2013-2014 SCHOOL IMPROVEMENT PLAN

Sea Wind Elementary School

3700 SE SEABRANCH BLVD

Hobe Sound, FL 33455

772-219-1625

swe.sbmc.org

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	51%

Alternative/ESE Center	Charter School	Minority Rate
No	No	36%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	B	A	A

SIP Authority and Template

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.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I 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

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

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

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

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
Sea Wind Elementary School

Principal
Birgit Ager

School Advisory Council chair
Gordon Laing

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

Name	Title
Birgit Ager	Principal
Deb Stull	Assistant Principal
Louise Rathbun	IPS Coach
Jan Elliot	Literacy Coach K-2
Andrea Asciutto-Houck	Literacy Coach 3-5
Heather Desimpelaere	Guidance Counselor
Lisa Bourquin	Grade 5 Teacher
Maria Shaw	ESE Teacher
Suzan Mason	School Psychologist

District-Level Information

District
Martin

Superintendent
Mrs. Laurie Gaylord

Date of school board approval of SIP
10/15/2013

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

Birgit Ager - Principal, Gordon Laing - SAC Chairperson / Teacher, Jen Glen - Parent, Gudrun Regan - Community, Georgia Foster - Health Assistant, Yolanda Bailey - Parent, Rosa Roddin - Parent. The membership shall be representative of the community served by the school. The SAC shall have appropriately balanced numbers of teachers, parents, support employees, business and community members.

Involvement of the SAC in the development of the SIP

The purpose of SAC is to work in an advisory capacity with the principal on the development of the school site budget, safety, calendar, instructional programs, personnel policies and School Improvement Plan.

Activities of the SAC for the upcoming school year

The SAC conducts monthly meetings to review academic data, address instructional /budgetary items aligned with student achievement, monitors the SIP implementation, reviews campus events, school safety, and Title I requirements.

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

School Improvement fund requests must be reviewed and voted upon by SAC members.These funds may be expended only on programs or projects that are directly related to School Improvement. Such funds are recommended to benefit a majority of students. .

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:

Birgit Ager		
Principal	Years as Administrator: 25	Years at Current School: 3

Credentials	M.S. Educational Leadership School Principal B.A. Elementary Education Certifications: Reading K-12 Middle Grades Math 5-9 Endorsements: ESOL
Performance Record	2013-Grade B Mastery: Reading 61%; Math 60%;Science 68%; Writing 69% Lowest Quartile Gains: Math 45%, Reading 51% Gains: Reading 57%, Math 60% 2012- Grade A Mastery Reading 65 % Math 69% Science 64% Writing 81% Lowest Quartile Gains Reading 53% Math 54% Gains: Reading 53% Math 54% 2011- Grade A Mastery Reading 85 % Math 85% Science 75% Writing 96% Did not meet AYP (87% of critera met) Did not meet ED Math and Reading proficiency Did not meet SWD Math and Reading proficiency 2010- Grade B Mastery Reading 85% Math 81% Science 71% Writing 83% Did not meet AYP (90% of criteria met) Did not meet ED Math and Reading proficiency

Did not meet SWD Math and Reading
proficiency
Did not meet ED Writing proficiency
2009- Grade A
Mastery
Reading 88%
Math 85%
Science 67%
Writing 89%
Did not meet AYP (97% of criteria met)
Did not meet ED Math proficiency
2008- Grade A
Mastery
Reading 89%
Math 90%
Science 81%
Writing 93%
Did not meet AYP (95% of criteria met)
Did not meet SWD Reading and Math
proficiency
2007- Grade A
Mastery
Reading 87%
Math 86%
Science 67%
Writing 83%
Did not meet AYP (95% of criteria met)
Did not meet SWD Reading and Math
proficiency

Debra Stull		
Asst Principal	Years as Administrator: 4	Years at Current School: 2

Credentials	Elementary Education - B.S. Educational Administration - M.S. Certifications: Elementary Education 1-6 Endorsements: ESOL
Performance Record	2013-Grade B Mastery: Reading 61%; Math 60%;Science 68%; Writing 69% Lowest Quartile Gains: Math 45%, Reading 51% Gains: Reading 57%, Math 60% 2012- Grade A Mastery Reading 65 % Math 69% Science 64% Writing 81% Lowest Quartile Gains Reading 53% Math 54% Gains: Reading 53% Math 54% 2011- Grade A Mastery Reading 85 % Math 85% Science 75% Writing 96% Did not meet AYP (87% of critera met) Did not meet ED Math and Reading proficiency Did not meet SWD Math and Reading proficiency 2010- Grade B Mastery Reading 85% Math 81% Science 71% Writing 83% Did not meet AYP (90% of criteria met) Did not meet ED Math and Reading proficiency Did not meet SWD Math and Reading proficiency

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proficiency
2007- Grade A
Mastery
Reading 87%
Math 86%
Science 67%
Writing 83%
Did not meet AYP (95% of criteria met)
Did not meet SWD Reading and Math
proficiency

Instructional Coaches

of instructional coaches
2

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Jan Elliott		
Full-time / School-based	Years as Coach: 6	Years at Current School: 15
Areas	Reading/Literacy	
Credentials	BA Elementary Education MA Elementary Education Endorsements ESOL Reading Endorsement	
Performance Record	2013-Grade B Mastery: Reading 61%; Math 60%;Science 68%; Writing 69% Lowest Quartile Gains: Math 45%, Reading 51% Gains: Reading 57%, Math 60% 2012- Grade A Mastery Reading 65 % Math 69% Science 64% Writing 81% Lowest Quartile Gains Reading 53% Math 54% Gains: Reading 53% Math 54% 2011- Grade A Mastery Reading 85 % Math 85% Science 75% Writing 96% Did not meet AYP (87% of critera met) Did not meet ED Math and Reading proficiency Did not meet SWD Math and Reading proficiency 2010- Grade B Mastery Reading 85% Math 81% Science 71% Writing 83% Did not meet AYP (90% of criteria met) Did not meet ED Math and Reading proficiency	

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2007- Grade A
Mastery
Reading 87%
Math 86%
Science 67%
Writing 83%
Did not meet AYP (95% of criteria met)
Did not meet SWD Reading and Math
proficiency

Andrea Asciutto-Houck		
Full-time / School-based	Years as Coach: 2	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	BA Elementary Education MA Elementary Education Endorsements ESOL Reading Endorsement	
Performance Record	2012-Grade C Mastery:Reading 46% Math 52%, Writing 74%, Science 45% Gains: Reading 60%, Math 53%, Lowest Quartile Gains: Reading 66%, Math 53%	

Classroom Teachers

# of classroom teachers
56

 # receiving effective rating or higher
56, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
56, 100%

 # ESOL endorsed
40, 71%

 # reading endorsed
6, 11%

 # with advanced degrees
18, 32%

 # National Board Certified
1, 2%

 # first-year teachers
9, 16%

 # with 1-5 years of experience
18, 32%

 # with 6-14 years of experience
18, 32%

 # with 15 or more years of experience
11, 20%

Education Paraprofessionals

# of paraprofessionals
8

 # Highly Qualified
8, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

 # receiving effective rating or higher

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

Provide opportunities for professional growth.
Administration is responsible for this.

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

School offers a mentor support system for all newly hired educators to school and/or education.
Support includes:
Assistance with Pinnacle,
Performance Matters,
Classroom management
Lesson planning
School policies and procedures

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

A multi-disciplinary team of school professionals who (MTSS Leadership Team) meet weekly to address students who are struggling academically and/or behaviorally. The leadership team provides recommendations for tiered levels of academic and behavioral support. Data team meetings are held to review student data by classroom and/or grade level assessments therefore guiding specific intervention support beyond the instructional block. Progress monitoring is ongoing and part of the MTSS cycle.

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

The leadership team reviews student data, designs intervention strategies, monitors progress and offers suggestions strategies and serves as the liaison between administration and instructional staff.

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

The MTSS Leadership Team will meet with School Advisory Council (SAC) and the school administrators to develop a School Improvement Plan (SIP). The team will provide data on Tier 1, 2, and 3 targets; academic and social/emotional need areas, set clear expectations for instruction using the optimal learning model; facilitate the development of a systemic approach to teaching; and align processes and procedures.

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

SeaWind uses Excel, LLI Management System, Fountas and Pinnell Reading Running Records, Performance Matters, District Benchmark results, iReady, RtI-B/PBiS, Anecdotal Behavioral cards, TERMS attendance screen and PMRN.

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

The MTSS Team will facilitate ongoing trainings throughout the year to provide intervention and support. The team will also model and monitor effective classroom instructional strategies for teachers to ensure student growth. Parents will be invited to MTSS meetings as a collaborative member of the problem solving process.

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: Extended Day for All Students

Minutes added to school year:

N/A

Strategy Purpose(s)
""

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Louise Rathbun	IPS Coach
Jan Elliott	K-2 Literacy Coach
Andrea Asciutto-Houck	3-5 Literacy Coach
Kristen Nyberg	Kindergarten Teacher
Katrina Collette	First Grade Teacher
Josey Missimer	Second Grade Teacher
Alexis DiSalvo	Third Grade Teacher
LizAndrea Balatovis	Fourth Grade Teacher
Lisa Bourquin	Fifth Grade Teacher
Maria Shaw	ESE Teacher

How the school-based LLT functions

The LLT meets monthly to discuss strategies, monitor progress and plan staff development for our K-5 Instructional Staff. This team analyzes current data to prepare professional development aligned with curriculum maps and focus on increasing student achievement. The LLT is responsible for promoting school-wide literacy. Individual LLT members will meet with various grade groups each weekly to assist teachers with "looking at student work" and implementing Common Core State Standards.

Major initiatives of the LLT

The LLT will spearhead Common Core State Standards, through grade group meetings and leading professional discussion groups on research-based literacy topics to include:Guided Reading, reader engagement and independent reading with conferring. Families will be encouraged to be active participants in their child's literacy life through various school sponsored, parent involvement activities.

Every Teacher Contributes to Reading Instruction

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

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

SeaWind hosts a Kindergarten tour every year for incoming Kindergarten students. This tour involves both parents and students and includes an observation of the Kindergarten classroom, story read by an administrator and a snack in the cafeteria. Local pre-schools are notified of the event and flyers 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 asset in developing heterogeneous classes and to provide teachers data to differentiated instruction for their incoming students.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

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	73%	61%	No	75%
American Indian				
Asian				
Black/African American	45%	22%	No	51%
Hispanic	60%	53%	No	64%
White	80%	69%	No	82%
English language learners	52%	42%	No	57%
Students with disabilities	44%	24%	No	50%
Economically disadvantaged	59%	48%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	97	68%	75%
Students scoring at or above Achievement Level 4	52	37%	68%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		75%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	180	48%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	189	51%	72%

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)	38	43%	45%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	28	32%	35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	23	26%	30%

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	75	69%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

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	72%	60%	No	75%
American Indian				
Asian				
Black/African American	36%	29%	No	42%
Hispanic	63%	52%	No	67%
White	79%	67%	No	81%
English language learners	55%	36%	No	60%
Students with disabilities	43%	27%	No	48%
Economically disadvantaged	57%	47%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	95	60%	75%
Students scoring at or above Achievement Level 4	91	58%	60%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	94	60%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	71	45%	50%

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	97	68%	70%
Students scoring at or above Achievement Level 4	53	38%	40%

Florida Alternate Assessment (FAA)

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

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)	2		3
Participation in STEM-related experiences provided for students	2	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	31	6%	4%
Students retained, pursuant to s. 1008.25, F.S.	27	5%	3%
Students who are not proficient in reading by third grade	27	5%	3%
Students who receive two or more behavior referrals	13	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	35	6%	4%

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

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
The percentage of families who participated in school activities will increase to	408	70%	75%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Common Core work on creating units of study for reading instruction using integration of standards.

G2. Create a professional learning community that focuses on Tracking Student Progress, using evidence based research to drive the use of intended skills in the classroom and of the positive impact on increasing student achievement.

G3. The percentage of students scoring a level 3 or above in Reading will increase.

G4. The percentage of students scoring at level 3 or above in Math will increase

Goals Detail

G1. Common Core work on creating units of study for reading instruction using integration of standards.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing

Resources Available to Support the Goal

- Using the book "The Continuum of Literacy Learning K-8" teachers and coaches can notice, teach and support the reading behaviors for students K-5. Fountas and Pinnel running reading records.

Targeted Barriers to Achieving the Goal

- Sufficient leveled text for classroom libraries.

Plan to Monitor Progress Toward the Goal

Increased reading levels and increased student achievement on reading assessments.

Person or Persons Responsible
Teachers, coaches and administrators.

Target Dates or Schedule:
During grade level meetings.

Evidence of Completion:
Data from the running records and reading assessments.

G2. Create a professional learning community that focuses on Tracking Student Progress, using evidence based research to drive the use of intended skills in the classroom and of the positive impact on increasing student achievement.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Science - Elementary School

Resources Available to Support the Goal

- Student tracking sheets, professional videos and articles related to tracking student progress. Teachers monitoring student work to include formative and summative assessments.

Targeted Barriers to Achieving the Goal

- Teachers finding common assessments that align to the common core for monitoring.

Plan to Monitor Progress Toward the Goal

The teachers will monitor the students academic growth through the tracking of formative and summative assessments. Administrators will observe teachers tracking student progress during informal and formal observations. Students will track their own progress through student tracking forms.

Person or Persons Responsible
Teachers, administrators and students.

Target Dates or Schedule:
Grade group meetings, classrooms and observation periods.

Evidence of Completion:
Increased learning as evidenced through test scores.

G3. The percentage of students scoring a level 3 or above in Reading will increase.

Targets Supported

Resources Available to Support the Goal

- Literacy Coaches will model lessons and provide resources for instructional staff in the area of independent reading with conferring and guided reading. Staff Developer, Enid Martinez and Emily DLiddo, will provide multiple training opportunities centered around explicit feedback when conferring with readers and writers, guided reading, strategy lessons, word study, and small group instruction. Teachers will use conferencing notes, leveled texts for independent reading, district benchmark assessments, and Fountas and Pinnell running records to reflect on data and to focus their instructional methods for accuracy, fluency and comprehension.

Targeted Barriers to Achieving the Goal

- Instructional Staff needs more support in data-driven differentiated instruction, through one on one lessons and small group lessons. Instruction staff needs training on how to analyze data and to plan structured lessons tailored to student need within the classroom setting. Instructional staff also need classroom libraries that have leveled books of various interests.

Plan to Monitor Progress Toward the Goal

Comfort level and implementation of guided reading and conferring.

Person or Persons Responsible
Literacy Coaches

Target Dates or Schedule:
Grade level discussions

Evidence of Completion:
Teacher feedback

G4. The percentage of students scoring at level 3 or above in Math will increase

Targets Supported

Resources Available to Support the Goal
- Use of digital manipulates, CCSS aligned workbooks in K-2 and collaborative learning groups.

Targeted Barriers to Achieving the Goal
- Instructional staff is in need of support for on hands on instruction for math concepts and conversational techniques for math inquiry and math problem solving. There is a need of more students computers, and materials that align with the Common Core State Standards.

Plan to Monitor Progress Toward the Goal

Data from Benchmarks, iReady and classroom assessments

Person or Persons Responsible
Grade level teams, MTSS teams

Target Dates or Schedule:
Grade level data meetings, Intervention Problem Solving meetings.

Evidence of Completion:
Student work, progress scores.

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Common Core work on creating units of study for reading instruction using integration of standards.

G1.B1 Sufficient leveled text for classroom libraries.

G1.B1.S1 Using results from Fountas and Pinnell running reading records, and viewing existing leveled libraries, purchase additional texts for independent reading time for students.

Action Step 1

Purchase leveled text for classroom libraries.

Person or Persons Responsible

School site.

Target Dates or Schedule

Have purchased for levels KG-2nd.

Evidence of Completion

Providing the texts to the classrooms for student use.

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

Use of leveled texts for students independent reading.

Person or Persons Responsible

Teachers, coaches and administrators.

Target Dates or Schedule

During classroom independent reading time.

Evidence of Completion

Students doing the independent reading and responding to texts in their reading journals.

Plan to Monitor Effectiveness of G1.B1.S1

Students reading leveled texts independently to increase fluency and comprehension skills during the independent reading time.

Person or Persons Responsible

Teacher

Target Dates or Schedule

During independent reading time.

Evidence of Completion

Responses in reading response journals.

G2. Create a professional learning community that focuses on Tracking Student Progress, using evidence based research to drive the use of intended skills in the classroom and of the positive impact on increasing student achievement.

G2.B1 Teachers finding common assessments that align to the common core for monitoring.

G2.B1.S1 Teachers and literacy coaches collaborating to find assessments that align to the common core.

Action Step 1

Literacy coaches and aspiring leaders to communicate with district reading, math and science coordinators to find available assessments aligned to common core.

Person or Persons Responsible

Literacy Coaches

Target Dates or Schedule

Monthly meetings

Evidence of Completion

Various formative and summative assessments for teachers to use for tracking student progress.

Facilitator:

Literacy Coaches

Participants:

Classroom teachers

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

Monitor the use of tracking student progress with data from the formative and summative assessments.

Person or Persons Responsible

Grade level teachers and administrators

Target Dates or Schedule

Grade level group meetings

Evidence of Completion

Grade level meeting notes with observations with administrators and coaches.

Plan to Monitor Effectiveness of G2.B1.S1

Positive impact on student learning using the student tracking process.

Person or Persons Responsible

Teachers, coaches and administration.

Target Dates or Schedule

Grade level team meetings.

Evidence of Completion

Student data and grade level discussion/conversation.

G3. The percentage of students scoring a level 3 or above in Reading will increase.

G3.B1 Instructional Staff needs more support in data-driven differentiated instruction, through one on one lessons and small group lessons. Instruction staff needs training on how to analyze data and to plan structured lessons tailored to student need within the classroom setting. Instructional staff also need classroom libraries that have leveled books of various interests.

G3.B1.S1 Strategy: Provide professional development: Literacy coaches, Enid Martinez, and Emily DeLiddo. Provide opportunity for a book study for all instructional staff: Growing Readers (k-2) and Conferring with Readers (3-5).

Action Step 1

Data from benchmarks, student work.

Person or Persons Responsible

Literacy Coaches, Data Teams

Target Dates or Schedule

During grade level meetings and Professional Development

Evidence of Completion

Student assessments and data

Facilitator:

Literacy Coaches

Participants:

Classroom teachers

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

Conferring notes,student data and intervention groups.

Person or Persons Responsible

LLT and Literacy Coaches

Target Dates or Schedule

Teacher grade level meetings and MTSS meetings.

Evidence of Completion

Student data.

Plan to Monitor Effectiveness of G3.B1.S1

PLC discussion notes and student data.

Person or Persons Responsible

Literacy Coaches

Target Dates or Schedule

Classroom visits and grade level meetings

Evidence of Completion

Student work samples

G3.B1.S2 Provide time for team planning. Teachers will be working in Professional Learning Communities throughout the year to analyze data, explore the latest research about reading and writing instruction, plan lessons, and to use common assessments around genres of reading and writing.

Action Step 1

Benchmarks, lesson plans and Running Record information and progress.

Person or Persons Responsible

Literacy Coaches, MTSS Team and Grade Level

Target Dates or Schedule

During meetings and Professinal Development

Evidence of Completion

Percentage of growth with running records, showing gains in comprehension and fluency.

Facilitator:

Literacy Coaches, Administration and LLT team.

Participants:

Classroom teachers and Paraprofessionals.

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

Planning sessions

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

Grade level meeting

Evidence of Completion

Units of study/common assessments

Plan to Monitor Effectiveness of G3.B1.S2

Units of Study/Guided Reading/Conferring

Person or Persons Responsible

Literacy Coaches

Target Dates or Schedule

Grade Level Meetings

Evidence of Completion

Student work/data

G4. The percentage of students scoring at level 3 or above in Math will increase

G4.B2 Instructional staff is in need of support for on hands on instruction for math concepts and conversational techniques for math inquiry and math problem solving. There is a need of more students computers, and materials that align with the Common Core State Standards.

G4.B2.S1 Staff needs support with hands on instruction for math concepts and conversational techniques for math inquiry and math problem solving. Materials that align with the Common Core State Standards.

Action Step 1

Provide professional development on conversational techniques for math inquiry and problem solving.

Person or Persons Responsible

Steve Layson

Target Dates or Schedule

September 27, 2013

Evidence of Completion

Student data/work

Facilitator:

Participants:

Instructional Staff

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Teaching strategies that are centered around the math inquiry model.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly through grade level meetings

Evidence of Completion

Student work/data

Plan to Monitor Effectiveness of G4.B2.S1

Inquiry math model of instruction

Person or Persons Responsible

Administration/MTSS Team

Target Dates or Schedule

MTSS Team meetings

Evidence of Completion

Student work/data

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

Title I, Part A:
SeaWind Elementary School coordinates and integrates all federal, state, and local programs that impact the school. Title I dollars support three positions at the school to include two literacy coaches. These coaches will work directly with teachers offering instructional support, modeling of effective strategies, and provide comprehensive professional development. The guidance counselor will provide classroom lessons addressing bullying and taking responsibility for actions and self. The parent liaison offers support to our family involvement component. Family Involvement Nights are planned this year highlighting ways in which parents can assist their children at home with academics in reading, writing, math, and science. A "Parent Pinnacle" evening will be held to support parents as they use school computers to access and navigate through Pinnacle, the electronic grading system. Home / school communication folders and planners were purchased for each child, using Title I funds, to support increased communication between the school and home. In an effort to teach responsibility, students are required to complete their planners daily. Title I funds were also used to purchase professional books needed to guide teachers in differentiating instruction for reading and writing, and to meet the needs of all students at SWE. Classroom libraries will be enhanced by purchasing additional leveled texts with Title 1 Funds. Title I funds were also used to purchase professional books and materials to support Word Study for the instructional staff. Word Study will be used as a center rotation during the reading block for all grade levels. PLC group, Book Titles: Conferring with Readers and Growing Readers will be purchased to support student learning through teacher education.
Title I, Part C:
A part-time teacher will be hired using Title I dollars, to teach LLI to small groups of primary students.
Title I, Part D:
The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title I Part D.
Title II:
Title II funding supports school and district initiatives and professional development in reading, math, writing, and science.
Title III:
Title III funds are used to support English Language Learners at SeaWind through:
•the development and implementation of language instructional software programs;
•supporting family literacy, parent outreach, and training activities designed to assist parents to become active participants in their child's education;
•increasing ELL focused professional development for teachers and paraprofessionals.
Title X - Homeless:
Brochures and referrals for parent and student support from the guidance department, school nurse and other school personnel support the effort of Title X.
PLC group: Book title, "Teaching with poverty in mind." by Eric Jensen.
Violence Prevention Programs:
The DARE (Drug Abuse Resistance Education Program) is implemented in fifth grade and is provided with a partnership between the Martin County School District and the Martin County Sheriff's Department.
The guidance counselor conducts classroom lessons utilizing the Character Education program.
Nutrition Programs:
Students participate in physical education activities for 30 minutes per day. The school cafeteria manager periodically
highlights nutritional facts by spotlighting "healthy foods" on the morning news program.
The PE teacher will promote nutrition, healthy lifestyles and the importance of exercise during her PE Classes.

Head Start:
Although Head Start programs are located at many Martin County elementary schools, currently SeaWind Elementary does not have any Head Start classes on campus.

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.

G2. Create a professional learning community that focuses on Tracking Student Progress, using evidence based research to drive the use of intended skills in the classroom and of the positive impact on increasing student achievement.

G2.B1 Teachers finding common assessments that align to the common core for monitoring.

G2.B1.S1 Teachers and literacy coaches collaborating to find assessments that align to the common core.

PD Opportunity 1

Literacy coaches and aspiring leaders to communicate with district reading, math and science coordinators to find available assessments aligned to common core.

Facilitator

Literacy Coaches

Participants

Classroom teachers

Target Dates or Schedule

Monthly meetings

Evidence of Completion

Various formative and summative assessments for teachers to use for tracking student progress.

G3. The percentage of students scoring a level 3 or above in Reading will increase.

G3.B1 Instructional Staff needs more support in data-driven differentiated instruction, through one on one lessons and small group lessons. Instruction staff needs training on how to analyze data and to plan structured lessons tailored to student need within the classroom setting. Instructional staff also need classroom libraries that have leveled books of various interests.

G3.B1.S1 Strategy: Provide professional development: Literacy coaches, Enid Martinez, and Emily DeLiddo. Provide opportunity for a book study for all instructional staff: Growing Readers (k-2) and Conferring with Readers (3-5).

PD Opportunity 1

Data from benchmarks, student work.

Facilitator

Literacy Coaches

Participants

Classroom teachers

Target Dates or Schedule

During grade level meetings and Professional Development

Evidence of Completion

Student assessments and data

G3.B1.S2 Provide time for team planning. Teachers will be working in Professional Learning Communities throughout the year to analyze data, explore the latest research about reading and writing instruction, plan lessons, and to use common assessments around genres of reading and writing.

PD Opportunity 1

Benchmarks, lesson plans and Running Record information and progress.

Facilitator

Literacy Coaches, Administration and LLT team.

Participants

Classroom teachers and Paraprofessionals.

Target Dates or Schedule

During meetings and Professinal Development

Evidence of Completion

Percentage of growth with running records, showing gains in comprehension and fluency.

G4. The percentage of students scoring at level 3 or above in Math will increase

G4.B2 Instructional staff is in need of support for on hands on instruction for math concepts and conversational techniques for math inquiry and math problem solving. There is a need of more students computers, and materials that align with the Common Core State Standards.

G4.B2.S1 Staff needs support with hands on instruction for math concepts and conversational techniques for math inquiry and math problem solving. Materials that align with the Common Core State Standards.

PD Opportunity 1

Provide professional development on conversational techniques for math inquiry and problem solving.

Facilitator

Participants

Instructional Staff

Target Dates or Schedule

September 27, 2013

Evidence of Completion

Student data/work

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Common Core work on creating units of study for reading instruction using integration of standards.	$6,000
G3.	The percentage of students scoring a level 3 or above in Reading will increase.	$16,800
	Total	$22,800

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Materials	Total
Title 1/Martin County Education Foundation Grant	$16,800	$0	$16,800
Title 1 funds.	$0	$6,000	$6,000
Total	$16,800	$6,000	$22,800

Budget Details

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

G1. Common Core work on creating units of study for reading instruction using integration of standards.

G1.B1 Sufficient leveled text for classroom libraries.

G1.B1.S1 Using results from Fountas and Pinnell running reading records, and viewing existing leveled libraries, purchase additional texts for independent reading time for students.

Action Step 1

Purchase leveled text for classroom libraries.

Resource Type

Evidence-Based Materials

Resource

Non-fiction and fiction leveled texts.

Funding Source

Title 1 funds.

Amount Needed

$6,000

G3. The percentage of students scoring a level 3 or above in Reading will increase.

G3.B1 Instructional Staff needs more support in data-driven differentiated instruction, through one on one lessons and small group lessons. Instruction staff needs training on how to analyze data and to plan structured lessons tailored to student need within the classroom setting. Instructional staff also need classroom libraries that have leveled books of various interests.

G3.B1.S2 Provide time for team planning. Teachers will be working in Professional Learning Communities throughout the year to analyze data, explore the latest research about reading and writing instruction, plan lessons, and to use common assessments around genres of reading and writing.

Action Step 1

Benchmarks, lesson plans and Running Record information and progress.

Resource Type

Professional Development

Resource

Enid Martinez, and Emily DeLiddo

Funding Source

Title 1/Martin County Education Foundation Grant

Amount Needed

$16,800