Martin County School District

Sea Wind Elementary School

2019-20 Schoolwide Improvement Plan

Table of Contents

Sea Wind Elementary School

3700 SE SEABRANCH BLVD, Hobe Sound, FL 33455

martinschools.org/o/swe

Demographics

Principal: Jennifer Michels   Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	72%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (66%) 2017-18: C (51%) 2016-17: B (55%) 2015-16: C (44%) 2014-15: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Martin County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

Table of Contents

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	64%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	C	B	C

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Commitment and Mission:
Engage students in rigorous standards-based instruction.
Meet students where they are and move them forward.
Facilitate differentiated small group instruction.

Provide the school's vision statement.

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

Core Belief and Vision:
All students can learn.
All students are expected to make at least one year's academic growth.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Burns-Wein, Rebecca	Teacher, K-12	
Ressler, Stephanie	Instructional Coach	
Bentz, Nancy	Instructional Coach	
Carroll, Dayna	Assistant Principal	
Umbaugh, Jeffrey	Principal	Oversees all aspects of the school, including operations and instruction.
Sinclair, Emily	Teacher, K-12	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated

Thursday 9/19/2019

Prior Year - As Reported

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	2	19	15	13	9	9	0	0	0	0	0	0	0	67
One or more suspensions	0	3	6	1	9	5	0	0	0	0	0	0	0	24
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	11	17	25	0	0	0	0	0	0	0	53

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	4	4	5	0	0	0	0	0	0	0	13

Prior Year - Updated

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	2	19	15	13	9	9	0	0	0	0	0	0	0	67
One or more suspensions	0	3	6	1	9	5	0	0	0	0	0	0	0	24
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	11	17	25	0	0	0	0	0	0	0	53

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	4	4	5	0	0	0	0	0	0	0	13

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	55%	58%	57%	59%	59%	55%
ELA Learning Gains	61%	59%	58%	53%	61%	57%
ELA Lowest 25th Percentile	69%	56%	53%	43%	54%	52%
Math Achievement	71%	65%	63%	66%	67%	61%
Math Learning Gains	79%	65%	62%	68%	67%	61%
Math Lowest 25th Percentile	63%	53%	51%	55%	55%	51%
Science Achievement	64%	58%	53%	40%	55%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	0 (2)	0 (19)	0 (15)	0 (13)	0 (9)	0 (9)	0 (67)
One or more suspensions	0 (0)	0 (3)	0 (6)	0 (1)	0 (9)	0 (5)	0 (24)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (11)	0 (17)	0 (25)	0 (53)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	53%	54%	-1%	58%	-5%	
	2018	58%	57%	1%	57%	1%	
Same Grade Comparison		-5%					
Cohort Comparison							
04	2019	57%	57%	0%	58%	-1%	
	2018	52%	55%	-3%	56%	-4%	
Same Grade Comparison		5%					
Cohort Comparison		-1%					
05	2019	57%	55%	2%	56%	1%	
	2018	57%	58%	-1%	55%	2%	
Same Grade Comparison		0%					
Cohort Comparison		5%					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	64%	58%	6%	62%	2%	
	2018	63%	63%	0%	62%	1%	
Same Grade Comparison		1%					
Cohort Comparison							
04	2019	79%	67%	12%	64%	15%	
	2018	68%	64%	4%	62%	6%	
Same Grade Comparison		11%					
Cohort Comparison		16%					
05	2019	74%	64%	10%	60%	14%	
	2018	50%	64%	-14%	61%	-11%	
Same Grade Comparison		24%					
Cohort Comparison		6%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2019	64%	53%	11%	53%	11%	
	2018	48%	54%	-6%	55%	-7%	
Same Grade Comparison		16%					
Cohort Comparison							

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	28	45	50	43	64	67	40				

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
ELL	33	63	61	49	76	63	27				
BLK	12	40		41	68		20				
HSP	43	57	68	57	75	62	48				
WHT	70	68	73	84	85	69	80				
FRL	43	58	68	61	73	62	51				

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	28	52	53	37	52	45	33				
ELL	20	47	40	29	45	27					
BLK	30	29	36	46	54	27	21				
HSP	38	40	31	38	48	37	16				
WHT	70	60	71	72	54	44	68				
FRL	46	43	45	51	40	17	36				

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	36	37	38	42	47	35	25				
ELL	25	28	25	41	73	67	18				
BLK	31	33	36	45	48	33	20				
HSP	41	35	33	50	65	68	27				
WHT	72	64	52	75	74	65	47				
FRL	46	44	36	56	63	56	36				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	523
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	48
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	76
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Achievement levels for Black/African-Americans were the lowest: ELA (12%), Math (41%) and Science (20%). Our school personnel is indefinite of the contributing factors but it is noticed that behavior, attendance, and school related relationships could play a role. School personnel are focusing on this subgroup in 2019-20.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The ELA achievement level for Black/African-Americans showed the greatest decrease, from 30% (2018) to 12% (2019). Our school personnel is indefinite of the contributing factors but it is noticed that behavior, attendance, and school related relationships could play a role. School personnel are focusing on this subgroup in 2019-20.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

SWE went from a +1% gap when compared to the state average for 3rd grade ELA in 2018 to a -5% gap in 2019. Our school personnel is unsure of the contributing factors, but are taking steps (such as increasing high-interest readers in classrooms, ensuring a highly-functioning PLC, etc) to combat this dip.

Which data component showed the most improvement? What new actions did your school take in this area?

Math Learning Gains increased by 27% from 2018 (52%) to 2019 (79%). SeaWind had interventionists working with students in the area of math. In addition, CLT's focused on building units around standards based instruction and implemented common assessments.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Two areas that we can address in our SIP are: attendance and Level 1's on FSA.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Overall 3-5 ELA Achievement
2. Overall 3-5 Math Achievement
3. Overall 3-5 Science Achievement
4. Black/African-American Achievement in ELA, Math, and Science.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA Proficiency
Rationale	Overall in grades 3-5 ELA proficiency dropped 2% from 2017-18 to 2018-19.

State the measurable outcome the school plans to achieve	The percentage of students achieving proficiency (level 3 and above) in ELA will increase from 55% to 60% on the Spring 2020 administration of FSA.
Person responsible for monitoring outcome	Jeffrey Umbaugh (umbaugj@martinschools.org)
Evidence-based Strategy	Teachers will work collaboratively in CLTs to: 1. Implement the K-2 phonics program, Fundations, with fidelity at the core. 2. Plan for more oral language development opportunities through PLAYS in Kindergarten. 3. Implement the K-1 phonological awareness curriculum, Heggerty, in the core. 4. Identify common Tier 2, Tier 3, and academic vocabulary within each grade level to infuse into instruction. 5. Plan standards based units and lessons around Reading and Writing Units of Study that include student monitoring strategies and differentiation components. 6. Provide appropriately focused, tiered interventions for students showing need. Phonological awareness, phonics, and oral language development are key indicators in a student's future academic success. Research supports that they are each critical to early childhood literacy skill development.
Rationale for Evidence-based Strategy	Knowledge of words and direct vocabulary instruction are directly linked to student success in school. When the Reading and Writing Units of Study are implemented in conjunction with Fundations (K-2), Heggerty (K-1), and Words Their Way (3-5) students are exposed to a balanced literacy curriculum. Research has proven that Balanced Literacy guides students to be proficient, life-long readers.

Action Step	
Description	1. Coaching support through planning and modeling to ensure effective implementation of: - Fundations, Heggerty, Words Their Way, Reading/Writing Units of Study, PLAYS 2. Coaches to facilitate intentional planning around standards. 3. Teams work during planning and CLTs to identify key vocabulary for instruction. 4. CLTs will focus within the 4 guiding questions weekly. 5. MTSS Core Team will support identifying students in need of support as well as in the use of appropriate materials and progress monitoring tools. 6. AmeriCorp team to support students showing need for remediation in reading comprehension and/or phonics. 7. GreatLeaps team to support students in K-2 showing a need for reading foundational support.
Person Responsible	Dayna Carroll (carrold@martin.k12.fl.us)

#2	
Title	Math Proficiency
Rationale	Although overall math proficiency has increased 10%, it is a school-wide goal to continuing improving instruction to increase overall math achievement.

State the measurable outcome the school plans to achieve	The percentage of students achieving proficincy (level 3 and above) in math will increase from 71% to 76% on the Spring 2020 administration of FSA.
Person responsible for monitoring outcome	Jeffrey Umbaugh (umbaugj@martinschools.org)
Evidence-based Strategy	Teachers will work collaboratively in CLTs to: 1. Implement the MyMath/GoMath curriculum with fidelity at the core. 2. Infuse NumberTalks and increase hands-on activities involving number sense and algebraic thinking. 3. Utilize MAFS to ensure instruction of proper complexity level of standards. 4. Identify common Tier 2, Tier 3, and academic vocabulary within each grade level to infuse into instruction. 5. Plan standards based units and lessons that include student monitoring strategies and differentiation components. 6. Provide appropriately focused, tiered interventions for students showing need. Units focused on grade level standards with questions written to, and asked at, the appropriate complexity is proven to better prepare students.
Rationale for Evidence-based Strategy	Research proves that hands-on and multi-sensory experiences that involve total physical response in working with numbers, will result in students of all learning styles and subgroups having a higher rate of proficiency with number sense and algebraic thinking. Knowledge of words and explicit vocabulary instruction are directly linked to student success in school.
Action Step	
Description	1. District coaching support through planning and modeling to ensure effective implementation of: - MyMath, GoMath, MAFS, and NumberTalks 2. District coach to facilitate intentional planning around standards. 3. Grade level teams work during planning and CLTs to identify key vocabulary for instruction, remediation, and enrichment. 4. CLTs will focus within the PLC 4 guiding questions weekly to support student success. 5. MTSS Core Team will identify students in need of support and ensure teachers have access to appropriate materials and progress monitoring tools.
Person Responsible	Jeffrey Umbaugh (umbaugj@martinschools.org)

#3	
Title	Science Proficiency
Rationale	Overall science proficiency has grown by 14% from 50% to 64% but it remains a focus of the school to continue that trend and increase our 5th grade proficiency.
State the measurable outcome the school plans to achieve	The percentage of students achieving proficiency (level 3 and above) in science will increase from 64% to 69% on the Spring 2020 administration of FSSA.
Person responsible for monitoring outcome	Jeffrey Umbaugh (umbaugj@martinschools.org)
Evidence-based Strategy	Teachers will work collaboratively in CLTs to: 1. Implement district provided curriculum aligned with the standards. 2. Implement district provided common assessments across grade levels. 3. Utilize district provided experiments within the classrooms. 4. Plan with the Science Lab teacher to aid in planning standards based units, lessons and experiments. 5. Infuse science vocabulary across the content areas to increase exposure, with a focus on the Nature of Science vocabulary throughout the school year.
Rationale for Evidence-based Strategy	Implementing a research based, standards aligned curriculum with fidelity across the grade levels will increase student success and exposure to appropriate content. The use of common language, experiments, and assessments allows for our school to see trends and intervene as necessary, collaborating district wide when needed.
Action Step	
Description	1. Science Lab teacher to assist in unit planning with teachers. 2. Science Lab teacher will assist in ensuring teachers have access to the assessments. 3. Instructional support by Science lab teacher in 3-5 classrooms.
Person Responsible	Rebecca Burns-Wein (burnsr@martin.k12.fl.us)

#4	
Title	ESSA Subgroup, African-American/Black, Achievement
Rationale	Overall achievement in all subject areas has shown a decline from 2017-18 to 2018-19.
State the measurable outcome the school plans to achieve	41% or more of African-American/Black students will achieve proficiency (Level 3 or above) in all subject areas on the FSA and FSSA in Spring 2020.
Person responsible for monitoring outcome	Jeffrey Umbaugh (umbaugj@martinschools.org)
Evidence-based Strategy	Teachers and staff will collaborate as a PLC to: 1. Incorporate diverse literature in our read alouds and classroom libraries. 2. Participate in various book clubs around strategies that help to boost engagement, relationships, structure, and connections with students. 3. Build a mentoring program that assists with social-emotional learning and helps to build strong relationships around campus, resulting in higher attendance and achievement.
Rationale for Evidence-based Strategy	Building relationships is key in all classroom environments. Finding ways as a staff to boost climate and culture will spill over into the classrooms, lifting teachers up in finding new ways to bridge the cultural gap. A stronger relationship will result in stronger engagement.
Action Step	
Description	1. Staff book clubs to increase cultural awareness. (We Got This; Conscious Discipline, Visible Learning for Literacy, The Innovator's Mindset) 2. Literacy coaches to research book titles that honor different cultures. 3. Select school staff to build a mentoring program that involves high needs students. 4. Trauma informed care to support all subgroups/students. 5. Increased PBIS awareness among staff/students, increase positive office referrals.
Person Responsible	Jeffrey Umbaugh (umbaugj@martinschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

SeaWind Elementary hosts a variety of family events throughout the year. Our administration, parent liaison, guidance counselor, and social services worker work with individual families to offer additional school and community support.

PFEP Link

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

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 and parent liaison also provide assistance to families in need of clothing, school supplies, or other material needs by providing information on available resources that are approved by the district. At times, select staff members provide 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. Our teachers and staff are continuing to receive professional development in Trauma Informed Care to support our students.

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 Literacy Coach, Guidance Counselor, or Media Specialist, and a visit to the school cafeteria and related arts classes. 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 an orientation near the end of Fifth grade as well as an orientation day prior to the first day of school. Fifth grade teachers provide input to middle school counselors regarding academic placement for students. Our district also provides a Transition to Middle School Handbook for students and parents. The IEP team meets with families of Fifth grade students to ensure a smooth transition to middle school.

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 (MTSS Leadership Team) meets monthly to review students who are struggling academically and/or behaviorally. The team provides recommendations for tiered levels of academic and behavioral support.

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: two literacy coaches, one math interventionist, and the Parent Liaison. Instructional coaches will work directly with teachers offering instructional support, modeling, and professional development. The parent liaison serves as a link between the school and home, working closely with many of our Title I families, guiding and supporting them with academic, social, and health-related concerns. She encourages parents to become involved in their child's school.

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.

Title X - Homeless:
Parent liaison and guidance counselor work with community agencies to support our families in transition including a food backpack program, as well as provide clothing and additional support as need.

Violence Prevention Programs:
Social Emotional Learning (SEL) time is built into each school day incorporating Restorative Practices, Sanford Harmony, and Second Step curriculum. The guidance counselor will provide classroom lessons to students addressing bullying and taking responsibility for actions and self.

Nutrition Programs:
Students participate in physical education activities for 30 minutes, weekly with coach, and daily in class. The school cafeteria manager highlights nutritional facts by spotlighting "healthy foods" on the morning news program and in the cafeteria throughout the day.

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

SeaWind invites community partners and businesses as guest speakers during Constitution Week and for both Literacy and Math weeks. Kindergarten students will participate in a Fifth grade students participate in Career Day.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	**Areas of Focus: ELA Proficiency**				**$3,150.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	0025 - Sea Wind Elementary School	General Fund		$3,150.00
2	**III.A.**	**Areas of Focus: Math Proficiency**				**$3,150.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	0025 - Sea Wind Elementary School	General Fund		$3,150.00
3	**III.A.**	**Areas of Focus: Science Proficiency**				**$3,018.80**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	0025 - Sea Wind Elementary School	General Fund		$3,018.80
4	**III.A.**	**Areas of Focus: ESSA Subgroup, African-American/Black, Achievement**				**$3,018.80**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	0025 - Sea Wind Elementary School	General Fund		$3,018.80
					Total:	**$12,337.60**