

Manatee County Public Schools

Sea Breeze Elementary School



2017-18 Schoolwide Improvement Plan

Sea Breeze Elementary School

3601 71ST ST W, Bradenton, FL 34209

<https://www.manateeschools.net/seabreeze>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	B*	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 is pending approval by the Manatee County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Sea Breeze Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

a. Provide the school's mission statement.

Sea Breeze Elementary School strives to maintain high expectations and promote academic excellence for all students by creating a positive school climate which respects and values diversity and nurtures self-esteem.

b. Provide the school's vision statement.

Sea Breeze Elementary School values all our students and accommodates diversity. Communication is provided to all stake holders to support high academic standards.

2. School Environment

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

The processes by which the school learns about students' cultures and builds relationships between teachers and students is achieved through a variety of internal and external interactions. Teachers review the demographic report for their classrooms to begin to identify aspects of their students' multicultural diversity; this process is continued and encouraged through classroom discussions and parent communication and collaboration. The teachers, as well as the school as a whole, incorporate Morning Meeting daily, use an agenda-system for daily communication, telephone calls, notes, and newsletters to communicate information to parents. Other methods for outreach to both parents and the community-at-large include but are not limited to: the school and district websites, back to school nights, family nights, grandparent luncheons, and school fairs.

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

The school creates an environment where the students feel safe and respected through specific structures and processes to make sure the foundation of all education is rooted in safety and security. Some examples of these procedures include: all parents must be screened through the "RAPTOR" system. Adult supervision is provided at all entry and exits during arrival and dismissal following the procedures that are set in place. The school is locked during the school day with the only one entry point to campus during school hours. All staff and visitors on campus must have badge identification; visitors received this as an outcome of the "RAPTOR" screening, which requires photo identification. The school routinely practices all drills for fire, weather, and safety concerns. In regard to student and school-wide endeavors to foster respect and positive self-concept, the school has developed a positive behavior support system that is being used to enhance the expectations and respect for all children and staff.

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.

We are continuing to build a school-wide behavioral system and its purpose is to keep students engaged during instructional time. As mentioned previously, the school has a positive behavior support system in place called SOAR (self-control; on task; achieving goals; respect) used to enhance the expectations and respect for all children and staff. Tickets are used as an incentive to reinforce positive choices. Additionally, the Student Support Specialist and School Counselor work in tandem to assist with any behavioral concerns identified by teachers, parents, and staff to increase the students' ability to regulate behavior and make positive choices. SOAR big events are planned each quarter to celebrate student successes academically and behaviorally. Teachers new to the school will receive training on implementing SOAR in their classroom, as well as school-wide. A SOAR committee is established to monitor the process throughout the year.

This year fourth and fifth grade will be implementing Class Dojo as a form of behavior management. This piece establishes clear behavioral expectations and gives immediate feedback to parents regarding student behavior in the classroom.

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.

The school ensures the socio-emotional needs of all students through a multilayer psycho-educational and counseling framework. The School Counselor along with the Student Support Specialist work in tandem to proactively identify and support children, behaviorally, socio-emotionally, and in regard to safety and security. Lunch Bunch groups will be provided to students covering specific topics such as anger management and dealing with the loss of a loved one. The School Counselor provides additional counseling services and/or referrals to community resources should those referrals be requested by parents and/or students who are in need of intensified services. Additionally, the School Support Specialist in conjunction with the Media Specialist have developed and are implementing a pro- literacy approach to educating students about various aspects of character traits such as: honesty, friendship, respect, and anti-bullying tactics. Manatee Children's Services provides a Personal Safety Presentation to all students K-5 by grade level so that it is developmentally appropriate. This year, Centerstone, will be coming to the school once a week to support specific students and work with students/groups on specific issues at home and at school.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Sea Breeze has a GET who follows up with students and families that are absence on a daily basis. The SSS processes discipline referrals and coordinates with the school counselor and other support staff to provide interventions with the students and families. Sea Breeze is building a reading rich environment with consistent systems through the grade levels. The leadership meeting quarterly to review student data, which includes attendance, academic performance, and discipline referrals.

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	21	16	13	12	13	14	0	0	0	0	0	0	0	89
One or more suspensions	5	1	6	5	7	7	0	0	0	0	0	0	0	31
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	24	32	15	0	0	0	0	0	0	0	71

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	0	0	0	0	0	0	0	0	0	

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

The schools: uses common grade level plans, uses iready data to address area of need, create intervention groups within the grade level, use specific behavior plans with students who require them, the school is building a school-wide behavior plan,

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

The school works diligently to build positive relationships with families and the community via a multi-layer approach to communication. The teachers, as well as the school as a whole, use an agenda-system for daily communication. Telephone calls, notes, and newsletters are also used to communicate information to parents. Other methods for outreach to both parents and the community-at-large include but are not limited to: the school and district websites, back to school nights, family nights, grandparent luncheons, and school fairs. Additionally, teachers schedule report card and progress report review meetings, have discussions and meetings with the Student Advisory Council and engage in the Parent-Teacher Organization. This year Parent Portal will be implemented where parents can login to this site and look at their child's grades.

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.

The process by which the school builds and sustains partnerships is by utilizing the E-PIE (Electronic Partnership in Education) system to collaborate, coordinate and recruit business partners and community outreach resources. Our volunteers are derived from the neighborhood resources available. Faith-based and law enforcement groups in the neighborhood are active partners and participate in a variety of volunteer and school-based events throughout the year.

This year Sea Breeze has a community donor who will be donating money to the school for guided reading, mentor texts, Thinking Maps, tutoring and Fountas/Pinnell kits for progress monitoring. This donor will also assist Sea Breeze by providing volunteers to support our school intervention time, including working with students on building fluency levels.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Sander, Greg	Principal
Nyberg, Heather	Instructional Coach
Cook, Deborah	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.

1. Greg Sander – Principal
2. Debbie Cook – Assistant Principal
3. Heather Nyberg - Instructional Coach

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 RtI Team meets every Wednesday. The schedule is developed by the counselor. When a teacher or parent has an ongoing concern for a student regarding academics or behavior, the teacher or parent discusses the issue with the counselor to schedule an appointment with the team. The team then meets with the teacher and parent to discuss the concerns and completes a problem solving worksheet with the teacher for ideas to help the student move forward. Tier 1 information is reviewed and discussed. If 80% of the students in the classroom are functioning at grade level, Tier 2 interventions will be put into place for those struggling students. Information is gleaned primarily from the bi-monthly progress monitoring grade level meetings. The fidelity of the implementation of the interventions will be monitored through administrative walk-throughs, guidance counselor observations, teacher lesson plans and new district Tier 2 tracking forms as well as conversations with parents and teachers. If behavior is a concern, a Functional Behavior Assessment will be completed and implemented and monitored. Eligibility for ESE programs may occur as a result of ongoing progress monitoring.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Misty Criteser	Parent
Greg Sander	Principal
Lois Fedd	Education Support Employee
Dawn Bates	Education Support Employee

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

ELA/FSA involve a 57% overall achievement; 65% Learning Gains; and 59% Learning Gains of the Lowest 25%. Sea Breeze scored 55% on science and the goal of 62% was not reached.

In math the school achievement percentage was 58%; 69% Learning Gains; 63% Learning Gains of the Lowest 25%.

b. Development of this school improvement plan

The SIP Plan was developed using data from FSA scores. The goal in reading and math in all grade levels is to reach 70% proficiency on the IReady Diagnostic 3 by June 2016. The SAC will assist in reviewing the plan and approving the SIP funds for 2017-2018 school year.

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

The school leadership helped create the SIP over the summer. We are still in the process of ensuring the SAC members are representative of the school demographics.

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

Dollars for substitutes for teachers who will attend trainings for new instructional strategies. (\$500.00)
 Non-Contracted hourly for after school professional development, (\$500.00)

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
Sander, Greg	Principal
Cook, Deborah	Assistant Principal
Nyberg, Heather	Instructional Coach

b. Duties

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

Data Decision Based Vision: Reading, Science

The LLT is dedicated to foster and support teachers in research practices and implementation of the Florida Standards. This is utilized through collaborative planning among teams to encourage best practice and use of standards. Teachers use IReady to monitor progress in reading. Teachers utilize the Wonders series, small group instruction, leveled readers, and outside resources that are researched based to implement the reading curriculum. From IReady data, reading groups will be formed to support and accommodate the needs of individual students. The focus of the Leadership Literacy Team is to promote a deeper understanding of close reading using the Mini-Lesson format and training will be provided to support that expectation. Professional Development in regard to reading strategies using the Mini-Lesson, Thinking Maps, text structure, and looking at the data and standards to drive instruction will be reinforced.

In addition, teachers will continue to implement the writing standards using the Top Score Writing curriculum.

Reading Challenge: School-Wide

Accelerated Reader program for first through fifth grades, fluency checks and staggered intervention/acceleration times on each grade level are used as challenges and opportunities for students to increase their reading fluency and comprehension. Classroom leveled libraries in grades will enable students to read according to their recommended reading level. Thinking Maps will be incorporated into daily lessons, including mentor texts and guided reading texts.

Information Based Reading: Leadership Team/Teachers will receive professional development on unit lesson plans, training utilizing text structure strategies, Thinking Maps and Fountas/Pinnell Assessment Program. Teachers will provide instruction on finding evidence in a text using Thinking Maps, vocabulary and reading for understanding.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The reading coach will plan with teachers each week in regard to creating unit lesson plans using a template, modeling the mini-lesson and Thinking Maps in classrooms, F & P Assessments, and looking at the data with teachers to drive instruction.

Professional Development will be offered throughout the year regarding topics such as Morning Meeting, Data Binders and Student Led Conferences, Mini-Lesson, SOAR Behavior Program, Class Environment, Thinking Maps and Fountas/Pinnell Assessments. Teachers are given time to collaborative with their team, look at the data and plan instructional lessons.

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

We welcome applicants via Taleo, email, phone, and in person. Through Taleo, we are able to interview candidates, look at their work experience, educational experience and background. This assists us in identifying the best fit for our needs at a school level, team level, and with students. We hire highly qualified teachers that are in field. Teachers are encouraged to visit other classrooms and schools to gain knowledge of highly effective practices from master teachers. Professional Development is given to support teachers that involves cutting edge research.

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

The district provides the new teacher mentor program. Our administrators meet with new teachers periodically to monitor instruction, and offer feedback when necessary. A new teacher orientation will be given at the start of school to all new incoming teachers to our school. Team Leaders also support new teachers through collaborative planning as a team, and giving support with the operations of the school/team. Funds will be provided for substitutes so teachers can observe other classrooms to increase their knowledge and skill as an upcoming teacher new to the district. The reading coach and intervention teachers will support students and teachers in the classroom through technology programs, remediation/intervention, data collection, and modeling the mini-lesson format.

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.

Grade levels plan core instruction collaboratively using the district roadmaps and standards. Lesson plans are shared with the entire school on Onedrive. Lesson plan template is implemented school wide, including the Mini-Lesson format embedded into the lesson plan template. Thinking Maps are being incorporated into the lesson, along with text structure strategies.

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.

All students go through the iready lab daily. Grade levels review iready diagnostic and group students into Tier 2 strategy groups. Progress monitoring is utilized to assure students are progressing. Intervention groups are fluid, allowing for students to move forward into different areas of need after meeting with success in their respected group. The classroom teacher is responsible for providing differentiated instruction within the ELA and Math blocks. Reading groups are differentiated, and daily classroom tasks are scaffolded, according to the needs of the students. This year intervention times will be staggered in each grade level to provide extra support with paras and resource teachers for differentiated remediation.

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: 720

An after school Tutoring Program will be implemented to provide remediation for targeted students identified as below grade level as measured on the IReady Diagnostic I.

Strategy Rationale

Academic tutoring with certified teachers to target instruction in reading and math.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Sander, Greg, sanderg@manateeschools.net

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

Grades (formative and summative)
IReady Results from Diagnostics and daily Lessons
FSA Results
Fontas/Pinnell Assessments

These results will be analyzed to support students receiving interventions and assist in determining the proficiency of the skill/strategy being evaluated.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Open House for PreK and Kindergarten students.
Open House for First through Fifth Grade students.
Academic Night (September, 2017)

Encourage our PreK students to choose to Sea Breeze as kindergarten students because they are familiar with our school, the staff, the facility, and our programs.

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.

Project TEACH is provided to the fourth grade students. Volunteers and Business Partners bring their skills and expertise to the school, increasing students knowledge of real world experiences.

Donor partnering with Sea Breeze this year to provide guided reading and mentor texts, F & P Assessment Kits and Thinking Maps.

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

IE2 Course offered on a weekly rotation basis for students K-5. Inspiring Elementary Engineering IE2 is a STEM course which integrates reading, math, writing, and science into Hands-On, constructivist activities encouraging team work and high level thinking for 21st Century jobs and careers.

Project TEACH provides an opportunity for fourth graders to understand specific careers in and outside our community.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.** Sea Breeze will be an "A" school by developing a culture of reflective collaboration through standards based instruction and positive behavior system. By 6/18, Sea Breeze will attain 62% proficiency in ELA, Math, and Science. By 6/18, Sea Breeze will attain 62% learning gains in ELA and Math.

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. Sea Breeze will be an "A" school by developing a culture of reflective collaboration through standards based instruction and positive behavior system. By 6/18, Sea Breeze will attain 62% proficiency in ELA, Math, and Science. By 6/18, Sea Breeze will attain 62% learning gains in ELA and Math. **1a**

G097617

Targets Supported **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	62.0
Math Achievement District Assessment	62.0
ELA Achievement District Assessment	62.0
Math Gains	62.0
ELA/Reading Gains	62.0
Discipline incidents	150.0

Targeted Barriers to Achieving the Goal **3**

- This year Sea Breeze has 17 new staff members. Providing them the necessary training, and time to present this training, for consistent instructional structures school wide is essential.

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

- Florida Standards
- Morning Meeting
- Mini-Lesson Format
- IReady Reports and Assessments
- Data Binders (online research/resources)

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

The leadership team will review data following diagnostic/quarterly assessments. Grade levels will create tier 2 strategy groups based on that data. Progress monitoring data will be completed on graphs for review by IST to make sure students are meeting with success on specific skills/strategies. Resource teachers will monitor results of remediation groups. Reading Coach will monitor programs such as Morning Meetings, Mini-Lesson, and Data Binders. Principal/Assistant Principal will monitor teachers and initiatives/programs using walks/observations.

Person Responsible

Greg Sander

Schedule

Every 3 Weeks, from 9/5/2016 to 5/31/2017

Evidence of Completion

Student results will be compared from one assessment to another using the quarterly benchmarks. Iready data will be charted and monitored by the classroom teacher and the IST. Progress monitoring results will be monitored and interventions modified according to student need. Walks and observations will show evidence of Morning Meeting, Mini-Lesson, classroom culture and Data Binders.

Plan to Monitor Progress Toward G1. 8

The behavior plan will be implemented and monitored by the School Support Specialist. Big events will be held to reward students who have exhibited SOAR behavior each quarter. Golden Tickets will be provided to students who achieve their goals and weekly incentives provided to students who are meeting their goals on a weekly basis. Teachers will implement class Menus where students can choose their rewards in the classroom. SOAR checklists will be implemented throughout the school.

Person Responsible

Melissa Wilson

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

School leadership team will monitor and reinforce behavior committee decisions. Walks will be conducted to ensure the SOAR program is being implemented with fidelity. Professional development will be provided to teachers new to Sea Breeze to support their understanding of the SOAR program. Evidence of student behavior will be shown in school wide big events, class checklists and Golden Tickets.

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. Sea Breeze will be an "A" school by developing a culture of reflective collaboration through standards based instruction and positive behavior system. By 6/18, Sea Breeze will attain 62% proficiency in ELA, Math, and Science. By 6/18, Sea Breeze will attain 62% learning gains in ELA and Math. **1**

G097617

G1.B1 This year Sea Breeze has 17 new staff members. Providing them the necessary training, and time to present this training, for consistent instructional structures school wide is essential. **2**

B262401

G1.B1.S1 Sea Breeze will focus on student results using common assessments/diagnostics such as iready to develop consistent school-wide systems. Data Meetings will be conducted, where every student is monitored and interventions implemented to support students with specific weaknesses. School wide initiatives are being implemented such as Morning Meetings, Mini-Lesson, Thinking Maps, F & P Assessments, Collaborative Planning and our SOAR. **4**

S277927

Strategy Rationale

This creates a common language within the school and all improvements are focused on the student learning. The Data Meetings create a school-wide commitment to the academic success of all students at Sea Breeze. Morning Meetings build relationships among the students and teachers. Teachers will implement the Mini-Lesson Format, integrating Thinking Maps into their lessons, including collaborative planning with the Reading Coach weekly. Student led conferences using data binders will be a part of parent/student conferences. The school SOAR program was implemented last year and will continue this year as incentive and support of student behavior. Professional development will be offered to support teachers in the implementation of these programs.

Action Step 1 **5**

FSA and IReady results will be analyzed and quarterly benchmark data will be utilized to create fluid strategy groups to reteach areas of needs using various instructional methods within the classroom and grade level. After reteaching, students will complete the Mastery Standard Report through IReady to make sure they have achieved success with the specific standards. Professional development will be provided to the teachers, which will enable them to implement the initiatives developed for this school year. These initiatives will be used to promote academic success at the school.

Person Responsible

Greg Sander

Schedule

Every 3 Weeks, from 8/10/2017 to 5/31/2018

Evidence of Completion

Monitor Tier 2 groups and progress on the iready and Quarterly diagnostics throughout the year.

Action Step 2 5

A school wide-behavior plan (SOAR) was developed last year that focused on the unique climate and culture of Sea Breeze Elementary. With the demographic shift in our culture, the SOAR program implemented last year will continue, which will include the addition of a behavior/consequence plan, Dojo in grades four and five and weekly incentives. PD will be provided to the new staff.

Person Responsible

Greg Sander

Schedule

Every 3 Weeks, from 8/10/2017 to 5/31/2018

Evidence of Completion

The school wide behavior plan

Action Step 3 5

The following initiatives will be implemented at Sea Breeze for this school year. These initiatives consist of Morning Meeting, Mini-Lesson Format, Thinking Maps, Fountas/Pinnell Assessments, Student Led Conferences using Data Binders, Class Dojo and Class Environment. Professional Development will be provided for teachers to gain knowledge of each of the initiatives. These initiatives/programs will be implemented throughout the school year on a monthly/quarterly basis. The reading coach will be supporting teachers with these initiatives.

Person Responsible

Greg Sander

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Mini-Lesson/Thinking Maps will be formatted in a school wide lesson plan template. This template will also provide evidence of the Morning Meeting. Student Led Conferences using Data Binders will be implemented during parent conferences. Each student will have his/her own binder. Teachers were provided with class libraries, and carpets, in each grade level to encourage a class meeting area and provide teachers with literature on each student's reading level. Teachers will also incorporate mentor texts in class lessons and guided reading books into their small groups. Class Dojo is documented online and parents are immediately informed of their child's behavior at school. The principal/assistant principal will also be conducting walks and observations on these school initiatives as well.

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

The leadership team will review data following diagnostic/quarterly assessments. Data grade level meetings will occur to review each student, including possible strategies/interventions needed to support each student. Grade levels will create tier 2 strategy groups based on the data. Tier 2 groups are fluid as students meet with success on specific strategies/skills. Teachers will be working with Tier 2 students using these interventions. Resource teachers/paras will be assisting with remediation in each grade level. Volunteers from a community church will be conducting fluency checks on students in Second Grade.

Person Responsible

Greg Sander

Schedule

Every 3 Weeks, from 9/5/2016 to 5/26/2017

Evidence of Completion

Student results will be compared from one assessment to another using the quarterly benchmarks. Iready data will be charted and monitored by the classroom teacher and the ILT. Results of the data are posted on OneDrive to compare different grade levels and overall average of the school. Progress monitoring of the Tier 2 groups will be graphed and shared with IST. Interventions will be modified according to needs of the students. Fluency checks will be graphed on a class chart.

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

The behavior plan will be implemented in stages as the committee develops components. Decision will be communicated during faculty meetings.

Person Responsible

Greg Sander

Schedule

Every 3 Weeks, from 9/11/2015 to 6/13/2016

Evidence of Completion

Weekly SOAR checklists will be turned in to the School Support Specialist for documentation and progress monitoring. Administrators conduct walks to determine if the SOAR behavior program is being implemented with fidelity. The SOAR program is reviewed and revised by the SOAR behavior committee and/or leadership team. A behavior modification chart was provided this year, along with weekly incentives and gold tickets enabling students to participate in a school wide big SOAR event.

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

The school administration will perform walks/observations to monitor classroom instruction and initiatives/programs being implemented this school year. The school leadership team will meet frequently to check for fidelity of the programs being implemented. Professional development will be provided monthly to support teachers in the implementation of the initiatives/programs.

Person Responsible

Greg Sander

Schedule

On 5/31/2017

Evidence of Completion

1. Monitor instruction and strategy groups. 2. Compare student data from one assessment to another. 3. Conduct Data Meetings with each grade level to discuss each student and if interventions and strategies are working for students. 4. Meet with IST to check graphs from progress monitoring of Tier 2/3 students. 5. Meet with resource teachers to review remediation information/results. 6. Check lesson plans for evidence of Morning Meetings and Mini-Lesson format. 5. Meet as a leadership team to monitor programs being implemented this school year.

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

Behavior Checklists are reviewed and monitored for fidelity and effectiveness. Lunch Bunch and support groups implemented regarding areas such as attitude, anger management, and dealing with the loss of a loved one. Mentoring provided to students who require extra support.

Person Responsible

Greg Sander






Schedule

Every 3 Weeks, from 8/10/2016 to 5/31/2017





Evidence of Completion

Teachers are trained on implementing the SOAR program using checklist, menus, and school-wide procedures. School Support Specialist will meet with Guidance Counselor and GETS on implementing support groups.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.MA3  M403969	The behavior plan will be implemented in stages as the committee develops components. Decision...	Sander, Greg	9/11/2015	Weekly SOAR checklists will be turned in to the School Support Specialist for documentation and progress monitoring. Administrators conduct walks to determine if the SOAR behavior program is being implemented with fidelity. The SOAR program is reviewed and revised by the SOAR behavior committee and/or leadership team. A behavior modification chart was provided this year, along with weekly incentives and gold tickets enabling students to participate in a school wide big SOAR event.	6/13/2016 every-3-weeks
G1.B1.S1.MA1  M403968	The leadership team will review data following diagnostic/quarterly assessments. Data grade level...	Sander, Greg	9/5/2016	Student results will be compared from one assessment to another using the quarterly benchmarks. Iready data will be charted and monitored by the classroom teacher and the ILT. Results of the data are posted on OneDrive to compare different grade levels and overall average of the school. Progress monitoring of the Tier 2 groups will be graphed and shared with IST. Interventions will be modified according to needs of the students. Fluency checks will be graphed on a class chart.	5/26/2017 every-3-weeks
G1.MA1  M403970	The leadership team will review data following diagnostic/quarterly assessments. Grade levels will...	Sander, Greg	9/5/2016	Student results will be compared from one assessment to another using the quarterly benchmarks. Iready data will be charted and monitored by the classroom teacher and the IST. Progress monitoring results will be monitored and interventions modified according to student need. Walks and observations will show evidence of Morning Meeting, Mini-Lesson, classroom culture and Data Binders.	5/31/2017 every-3-weeks
G1.MA2  M403971	The behavior plan will be implemented and monitored by the School Support Specialist. Big events...	Wilson, Melissa	8/10/2016	School leadership team will monitor and reinforce behavior committee decisions. Walks will be conducted to ensure the SOAR program is being implemented with fidelity. Professional development will be provided to teachers new to Sea Breeze to support their understanding of the SOAR program. Evidence of student behavior will be shown in school wide big events, class checklists and Golden Tickets.	5/31/2017 weekly
G1.B1.S1.MA1  M403966	The school administration will perform walks/observations to monitor classroom instruction and...	Sander, Greg	9/5/2016	1. Monitor instruction and strategy groups. 2. Compare student data from one assessment to another. 3. Conduct Data Meetings with each grade level to discuss each student and if interventions and strategies are working for students. 4. Meet with IST to check graphs from progress monitoring of Tier 2/3 students. 5. Meet	5/31/2017 one-time

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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
				with resource teachers to review remediation information/results. 6. Check lesson plans for evidence of Morning Meetings and Mini-Lesson format. 5. Meet as a leadership team to monitor programs being implemented this school year.	
G1.B1.S1.MA4  M403967	Behavior Checklists are reviewed and monitored for fidelity and effectiveness. Lunch Bunch and...	Sander, Greg	8/10/2016	Teachers are trained on implementing the SOAR program using checklist, menus, and school-wide procedures. School Support Specialist will meet with Guidance Counselor and GETS on implementing support groups.	5/31/2017 every-3-weeks
G1.B1.S1.A3  A374424	The following initiatives will be implemented at Sea Breeze for this school year. These...	Sander, Greg	8/10/2016	Mini-Lesson/Thinking Maps will be formatted in a school wide lesson plan template. This template will also provide evidence of the Morning Meeting. Student Led Conferences using Data Binders will be implemented during parent conferences. Each student will have his/her own binder. Teachers were provided with class libraries, and carpets, in each grade level to encourage a class meeting area and provide teachers with literature on each student's reading level. Teachers will also incorporate mentor texts in class lessons and guided reading books into their small groups. Class Dojo is documented online and parents are immediately informed of their child's behavior at school. The principal/assistant principal will also be conducting walks and observations on these school initiatives as well.	5/31/2017 monthly
G1.B1.S1.A1  A374422	FSA and IReady results will be analyzed and quarterly benchmark data will be utilized to create...	Sander, Greg	8/10/2017	Monitor Tier 2 groups and progress on the iready and Quarterly diagnostics throughout the year.	5/31/2018 every-3-weeks
G1.B1.S1.A2  A374423	A school wide-behavior plan (SOAR) was developed last year that focused on the unique climate and...	Sander, Greg	8/10/2017	The school wide behavior plan	5/31/2018 every-3-weeks

V. Professional Development Opportunities

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

G1. Sea Breeze will be an "A" school by developing a culture of reflective collaboration through standards based instruction and positive behavior system. By 6/18, Sea Breeze will attain 62% proficiency in ELA, Math, and Science. By 6/18, Sea Breeze will attain 62% learning gains in ELA and Math.

G1.B1 This year Sea Breeze has 17 new staff members. Providing them the necessary training, and time to present this training, for consistent instructional structures school wide is essential.

G1.B1.S1 Sea Breeze will focus on student results using common assessments/diagnostics such as IReady to develop consistent school-wide systems. Data Meetings will be conducted, where every student is monitored and interventions implemented to support students with specific weaknesses. School wide initiatives are being implemented such as Morning Meetings, Mini-Lesson, Thinking Maps, F & P Assessments, Collaborative Planning and our SOAR.

PD Opportunity 1

FSA and IReady results will be analyzed and quarterly benchmark data will be utilized to create fluid strategy groups to reteach areas of needs using various instructional methods within the classroom and grade level. After reteaching, students will complete the Mastery Standard Report through IReady to make sure they have achieved success with the specific standards. Professional development will be provided to the teachers, which will enable them to implement the initiatives developed for this school year. These initiatives will be used to promote academic success at the school.

Facilitator

Greg Sander, Debbie Cook, Heather Nyberg, Sandy Johnson

Participants

teachers

Schedule

Every 3 Weeks, from 8/10/2017 to 5/31/2018

PD Opportunity 2

The following initiatives will be implemented at Sea Breeze for this school year. These initiatives consist of Morning Meeting, Mini-Lesson Format, Thinking Maps, Fountas/Pinnell Assessments, Student Led Conferences using Data Binders, Class Dojo and Class Environment. Professional Development will be provided for teachers to gain knowledge of each of the initiatives. These initiatives/programs will be implemented throughout the school year on a monthly/quarterly basis. The reading coach will be supporting teachers with these initiatives.

Facilitator

Heather Nyberg Sandy Johnson Christine Carey Greg Sander Debbie Cook

Participants

Teachers

Schedule

Monthly, from 8/10/2016 to 5/31/2017

VI. Technical Assistance Items

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

G1. Sea Breeze will be an "A" school by developing a culture of reflective collaboration through standards based instruction and positive behavior system. By 6/18, Sea Breeze will attain 62% proficiency in ELA, Math, and Science. By 6/18, Sea Breeze will attain 62% learning gains in ELA and Math.

G1.B1 This year Sea Breeze has 17 new staff members. Providing them the necessary training, and time to present this training, for consistent instructional structures school wide is essential.

G1.B1.S1 Sea Breeze will focus on student results using common assessments/diagnostics such as iReady to develop consistent school-wide systems. Data Meetings will be conducted, where every student is monitored and interventions implemented to support students with specific weaknesses. School wide initiatives are being implemented such as Morning Meetings, Mini-Lesson, Thinking Maps, F & P Assessments, Collaborative Planning and our SOAR.

TA Opportunity 1

A school wide-behavior plan (SOAR) was developed last year that focused on the unique climate and culture of Sea Breeze Elementary. With the demographic shift in our culture, the SOAR program implemented last year will continue, which will include the addition of a behavior/consequence plan, Dojo in grades four and five and weekly incentives. PD will be provided to the new staff.

Facilitator

Greg Sander Debbie Cook Christine Carey Adrienne Fortner

Participants

teachers/paras

Schedule

Every 3 Weeks, from 8/10/2017 to 5/31/2018

VII. Budget

1	G1.B1.S1.A1	FSA and IReady results will be analyzed and quarterly benchmark data will be utilized to create fluid strategy groups to reteach areas of needs using various instructional methods within the classroom and grade level. After reteaching, students will complete the Mastery Standard Report through IReady to make sure they have achieved success with the specific standards. Professional development will be provided to the teachers, which will enable them to implement the initiatives developed for this school year. These initiatives will be used to promote academic success at the school.				\$2,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0671 - Sea Breeze Elementary School			\$2,300.00
Notes: For substitute teachers so staff can collaboratively plan standards based lesson with instructional specialist.						

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			0671 - Sea Breeze Elementary School			\$0.00
			<i>Notes: Purchase books for collaborative book studies with teachers.</i>			
2	G1.B1.S1.A2	<p>A school wide-behavior plan (SOAR) was developed last year that focused on the unique climate and culture of Sea Breeze Elementary. With the demographic shift in our culture, the SOAR program implemented last year will continue, which will include the addition of a behavior/consequence plan, Dojo in grades four and five and weekly incentives. PD will be provided to the new staff.</p>				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0671 - Sea Breeze Elementary School			\$0.00
			<i>Notes: For substitute teachers so staff can visit other schools to see PBS in action.</i>			
3	G1.B1.S1.A3	<p>The following initiatives will be implemented at Sea Breeze for this school year. These initiatives consist of Morning Meeting, Mini-Lesson Format, Thinking Maps, Fountas/Pinnell Assessments, Student Led Conferences using Data Binders, Class Dojo and Class Environment. Professional Development will be provided for teachers to gain knowledge of each of the initiatives. These initiatives/programs will be implemented throughout the school year on a monthly/quarterly basis. The reading coach will be supporting teachers with these initiatives.</p>				\$0.00
					Total:	\$2,300.00