

Walton County School District

Seaside Neighborhood School



2020-21 Schoolwide Improvement Plan

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Seaside Neighborhood School

10 SMOLIAN CIRCLE, Santa Rosa Beach, FL 32459

<http://www.seasideschool.net/>

Demographics

Principal: Drew Ward

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 5-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	7%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Asian Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (86%) 2017-18: A (86%) 2016-17: A (82%) 2015-16: A (77%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

N/A

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.

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Seaside Neighborhood School

10 SMOLIAN CIRCLE, Santa Rosa Beach, FL 32459

<http://www.seasideschool.net/>

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 5-12	No	8%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	13%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

School Board Approval

N/A

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We seek to sustain an educational community where an emphasis on academic excellence is complemented by our concern for each learner's personal growth and intellectual, aesthetic, and psychological development. The curriculum is developmentally responsive – actively engaging students in learning skills in context, integrative – directing students to connect learning to daily lives, and exploratory – enabling students to discover their abilities, interests, learning styles, and ways that they can make contributions to society.

Provide the school's vision statement.

The vision of Seaside School is to maintain a small school with faculty knowledgeable about each student's abilities and challenges so that they can offer increased support to each student to meet those challenges and increase their skills to perform successfully in all academic areas.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
O'Prey, Scott	Principal	Head of Schools for Seaside School, Inc Principal Seacoast Collegiate High School
Mixson, Kim	Principal	
Creter, Stacey	School Counselor	Guidance Counselor for Seacoast Collegiate HS grades 9-12
Robbins, Joy	Instructional Coach	Community, Culture, and Curriculum Specialist
Caylor, Ashley	School Counselor	testing, school culture, student data and progress monitoring

Demographic Information

Principal start date

Saturday 7/1/2017, Drew Ward

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

14

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Total number of teacher positions allocated to the school

24

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 5-12
Primary Service Type (per MSID File)	K-12 General Education
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Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	47	47	47	43	37	46	59	48	374
Attendance below 90 percent	0	0	0	0	0	0	1	2	0	3	2	0	0	8
One or more suspensions	0	0	0	0	0	0	1	1	0	4	0	0	0	6
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	1	2	3	0	0	0	0	6
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	1	0	0	0	0	0	0	1

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	1	0	0	0	1

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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Wednesday 5/20/2020

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	
Number of students enrolled	0	0	0	0	0	46	46	47	46	48	48	48	48	377
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	2	0	0	1	4
One or more suspensions	0	0	0	0	0	0	1	0	2	0	4	0	1	8
Course failure in ELA or Math	0	0	0	0	0	0	0	0	1	9	0	0	1	11
Level 1 on statewide assessment	0	0	0	0	0	1	2	3	1	1	0	0	0	8

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	1	1	0	0	0	2

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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	
Number of students enrolled	0	0	0	0	0	46	46	47	46	48	48	48	48	377
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	2	0	0	1	4
One or more suspensions	0	0	0	0	0	0	1	0	2	0	4	0	1	8
Course failure in ELA or Math	0	0	0	0	0	0	0	0	1	9	0	0	1	11
Level 1 on statewide assessment	0	0	0	0	0	1	2	3	1	1	0	0	0	8

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	1	1	0	0	2

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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	90%	62%	56%	88%	57%	53%
ELA Learning Gains	65%	57%	51%	70%	56%	49%
ELA Lowest 25th Percentile	68%	46%	42%	71%	49%	41%
Math Achievement	98%	69%	51%	98%	71%	49%
Math Learning Gains	89%	58%	48%	84%	61%	44%
Math Lowest 25th Percentile	82%	57%	45%	86%	55%	39%
Science Achievement	89%	83%	68%	89%	81%	65%
Social Studies Achievement	99%	81%	73%	95%	72%	70%

EWS Indicators as Input Earlier in the Survey										
Indicator	Grade Level (prior year reported)								Total	
	5	6	7	8	9	10	11	12		
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	96%	64%	32%	56%	40%
	2018	89%	60%	29%	55%	34%
Same Grade Comparison		7%				
Cohort Comparison						
06	2019	89%	55%	34%	54%	35%
	2018	83%	62%	21%	52%	31%
Same Grade Comparison		6%				
Cohort Comparison		0%				
07	2019	88%	64%	24%	52%	36%
	2018	89%	57%	32%	51%	38%
Same Grade Comparison		-1%				
Cohort Comparison		5%				
08	2019	83%	60%	23%	56%	27%
	2018	95%	62%	33%	58%	37%
Same Grade Comparison		-12%				
Cohort Comparison		-6%				
09	2019	84%	64%	20%	55%	29%
	2018	95%	56%	39%	53%	42%
Same Grade Comparison		-11%				
Cohort Comparison		-11%				
10	2019	98%	59%	39%	53%	45%
	2018	86%	58%	28%	53%	33%
Same Grade Comparison		12%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	98%	55%	43%	60%	38%
	2018	98%	58%	40%	61%	37%
Same Grade Comparison		0%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	98%	60%	38%	55%	43%
	2018	100%	63%	37%	52%	48%
Same Grade Comparison		-2%				
Cohort Comparison		0%				
07	2019	100%	62%	38%	54%	46%
	2018	98%	55%	43%	54%	44%
Same Grade Comparison		2%				
Cohort Comparison		0%				
08	2019	95%	63%	32%	46%	49%
	2018	97%	62%	35%	45%	52%
Same Grade Comparison		-2%				
Cohort Comparison		-3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	87%	61%	26%	53%	34%
	2018	84%	63%	21%	55%	29%
Same Grade Comparison		3%				
Cohort Comparison						
08	2019	83%	58%	25%	48%	35%
	2018	95%	62%	33%	50%	45%
Same Grade Comparison		-12%				
Cohort Comparison		-1%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	82%	18%	71%	29%
2018	98%	79%	19%	71%	27%
Compare		2%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	98%	77%	21%	70%	28%
2018	86%	75%	11%	68%	18%
Compare		12%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	98%	72%	26%	61%	37%
2018	100%	80%	20%	62%	38%
Compare		-2%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	0%	70%	-70%	56%	-56%

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	18	27	30	77	54	55					
HSP	82	60									
MUL	80										
WHT	90	65	67	98	89	80	89	100	78	100	100
FRL	100	91		100	92		91				
2018 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 2016-17	C & C Accel 2016-17
SWD	38	58	64	93	77	80					
WHT	90	71	71	99	86	94	94	92	51	100	100
FRL	100	69		100	93		100				
2017 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 2015-16	C & C Accel 2015-16
SWD	18	45		83	92	90					
HSP	70			100							
WHT	89	71	71	98	86	87	89	98	21	100	100

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)	N/A
OVERALL Federal Index – All Students	86
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	950
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	71
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	80
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	87
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	95
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

Based off the 2019, ELA achievement data is at a 90% 3 and above. 65% of students in grades 5 - 12 made learning gains. 68% of the lowest 25% scored a 3 and above.

Grades 5, 6, and 10 showed a positive same grade comparison. Grades 7, 8, and 9 had a negative same grade comparison. The contributing factors are transition in student population (onboard of new students in 6 - 10) and ongoing efforts to improve writing scores.

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

The greatest decline during the 2019 was in the area of FSA ELA scores. There was a reduced number of students performing at levels 3 and above in 7th, 8th, and 9th grades. On a macro level there was a decline in students scoring a 10 on the writing portion of the FSA ELA test in the 8th, 9th, and 10th grades.

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.

There are no gaps between the school and state average. The school ranks above state averages in all reporting areas.

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

The data showed the most improvement in Math learning gains (+3%) and Social Studies achievement (+6%).

The Math Learning gains can be accredited to our innovative student centered math class scheduling, remediation, and acceleration and a long standing team of math teachers that created academic continuity.

The Social Studies achievement gains can be attributed to the strong foundation that is created by the cross-curricular humanities approach to teaching Social Studies (grades 5-6) and an increased interest in Social Studies via the National History Fair competition (grades 8-10) and high teacher expectations.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

An area of concern are the students scoring Level 1 on the FSA ELA test.

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

1. FSA ELA Achievement
2. Parental Involvement
3. Positive Behavior Intervention and Support (PBIS)
4. Professional Development
5. Career Education and Planning

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale:

Provide positive behavioral interventions, supports, and streamline documentation to decrease and prevent negative behaviors in the future.

Measurable Outcome:

Using the school-based Behavior tracking form to determine students in need, Seaside School Inc. will increase the number of small group interaction (tier 2) offered to students. Building on the success of the increased number of small groups from the 2019-2020 school year, streamline the small group process to increase effectiveness.

Person responsible for monitoring outcome:

Ashley Caylor (caylor@seasideschools.net)

Evidence-based Strategy:

Guidance counselors will be able to determine the areas where students need help through the consistent reporting of behavior data. By evaluating the school-based form, this will also indicate any students in need of additional behavior support. Small group interventions will be designed to target prevalent issues by intentional instruction.

Rationale for Evidence-based Strategy:

Improved student behavior increases academic performance in the classroom and the overall school grade.

Action Steps to Implement

1. Update School-Based Behavior Form
2. Review form and documentation procedures with teachers for consistent use and data recording.
3. Review data on a monthly basis to determine small group needs, students in need of support, and grade-level needs.
4. Implement Second Step Program for Tier 2 and Tier 3 interventions.

Person Responsible

Ashley Caylor (caylor@seasideschools.net)

#2. Instructional Practice specifically relating to Professional Learning

Area of Focus
Description and Rationale: The two main areas of Professional Learning this year will be (goal #1) the improved use of technology for enhanced student learning and achievement and (goal #2) a "Creating a Trauma-Sensitive Classroom" Professional Learning Community.

Measurable Outcome: Through training on Google Classroom, TeacherEase, Blackboard, Naviance, and other technology tools staff will be able to commit to a more paper-free school and move seamlessly from in-person to virtual (if necessary). An enhanced use of technology will make learning more efficient and communication within our a community will improve.

The 2020-2021 school year PLC will center on "Creating a Trauma-Sensitive Classroom" so that students can be supported upon their return to school in the area of academics and mental health well-being for both students and staff.

Person responsible for monitoring outcome: Joy Robbins (robbinsj@seasideschools.net)

Evidence-based Strategy: To meet goal #1 there will be a variety of external trainings. The majority of these trainings have been set for in-service week. Time will also be allocated throughout the year to be responsive to student and teacher needs.

To meet goal #2 the "Creating a Trauma-Sensitive Classroom" will be based on best practices as outlined by Fostering Resilient Learners - "Strategies for Creating a Trauma-Sensitive Classroom" by Kristin Souers and Pete Hall.

Rationale for Evidence-based Strategy: Based on current COVID-19 crisis and its impact on students' lives and education we feel that we need to prepare our staff to better use of technology to better teach our students as well as look after their and our mental well-being.

Action Steps to Implement

Arrange for 3rd party in-person and virtual technology training.

Person Responsible Joy Robbins (robbinsj@seasideschools.net)

Plan PLC, create ePDC component, and run PLC.

Person Responsible Joy Robbins (robbinsj@seasideschools.net)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	The school will work to improve FSA ELA Achievement grades 5 - 10. Based on our 2019 FSA data it is identified as an area growth.
Measurable Outcome:	Overall the school will demonstrate a 2% growth in the area of FSA ELA gains from 90% to 92%.
Person responsible for monitoring outcome:	Scott O'Prey (opreys@seasideschools.net)
Evidence-based Strategy:	Based on the results of the FSA ELA tests the staff of Seaside School, Inc will provide multi tiered support systems for students scoring a 1 or 2, assess students quarterly on their reading and writing skills using summative assessments in order to identify areas of growth and plan instruction, assess students using formative assessments that track standards and lexile levels in order to identify areas of growth and plan instruction. In order to create a culture of reading and to continue to support the 25 book goal,
Rationale for Evidence-based Strategy:	Part of the mission of Seaside School, Inc is to provide a responsive curriculum. Using data that is gather by stated administered standardized tests, summative and formative assessments teachers are able to create a curriculum and lessons that are tailored to each student's individual needs.

Action Steps to Implement

Seaside School, Inc will administer 2021 Florida state tests, quarterly teacher-created tests, quarterly STAR reading tests, monitor student progress, and monitor curriculum.

Person Responsible Scott O'Prey (opreys@seasideschools.net)

#4. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale:	Regardless of family income or background, students whose parents are involved in their schooling are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school. (Henderson, A.T., and K.L. Mapp. 2002. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. National Center for Family and Community Connections with Schools, Southwest Educational Development Laboratory.) The Seaside School, Inc. requires families to donate 20 volunteer hours or hours that they are involved in a school activity per year. Last year the documentation of parent volunteer hours doubled due to efforts to track them through the use of a Parent Volunteer Google Form. In reviewing the data in the Google form, It was clear that many parents were unaware of volunteer opportunities and activities that they could participate in to support their student's academic, social, and emotional growth.
Measurable Outcome:	This year The Seaside School, Inc. will continue to document parent volunteer hours as well as involvement in school social, athletic, and academic activities in. The goal will be to raise parent volunteer and involvement from 1,000 hours in 2019-2020 to 1,200 by May of 2021. This increase will be documented using the Rapture Lobby System as well as the Parent Volunteer Google Form. Additionally, The Seaside School, Inc. will communicate involvement opportunities to parents and students through a multi-media approach using TeacherEase, Blackboard, Social Media, and school newsletters.
Person responsible for monitoring outcome:	Kim Mixson (mixsonk@seasideschools.net)
Evidence-based Strategy:	
Rationale for Evidence-based Strategy:	The Seaside School, Inc. requires families to donate 20 volunteer hours or hours that they are involved in a school activity per year. Last year the documentation of parent volunteer hours doubled due to efforts to track them through the use of a Parent Volunteer Google Form. In reviewing the data in the Google form, It was clear that many parents were unaware of volunteer opportunities and activities that they could participate in to support their student's academic, social, and emotional growth.

Action Steps to Implement

1. Install the Rapture Lobby System on both campuses. Train staff on the use of the system. - Scott O'Prey
2. Review the Parent Volunteer Google Form and make revisions based on feedback from parents using the form last year and suggestions from staff. Share the form with parents on the website with reminders going out through out the year through all media outlets. - Kim Mixson
3. Review progress toward goals at mid-year and make adjustments based on data and stakeholder feedback. - Kim Mixson/School Improvement Team
4. Host parent volunteer thank you lunch. - Kim Mixson/Wren Brasfield and culinary classes

Person Responsible Kim Mixson (mixsonk@seasideschools.net)

#5. Instructional Practice specifically relating to Career & Technical Education

Area of Focus Description and Rationale:	All middle and high school students will participate in career exploration and the development of an academic and career plan to help them reach their goals.
Measurable Outcome:	Students will create and maintain a career and education plan that includes short and long term goals, a high school program of study, and post-secondary/career goals. This plan will begin in the 8th grade and be revised and maintained through the 12th grade based on data collected, research, progress of the student, and student interest.
Person responsible for monitoring outcome:	Scott O'Prey (opreys@seasideschools.net)
Evidence-based Strategy:	8th Graders will complete modules in My Career Shines, including a career portfolio which includes short and long term goals, a high school plan of study, and post-secondary/career goals. The career planning will be accomplished in the US History and Career Planning class during their 8th grade year. The My Career Shines curriculum is standards based and endorsed by the FLDOE. All high schools students grades 9-12 will create and maintain a career and education plan that includes short and long term goals, a high school program of study, and post-secondary/career goals through Naviance.
Rationale for Evidence-based Strategy:	All middle school student are required to create and have a career portfolio which includes short and long term goals, a high school plan of study, and post-secondary/career goals. The portfolio will move with them to high school.

Action Steps to Implement

1. All high school and middle school guidance counselors and support staff will be trained on the Naviance software.- Scott O'Prey/Joy Robbins
2. The middle school guidance counselor, middle school social studies teacher, and support staff will be trained to use My Career Shines curriculum. - Kim Mixson/Joy Robbins
3. All 8th grade students should be enrolled in the US History and Career Planning Course Code to document their completion of the state requirement. Kim Mixson/Lori Atlas
4. Students in grades 8-12 will create and revise their career portfolios. - Guidance Counselors

Person Responsible Scott O'Prey (opreys@seasideschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

See the other area of focus descriptions.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Seaside School, Inc has been living its mission for a quarter of a century. All Seaside School, Inc community members seek to sustain an educational community where an emphasis on academic excellence is complemented by our concern for each learner’s personal growth and intellectual, aesthetic, and psychological development. The curriculum is developmentally responsive – actively engaging students in learning skills in context, integrative – directing students to connect learning to daily lives, and exploratory – enabling students to discover their abilities, interests, learning styles, and ways that they can make contributions to society.

The most tangible example of living the mission can be found in the values of "The Seaside Way". Codified in 2017, "The Seaside Way" identified support, exploration, accountability, scholarship, independence, dreams, and effort as the core values.

The Board of Directors and school leadership team work in conjunction with school staff, local community members, parents, and students. Outreach is done in a variety of ways. These include but are not limited to, publicly noticed BOD meetings, BOD subcommittees, school events and performances, parent and student information sessions, school communications, social media outlets, and a culture of learning and growing.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Professional Learning	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	\$0.00
5	III.A.	Areas of Focus: Instructional Practice: Career & Technical Education	\$0.00
Total:			\$0.00