

Martin County School District

Sea Wind Elementary School



2021-22 Schoolwide Improvement Plan

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Sea Wind Elementary School

3700 SE SEABRANCH BLVD, Hobe Sound, FL 33455

martinschools.org/o/swe

Demographics

Principal: Jennifer Michels

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	72%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (66%) 2017-18: C (51%) 2016-17: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Sea Wind Elementary School

3700 SE SEABRANCH BLVD, Hobe Sound, FL 33455

martinschools.org/o/swe

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School KG-5</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">61%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">54%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	C

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The SeaWind Family is dedicated to educating all students for success.

Provide the school's vision statement.

A dynamic educational system of excellence.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Umbaugh, Jeffrey	Principal	Oversees all aspects of the school, including operations and instruction.
Carroll, Dayna	Assistant Principal	Assists in overseeing all aspects of the school environment.
Ressler, Stephanie	SAC Member	SAC Chair; Academic Intervention Teacher
Bentz, Nancy	Teacher, K-12	MTSS Coach; Science Lab Teacher Grades 3-5
Sinclair, Emily	Teacher, K-12	Behavior Interventionist

Demographic Information

Principal start date

Monday 7/1/2019, Jennifer Michels

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

6

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

13

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

504

Identify the number of instructional staff who left the school during the 2020-21 school year.

9

Identify the number of instructional staff who joined the school during the 2021-22 school year.

8

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	87	90	94	98	107	98	0	0	0	0	0	0	0	574
Attendance below 90 percent	15	21	28	22	28	25	0	0	0	0	0	0	0	139
One or more suspensions	1	0	3	2	4	4	0	0	0	0	0	0	0	14
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	25	31	22	0	0	0	0	0	0	0	78
Level 1 on 2019 statewide FSA Math assessment	0	0	0	33	37	31	0	0	0	0	0	0	0	101
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	0	0	29	29	25	0	0	0	0	0	0	0	84

The number of students identified as retainees:

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

Date this data was collected or last updated

Thursday 10/7/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	79	82	88	93	99	90	0	0	0	0	0	0	0	531
Attendance below 90 percent	5	4	6	4	8	8	0	0	0	0	0	0	0	35
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	15	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	18	0	0	0	0	0	0	0	18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	5	4	6	4	12	15	0	0	0	0	0	0	0	46

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	1	2	8	13	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	79	82	88	93	99	90	0	0	0	0	0	0	0	531
Attendance below 90 percent	5	4	6	4	8	8	0	0	0	0	0	0	0	35
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	15	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	18	0	0	0	0	0	0	0	18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	5	4	6	4	12	15	0	0	0	0	0	0	0	46

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	1	1	2	8	13	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				55%	58%	57%	57%	59%	56%
ELA Learning Gains				61%	59%	58%	51%	57%	55%
ELA Lowest 25th Percentile				69%	56%	53%	48%	49%	48%
Math Achievement				71%	65%	63%	61%	66%	62%
Math Learning Gains				79%	65%	62%	52%	59%	59%
Math Lowest 25th Percentile				63%	53%	51%	37%	43%	47%
Science Achievement				64%	58%	53%	50%	59%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	53%	54%	-1%	58%	-5%
Cohort Comparison						
04	2021					
	2019	57%	57%	0%	58%	-1%
Cohort Comparison		-53%				
05	2021					
	2019	57%	55%	2%	56%	1%
Cohort Comparison		-57%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	64%	58%	6%	62%	2%
Cohort Comparison						
04	2021					
	2019	79%	67%	12%	64%	15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-64%				
05	2021					
	2019	74%	64%	10%	60%	14%
Cohort Comparison		-79%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	64%	53%	11%	53%	11%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady Reading and Math Diagnostic assessment K-5 and Science PMT data for Grade 5

Grade 1					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		24.85	44.63	62.45
	Economically Disadvantaged		19.75	37.66	56.62
	Students With Disabilities		11.38	31.67	52.17
	English Language Learners		11.65	26.47	43.56
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		14.31	30.42	58.74
	Economically Disadvantaged		10.31	26.23	50.66
	Students With Disabilities		10.48	20.34	46.15
	English Language Learners		4.85	11.0	38.0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26.57	43.42	60.41
	Economically Disadvantaged	21.97	37.15	54.66
	Students With Disabilities	15.0	29.9	48.39
	English Language Learners	10.98	25.93	42.5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14.29	30.75	59.39
	Economically Disadvantaged	10.27	24.30	52.63
	Students With Disabilities	13.0	23.16	44.09
	English Language Learners	3.66	13.92	38.75
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28.01	40.92	54.2
	Economically Disadvantaged	24.02	35.75	50.23
	Students With Disabilities	10.99	22.73	36.05
	English Language Learners	9.76	20.0	32.10
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15.73	29.94	52.91
	Economically Disadvantaged	12.28	23.85	47.22
	Students With Disabilities	9.89	17.44	32.56
	English Language Learners	6.1	12.82	27.16

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27.96	40.89	48.89
	Economically Disadvantaged	24.29	34.32	44.64
	Students With Disabilities	11.86	26.79	28.57
	English Language Learners	9.86	14.71	21.43
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16.07	30.83	52.22
	Economically Disadvantaged	12.99	23.49	45.83
	Students With Disabilities	10.17	14.81	25.0
	English Language Learners	4.23	10.61	22.86
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23.81	35.68	46.96
	Economically Disadvantaged	19.69	30.89	43.7
	Students With Disabilities	8.82	15.15	15.15
	English Language Learners	9.8	12.0	22.45
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17.89	33.15	53.04
	Economically Disadvantaged	12.5	27.05	45.38
	Students With Disabilities	11.76	18.75	12.21
	English Language Learners	3.92	12.24	28.57
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	19.78	35.87	56.18
	Economically Disadvantaged	8.47	33.90	52.73
	Students With Disabilities	13.33	31.58	41.18
	English Language Learners	8.7	24.0	47.83

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	12	17	10	20	17		27				
ELL	25	48	20	18	30	10	32				
BLK	27			31							
HSP	38	56	27	30	36	14	35				
WHT	57	61		60	50		73				
FRL	42	53	27	37	43	13	48				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	28	45	50	43	64	67	40				
ELL	33	63	61	49	76	63	27				
BLK	12	40		41	68		20				
HSP	43	57	68	57	75	62	48				
WHT	70	68	73	84	85	69	80				
FRL	43	58	68	61	73	62	51				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	28	52	53	37	52	45	33				
ELL	20	47	40	29	45	27					
BLK	30	29	36	46	54	27	21				
HSP	38	40	31	38	48	37	16				
WHT	70	60	71	72	54	44	68				
FRL	46	43	45	51	40	17	36				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	69
Total Points Earned for the Federal Index	359
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	19
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	29
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Although showing academic gains, interruptions in the learning environment have affected all students. Learning gaps must be mitigated as quickly and efficiently as possible.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement is overall reading, math, and science proficiency and specifically in the subgroup of Black/African American.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Interruptions in the learning environment were the greatest contributing factor. Adding another full-time academic interventionist, adopting a new ELA curriculum based on the BEST standards, and additional professional development from an iReady consultant to support teachers in math will address this need.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Math Learning Gains increased by 27% from 2018 (52%) to 2019 (79%).

What were the contributing factors to this improvement? What new actions did your school take in this area?

SeaWind had interventionists working with students in the area of math. In addition, CLT's in 2018-19 focused on building units around standards based instruction and implemented common assessments.

What strategies will need to be implemented in order to accelerate learning?

Incorporating CLTs to give teachers the opportunity to analyze data will accelerate learning. Adopting a new ELA curriculum based on the BEST standards will also accelerate learning. Two full-time interventionists targeting at-risk students and a science lab teacher will also work toward accelerating learning. A full-time behavior interventionist will ensure students spend more time in the learning environment.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers are exposed to professional development around CLTs and implementing the ELA curriculum based on the BEST standards. These professional development opportunities are ongoing throughout the schoolyear so that teachers are supported in all areas.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

CHAMPS/STOIC trainings will continue for teachers so that class management remains a strength and students spend more time in the classroom. A mentoring program will be developed to address the needs of at-risk students. Students with the greatest academic needs are supported through the MTSS process and targeted research-based interventions built to close gaps. District math support will be provided following a needs assessment completed by the math department.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Although 2019 data shows that 55% of students were proficient in ELA, recent interruptions of the learning environment and school-based progress monitoring indicate gaps in ELA proficiency and a need for continued improvement.

Measurable Outcome: In the Spring of 2022, it is a goal to increase ELA proficiency by 10% based on the 2021 data in Grades 3-5. Teachers in Grades 3-5 will each work to increase their classroom ELA proficiency by 10%.

Monitoring: ELA assessment data will be monitored by the literacy leadership team and individual grade-level teachers following each progress monitoring period. Literacy walk-through data will be collected and analyzed throughout each quarter by administration and the Leadership Team.

Person responsible for monitoring outcome: Jeffrey Umbaugh (umbaughj@martinschools.org)

Evidence-based Strategy: Teachers will work collaboratively in CLTs to monitor student progress based on data. This data will be used to plan BEST standards aligned lessons and interventions to increase student success. Individual student progress (successes and opportunities for improvement) will be shared consistently with students by their teacher. Additionally, all teachers will receive professional development for implementation of BEST standards aligned curriculum.

Rationale for Evidence-based Strategy: Research has shown by using standards aligned curriculum with a focus on grade-level text, students will be more successful in overall reading proficiency. Analyzing and sharing data amongst teachers and students will lead to increased motivation and self-efficacy. Teachers who receive professional development will be more likely to implement curriculum with fidelity.

Action Steps to Implement

- 1) All teachers will work in focused Collaborative Learning Teams to plan using BEST standards aligned curriculum and data, joined by support facilitation teachers.
- 2) All teachers will implement district-approved BEST standards aligned curriculum and receive continued professional development, including extra support by interventionists for teachers new to SeaWind and district coach for ESE self-contained classrooms.
- 3) Students will receive increased opportunities reading and analyzing to grade-level texts.
- 4) Reading Foundational Skills (decoding, phonics and phonemic awareness) will continue to be addressed through the implementation of Foundations (all K-2/MTSS as needed) and Heggerty (K-1/MTSS as needed).
- 5) Periodic quarterly walk-throughs to support reading BEST standards aligned curriculum implementation and fidelity.
- 6) Interventionists will support students based on the data analysis of MTSS students, L25, and Level 1 and Level 2 students.
- 7) ELLs will be supported by bilingual staff members using language acquisition programs

Person Responsible Dayna Carroll (carrold@martin.k12.fl.us)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Although 2019 data shows that 71% of students were proficient in math, recent interruptions of the learning environment and school-based progress monitoring indicate gaps in math proficiency and a need for continued improvement.

Measurable Outcome: In the Spring of 2022, it is a goal to increase math proficiency by 10% based on the 2021 data in Grades 3-5. Teachers in Grades 3-5 will each work to increase their classroom math proficiency by 10%.

Monitoring: Math assessment data will be monitored by the leadership team and individual grade-level teachers following each unit assessment and progress monitoring period.

Person responsible for monitoring outcome: Jeffrey Umbaugh (umbaughj@martinschools.org)

Evidence-based Strategy: Teachers will work collaboratively in CLTs to monitor student progress based on data. This data will be used to plan standards aligned lessons and remediation/interventions to increase student success. Individual student progress (successes and opportunities for improvement) will be shared consistently with students by their teacher.

Rationale for Evidence-based Strategy: Research has shown by using standards aligned curriculum, students will be more successful in math proficiency. Analyzing and sharing data amongst teachers and students will lead to increased motivation and self-efficacy.

Action Steps to Implement

- 1) All teachers will work in focused CLTs to plan using standards aligned curriculum and data, joined by support facilitation teachers.
- 2) All teachers will implement district-approved standards aligned curriculum and receive continued PD, including extra support by interventionists for teachers new to SeaWind and district coach for ESE self-contained classrooms.
- 3) Increased use of hands-on manipulatives and multi-sensory tools to increase student processing.
- 4) Supplementation of curriculum with iReady Teacher Toolbox lessons and research-based resources.
- 5) Students will continue to complete supplemental iReady math lessons, as prescribed by their individualized diagnostic assessment.
- 6) Interventionists will support students based on the data analysis of MTSS students, L25, and Level 1/ Level 2 students.
- 7) ELLs will be supported by bilingual staff members using language acquisition programs.
- 8) After school math tutoring provided to boost math foundational skills and proficiency of standards.
- 9) District guidance on next steps for math support.

Person Responsible Dayna Carroll (carrold@martin.k12.fl.us)

#3. Instructional Practice specifically relating to Science**Area of****Focus****Description and****Rationale:**

Although 2019 data shows that 64% of students were proficient in science, recent interruptions of the learning environment and school-based progress monitoring indicate gaps in science proficiency, showing a need for continued improvement.

Measurable Outcome:

In the Spring of 2022, it is a goal to increase science proficiency by 10% based on the 2021 data in Grade 5. Teachers in Grades 5 will each work to increase their classroom science proficiency by 10%.

Monitoring:

Science assessment data will be collected and monitored by the classroom teachers, Science Lab teacher, and leadership team following each progress monitoring period.

Person responsible for monitoring outcome:

Jeffrey Umbaugh (umbaughj@martinschools.org)

Evidence-based Strategy:

Teachers will work collaboratively in CLTs to monitor student progress based on data. This data will be used to plan standards aligned lessons and remediation/enrichment opportunities to increase student growth. Science lessons will line up with ELA curriculum when stated by the district provided pacing guide. Individual student progress (successes and opportunities for improvement) will be shared consistently with students by their teacher.

Rationale for Evidence-based Strategy:

Research has shown that as a result of cross-curricular opportunities, students are more likely to make connections. This fosters critical thinking and collaboration from students. Analyzing and sharing data amongst teachers and students will lead to increased motivation and self-efficacy.

Action Steps to Implement

- 1) All teachers will work in focused Collaborative Learning Teams to plan using standards aligned curriculum and data, joined by support facilitation teachers.
- 2) All teachers will implement district-approved standards aligned curriculum. As science topics are covered in ELA curriculum, teachers will utilize the pacing guides to align science instruction.
- 3) Extra support provided by the Science Lab for teachers new to SeaWind and district coach for ESE self-contained classrooms.
- 4) Increased use of district provided labs/experiments to increase student processing.
- 5) Science Lab teacher to give extra support with more complex standards and those not addressed in ELA curriculum, to students in grades 3-5.
- 5) Science Lab teacher will support students in small groups based on data analysis of PMTs.
- 6) ELLs will be supported by bilingual staff members using language acquisition programs.
- 7) District science coordinator to support science curriculum as needed.

Person Responsible

Dayna Carroll (carrold@martin.k12.fl.us)

#4. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:	Overall proficiency among Black/African-American students has consistently shown a decline, as well as a gap, in comparison to the general population.
Measurable Outcome:	41% or more of Black/African-American students will achieve proficiency in all subject areas on the FSA and FSSA in the Spring of 2022.
Monitoring:	Following each progress monitoring period, data will be analyzed and discussed among administration, the leadership team, and classroom teachers.
Person responsible for monitoring outcome:	Jeffrey Umbaugh (umbaughj@martinschools.org)
Evidence-based Strategy:	Teachers will work collaboratively with colleagues and administration to implement the CHAMPS/STOIC model, receiving continued professional development as needed. Relationship building strategies, attendance monitoring, and mentoring opportunities will increase connections between home and school. Teachers will communicate both critical feedback and praise around achievement with students, communicating high expectations.
Rationale for Evidence-based Strategy:	Classroom management and building relationships between student-teacher, teacher-parent will increase student motivation, self-worth, and engagement. Having a school-wide behavior management system that aligns with the PBIS model will build respect and relationships throughout the campus. Communicating high expectations to diverse groups of students, as well as expressing confidence in their abilities, is an effective strategy to promote students' continued academic engagement at a high level.

Action Steps to Implement

- 1) All students will be exposed to more diverse and culturally relevant literature through ELA curriculum.
- 2) Leadership and teachers will monitor attendance and intervene accordingly.
- 3) CHAMPS/STOIC model will continue to be supported and observed.
- 4) Increased opportunity for student recognition through PBIS.
- 5) After school mentoring program, Green Team, to be implemented to support at-risk students.
- 6) Behavior interventionist will conduct lunch bunch groups to build relationships with students.
- 7) Learning around bias to assist staff with becoming self-aware.
- 8) After school math tutoring provided to boost math foundational skills and proficiency of standards, with a focus on recruiting Black/African American students for participation.

Person Responsible Dayna Carroll (carrold@martin.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Comparing the discipline data of the school across the state, the primary concern of Violent Incidents and secondary concern of Drug/Public Order Incidents were identified. The concerns will be addressed through the CHAMPS/STOIC system which will support PBIS initiatives. The concerns will be monitored through school discipline data by leadership and staff through monthly PBIS meetings.

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment.

At SeaWind Elementary, administration and leadership have made it a priority to build a positive culture and environment for all stakeholders. School staff conduct staff, parent, and student surveys to obtain an accurate picture of the school culture needs. The information obtained has been used to make adjustments campus-wide that both build culture and work to improve student achievement. All staff will be provided CHAMPS/STOIC training, a management system that will increase student engagement and positive behavior, as well as professional development in identifying and intervening against bias. Our administration, parent liaison, school counselor, and social services worker partner with individual families to offer additional school and community support. SeaWind faculty and staff follow the district expectations of a Multi-Tiered System of Support (MTSS). This system helps to provide needed support with academic and behavioral needs. The school guidance counselor provides immediate counseling to assist students with behavioral, private, or social concerns, and provides referrals to agencies for more long-term needs. Outside agencies provide group counseling to students in the areas of grief and social skills. The guidance counselor and parent liaison also provide assistance to families in need of clothing, school supplies, or other material needs by providing information regarding available resources that are approved by the district. Our behavior interventionist provides support by mentoring at-risk students and support teachers by providing a check in/check-out session and other behavior supports, providing incentives of a tangible or non-tangible nature. By supporting our staff, students, and community, SeaWind has worked hard to build a positive school culture and environment

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Stakeholders are all individuals who have an investment in the school. At the district level, they include the district superintendent, other administrators, staff, and the school board. At the school level, they include the administration, instructional and non-instructional staff, students, and families. At the community level, they include mental health organizations, other community-based organizations, and community members. Our stakeholders promote a positive culture and environment by participating in surveys, attending meetings, posting online on the school's Facebook account, and voicing their opinions. SeaWind partners with Suncoast, Children's Emergency Resources, and other community organizations to ensure our neediest students and families are receiving counseling and any other type of support/service they may need. Administration makes a point to address any concerns with stakeholders immediately through attending parent-teacher conferences, conducting meetings with parents and/or staff, phone calls, emails, and social media posts as necessary. We continue to invite our stakeholders to participate in our school SAC and to volunteer on campus. Currently we have consistent volunteers working with math and reading and a PTSA that works diligently on establishing opportunities for increased family involvement. SeaWind prides itself with building relationships and works collaboratively with all stakeholders to promote a positive culture and environment.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$85,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6100	130-Other Certified Instructional Personnel	0025 - Sea Wind Elementary School	Title, I Part A	2.0	\$85,000.00
			<i>Notes: Two intervention teachers to provide supplemental academic support as well as bolster instructional practice support for students. This work fortifies behavioral habits of learning and includes support in content areas (ELA, Math, Science).</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American				\$0.00
					Total:	\$85,000.00