Sea Wind Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Sea Wind Elementary School

3700 SE SEABRANCH BLVD, Hobe Sound, FL 33455

martinschools.org/o/swe

School Board Approval

This plan was approved by the Martin County School Board on 9/19/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Learn. Lead. Serve.

Provide the school's vision statement.

A school family cultivating greatness in everyone.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Michels, Jennifer	Principal	Visionary, Transformational Leadership, Empower other Leaders, Strategic Action Planning through backward design, Design and refine systems, Cultivate relationships at all levels, Establish and maintain community partnerships
Bentz, Nancy	Science Coach	Lead science initiatives, Facilitate PD focused on science, Side by side coaching, Working directly with students
Carroll, Dayna	Assistant Principal	Systems management and operations, Data analysis, Teacher and student support, Instructional coaching, Assessment Coordinator
Hogg, Sarah	Staffing Specialist	ESE Staffing Specialist. Facilitate Meetings, Support teachers, families, and students
Myler, Melissa	School Counselor	Support students, staff, and families, School-wide initiatives, Families in Transition Liaison
Robertson, Debracca	Transition Specialist	MTSS process and tiered interventions for academics and behaviors.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

5E Survey results were shared with all stakeholders including school staff, SAC, and PTSA board. All groups reviewed data, provided feedback, and engaged in solutions focused problem solving discussions. The 5 Whys protocol was used to drill down to core systemic issues. Vision statements were formulated and action steps were drafted by each group to specifically address areas of improvement.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

School goals are consistently and transparently shared with all stakeholders including students. Every person at our school knows our goals and how they personally working to achieve their individual goals and our common school goals. Every staff member has a personal goal that supports our school improvement goals. Every student has a personal goal aligned to our school goals. We all publicly share our goals and have accountability partners to keep us on track. All students have a leadership notebook in which they track their progress. We celebrate every tiny success and use setbacks as learning opportunities. Performance data is transparently shared through CLTs, faculty meetings, and SAC meetings. Progress on action steps is reviewed and plans are adjusted based on current needs.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	52%
2022-23 Economically Disadvantaged (FRL) Rate	72%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP)* Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: A 2018-19: A

	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Absent 10% or more days	24	28	14	23	21	27	0	0	0	137
One or more suspensions	4	4	3	3	4	12	0	0	0	30
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	13	7	29	0	0	0	49
Level 1 on statewide Math assessment	0	0	0	8	11	31	0	0	0	50
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	7	13	2	5	0	0	0	32

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	3	4	4	9	7	22	0	0	0	49

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	0	0	0	14	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	35	24	23	31	30	38	0	0	0	181
One or more suspensions	4	1	0	0	4	9	0	0	0	18
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	24	31	33	0	0	0	88
Level 1 on statewide Math assessment	0	0	0	21	32	42	0	0	0	95
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	8	10	16	22	30	31	0	0	0	117

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	1	0	22	32	44	0	0	0	101

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	15	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	35	24	23	31	30	38	0	0	0	181
One or more suspensions	4	1	0	0	4	9	0	0	0	18
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	24	31	33	0	0	0	88
Level 1 on statewide Math assessment	0	0	0	21	32	42	0	0	0	95
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	8	10	16	22	30	31	0	0	0	117

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	1	0	22	32	44	0	0	0	101

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
Retained Students: Current Year	0	0	0	15	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	

(Grade Level header spans K–8 columns)

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	44	55	53	46	53	56	46		
ELA Learning Gains				58			57		
ELA Lowest 25th Percentile				45			37		
Math Achievement*	52	62	59	46	43	50	45		
Math Learning Gains				44			40		
Math Lowest 25th Percentile				31			15		
Science Achievement*	50	55	54	33	54	59	50		
Social Studies Achievement*					58	64			
Middle School Acceleration					38	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	52	53	59	61			69		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	238
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	364
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	17	Yes	2	1
ELL	25	Yes	2	1
AMI				
ASN				
BLK	43			
HSP	37	Yes	2	
MUL	54			
PAC				
WHT	58			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	42			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	39	Yes	1	
ELL	32	Yes	1	
AMI				
ASN				
BLK	46			
HSP	37	Yes	1	
MUL	72			
PAC				
WHT	53			
FRL	44			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	44			52			50					52
SWD	14			22			13				5	27
ELL	22			24			11				5	52
AMI												
ASN												
BLK	42			38							3	
HSP	34			41			33				5	53
MUL	63			44							2	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	49			64			68				4	
FRL	37			46			40				5	50

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	46	58	45	46	44	31	33					61
SWD	15	47	50	30	48	38	20					61
ELL	19	49	41	19	37	28	5					61
AMI												
ASN												
BLK	31	67		33	55		42					
HSP	33	52	36	30	38	23	24					62
MUL	67			77								
PAC												
WHT	59	61		60	45		39					
FRL	39	55	44	39	44	31	31					69

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	46	57	37	45	40	15	50					69
SWD	12	17	10	20	17	0	27					50
ELL	25	48	20	18	30	10	32					69
AMI												
ASN												
BLK	27			31								
HSP	38	56	27	30	36	14	35					71
MUL												
PAC												
WHT	57	61		60	50		73					
FRL	42	53	27	37	43	13	48					70

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	45%	53%	-8%	54%	-9%
04	2023 - Spring	64%	66%	-2%	58%	6%
03	2023 - Spring	38%	51%	-13%	50%	-12%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	53%	62%	-9%	59%	-6%
04	2023 - Spring	62%	71%	-9%	61%	1%
05	2023 - Spring	51%	56%	-5%	55%	-4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	49%	50%	-1%	51%	-2%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

Our lowest performing area was 3rd grade reading at 38% proficient. Contributing factors include instruction that may be missing the critical content and/or not pushing to the full intent of the standards. Lack of opportunities and/or motivation for students to authentically engage in independent reading practice and small group targeted reading instruction. .

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

5th grade reading proficiency went down by two points. Contributing factors may be need for greater differentiation and targeted instruction.

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

Our 3rd grade reading proficiency is 38 while the state is at 50. This continues a low performing trend for this cohort of students. Contributing factors are lack of rigorous instruction and lack of opportunities to navigate complex texts independently.

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

Our science proficiency increased by 17 points. We had a school-wide focus on science. Every class K-5 completed a class science project. Teachers used the science project process to focus on the Nature of Science standards. All students in grades 3-5 completed a science project. We had science vocabulary words of the week advertised on the school news and posters displayed around campus. Our science lab teacher worked closely with classroom teachers to monitor data and provide science coaching support.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance is a great opportunity for improvement as well as discipline referrals.

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

1. Agency (students and staff)
2. Collective Responsibility
3. Collaborative Practices
4. Equitable Experiences
5. Differentiated small group instruction

SeaWind Elementary School Improvement Goals 2023-2024

Leadership – Everyone can be a leader. Everyone has genius.
Empower every person to use their genius in pursuit of excellence every day. School-wide focus on teaching and modeling leadership skills and paradigms. Foster opportunities that allow everyone to develop leadership qualities.
"We are a school family in which everyone is a leader empowered to find their voice."

Culture – Change starts with me. Partner with families to develop the whole person.
Every member takes collective responsibility for the success of all students, not just their own. Committed to providing equitable experiences school-wide with consistent accountability. Build enduring relationships with all stakeholders to enhance student growth and development by making school memorable and fun!
"We are a school family in which all voices are valued, and accountability is shared."

Academics – Empower students to lead their own learning.
Educators are committed to collaborative practices. Equitable rigorous instruction and high expectations are present school-wide. Through fluidly visiting other classrooms and transparently reviewing student data, teachers work in Collaborative Learning Teams to share highly effective strategies and intentionally plan lessons. Students take ownership of their learning and are motivated to give their best effort as they

set and track academic and leadership goals in their leadership notebooks.
"We are a school family in which 100% of the people do 100% of the work."

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data
sources)

#1. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our 5 E survey data and learning walk data revealed need for focus on collaborative practices.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Proficiency will increase by 2 points in reading and math.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring will take place daily through classroom walk throughs, lesson plan review, team planning, and teacher led professional development opportunities to share best practices observed in other classrooms and how teachers personalize the strategies for their particular group of students.

Person responsible for monitoring outcome:

Jennifer Michels (michelj@martin.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Collaborative Planning and Practices
Intentional planning through backward design
Learning Walks
Lesson Study
Reflections
Feedback
Coaching

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Teachers need opportunities to observe other classrooms, genuinely reflect on their practice, and modify strategies to meet the needs of their students.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Calendarized system to support teachers observing other classrooms and sharing feedback.

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

By When: Quarterly through May 2024

Designated time for team planning to focus on backward design.

Person Responsible: Jennifer Michels (michelj@martin.k12.fl.us)

By When: Weekly though May 2024.

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We made tremendous strides towards our student engagement goal last year. All staff are committed to making learning memorable, meaningful, and fun for students. We have established a clear expectation that student engagement structures must be intentionally planned as part of each lesson. We are now ready to press towards student agency and empower students to lead their own learning. This need was identified through data collected from Instructional Rigor Walks.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

80% of students will show an increase (learning gain) from PM1 to PM3.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Visible goal setting and tracking of progress in every classroom. Student Leadership Notebooks. Student-led conferences quarterly.

Person responsible for monitoring outcome:

Jennifer Michels (michelj@martin.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

School-wide Goals, class goals, individual goals that are all connected to the overall improvement of our school. Focus on strategies/methods to achieve goals. Adults transparently model this process by setting visible goals as well. Accountability partners and school-wide accountability check-in time each week.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

We want to capitalize on the forward momentum we built last year by giving students specific tools to link motivation and hard work to results. Goal setting, tracking progress, and supporting each other will be the very fabric of our school family. It's less about achieving the goal and more about understanding that input equals output and effort impacts results.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Student Leadership Notebooks

Person Responsible: Jennifer Michels (michelj@martin.k12.fl.us)

By When: Launch in August 2023 and authentically used and enriched through May 2024.

#3. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our English Language Learners are underperforming compared to their native English speaking peers. ELL reading proficiency is 32 while non-ELL is 53.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

ELL proficiency will increase by 3 percent.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

ELL subgroup will be monitored monthly in comparison to grade level peers.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Can-Do Descriptors will be used to identify student strengths and build form there. Intentional planning through backwards design.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

This is a proven strategy which aligns to our leadership paradigm that everyone can be a leader and that everyone has genius.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Monitor ELL performance data monthly and collaborate with ELL paraprofessionals on how to best schedule and prioritize student support.

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

By When: Quarterly through May 2024

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We have four self-contained ESE classrooms in addition to nearly 100 ESE students in mainstreamed classrooms.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our students with disabilities will increase proficiency in reading and math by 2 percentage points.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Classroom walk throughs daily.
Lesson plan review monthly.
Support Facilitator Logs review monthly.
Student data towards grade level and IEP goals monitored quarterly.

Person responsible for monitoring outcome:

Sarah Hogg (hoggs@martinschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Universal Design for Learning - ESE Staffing Specialist will support ESE teachers with professional development focused on best practices for teaching ESE students. General education teachers will have a renewed focus on connecting with ESE students to find their strengths and honor their genius as they genuinely set goals and track progress together while celebrating every tiny success.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Our ESE students are an integral part of our school family and we are dedicated to providing equitable learning environments and experiences for all students.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Monthly PD and collaborative sessions for ESE teachers. Targeted support for co-teaching partnerships in support facilitation classrooms.

Person Responsible: Sarah Hogg (hoggs@martinschools.org)

By When: Monthly through May 2024.

#5. ESSA Subgroup specifically relating to Hispanic

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our Hispanic students are underperforming compared to students of other ethnicities. Hispanic proficiency is at 37 while whit proficiency is at 53.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our Hispanic students will increase proficiency in reading and math by 2 percentage points.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Monitor progress of Hispanic students monthly through the MTSS process and provide targeted interventions based on individual student need. Continue peer mentoring program (Newcomers Club) for students who are new to the country.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Leader In Me Framework focused on Leadership, Culture, and Academics.
Newcomers Club - peer mentoring
Family Heritage Celebrations

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

School-wide framework for authentically setting goals and tracking progress will accelerate growth for our students. Peer mentors help build trust and sense of belonging as well as provide models for language acquisition and cultural adjustments.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Continued professional development and classroom support based on Can-Do Descriptors, cultural responsiveness, and ELL strategies and best practices.

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

By When: May 2024

#6. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our current data shows students at risk to drop out of school. We will focus on finding the genius in each person and empowering everyone to use their talents and skills in service to the school and community. Honoring greatness within every person.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Decrease students exhibiting two or more early warning signs by fifty percent.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Attendance and discipline reports will be monitored monthly. Students and families will be supported through the MTSS process.

Person responsible for monitoring outcome:

Melissa Myler (mylerm@martinschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Leader In Me framework focused on Culture, Leadership, and Academics.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Leader In Me provides a school-wide framework of connection and support as well as common language and expectations across campus. It is an inside out approach which requires the adults on campus to fully embrace the paradigms and teach highly effective habits explicitly and through consistent modeling. Creating this environment that nurtures genius within each person will intrinsically motivate students to attend school and decreases the opportunity for off task behavior.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Monitoring attendance and discipline data monthly. Taking action to support families and students in need. Implementing interventions to meet individual needs.

Person Responsible: Melissa Myler (mylerm@martinschools.org)

By When: May 2024

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Our School Advisory Council works in tandem with our school based leadership team to closely monitor student data, identify trends, and strategically plan for targeted support.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

55% of our K-2 students were on track to be proficient readers and writers on the Spring Benchmark Assessment.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Grade 3 - 39% proficiency
Grade 4 - 49% proficient
Grade 5 - 47% proficient

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Our goal is for 60% of our K-2 students to be proficient readers and writers.

Grades 3-5 Measurable Outcomes

Our goal is for 50% of our 3-5 students to be proficient readers and writers.

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

ELA instruction will be monitored through lesson plans, classroom walk throughs, Instructional Rigor Walks, progress monitoring data, and assessment results.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Michels, Jennifer, michelj@martin.k12.fl.us

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

We use Benchmark Advanced as our core ELA curriculum. It is aligned to the BEST standards. We hold tight to the MTSS process and fluidly move students through targeted interventions. We have a school-wide focus on writing and embedding writing standards and strategies into daily ELA instruction.

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Resources were selected through the textbook adoption process facilitated by our school district. We have additional supplemental resources to focus on phonics and opportunities for application in text.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Our Literacy Leadership Team meets monthly and focuses on literacy instruction, best practices, and student outcomes.	Michels, Jennifer, michelj@martin.k12.fl.us
Our Literacy Leadership Team has a renewed focus and energized spirit. We meet monthly to share observations, reflections, best practices, and analyze student outcomes. Our instructional coaches are focused on early intervention and closing gaps for all students. We empower teachers to visit other classrooms to glean instructional strategies and to share students based on student performance data and teacher outcomes and skill sets.	Michels, Jennifer, michelj@martin.k12.fl.us
We are committed to Professional Learning focused on the science of reading. Our Literacy Leadership Team participates in PD sessions provided by the FLDOE and brings that information back to share with all teachers.	Bacchiochi, Jennifer , bacchij@martin.k12.fl.us
We are providing targeted professional development and classroom coaching specifically for third grade teachers focused on closing gaps in foundational reading skills and decoding multisyllabic words. Our FLDOE coach meets bi-weekly with third grade teachers to support this ongoing process.	Bacchiochi, Jennifer , bacchij@martin.k12.fl.us

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Or school goals are transparently and continuously shared with all stakeholders including teachers, staff, students, families, and community members. We share school goals at staff meetings, school assemblies, parent conferences, SAC meetings, PTSA meetings and events, and through all school communication formats including newsletters and social media.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

We are very proud of our level of parent involvement and quality community partnerships. We will continue to cultivate these positive relationships as we intertwine the Leader In Me Framework into all school and community events and communication. We will work with families and community members to build partnerships focused on developing the whole child, supporting families, and being of service to our community.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Through Leader In Me we have established school-wide goals that will guide the development of students' personal academic goals. All students will have Leadership Notebooks in which they track their progress and have weekly accountability checks with teachers, peers, and their families.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Our school participates with Botvin Life Skills, the Fresh Fruit and Vegetable snack program, and has a liaison to connect Families in Transition with school district and community resources.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	**Area of Focus: Instructional Practice: Collaborative Planning**				**$0.00**
2	III.B.	**Area of Focus: Instructional Practice: Student Engagement**				**$0.00**
3	III.B.	**Area of Focus: ESSA Subgroup: English Language Learners**				**$0.00**
4	III.B.	**Area of Focus: ESSA Subgroup: Students with Disabilities**				**$0.00**
5	III.B.	**Area of Focus: ESSA Subgroup: Hispanic**				**$0.00**
6	III.B.	**Area of Focus: Positive Culture and Environment: Early Warning System**				**$24,544.90**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0025 - Sea Wind Elementary School	Title, I Part A		$24,544.90
			Notes: Leader In Me Professional Development, On-Site Coaching, and Student Materials			
					Total:	**$24,544.90**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes