentional lesson planning evidence forms.

Action Step 2 `5`

Facilitate grade level meetings to analyze the data from common formative and summative assessments.Then, share structures and strategies that were implemented daily.

Person Responsible

Linzey Anderson

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Teachers' data spreadsheet from each common formative and summative assessment, daily lesson plans

Action Step 3 `5`

Facilitate opportunities to gain clarity around the MAFS and SMPs and effective use of Cooperative Learning Structures.

Person Responsible

Linzey Anderson

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Structures will be implemented into daily lesson plans, classroom observations

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

Monitor students' progress on the common assessments.

Person Responsible

Linzey Anderson

Schedule

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

Evidence of Completion

Teachers' data spreadsheet from common assessments.

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

Actionable feedback from classroom observations.

Person Responsible

Jennifer Michels

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Teacher lesson plans, observation rubrics, and student progress.

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

Administrators and coach will monitor classroom lessons and assessment data.

Person Responsible

Birgit Ager

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Lesson plans, iReady data, and common assessments.

G2. Increase the percentage of student proficiency as measured by SSA Science to 70%. [1]

🔑 G087229

G2.B1 Lack of consistent integration of science into other content areas. [2]

🔑 B231866

G2.B1.S1 Coordinate reading and science digital resources to align with classroom learning. [4]

🔑 S244653

Strategy Rationale

Coordinating lessons and resources will promote consistent integration of science into literacy.

Action Step 1 [5]

Spreadsheet of science and literacy units created.

Person Responsible

Stephanie Ressler

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Lesson plans and classroom observations

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

Administrators will observe classroom lessons and confer with students and teachers about integration of science standards into literacy and media lessons.

Person Responsible

Birgit Ager

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Student work, lesson plans, classroom observations

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

Classroom observations and 5th grade science benchmarks

Person Responsible

Jennifer Michels

Schedule

Every 2 Months, from 8/15/2016 to 5/26/2017

Evidence of Completion

common assessments, science benchmark data, observational data

G3. All students will achieve one year's growth in on the iReady Reading Diagnostic Assessment when comparing scores from September 2016 to May 2017. 1

🔍 G087230

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

🔍 B231868

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

🔍 S244655

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

Nancy Bentz

Schedule

Quarterly, from 9/16/2016 to 5/26/2017

Evidence of Completion

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

Action Step 2 5

Literacy Coaches will work with grade level teams to plan, schedule, and implement formative assessments to guide instruction.

Person Responsible

Stephanie Ressler

Schedule

Quarterly, from 9/23/2016 to 5/26/2017

Evidence of Completion

Formative assessments, class data sheet, lesson plans

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

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

Person Responsible

Birgit Ager

Schedule

Monthly, from 9/23/2016 to 5/26/2017

Evidence of Completion

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

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

Literacy coaches will support vocabulary focus across grade levels.

Person Responsible

Stephanie Ressler

Schedule

Monthly, from 9/23/2016 to 5/26/2017

Evidence of Completion

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

G3.B1.S2 ELL Students will participate in Imagine Learning, a computer based program designed for language and literacy acquisition. 4

🔑 S244656

Strategy Rationale

Imagine Learning is a research based program that engages students, meets the individual needs of the student, and elevates students' performance.

Action Step 1 5

Students participate in Imagine Learning the computer lab before school or in the classroom.

Person Responsible

Jennifer Michels

Schedule

Quarterly, from 9/23/2016 to 5/26/2017

Evidence of Completion

usage reports

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

Usage reports will be monitored by administration

Person Responsible

Jennifer Michels

Schedule

Quarterly, from 9/23/2016 to 5/26/2017

Evidence of Completion

usage reports

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

iReady vocabulary scores, classroom assessments, writing samples, WIDA results, FSA scores

Person Responsible

Jennifer Michels

Schedule

Quarterly, from 9/23/2016 to 5/26/2017

Evidence of Completion

iReady scores, classroom assessments, writing samples, FSA scores

G3.B1.S3 Students in grades 3 - 5 have the opportunity to participate in online book clubs `4`

🔑 S244657

Strategy Rationale

Book Clubs introduce reading to students as an interactive, social experience. They are meant to give students an opportunity to use what they've learned about reading and understanding text in a student-directed and social context.

Action Step 1 `5`

Literacy coach sets up book clubs in Google Classroom

Person Responsible

Stephanie Ressler

Schedule

On 9/23/2016

Evidence of Completion

Google Classroom

Plan to Monitor Fidelity of Implementation of G3.B1.S3 `6`

Literacy coach adds discussion questions and monitors responses

Person Responsible

Stephanie Ressler

Schedule

Weekly, from 9/23/2016 to 5/26/2017

Evidence of Completion

Google Classroom documents

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 `7`

Student usage will be monitored by the Literacy Coach

Person Responsible

Stephanie Ressler

Schedule

Monthly, from 9/23/2016 to 5/26/2017

Evidence of Completion

Google Classroom documents

G3.B2 Some teachers lack a clear understanding of how to implement vocabulary strategies in each grade level. [2]

🔍 B231869

G3.B2.S1 Literacy Coaches will work closely with teachers to use assessments to guide instruction, including the core and intervention lessons. [4]

🔍 S244658

Strategy Rationale

Using assessment to guide instruction will provide all students' needs will be met through differentiated strategies.

Action Step 1 [5]

Literacy Coaches work on lesson planning with instructional staff

Person Responsible

Nancy Bentz

Schedule

Weekly, from 9/23/2016 to 5/26/2017

Evidence of Completion

lesson plans, assessments

Plan to Monitor Fidelity of Implementation of G3.B2.S1 [6]

Literacy Coaches will monitor implementation of strategies.

Person Responsible

Stephanie Ressler

Schedule

Quarterly, from 9/23/2016 to 5/26/2017

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

Stephanie Ressler

Schedule

Monthly, from 9/23/2016 to 5/26/2017

Evidence of Completion

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

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

🔑 S244659

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

Stephanie Ressler

Schedule

Quarterly, from 9/23/2016 to 5/26/2017

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

Stephanie Ressler

Schedule

Monthly, from 9/23/2016 to 5/26/2017

Evidence of Completion

Coaching logs, lesson plans, classroom observations

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

Administrators and Coaches meet monthly to discuss implementation and monitor progress.

Person Responsible

Birgit Ager

Schedule

Monthly, from 9/23/2016 to 5/26/2017

Evidence of Completion

Coaching logs and calendars, classroom observations

G3.B2.S3 Literacy Coaches will work with teachers to implement highly effective vocabulary strategies and programs, including Words Their Way. 4

🔑 S244660

Strategy Rationale

Based on years of research into invented and developmental spelling, the classroom-proven framework of Words Their Way is keyed to the five stages of spelling and orthographic development. Strategies from Isabel Beck, pioneer of vocabulary acquisition research will also be used. Reading research from Kylene Beers will also be used to implement vocabulary strategies.

Action Step 1 5

Literacy coaches will present highly effective vocabulary strategies and programs

Person Responsible

Stephanie Ressler

Schedule

Monthly, from 8/26/2016 to 5/26/2017

Evidence of Completion

lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of G3.B2.S3 6

Literacy coaches will monitor for implementation

Person Responsible

Stephanie Ressler

Schedule

Quarterly, from 9/23/2016 to 5/26/2017

Evidence of Completion

classroom observations, lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B2.S3 `7`

Classroom assessments and writing samples will be monitored

Person Responsible

Stephanie Ressler

Schedule

Quarterly, from 9/23/2016 to 5/26/2017

Evidence of Completion

assessments, samples

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.S1.MA1 M329060	Monitor students' progress on the common assessments.	Anderson, Linzey	9/1/2015	Teachers' data spreadsheet from common assessments.	6/2/2016 monthly
G3.B1.S3.A1 A316791	Literacy coach sets up book clubs in Google Classroom	Ressler, Stephanie	9/23/2016	Google Classroom	9/23/2016 one-time
G1.MA1 M329062	iReady reports, common assessment spreadsheets, and Intentional daily lesson plan	Ager, Birgit	8/15/2016	iReady data, lesson plans, and teachers' common assessment spreadsheets, classroom walk-throughs, Intentional daily lesson plans	5/26/2017 monthly
G2.MA1 M329067	Science benchmark data and common assessment data will be analyzed.	Holts, Pat	8/15/2016	Benchmark data, student work samples, lesson plans, classroom observations	5/26/2017 quarterly
G3.MA1 M329080	Increased reading levels and increased student achievement on reading assessments.	Michels, Jennifer	9/16/2016	Data from the running records and reading assessments.	5/26/2017 quarterly
G1.B1.S1.MA1 M329059	Administrators and coach will monitor classroom lessons and assessment data.	Ager, Birgit	8/15/2016	Lesson plans, iReady data, and common assessments.	5/26/2017 monthly
G1.B1.S1.MA3 M329061	Actionable feedback from classroom observations.	Michels, Jennifer	8/15/2016	Teacher lesson plans, observation rubrics, and student progress.	5/26/2017 monthly
G1.B1.S1.A1 A316783	Schedule time for teachers to meet with their Collaborative Learning Teams to focus on the...	Anderson, Linzey	8/15/2016	Teachers' intentional lesson planning evidence forms.	5/26/2017 biweekly
G1.B1.S1.A2 A316784	Facilitate grade level meetings to analyze the data from common formative and summative...	Anderson, Linzey	8/15/2016	Teachers' data spreadsheet from each common formative and summative assessment, daily lesson plans	5/26/2017 quarterly
G1.B1.S1.A3 A316785	Facilitate opportunities to gain clarity around the MAFS and SMPs and effective use of Cooperative...	Anderson, Linzey	8/15/2016	Structures will be implemented into daily lesson plans, classroom observations	5/26/2017 quarterly
G2.B1.S1.MA1 M329063	Classroom observations and 5th grade science benchmarks	Michels, Jennifer	8/15/2016	common assessments, science benchmark data, observational data	5/26/2017 every-2-months
G2.B1.S1.MA1 M329064	Administrators will observe classroom lessons and confer with students and teachers about...	Ager, Birgit	8/15/2016	Student work, lesson plans, classroom observations	5/26/2017 quarterly
G2.B1.S1.A1 A316786	Spreadsheet of science and literacy units created.	Ressler, Stephanie	8/15/2016	Lesson plans and classroom observations	5/26/2017 quarterly
G3.B1.S1.MA1 M329068	Literacy coaches will support vocabulary focus across grade levels.	Ressler, Stephanie	9/23/2016	Lesson plans, planning sheets for read alouds and mini lessons, CLT feedback, classroom observations	5/26/2017 monthly
G3.B1.S1.MA1 M329069	Literacy Leadership Team will monitor progress and implement strategies school-wide.	Ager, Birgit	9/23/2016	iReady data, student work samples, classroom observations, lesson plans	5/26/2017 monthly
G3.B1.S1.A1 A316788	Literacy Coaches will facilitate unit planning with an emphasis on purposefully planning embedded...	Bentz, Nancy	9/16/2016	Student writing samples, iReady data, classroom observations, lesson plans	5/26/2017 quarterly
G3.B1.S1.A2 A316789	Literacy Coaches will work with grade level teams to plan, schedule, and implement formative...	Ressler, Stephanie	9/23/2016	Formative assessments, class data sheet, lesson plans	5/26/2017 quarterly
G3.B2.S1.MA1 M329074	Literacy coaches will monitor effectiveness.	Ressler, Stephanie	9/23/2016	iReady data, F&P running records, student response journals, lesson plans, classroom observations	5/26/2017 monthly
G3.B2.S1.MA1 M329075	Literacy Coaches will monitor implementation of strategies.	Ressler, Stephanie	9/23/2016	Classroom observations, lesson plans, coaching logs	5/26/2017 quarterly

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 A316792	Literacy Coaches work on lesson planning with instructional staff	Bentz, Nancy	9/23/2016	lesson plans, assessments	5/26/2017 weekly
G3.B1.S2.MA1 M329070	iReady vocabulary scores, classroom assessments, writing samples, WIDA results, FSA scores	Michels, Jennifer	9/23/2016	iReady scores, classroom assessments, writing samples, FSA scores	5/26/2017 quarterly
G3.B1.S2.MA1 M329071	Usage reports will be monitored by administration	Michels, Jennifer	9/23/2016	usage reports	5/26/2017 quarterly
G3.B1.S2.A1 A316790	Students participate in Imagine Learning the computer lab before school or in the classroom.	Michels, Jennifer	9/23/2016	usage reports	5/26/2017 quarterly
G3.B2.S2.MA1 M329076	Administrators and Coaches meet monthly to discuss implementation and monitor progress.	Ager, Birgit	9/23/2016	Coaching logs and calendars, classroom observations	5/26/2017 monthly
G3.B2.S2.MA1 M329077	Literacy Coaches will support teachers as they embed vocabulary strategies into readers and writers...	Ressler, Stephanie	9/23/2016	Coaching logs, lesson plans, classroom observations	5/26/2017 monthly
G3.B2.S2.A1 A316793	Literacy Coaches will facilitate unit planning.	Ressler, Stephanie	9/23/2016	Lesson plans, CLT discussions, coaching logs	5/26/2017 quarterly
G3.B1.S3.MA1 M329072	Student usage will be monitored by the Literacy Coach	Ressler, Stephanie	9/23/2016	Google Classroom documents	5/26/2017 monthly
G3.B1.S3.MA1 M329073	Literacy coach adds discussion questions and monitors responses	Ressler, Stephanie	9/23/2016	Google Classroom documents	5/26/2017 weekly
G3.B2.S3.MA1 M329078	Classroom assessments and writing samples will be monitored	Ressler, Stephanie	9/23/2016	assessments, samples	5/26/2017 quarterly
G3.B2.S3.MA1 M329079	Literacy coaches will monitor for implementation	Ressler, Stephanie	9/23/2016	classroom observations, lesson plans	5/26/2017 quarterly
G3.B2.S3.A1 A316794	Literacy coaches will present highly effective vocabulary strategies and programs	Ressler, Stephanie	8/26/2016	lesson plans, classroom observations	5/26/2017 monthly

V. 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 when comparing May 2017 results to September 2016 results.

G1.B1 Teachers do not have a strong understanding of monitoring all students daily and using the data to drive instruction as evidenced in daily lessons.

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 specific monitoring questions in order to differentiate lessons designed to move students through the cognitive complexity levels of the scales.

PD Opportunity 1

Schedule time for teachers to meet with their Collaborative Learning Teams to focus on the standards. Teachers will intentionally plan lessons, including: key vocabulary, specific monitoring questions using the common assessments within the district frameworks, and differentiated activities.

Facilitator

Kathryn Morem/Linzey Anderson

Participants

Classroom teachers

Schedule

Biweekly, from 8/15/2016 to 5/26/2017

G3. All students will achieve one year's growth in on the iReady Reading Diagnostic Assessment when comparing scores from September 2016 to May 2017.

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

Stephanie Ressler/Nancy Bentz

Participants

Instructional Staff

Schedule

Quarterly, from 9/16/2016 to 5/26/2017

PD Opportunity 2

Literacy Coaches will work with grade level teams to plan, schedule, and implement formative assessments to guide instruction.

Facilitator

Stephanie Ressler/Nancy Bentz

Participants

Instructional Staff

Schedule

Quarterly, from 9/23/2016 to 5/26/2017

G3.B2 Some teachers lack a clear understanding of how to implement vocabulary strategies in each grade level.

G3.B2.S1 Literacy Coaches will work closely with teachers to use assessments to guide instruction, including the core and intervention lessons.

PD Opportunity 1

Literacy Coaches work on lesson planning with instructional staff

Facilitator

Stephanie Ressler/Nancy Bentz

Participants

Instructional Staff

Schedule

Weekly, from 9/23/2016 to 5/26/2017

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

PD Opportunity 1

Literacy Coaches will facilitate unit planning.

Facilitator

Stephanie Ressler/Nancy Bentz

Participants

Instructional Staff

Schedule

Quarterly, from 9/23/2016 to 5/26/2017

G3.B2.S3 Literacy Coaches will work with teachers to implement highly effective vocabulary strategies and programs, including Words Their Way.

PD Opportunity 1

Literacy coaches will present highly effective vocabulary strategies and programs

Facilitator

Stephanie Ressler/Nancy Bentz

Participants

Instructional Staff

Schedule

Monthly, from 8/26/2016 to 5/26/2017

VI. Technical Assistance Items

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

G3. All students will achieve one year's growth in on the iReady Reading Diagnostic Assessment when comparing scores from September 2016 to May 2017.

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

G3.B1.S3 Students in grades 3 - 5 have the opportunity to participate in online book clubs

TA Opportunity 1

Literacy coach sets up book clubs in Google Classroom

Facilitator

Stephanie Ressler

Participants

Students

Schedule

On 9/23/2016

VII. Budget

1	G1.B1.S1.A1	**Schedule time for teachers to meet with their Collaborative Learning Teams to focus on the standards. Teachers will intentionally plan lessons, including: key vocabulary, specific monitoring questions using the common assessments within the district frameworks, and differentiated activities.**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Other		$0.00
			Notes: 0.00			
2	G1.B1.S1.A2	**Facilitate grade level meetings to analyze the data from common formative and summative assessments.Then, share structures and strategies that were implemented daily.**				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3610	120-Classroom Teachers	0025 - Sea Wind Elementary School	General Fund		$500.00
			Notes: Purchase math tools using School Improvement dollars			
3	G1.B1.S1.A3	**Facilitate opportunities to gain clarity around the MAFS and SMPs and effective use of Cooperative Learning Structures.**				**$1,300.00**

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3440	120-Classroom Teachers	0025 - Sea Wind Elementary School	Other		$1,300.00
			Notes: Education Foundation of Martin County Grant - $8,000			
4	**G2.B1.S1.A1**	**Spreadsheet of science and literacy units created.**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0025 - Sea Wind Elementary School	Title I, Part A		$0.00
5	**G3.B1.S1.A1**	**Literacy Coaches will facilitate unit planning with an emphasis on purposefully planning embedded vocabulary instruction.**				**$0.00**
6	**G3.B1.S1.A2**	**Literacy Coaches will work with grade level teams to plan, schedule, and implement formative assessments to guide instruction.**				**$0.00**
7	**G3.B1.S2.A1**	**Students participate in Imagine Learning the computer lab before school or in the classroom.**				**$0.00**
8	**G3.B1.S3.A1**	**Literacy coach sets up book clubs in Google Classroom**				**$0.00**
9	**G3.B2.S1.A1**	**Literacy Coaches work on lesson planning with instructional staff**				**$0.00**
10	**G3.B2.S2.A1**	**Literacy Coaches will facilitate unit planning.**				**$0.00**
11	**G3.B2.S3.A1**	**Literacy coaches will present highly effective vocabulary strategies and programs**				**$0.00**
					Total:	**$1,800.00**