



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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### **Seabreeze Elementary School**

1400 SEABREEZE AVE

Jacksonville Beach, FL 32250

904-247-5900

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

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 38%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 33%

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## School Grades History

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<b>2013-14</b> A	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> A
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## SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## **Purpose and Outline of the SIP**

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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**

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### **Part II: Expected Improvements**

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### **Part III: Coordination and Integration**

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### **Appendix 1: Professional Development Plan to Support Goals**

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### **Appendix 2: Budget to Support Goals**

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Seabreeze Elementary School

##### Principal

Lashawn Streater

##### School Advisory Council chair

Richard Crook

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
LaShawn Streater	Principal
Amy Cline	Assistant Principal
Kimberly Kelly	School Counselor
Susan Dominiak	Teacher
Dianne LaForty	Teacher
Lisa Andrew	Teacher
Janet South	Teacher
Cassandra Kyne	Teacher
Korrie Zaharie	Teacher
Rachel Young	Teacher

#### District-Level Information

##### District

Duval

##### Superintendent

Dr. Nikolai P Vitti

##### Date of school board approval of SIP

1/7/2014

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

SAC Membership Includes:

Richard Crook - Chair/Parent

Mary Maddox - Vice Chair/Parent

Lori Bright - Secretary/Parent

Sandy Bittner - Parent

Ginny Reynolds - Parent

Mary Bolin - Community Member  
Kathy Jordan - Security Paraprofessional  
Susan Dominiak - Teacher  
LaShawn Streater - Principal

**Involvement of the SAC in the development of the SIP**

School data from the spring 2013 administration of FCAT was reviewed during the opening meeting. SAC members provided feedback. Members asked specific questions about academic programs that are available to support writing instruction school wide, Common Core, professional development for teachers, and technology integration.

**Activities of the SAC for the upcoming school year**

SAC will provide academic support by continuing the FCAT Taskforce Tutoring Program, Math Enrichment Program, and Buddy Reading Program from last year. One new initiative includes the SAC's Library Card Campaign. USB Flash Drives were purchased for all 5th grade students. SAC will support the annual Science Fair and Career Day. Other ideas to consider include the organization of a Book Swap, an Anti-Bullying Program, and the "Book-It" Reading Program.

**Projected use of school improvement funds, including the amount allocated to each project**

SAC plans to survey teachers to gather information about computer software programs that would best support the transition to Common Core.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Lashawn Streater**

Principal

Years as Administrator: 8

Years at Current School: 5

**Credentials**

B.S. in Elementary Education from Florida Agricultural and Mechanical University  
 M.Ed. in Adult Education Administration from Florida Agricultural and Mechanical University  
 M.Ed. in Educational Leadership from the University of North Florida  
 Certification-  
 Elementary, 1-6  
 Certification-  
 Educational Leadership (All Levels)  
 Certification-  
 School Principal (All Levels)

**Performance Record**

2012– 2013: Principal, Seabreeze Elementary School (3rd Year)  
 School Grade: "A"  
 Reading Proficiency 72%, Math Proficiency 78%, Writing Proficiency 58%, Science Proficiency 78%, Bottom Quartile Reading increased from 73% to 81%, Bottom Quartile Math decreased from 73% to 68%  
 Learning Gains: increase from 83% to 88% in Writing (3.0 scale), increase from 72% to 79% in Reading Gains, decrease from 82% to 78% in Math Gains, increase from 73% to 81% in Bottom Quartile Reading on 2013 FCAT  
 Lowest 25%: increase from 73% to 81% in Bottom Quartile Reading, decrease from 73% to 68% in Bottom Quartile Math on 2013 FCAT

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 2011– 2012: Principal, Seabreeze Elementary School (3rd Year)  
 School Grade: "A"  
 Reading Proficiency 73%, Math Proficiency 78%, Writing Proficiency 83%, Science Proficiency 78%, Bottom Quartile Reading increased from 56% to 73%, Bottom Quartile Math decreased from 74% to 73%  
 Learning Gains: increase from 79% to 83% in Writing, increase from 69% to 72% in Reading Gains, increase from 79% to 82% in Math Gains, increase from 56% to 73% in Bottom Quartile Reading on 2012 FCAT  
 Lowest 25%: increase from 56% to 73% in Bottom Quartile Reading, decrease from 74% to 73% in Bottom Quartile Math on 2012 FCAT

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 2010 – 2011: Principal, Seabreeze Elementary School (2nd Year)  
 School Grade: "A"  
 Reading Proficiency 86%, Math Proficiency 88%, Writing Proficiency 79%, Science Proficiency 79%, Bottom Quartile Reading decreased from 71% to 56%, Bottom Quartile Math increased from 63% to 74%  
 AYP: No (Economically Disadvantaged/Reading and Math)



Reading Learning Gains decreased from 74% to 69%, Bottom Quartile Reading decreased from 71% to 56%  
 Learning Gains: increase from 66% to 79% in Science and 62% to 79% in Math on 2011 FCAT  
 Lowest 25%: decrease from 71% to 56% in Reading, increase from 63% to 74% in Math on 2011 FCAT

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 2009 – 2010: Principal, Seabreeze Elementary School (1st Year)  
 School Grade: "A"

Reading Proficiency 89%, Math Proficiency 88%, Writing Proficiency 84%, Science Proficiency 66%, Bottom Quartile Reading increased from 69% to 71%, Bottom Quartile Math increased from 61% to 63%  
 AYP: No (Black & Economically Disadvantaged/Math)  
 Reading Learning Gains decreased from 75% to 74%, Math Learning Gains decreased from 71% to 62%  
 Learning Gains: increase from 69% to 71% in Reading, increase from 61% to 63% in Math on 2010 FCAT  
 Lowest 25%: increase from 69% to 71% in Reading, increase from 61% to 63% in Math on 2010 FCAT

**Amy Cline**

Asst Principal

Years as Administrator: 1

Years at Current School: 1

**Credentials**

BA in Special Education from the University of North Florida  
 MA in Educational Leadership from University of North Florida  
 Certification-  
 Elementary Education (K-6)  
 Certification-  
 Varying Exceptionalities (K-12)  
 Certification-  
 Educational Leadership (All Levels)

**Performance Record**

2012-2013 Behavior Support Site Coach, Neptune Beach Elementary  
 School Grade: "A"  
 Action Research concluded the following  
 Reduction in Behavior Referrals by 40%  
 Reduction in Suspensions by 75%

**Instructional Coaches**

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

<b>Kimberly Broderick</b>		
Full-time / District-based	Years as Coach: 1	Years at Current School: 1
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	B.A. in Elementary Education from the University of North Florida Certification- Elementary, 1-6 Certification- Gifted Endorsement Certification- ESOL Endorsement 26 years of teaching experience	
<b>Performance Record</b>	2007-2013 4th Grade Teacher, Jacksonville Beach Elementary School School Grade: "A" Reading Proficiency 97% Math Proficiency 96% Writing Proficiency 86% Science Proficiency 97% Jacksonville Beach Elementary School has earned an "A" rating since 1999.	

**Classroom Teachers**

<b># of classroom teachers</b>	55
<b># receiving effective rating or higher</b>	55, 100%
<b># Highly Qualified Teachers</b>	100%
<b># certified in-field</b>	52, 95%
<b># ESOL endorsed</b>	25, 45%
<b># reading endorsed</b>	2, 4%
<b># with advanced degrees</b>	21, 38%
<b># National Board Certified</b>	2, 4%
<b># first-year teachers</b>	2, 4%

**# with 1-5 years of experience**

5, 9%

**# with 6-14 years of experience**

27, 49%

**# with 15 or more years of experience**

28, 51%

**Education Paraprofessionals**

**# of paraprofessionals**

1

**# Highly Qualified**

1, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

1. Seabreeze follows the district's recruiting guidelines. (Principal, Assistant Principal)
2. Teachers are given an opportunity to discuss student data in order to identify implications for instruction and to analyze student work. (Principal, Assistant Principal, classroom teachers)
3. Teachers are encouraged to attend targeted workshops at the district level and during Early Release Trainings. (Principal, Assistant Principal, classroom teachers)
4. Teachers in need of assistance are identified through performance evaluations, focus walks, and data indicating low performance. (Principal, Assistant Principal)
5. New teachers will meet regularly with the Principal, Assistant Principal, SIC, and the PDF (when applicable). (Principal, Assistant Principal, PDF)
6. New teachers or teachers new to grade levels will be partnered with veteran staff members or mentors. (Principal, Assistant Principal, PDF)
7. Establish interview teams to screen potential candidates. (Principal, Assistant Principal)
8. Monthly meetings scheduled for new teachers. (Principal, Assistant Principal, PDF)
9. Complete District Level New Teacher Induction Training and Programs. (District Cadre)

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

Mentors are assigned to new teachers, teachers who are new to our school, or teachers who are new to a grade level and/or subject area. Mentees are paired with individuals who have demonstrated effective classroom teaching as determined by student achievement, summative evaluations, and

principal observation. This year's pairings are listed below:

Jennifer Szarmack/Margaret Isaacs - Kindergarten (Szarmack is a new teacher)

Dannielle Heath/Amy Glendenning - 2nd Grade (Heath is a new teacher)

Debra Bornowski/Mary Beth Nall - 3rd Grade (Bornowski is new to 3rd grade)

Jennifer Kern/Kimberly Broderick - 4th Grade (Kern is new to 4th grade)

## Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The MTSS Leadership Team meets monthly to discuss and assess Rtl implementation within the school as well as to discuss strategies for specific students. School wide data, classroom data, and individual student data are reviewed to identify remediation needs and next steps. Intervention resources, data collection techniques, and professional development needs are also discussed and planned. Members of this team work directly with grade level Collaborative Problem Solving Teams with intervention plan design and implementation as well as data collection and progress monitoring.

The MTSS Leadership Team seeks input from the principal and other instructional staff to develop the initial draft of the School Improvement Plan, utilizing the template provided by the Florida Department of Education. The draft SIP is then presented in full to the School Advisory Council for review and recommendations. The SIP is a living document and is revised when necessary.

The School Improvement Plan becomes the guiding document for the work of the school and should be regularly revised and updated as the needs of students change throughout the school year. The same problem-solving process is used as would be in Rtl. 1. Review Data 2. Create a Plan 3. Implement Plan 4. Review as Needed.

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Principal: LaShawn Streater- Provides a common vision for the use of data-based decision making, ensures that the school-based team is facilitating the implementation of the Rtl process, conducts assessment of Rtl skills of school faculty and staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

Assistant Principal: Amy Cline- Develops, leads, and evaluates school core content standards/programs, identifies and analyzes existing literature on scientifically based curriculum, behavior, intervention, and assessment approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence based intervention strategies, assists with whole school screening programs that provide early intervening services for children considered to be at risk, assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development, and provides support for assessment and implementation monitoring.

Rtl Facilitator: Kimberly Kelly- Acts as a liaison for Rtl Implementation at the school level. Facilitates school based Rtl Committee Meetings. Participates in and collaborates with teachers on student data collection techniques and intervention resources and design, integrates core instructional activities and materials into Tier 2 and Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching or modeling.

School Counselor: Kimberly Kelly- Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, works with school social workers to link child-service and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

School Psychologist: Rebecca Bruce- Participates in the collection, interpretation, and analysis of data, facilitates development of intervention plans, provides support for intervention fidelity and documentation, provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation. Facilitates data-based decision making activities.

Speech Language Pathologist: Rachel Alston- Educates the team on the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design, assists in the selection of screening measures and helps identify systematic patterns of student need with respect to language skills. Collaborates with general education and ESE teachers in the development of language based intervention plans and delivery of language interventions.

ESE Teacher: Rachel Young: - Participates in student data collection, integrates core instructional activities and standards into Tier 2 and Tier 3 instruction, collaborates with general education teachers through such activities as co-teaching, one-on-one assistance, modeling, or small group instruction.

General Education Teachers: Michelle Corey, Elizabeth Washington, Amy Glendenning, Tracy Navarro, Karyn Cassell, and Lynn Dostaler - Provides information to grade level members about core instructional strategies and curriculum for academics and behavior, participates in student data collection and the creation and implementation of intervention plans, delivers Tier 1 and Tier 2 instruction and intervention, collaborates with other faculty and staff members to implement and integrate Tier 1 materials and instruction with Tier 2 interventions.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The MTSS Leadership Team meets monthly to discuss and assess the Rtl implementation progress within the school and to discuss strategies for specific students. School wide and classroom data are reviewed to identify Rtl needs and next steps. Intervention resources, data collection techniques and professional development needs are also discussed and planned. Members of this team work directly with grade level Collaborative Problem Solving Teams with intervention plan design and implementation as well as data collection and progress monitoring.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Teachers will adhere to the district assessment calendar. The following data sources will be used: IOWA Test of Basic Skills, Diagnostic Assessment in Reading, CGA's (Reading, Math, Science), I-Ready Diagnostic, Spring 2013 FCAT results, District Writing Prompts, Envisions Diagnostic and Placement Tests, Review of Referral Data (for behavior).

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The faculty and staff will be trained through the following opportunities:

- Faculty Meetings
- Grade Level Planning Meetings – TDE (quarterly)
- Analysis of Student Work (Data Chats)
- Early Release Trainings
- Optional After School Trainings on Rtl Elements
- Professional Learning Communities

The Leadership Team will serve as the catalyst for supporting MTSS. Each grade level representative is responsible for sharing MTSS related information during grade level meetings. Tier 3 (T3) Meetings will be conducted monthly beginning in November as needed. The T3 Team consists of the Principal, Assistant Principal, and the School Counselor. The meetings will serve as a time for individual classroom teachers to meet with the T3 team to discuss the progress of Tier 3 students.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:**

Trained volunteers from SAC will provide in-school tutoring through the FCAT Taskforce Initiative. Instruction will be provided in small groups for each class 3 times each week.

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Tutors will administer weekly assessments. The results will be analyzed by the tutors, classroom teachers, and school administration to determine next steps.

**Who is responsible for monitoring implementation of this strategy?**

The the School Leadership Team, MTSS Leadership Team, and SAC are responsible for monitoring the implementation of this strategy.

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

Name	Title
Kimberly Broderick	Reading Coach
Margaret Isaacs	Teacher
Sophia Kruske	Teacher
Dannielle Heath	Teacher
Debra Bornowski	Teacher
Karyn Cassell	Teacher
Kathleen Reimer	Teacher

**How the school-based LLT functions**

The LLT meets monthly to review the implementation of our comprehensive school wide reading plan as aligned with school and district reading goals. The meetings will consist of discussions about the expectations of what students should learn in reading and writing across grade levels. The meetings will also focus on how to monitor reading data (i.e. GCA, IOWA, DAR, etc.). Classroom observations and focus walks will be conducted by the Principal and Assistant Principal to determine if reading and writing are being taught with fidelity. Follow up meetings will be held with classroom teachers to ensure that instructional strategies and differentiation occurs within each classroom.

## Major initiatives of the LLT

The LLT will facilitate the following initiatives for the 2013-2014 school year:

- Identify the power standards for every grade level in reading and writing
- Plan and implement lessons for full implementation of Common Core State Standards
- Plan opening and closing celebrations for the 25 Book Reading Goal
- Monitor student progress toward the 25 Book Reading Goal
- Oversee the implementation of the Accelerated Reader Program
- Implement the Book of the Month Program
- Disaggregate and analyze GCA, IOWA, DAR, and FCAT data
- Establish RtI standard protocol programs for quality instruction in Reading (Tier II)
- Organize Author Visits

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

Teachers contribute to the reading improvement of every student at Seabreeze Elementary School by integrating reading strategies and skills into all subject areas. This is accomplished in a variety of ways. Teachers have been trained in the gradual release model for reading instruction. This ensures every child has multiple opportunities to practice the skill or strategy before doing it independently. Teachers also use interactive journals in reading. Students are able to interact with the text and misconceptions can be readily identified. Data is obtained through district and teacher made assessments to provide remediation as well as challenging instruction in reading for all students. Time for this differentiated instruction is included in our Reading Block each day. Teachers are also provided with materials to use to tier instruction for students who are not learning through the gradual release model. Students participate in guided reading lessons and book clubs where they are encouraged to have conversations with their peers about a common book. All teachers are taught strategies to enhance content reading and academic vocabulary instruction in all content areas. This is accomplished during our Early Dismissal Training Days and each week during grade level common planning with our Reading Coach. Our Reading Coach provides support for novice teachers, as well as experienced teachers, in the areas of standards-based reading strategies, looking at student work, and collaborative lesson planning. We have worked to place reading in the forefront of our school by having a Literacy Week with a book swap, an Author Visit, and recognition of reading goals. All classrooms have leveled students books pertinent to their content area. We have extended the time students have access to our school library this year to support reading at home and independent reading in the classroom.

## Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

An orientation program for preschool parents and students is conducted in the spring of every school year. Local VPK programs and preschools receive personal invitations. Additional school tours are also conducted throughout the school year as requested. Kindergarten teachers analyze any VPK test results and initial baseline assessment that may be provided during the registration process to determine academic needs.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	72%	No	81%
American Indian				
Asian				
Black/African American	54%	40%	No	59%
Hispanic	73%	72%	No	75%
White	83%	79%	Yes	84%
English language learners				
Students with disabilities	63%	60%	Yes	66%
Economically disadvantaged	61%	59%	No	65%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	79	25%	30%
Students scoring at or above Achievement Level 4	127	41%	46%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	229	79%	84%
Students in lowest 25% making learning gains (FCAT 2.0)	58	81%	86%

#### Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		38%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		38%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		38%



**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	52	58%	63%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	78%	Yes	81%
American Indian				
Asian				
Black/African American	48%	49%	Yes	54%
Hispanic	85%	78%	No	87%
White	83%	86%	Yes	85%
English language learners				
Students with disabilities	69%	69%	Yes	72%
Economically disadvantaged	60%	65%	Yes	64%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	77	24%	29%
Students scoring at or above Achievement Level 4	146	47%	52%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	242	78%	83%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	68	68%	73%

**Area 4: Science**

**Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	37	43%	46%
Students scoring at or above Achievement Level 4	47	54%	56%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	10		15
Participation in STEM-related experiences provided for students	613	100%	100%

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	30	5%	2%
Students retained, pursuant to s. 1008.25, F.S.	8	1%	0%
Students who are not proficient in reading by third grade	5	1%	0%
Students who receive two or more behavior referrals	15	2%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	13	2%	0%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Our goal is to involve more parents in our school community through Open House, PTA, SAC, family events, etc.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
600 out of 647 students will have parent representation at a school sponsored event for parents and/or families.	600	97%	98%

**Area 10: Additional Targets**

**Additional targets for the school**

All students will feel safe at school as indicated by our annual Foundations Survey.

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
95% of students will agree that they feel safe at school as indicated by our annual Foundations Survey.	578	93%	95%

## Goals Summary

- G1.** 87% of students within the Hispanic subgroup will meet or exceed the proficiency level of 3.0 on the spring administration of FCAT Mathematics.
- G2.** 65% of students within the Economically Disadvantaged subgroup will meet or exceed the proficiency level of 3.0 on the spring administration of FCAT Reading.
- G3.** 75% of students within the Hispanic subgroup will meet or exceed the proficiency level of 3.0 on the spring 2014 administration of FCAT Reading.
- G4.** 59% of students within the Black/ African American subgroup will meet or exceed the proficiency level of 3.0 on the spring 2014 administration of FCAT Reading.
- G5.** 81% (247/304) of all 3rd, 4th, and 5th grade students will meet or exceed the proficiency level of 3.0 on the spring 2014 administration of FCAT Reading.

## Goals Detail

**G1.** 87% of students within the Hispanic subgroup will meet or exceed the proficiency level of 3.0 on the spring administration of FCAT Mathematics.

### Targets Supported

### Resources Available to Support the Goal

- I-Ready Diagnostic
- Ready Common Core
- Pearson Success
- FCAT Explorer
- Reflex Math
- Extended math time to include center rotations and Tier 2 interventions
- Classroom Teachers

### Targeted Barriers to Achieving the Goal

- Teacher's ability to effectively use the resources for Tier 2 interventions.

## Plan to Monitor Progress Toward the Goal

Use quarterly CGA's and weekly assessments to determine implications for instruction.

### Person or Persons Responsible

Classroom Teachers

### Target Dates or Schedule:

Weekly/Quarterly

### Evidence of Completion:

Disaggregated data reports will be reviewed during monthly Leadership Team Meetings and quarterly Data Chats.

**G2.** 65% of students within the Economically Disadvantaged subgroup will meet or exceed the proficiency level of 3.0 on the spring administration of FCAT Reading.

### Targets Supported

### Resources Available to Support the Goal

- Use of technology, specifically Success Maker and RAZ Kids, for Tier 2 Support
- Analysis of CGA's, IOWA, and DAR Assessments
- In-School Tutoring (FCAT Taskforce)
- Center Rotations
- Guided Reading Groups

### Targeted Barriers to Achieving the Goal

- Many of the students in this subgroup do not have computer access at home.

## Plan to Monitor Progress Toward the Goal

Student Achievement

### Person or Persons Responsible

Classroom Teacher

### Target Dates or Schedule:

Weekly

### Evidence of Completion:

Student achievement

**G3.** 75% of students within the Hispanic subgroup will meet or exceed the proficiency level of 3.0 on the spring 2014 administration of FCAT Reading.

**Targets Supported**

**Resources Available to Support the Goal**

- ESOL Strategies
- District ESOL Support Team
- Center Rotations
- Small Groups
- Guided Reading Groups

**Targeted Barriers to Achieving the Goal**

- Teacher knowledge of effective ESOL strategies.

**Plan to Monitor Progress Toward the Goal**

Effective Use of ESOL Strategies in Classroom Instruction

**Person or Persons Responsible**

Principal, Assistant Principal

**Target Dates or Schedule:**

Weekly

**Evidence of Completion:**

Student Achievement Data

**G4.** 59% of students within the Black/ African American subgroup will meet or exceed the proficiency level of 3.0 on the spring 2014 administration of FCAT Reading.

**Targets Supported**

**Resources Available to Support the Goal**

- Use of technology, specifically Success Maker and Raz Kids

**Targeted Barriers to Achieving the Goal**

- Many students in this subgroup do not have the reinforcement of skills and strategies at home.

**Plan to Monitor Progress Toward the Goal**

In-School Tutoring Program

**Person or Persons Responsible**

School Administration

**Target Dates or Schedule:**

Weekly

**Evidence of Completion:**

Pre and Post Assessment Data

**G5.** 81% (247/304) of all 3rd, 4th, and 5th grade students will meet or exceed the proficiency level of 3.0 on the spring 2014 administration of FCAT Reading.

### **Targets Supported**

#### **Resources Available to Support the Goal**

- School wide implementation of the gradual release model of responsibility, interactive journals, and center rotations with fidelity
- Expose students to more complex text
- Expose students to more non-fiction text
- Strategically teach close reading and academic vocabulary
- Integrate reading, writing, listening, and speaking into instruction
- Plan project-based learning activities as enrichment for readers who are above grade level
- Analyze the results from the IOWA, DAR, and CGA assessments to guide instruction
- Utilize Success Maker and RAZ Kids to support Tier 2 instruction

#### **Targeted Barriers to Achieving the Goal**

- Providing differentiated professional development for teachers

### **Plan to Monitor Progress Toward the Goal**

Classroom Instruction and IPDP

#### **Person or Persons Responsible**

Principal, Assistant Principal, and Reading Coach

#### **Target Dates or Schedule:**

Weekly/Quarterly

#### **Evidence of Completion:**

Student achievement data and final IPDP results

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** 87% of students within the Hispanic subgroup will meet or exceed the proficiency level of 3.0 on the spring administration of FCAT Mathematics.

**G1.B1** Teacher's ability to effectively use the resources for Tier 2 interventions.

**G1.B1.S1** Provide professional development on the I-Ready program.

#### Action Step 1

Training on I-Ready

#### Person or Persons Responsible

Mychelle Williamson, Curriculum Associates PD Specialist

#### Target Dates or Schedule

12/11/13

#### Evidence of Completion

Early Release Day Training Schedule, Agenda

#### Facilitator:

Curriculum Associates

#### Participants:

Classroom Teachers

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

I-Ready Reports

#### Person or Persons Responsible

Leadership Team, Classroom Teachers

#### Target Dates or Schedule

Weekly, Quarterly

#### Evidence of Completion

I-Ready Reports



## Plan to Monitor Effectiveness of G1.B1.S1

Use quarterly CGA's and weekly assessments to determine implications for instruction.

### Person or Persons Responsible

Classroom Teachers

### Target Dates or Schedule

Weekly/Quarterly

### Evidence of Completion

Disaggregated data reports will be reviewed during monthly Leadership Team Meetings and quarterly Data Chats.

**G2.** 65% of students within the Economically Disadvantaged subgroup will meet or exceed the proficiency level of 3.0 on the spring administration of FCAT Reading.

**G2.B1** Many of the students in this subgroup do not have computer access at home.

**G2.B1.S1** Students will have access to our mini lab before and after school to better utilize available computer programs to support student learning.

### Action Step 1

Success Maker and RAZ Kids

### Person or Persons Responsible

Assistant Principal, Reading Coach

### Target Dates or Schedule

12/11/13

### Evidence of Completion

Monitor the use of these software application by targeted students. Skill growth will be monitored also.

### Facilitator:

Reading Coach

### Participants:

Classroom Teachers

### Plan to Monitor Fidelity of Implementation of G2.B1.S1

Monitor the time that these students spend on Success Maker and RAZ Kids

**Person or Persons Responsible**

Leadership Team, Classroom Teachers

**Target Dates or Schedule**

Weekly/Quarterly/Monthly

**Evidence of Completion**

Student sign-in and computer print out of time on the programs.

### Plan to Monitor Effectiveness of G2.B1.S1

Determine if Lexile Levels are improving on ongoing reading assessments.

**Person or Persons Responsible**

Leadership Team, Classroom Teachers

**Target Dates or Schedule**

Weekly/Monthly/Quarterly

**Evidence of Completion**

Monthly report of Lexile growth

**G3.** 75% of students within the Hispanic subgroup will meet or exceed the proficiency level of 3.0 on the spring 2014 administration of FCAT Reading.

**G3.B1** Teacher knowledge of effective ESOL strategies.

**G3.B1.S1** Share effective ESOL strategies with faculty and staff during monthly faculty meetings.

**Action Step 1**

Review of effective ESOL strategies

**Person or Persons Responsible**

Principal, Assistant Principal, ESOL Contact

**Target Dates or Schedule**

Weekly/Monthly/Quarterly

**Evidence of Completion**

Faculty Meeting Agenda

**Facilitator:**

Principal or ESOL Contact

**Participants:**

Classroom Teachers

**Plan to Monitor Fidelity of Implementation of G3.B1.S1**

Effective use of ESOL strategies

**Person or Persons Responsible**

Principal, Assistant Principal

**Target Dates or Schedule**

Weekly/Monthly/Quarterly

**Evidence of Completion**

Focus Walk Forms, Logs

## Plan to Monitor Effectiveness of G3.B1.S1

Student Achievement

### Person or Persons Responsible

Principal, Assistant Principal

### Target Dates or Schedule

Monthly

### Evidence of Completion

Results from IOWA, DAR, CGA's, and Teacher-Made Assessments

**G4.** 59% of students within the Black/ African American subgroup will meet or exceed the proficiency level of 3.0 on the spring 2014 administration of FCAT Reading.

**G4.B1** Many students in this subgroup do not have the reinforcement of skills and strategies at home.

**G4.B1.S1** In school tutoring will be provided.

### Action Step 1

FCAT Taskforce (SAC initiative)

#### Person or Persons Responsible

Trained Volunteers

#### Target Dates or Schedule

3 times per week (beginning the week of January 20th)

#### Evidence of Completion

Tutors will administer weekly assessments. The results will be analyzed by the tutors, classroom teachers, and school administration to determine next steps.

#### Facilitator:

Amy Cline, Assistant Principal

#### Participants:

FCAT Taskforce Volunteers

## Plan to Monitor Fidelity of Implementation of G4.B1.S1

Tutoring Schedule

### **Person or Persons Responsible**

Principal, Assistant Principal, and Classroom Teachers

### **Target Dates or Schedule**

Weekly

### **Evidence of Completion**

Classroom data will be used to determine the skills/strategies that will be reviewed during each tutoring schedule. Volunteers will use lessons from the "Common Core Coach" series by Triumph Learning.

## Plan to Monitor Effectiveness of G4.B1.S1

In-School Tutoring Program

### **Person or Persons Responsible**

Principal, Assistant Principal, Reading Coach, Classroom Teachers, FCAT Taskforce Volunteers

### **Target Dates or Schedule**

Weekly

### **Evidence of Completion**

Weekly Assessment Data

**G5.** 81% (247/304) of all 3rd, 4th, and 5th grade students will meet or exceed the proficiency level of 3.0 on the spring 2014 administration of FCAT Reading.

**G5.B1** Providing differentiated professional development for teachers

**G5.B1.S1** Strategically plan Early Release Day Trainings to provide options for teachers.

**Action Step 1**

Facilitation of differentiated professional development during Early Release Day Training

**Person or Persons Responsible**

Principal, Assistant Principal, and Reading Coach

**Target Dates or Schedule**

Early Release Days

**Evidence of Completion**

Early Release Day Training Schedule, Classroom Instruction

**Facilitator:**

Principal, Assistant Principal, Reading Coach

**Participants:**

Classroom teachers

**Plan to Monitor Fidelity of Implementation of G5.B1.S1**

Classroom Instruction

**Person or Persons Responsible**

Principal, Assistant Principal, and Reading Coach

**Target Dates or Schedule**

2-3 Week Window After every Early Release Day Training Session

**Evidence of Completion**

Focus Walks will be conducted after every Early Release Day Training to look for evidence in classroom instruction and to provide specific feedback to teachers.

## Plan to Monitor Effectiveness of G5.B1.S1

Classroom Instruction

### **Person or Persons Responsible**

Principal, Assistant Principal, and Reading Coach

### **Target Dates or Schedule**

Weekly

### **Evidence of Completion**

Focus Walk Forms and logs

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Supplemental Academic Instruction (SAI) is provided for all 3rd, 4th, and 5th grade students in Tier 2 and Tier 3 through our in-school tutoring program. Progress is monitored by classroom teachers and school administration weekly.

Violence Prevention is addressed through the district adopted Second Step curriculum, daily class meetings, and quarterly assemblies.

CTE instruction is provided through our Guidance Department.



## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** 87% of students within the Hispanic subgroup will meet or exceed the proficiency level of 3.0 on the spring administration of FCAT Mathematics.

**G1.B1** Teacher's ability to effectively use the resources for Tier 2 interventions.

**G1.B1.S1** Provide professional development on the I-Ready program.

### **PD Opportunity 1**

Training on I-Ready

#### **Facilitator**

Curriculum Associates

#### **Participants**

Classroom Teachers

#### **Target Dates or Schedule**

12/11/13

#### **Evidence of Completion**

Early Release Day Training Schedule, Agenda

**G2.** 65% of students within the Economically Disadvantaged subgroup will meet or exceed the proficiency level of 3.0 on the spring administration of FCAT Reading.

**G2.B1** Many of the students in this subgroup do not have computer access at home.

**G2.B1.S1** Students will have access to our mini lab before and after school to better utilize available computer programs to support student learning.

### **PD Opportunity 1**

Success Maker and RAZ Kids

#### **Facilitator**

Reading Coach

#### **Participants**

Classroom Teachers

#### **Target Dates or Schedule**

12/11/13

#### **Evidence of Completion**

Monitor the use of these software application by targeted students. Skill growth will be monitored also.

**G3.** 75% of students within the Hispanic subgroup will meet or exceed the proficiency level of 3.0 on the spring 2014 administration of FCAT Reading.

**G3.B1** Teacher knowledge of effective ESOL strategies.

**G3.B1.S1** Share effective ESOL strategies with faculty and staff during monthly faculty meetings.

**PD Opportunity 1**

Review of effective ESOL strategies

**Facilitator**

Principal or ESOL Contact

**Participants**

Classroom Teachers

**Target Dates or Schedule**

Weekly/Monthly/Quarterly

**Evidence of Completion**

Faculty Meeting Agenda

**G4.** 59% of students within the Black/ African American subgroup will meet or exceed the proficiency level of 3.0 on the spring 2014 administration of FCAT Reading.

**G4.B1** Many students in this subgroup do not have the reinforcement of skills and strategies at home.

**G4.B1.S1** In school tutoring will be provided.

**PD Opportunity 1**

FCAT Taskforce (SAC initiative)

**Facilitator**

Amy Cline, Assistant Principal

**Participants**

FCAT Taskforce Volunteers

**Target Dates or Schedule**

3 times per week (beginning the week of January 20th)

**Evidence of Completion**

Tutors will administer weekly assessments. The results will be analyzed by the tutors, classroom teachers, and school administration to determine next steps.

**G5.** 81% (247/304) of all 3rd, 4th, and 5th grade students will meet or exceed the proficiency level of 3.0 on the spring 2014 administration of FCAT Reading.

**G5.B1** Providing differentiated professional development for teachers

**G5.B1.S1** Strategically plan Early Release Day Trainings to provide options for teachers.

**PD Opportunity 1**

Facilitation of differentiated professional development during Early Release Day Training

**Facilitator**

Principal, Assistant Principal, Reading Coach

**Participants**

Classroom teachers

**Target Dates or Schedule**

Early Release Days

**Evidence of Completion**

Early Release Day Training Schedule, Classroom Instruction

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G2.	65% of students within the Economically Disadvantaged subgroup will meet or exceed the proficiency level of 3.0 on the spring administration of FCAT Reading.	\$2,800
Total		\$2,800

### Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Total
PTA	\$2,800	\$2,800
Total	\$2,800	\$2,800

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G2.** 65% of students within the Economically Disadvantaged subgroup will meet or exceed the proficiency level of 3.0 on the spring administration of FCAT Reading.

**G2.B1** Many of the students in this subgroup do not have computer access at home.

**G2.B1.S1** Students will have access to our mini lab before and after school to better utilize available computer programs to support student learning.

#### Action Step 1

Success Maker and RAZ Kids

#### Resource Type

Technology

#### Resource

RAZ Kids is an online adaptive reading program.

#### Funding Source

PTA

#### Amount Needed

\$2,800