

Seabreeze Elementary School



2014-15 School Improvement Plan

Seabreeze Elementary School

1400 SEABREEZE AVE, Jacksonville Beach, FL 32250

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

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
38%

Alternative/ESE Center
No

Charter School
No

Minority
33%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. 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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Seabreeze elementary School is committed to providing quality educational experiences for all students. Excellence...Every Student...Every Classroom...Every day.

Provide the school's vision statement

Seabreeze Elementary will provide an environment for educational excellence with caring.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At Seabreeze Elementary the culture is family-like. There are strong connections between families, students teachers, and administrators that already exist. Newcomers are welcomed in with many gatherings, such as orientations, open houses, ice cream socials, Chick-Fil-A breakfasts, and a plethora of PTA sponsored events. Student surveys are completed during the first week of school by teachers to provide a better idea of student preferences and learning styles. Parent surveys are also sent home during the second and fourth quarters to assess the climate of Seabreeze. We have an open door policy in administration where parents and students alike are welcomed and made to feel comfortable discussing issues and working to resolve problems within the building.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Seabreeze Elementary has a school wide discipline plan that was created by the Foundation Committee and is communicated to all stakeholders. The Foundations Committee creates policies for school wide behavior and safety. It also monitors and make adjustments to those policies to ensure we are providing a safe environment for learning and teaching. A school-wide safety plan is developed each year, in-serviced to staff, and then implemented throughout the school to enforce the safety and well-being of the students, faculty/staff, and visitors in the school. Fire, building evacuation and intruder drills are held randomly throughout the year. Guidance Lessons are given on topics such as anti-bullying and conflict resolution to help reduce referrals and promote positive behavior for all of the students. The front entrance to the school is monitored, and all visitors must be identified and given visitor stickers before entering any other area of the school. All classroom doors are locked during school hours to ensure safety of classrooms.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Seabreeze Elementary has a school-wide discipline plan based on Covey's book, The Seven Habits of Happy Kids. This plan was vetted through our Foundations Committee and is communicated to all stakeholders. The system is in every classroom building leadership skills in all students. The committee created, monitors and makes adjustments to the plan in order to ensure we are providing a learning environment that is conducive to learning and teaching. It requires above satisfactory behavior to achieve an "A" conduct grade. The plan reinforces student teamwork, student led

academic conversations and peace education. Our aim is to provide a peaceful, focused, student led learning environment for every classroom.

In the event there are disciplinary events the following steps occur in order:

1. students are referred to another classroom for a time out to refocus
2. parents are contacted for additional support and connection to overcome the behavior
3. referred for a mentor and/or to the Guidance Counselor for support
4. restorative justice will be implemented if another student is involved
5. discipline referrals are used only as a last resort for documented, disruptive behavior

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Seabreeze Elementary has a consistent, strong Guidance program offering support for the social-emotional needs of students in the following ways:

1. Classroom Guidance services
2. Group Counseling services
3. Individual Counseling services
4. Teacher/Parent support
5. Bi-monthly RTI and MRT meetings
6. Connection to outside Resources (Religious Organizations, Beaches Resource Center, Crisis Intervention, Child Guidance) for student needs as necessary

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	2	4	2	3	7	3	21
One or more suspensions	2	3	1	4	6	3	19
Course failure in ELA or Math	0	2	3	2	1	0	8
Level 1 on statewide assessment	0	0	0	11	23	25	59

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	5	7	9	21

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Formalize participation of students, teachers, family and community members in site-based decision making teams, school leadership councils, strategic planning and school improvement teams Develop

programs to support individual student plans for progress that allow students to plan their learning and activities. Implement interventions based on students academic level.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Our goal at Seabreeze is to increase parent involvement at a variety of parent events including PTA events, SAC events, and academic nights, with our main focus on academic nights. Some examples of these events are Ice Cream Socials, Family Movie Nights, Spirit Nights, Support the Library, SAC meetings, Florida Standard Assessment Nights, Science Academic Nights, and Wacky Science Night. We will advertise these events through student planners, flyers, the school website and Duval Connect. We will host academic nights throughout the year beginning on October 9th to support the Florida Standard Assessments and Common Core Standards updates.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Seabreeze is fortunate to have several long term business partners within the beaches community. These businesses donate time and money to our program on an ongoing basis. PTA recruits new partners each year and pursues partnerships to benefit both parties. The school responds to these partners with "Thanks" in a variety of ways such as, recognition events, thank you notes, photos, and banners for promotion within the school property. We also recognize our partners on our website. Some of our partners include: Dr. Patel, Orthodontist, Bruester's Ice Cream, Carrabba's Italian Restaurant, Chik-fil-A, Gate, EXIT Reality, Tropical Smoothie, and RockAway Gardens.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Bennett, Tina	Principal
Cline, Amy	Assistant Principal
Carr, Elisha	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal: Tina Bennett- Provides a common vision for the use of data-based decision making, ensures that the school-based team is facilitating the implementation of the Rtl process, conducts assessment of Rtl skills of school faculty and staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities. She also provides instructional support through attending Common Planning and providing teachers Professional Development around the Common Core Standards and Item Specs.

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

Reading Coach: Elisha Carr - Provides strategic instruction for Reading and Writing around the Common Core Standards and Item Specs. Ms. Carr works with groups of teachers at all grade levels to align instruction with state expectations, design intentional lesson plans, create schedules for strategic, targeted instruction, collect and analyze data, and implement progress monitoring. Elisha participates in modeling instruction for teachers and creating Coaching Cycles to assist with classroom instruction.

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

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

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

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

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

General Education Teachers: Amanda Stasak, Meg Isaacs, Amy Andrew, Rebekkah Romer, Jenn Masiello and Kathy Reimer - Provide information to grade level members about core instructional strategies and curriculum for academics and behavior, participates in student data collection and the creation and implementation of intervention plans, delivers Tier 1 and Tier 2 instruction and intervention, collaborates with other faculty and staff members to implement and integrate Tier 1 materials and instruction with Tier 2 interventions.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Leadership Team meets monthly to discuss and assess Rtl implementation within the school as well as to discuss strategies for specific students. School wide data, classroom data, and individual student data are reviewed to identify remediation needs and next steps. Intervention resources, data collection techniques, and professional development needs are also discussed and planned. Members of this team work directly with grade level Collaborative Problem Solving Teams with intervention plan design and implementation as well as data collection and progress monitoring. The MTSS Leadership Team seeks input from the principal and other instructional staff to develop the initial draft of the School Improvement Plan, utilizing the template provided by the Florida Department of Education. The draft SIP is then presented in full to the School Advisory Council for review and recommendations. The SIP is a living document and is revised when necessary.

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

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

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

CTE instruction is provided through our Guidance Department.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Richard Crook	Parent
Ginny Reynolds	Parent
Lori Bright	Parent
Mary Bolin	Business/Community
Mary Maddox	Parent
Sandy Bittner	Parent
Susan Dominiak	Teacher
Tina Bennett	Principal
Amy Cline	Education Support Employee
Debra Anderson	Education Support Employee
Shapela Swann	Parent
Elisha Carr	Teacher
Lauren Merrium	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

School data from the spring 2014 administration of FCAT was reviewed during the opening meeting. SAC members provided discussion and feedback. The team members discussed goals, barriers and strategies to support the school growth model. Members asked specific questions about academic programs that are available to support Reading instruction school wide, Common Core, professional development for teachers, and technology integration.

Development of this school improvement plan

Data was reviewed at the opening meeting. Members provided feedback regarding parent education needs, specifically requesting a forum for monthly topics such as Common Core Standards, Technology Resources and Preparing for the FSA. Members were asked for input on the goals, barrier and strategies established for the school during the 14-15 school-year.

Preparation of the school's annual budget and plan

Budget for 2014-15 was shared with SAC and a brief description of needs was shared by the Principal, Ms. Bennett. An opportunity for questions and feedback was offered.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

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

1. Library book campaign to replenish books in media center.
2. Purchase professional books for teachers to participate in book studies.
3. Book of the Month
4. Science Night support and promotion
5. Buddy reader program between classrooms

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Bennett, Tina	Principal
Carr, Elisha	Instructional Coach
Cline, Amy	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT will facilitate the following initiatives for the 2014-2015 school year:

- Plan and implement lessons for full implementation of Common Core State Standards in Reading and Writing using Item Specifications

- Plan opening and closing celebrations for the 25 Book Reading Goal
- Oversee the implementation of the Achieve 3000 and i-Ready programs and ensure appropriate usage
- Implement the Book of the Month Program
- Dis-aggregate and analyze CGA, DAR, FCAT and FSA data
- Establish RtI standard protocol programs for quality instruction in Reading (Tier II)
- Organize Author Visits

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Seabreeze offers many team building activities at faculty, early release, and activity nights. Teachers are also offered common planning time among grade levels every day. Teachers of common subjects are given opportunity to plan together and receive guidance and assistance from the reading coach and administration. We also have an active Social Committee that plans and provides opportunities for social events throughout the year. PTA is very beneficial as well, offering teachers appreciation lunches monthly to encourage positive relationships in the school.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

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

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Mentors are assigned to beginning teachers, teachers new to our school, or teachers who are new to a grade level and/or subject area. Mentees are paired with individuals who have demonstrated effective classroom teaching as determined by student achievement, summative evaluations, and principal observation. This year's pairings are listed below:

Jennifer Szarmack/Margaret Isaacs - Kindergarten (Szarmack is completing MINT, 2nd year teacher)
Tricia Rigdon/Sharon Hammonds - 1st grade (Rigdon is completing MINT)
Bama Israel/Elisha Carr - 1st grade (Israel is new to teaching)
Taylor Ruffell/James Prater - 3rd grade (Ruffell is new to Seabreeze, but not to teaching)
James Gilbert/Susan Dominiak - Kindergarten (Gilbert is new to teaching)

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Common Core Standards and Item Specs are read and reviewed in relation to student work at every grade level. During informal and formal evaluations administration looks for alignment of the curriculum to the work of common planning. Teachers also follow the district Curriculum Guides to ensure alignment among classrooms.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teacher use current data to determine placement of students within the curriculum. Student data may include, but is not limited to I-ready, CGA, Achieve 3000, FCAT, teacher made assessments, and informal observation. Teachers update data through observation during classroom instruction, exit tickets and assessments weekly to determine individual student needs then group students accordingly within the classroom for optimal instruction. Administration monitors differentiation weekly.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 21,600

Teachers in Extended Day from all grade levels provide homework assistance and enrichment activities for students in the program. Students in Tier II and Tier III within the Extended Day program will be targeted for additional support of classroom instruction.

Strategy Rationale

Data shows that Reading Gains on the 2014 FCAT declined by more than 20 points for our BQ students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Carr, Elisha, carre1@duvalschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

CGA, Achieve 3000, I-Ready usage and FSA results will be used to determine growth of these students.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

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

Fifth grade students are given opportunities for orientation to the middle school environment by classroom teachers and our Guidance Counselor. College expectations are shared in an attempt to help students make preparations for the next level of their education. Parents are invited to informational meetings which share expectations for middle school enrollment and opportunities for their children in all district programs. Middle school counselors are invited to Seabreeze to meet with students and parents for recruiting purposes and given the opportunity to share expectations for middle school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** 81% of all students in grades 3, 4, and 5 will achieve proficiency in ELA at a Level 3 or higher on the Florida Standards Assessment in 2015.

- G2.** 80% of students in 5th grade will reach proficiency at a Level 3 or higher on the Science portion of FCAT 2015.

- G3.** 83% of students will achieve a Level 3 or higher on the 2015 Florida Standards Assessment in Math.

- G4.** Seabreeze will decrease the number of students absent more than 10 days by 1%.

- G5.** Increase parent attendance and involvement at Academic events by 5%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. 81% of all students in grades 3, 4, and 5 will achieve proficiency in ELA at a Level 3 or higher on the Florida Standards Assessment in 2015. 1a

G040762

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	83.0

Resources Available to Support the Goal 2

- Ready Common Core
- Extended Reading time to include center rotations and Tier 2 interventions
- Achieve 3000

Targeted Barriers to Achieving the Goal 3

- Teacher's ability to effectively plan differentiated activities to utilize the resources.

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Elisha Carr

Schedule

Monthly, from 9/20/2014 to 9/20/2014

Evidence of Completion

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

G2. 80% of students in 5th grade will reach proficiency at a Level 3 or higher on the Science portion of FCAT 2015. 1a

G040763

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	80.0

Resources Available to Support the Goal 2

- Use of technology, specifically i-Ready and Achieve 3000
- Analysis of CGA's, i-Ready and DAR Assessments
- Scientific Investigations at all grade levels K-5
- District Science Specialist

Targeted Barriers to Achieving the Goal 3

- No science lab in the building due to lack of physical space and large classroom population.
- Students at grades K-4 lack consistent participation in scientific investigations.

Plan to Monitor Progress Toward G2. 8

Student Achievement on CGA's

Person Responsible

Amy Cline

Schedule

Monthly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Student achievement on CGA's

G3. 83% of students will achieve a Level 3 or higher on the 2015 Florida Standards Assessment in Math.

1a

G040764

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	83.0

Resources Available to Support the Goal 2

- Item Specs for upcoming 2015 Florida Standards Assessment.
- Math Lead Teacher
- District Math Specialist
- Math Committee

Targeted Barriers to Achieving the Goal 3

- No school based Math Coach to support teachers' lack of content knowledge and application in math.

Plan to Monitor Progress Toward G3. 8

Teachers will discuss item specs, standards and curriculum guides in Math Committee meetings.

Person Responsible

Amy Cline

Schedule

Weekly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Student Achievement Data on FSA 2015

G4. Seabreeze will decrease the number of students absent more than 10 days by 1%. 1a

G040765

Targets Supported 1b

Indicator	Annual Target
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Attendance rate

Resources Available to Support the Goal 2

- Truancy Officer School Counselor Administration

Targeted Barriers to Achieving the Goal 3

- There is a disconnect between student attendance and student achievement.

Plan to Monitor Progress Toward G4. 8

Monitor Attendance through Oncourse

Person Responsible

Tina Bennett

Schedule

Monthly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Absences will decrease.

G5. Increase parent attendance and involvement at Academic events by 5%. 1a

G040766

Targets Supported 1b

Indicator	Annual Target
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Attendance rate

Resources Available to Support the Goal 2

- Provide student activities that will allow parents to attend academic events simultaneously.

Targeted Barriers to Achieving the Goal 3

- Parents choose to attend events with students rather than attend the academic portion of the activity (ie. ice cream socials, movie night).

Plan to Monitor Progress Toward G5. 8

Sign in sheets from Academic Parent Nights will be reviewed.

Person Responsible

Tina Bennett

Schedule

Quarterly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Sign in sheets to determine participation in activities.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key


G1. 81% of all students in grades 3, 4, and 5 will achieve proficiency in ELA at a Level 3 or higher on the Florida Standards Assessment in 2015. **1**

 G040762

G1.B1 Teacher's ability to effectively plan differentiated activities to utilize the resources. **2**

 B098702

G1.B1.S1 Provide professional development on the Achieve 3000 program. **4**

 S110084

Strategy Rationale

Teachers will need exposure to Achieve 3000 and use of reporting to appropriately use the program for curriculum support.

Action Step 1 **5**

Training on Achieve 3000

Person Responsible

Elisha Carr

Schedule

Monthly, from 9/20/2014 to 9/20/2014

Evidence of Completion

Common Planning, Early Release, Agenda

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Achieve 3000 Reports

Person Responsible

Elisha Carr

Schedule

Monthly, from 9/20/2014 to 9/20/2014

Evidence of Completion

Achieve 3000 Reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Use quarterly CGA's and weekly assessments to determine implications for instruction. Also pull Achieve 3000 reports to determine proper use of the program.

Person Responsible

Elisha Carr

Schedule

Monthly, from 9/20/2014 to 9/20/2014

Evidence of Completion

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

G2. 80% of students in 5th grade will reach proficiency at a Level 3 or higher on the Science portion of FCAT 2015. **1**

G040763

G2.B1 No science lab in the building due to lack of physical space and large classroom population. **2**

B098705

G2.B1.S1 Teachers will work together on the Science Committee to ensure differentiated activities are planned for all grade levels that can be produced within the classroom setting. **4**

S126961

Strategy Rationale

This will provide an avenue for student exposure to scientific investigations at all grade levels regardless of physical space.

Action Step 1 **5**

Teachers will meet regularly for Science Committee to plan differentiated science experiments that can be performed within the classroom settings regardless of space limitations.

Person Responsible

Tina Bennett

Schedule

Biweekly, from 9/20/2014 to 9/20/2014

Evidence of Completion

Student Interactive journals, classroom walk-throughs and observations, CGA's, Exit Tickets


Plan to Monitor Fidelity of Implementation of G2.B1.S1 **6**

Person Responsible

Schedule

Evidence of Completion

G2.B2 Students at grades K-4 lack consistent participation in scientific investigations. 2

 B120485

G2.B2.S1 Teachers at all grade levels will collaborate to plan and deliver scientific investigations including explicit modeling and opportunities for students to participate in experiments. 4

 S132368

Strategy Rationale

When students learn effective strategies and have engagement opportunities they will successfully achieve proficiency.

Action Step 1 5

Teacher's will deliver lessons including modeling and practice for students with using a variety of strategies and interventions.

Person Responsible

Amy Cline

Schedule

Monthly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Monitor student interactive journals, exit tickets, unit and teacher made assessments, CGA's

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Provide professional development and modeling by district specialists and lead teachers. Observe effective applied practices in all science classes through peer observation and quarterly data chats.

Person Responsible

Amy Cline

Schedule

Monthly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Data from assessment and progress monitoring reports.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Submissions in student interactive journals regarding the guided scientific investigations that will be completed in their classrooms.

Person Responsible

Amy Cline


Schedule

Monthly, from 9/22/2014 to 6/5/2015


Evidence of Completion

Data collected from assessments.


G3. 83% of students will achieve a Level 3 or higher on the 2015 Florida Standards Assessment in Math. 1

 G040764

G3.B1 No school based Math Coach to support teachers' lack of content knowledge and application in math. 2

 B098706

G3.B1.S1 Math Lead teacher will model application of math curriculum and provide opportunities for classroom observation. A thorough review of item specs and common core standards for math will take place regularly during Math committee meetings. 4

 S110086

Strategy Rationale

Teachers need to know requirements and guidelines for curriculum and assessments in order to teach the appropriate strategies and standards so students can be successful.

Action Step 1 5

Unpacking of Math standards and item specs for the 2015 Florida Standards Assessment. Teachers will also use district provided programs and interventions with fidelity.

Person Responsible

Amy Cline

Schedule

Weekly, from 9/20/2014 to 6/5/2015

Evidence of Completion

Math Committee meeting agenda, student interactive journals, progress monitoring reports from interventions (IXL Math, Xtra Math and I-Ready)

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Provide professional development and modeling by district specialists and math lead teachers. Observe effective applied practices in all math classes through peer observations and have data chats quarterly with teachers.

Person Responsible

Amy Cline

Schedule

Weekly, from 9/20/2014 to 9/20/2014

Evidence of Completion

Data chats, students interactive math journals, and assessments.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Administration will monitor usage reports for IXL, Xtra Math and I-Ready as teachers implement district provided programs.

Person Responsible

Amy Cline

Schedule

Weekly, from 9/20/2014 to 9/20/2014

Evidence of Completion

Usage reports will be collected and used to demonstrate effective implementation. Results from CGA's, Teacher Made Assessments, and FSA 2015.

G4. Seabreeze will decrease the number of students absent more than 10 days by 1%. 1

G040765

G4.B1 There is a disconnect between student attendance and student achievement. 2

B098708

G4.B1.S1 Make parents aware of the connection between attendance and achievement in school. 4

S110087

Strategy Rationale

Parents need to be aware of how much instruction is missed when students are not in classrooms due to absence.

Action Step 1 5

During each academic night provide parents with data and research based evidence regarding the success of students attendance and achievement.

Person Responsible

Tina Bennett

Schedule

Biweekly, from 9/20/2014 to 9/20/2014

Evidence of Completion

CRT will pull attendance reports from Oncourse bi-weekly for students who are absent and administration will follow up with families.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Monitor Oncourse reports with fidelity and meet with AIT when necessary.

Person Responsible

Tina Bennett

Schedule

Biweekly, from 9/20/2014 to 9/20/2014

Evidence of Completion

Reports will indicate decline in absences for Seabreeze and parent participation in the academic sessions.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Parent night attendance and absence data will be monitored to determine improvements with this goal.

Person Responsible

Tina Bennett

Schedule

Monthly, from 9/22/2014 to 6/5/2015


Evidence of Completion

Monthly Oncourse reports, sign in sheets for parent academic nights

G5. Increase parent attendance and involvement at Academic events by 5%. 1

 G040766

G5.B1 Parents choose to attend events with students rather than attend the academic portion of the activity (ie. ice cream socials, movie night). 2

 B110261

G5.B1.S1 Provide current information to parents quarterly regarding the changes in district and state requirements for student achievement. 4

 S132378

Strategy Rationale

Parents need to be informed of the expectations required of students at their current level and beyond.

Action Step 1 5

Academic parent nights will be provide in conjunction with student activities to provide the opportunity to share current information around district and state requirements for student success.

Person Responsible

Tina Bennett

Schedule

Quarterly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Sign in sheets from Parent Academic Nights and the data provided

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Scheduled events will be shared with parents in a timely manner through flyers, Duval Connect and monthly newsletters. Parent attendance at each session will be monitored through sign in sheets.

Person Responsible

Tina Bennett

Schedule

Quarterly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Parent sign in sheets at Academic Nights

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Monitor parent sign in sheets to determine next steps to increase participation if needed.

Person Responsible

Tina Bennett

Schedule

Quarterly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Sign in sheets for Academic Parent Nights

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Training on Achieve 3000	Carr, Elisha	9/20/2014	Common Planning, Early Release, Agenda	9/20/2014 monthly
G3.B1.S1.A1	Unpacking of Math standards and item specs for the 2015 Florida Standards Assessment. Teachers will also use district provided programs and interventions with fidelity.	Cline, Amy	9/20/2014	Math Committee meeting agenda, student interactive journals, progress monitoring reports from interventions (IXL Math, Xtra Math and I-Ready)	6/5/2015 weekly
G4.B1.S1.A1	During each academic night provide parents with data and research based evidence regarding the success of students attendance and achievement.	Bennett, Tina	9/20/2014	CRT will pull attendance reports from Oncourse bi-weekly for students who are absent and administration will follow up with families.	9/20/2014 biweekly
G2.B1.S1.A1	Teachers will meet regularly for Science Committee to plan differentiated science experiments that can be performed	Bennett, Tina	9/20/2014	Student Interactive journals, classroom walk-throughs and observations, CGA's, Exit Tickets	9/20/2014 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	within the classroom settings regardless of space limitations.				
G2.B2.S1.A1	Teacher's will deliver lessons including modeling and practice for students with using a variety of strategies and interventions.	Cline, Amy	9/22/2014	Monitor student interactive journals, exit tickets, unit and teacher made assessments, CGA's	6/5/2015 monthly
G5.B1.S1.A1	Academic parent nights will be provide in conjunction with student activities to provide the opportunity to share current information around district and state requirements for student success.	Bennett, Tina	9/22/2014	Sign in sheets from Parent Academic Nights and the data provided	6/5/2015 quarterly
G1.MA1	Use quarterly CGA's and weekly teacher made assessments to determine implications for instruction.	Carr, Elisha	9/20/2014	Disaggregated data reports will be reviewed during monthly Leadership Team Meetings and quarterly Data Chats.	9/20/2014 monthly
G1.B1.S1.MA1	Use quarterly CGA's and weekly assessments to determine implications for instruction. Also pull Achieve 3000 reports to determine proper use of the program.	Carr, Elisha	9/20/2014	Disaggregated data reports will be reviewed during monthly Leadership Team Meetings and quarterly Data Chats.	9/20/2014 monthly
G1.B1.S1.MA1	Achieve 3000 Reports	Carr, Elisha	9/20/2014	Achieve 3000 Reports	9/20/2014 monthly
G2.MA1	Student Achievement on CGA's	Cline, Amy	9/22/2014	Student achievement on CGA's	6/5/2015 monthly
G2.B1.S1.MA1	[no content entered]			one-time	
G2.B2.S1.MA1	Submissions in student interactive journals regarding the guided scientific investigations that will be completed in their classrooms.	Cline, Amy	9/22/2014	Data collected from assessments.	6/5/2015 monthly
G2.B2.S1.MA1	Provide professional development and modeling by district specialists and lead teachers. Observe effective applied practices in all science classes through peer observation and quarterly data chats.	Cline, Amy	9/22/2014	Data from assessment and progress monitoring reports.	6/5/2015 monthly
G3.MA1	Teachers will discuss item specs, standards and curriculum guides in Math Committee meetings.	Cline, Amy	9/22/2014	Student Achievement Data on FSA 2015	6/5/2015 weekly
G3.B1.S1.MA1	Administration will monitor usage reports for IXL, Xtra Math and I-Ready as teachers implement district provided programs.	Cline, Amy	9/20/2014	Usage reports will be collected and used to demonstrate effective implementation. Results from CGA's, Teacher Made Assessments, and FSA 2015.	9/20/2014 weekly
G3.B1.S1.MA1	Provide professional development and modeling by district specialists and math lead teachers. Observe effective applied practices in all math classes through peer observations and have data chats quarterly with teachers.	Cline, Amy	9/20/2014	Data chats, students interactive math journals, and assessments.	9/20/2014 weekly
G4.MA1	Monitor Attendance through Oncourse	Bennett, Tina	9/22/2014	Absences will decrease.	6/5/2015 monthly
G4.B1.S1.MA1	Parent night attendance and absence data will be monitored to determine improvements with this goal.	Bennett, Tina	9/22/2014	Monthly Oncourse reports, sign in sheets for parent academic nights	6/5/2015 monthly
G4.B1.S1.MA1	Monitor Oncourse reports with fidelity and meet with AIT when necessary.	Bennett, Tina	9/20/2014	Reports will indicate decline in absences for Seabreeze and parent participation in the academic sessions.	9/20/2014 biweekly
G5.MA1	Sign in sheets from Academic Parent Nights will be reviewed.	Bennett, Tina	9/22/2014	Sign in sheets to determine participation in activities.	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S1.MA1	Monitor parent sign in sheets to determine next steps to increase participation if needed.	Bennett, Tina	9/22/2014	Sign in sheets for Academic Parent Nights	6/5/2015 quarterly
G5.B1.S1.MA1	Scheduled events will be shared with parents in a timely manner through flyers, Duval Connect and monthly newsletters. Parent attendance at each session will be monitored through sign in sheets.	Bennett, Tina	9/22/2014	Parent sign in sheets at Academic Nights	6/5/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

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

G1. 81% of all students in grades 3, 4, and 5 will achieve proficiency in ELA at a Level 3 or higher on the Florida Standards Assessment in 2015.

G1.B1 Teacher's ability to effectively plan differentiated activities to utilize the resources.

G1.B1.S1 Provide professional development on the Achieve 3000 program.

PD Opportunity 1

Training on Achieve 3000

Facilitator

Curriculum Associates, Reading Coach

Participants

Classroom Teachers

Schedule

Monthly, from 9/20/2014 to 9/20/2014

G2. 80% of students in 5th grade will reach proficiency at a Level 3 or higher on the Science portion of FCAT 2015.

G2.B1 No science lab in the building due to lack of physical space and large classroom population.

G2.B1.S1 Teachers will work together on the Science Committee to ensure differentiated activities are planned for all grade levels that can be produced within the classroom setting.

PD Opportunity 1

Teachers will meet regularly for Science Committee to plan differentiated science experiments that can be performed within the classroom settings regardless of space limitations.

Facilitator

Brooke Axler

Participants

Teachers

Schedule

Biweekly, from 9/20/2014 to 9/20/2014

G2.B2 Students at grades K-4 lack consistent participation in scientific investigations.

G2.B2.S1 Teachers at all grade levels will collaborate to plan and deliver scientific investigations including explicit modeling and opportunities for students to participate in experiments.

PD Opportunity 1

Teacher's will deliver lessons including modeling and practice for students with using a variety of strategies and interventions.

Facilitator

Brooke Axler

Participants

Teachers

Schedule

Monthly, from 9/22/2014 to 6/5/2015

G3. 83% of students will achieve a Level 3 or higher on the 2015 Florida Standards Assessment in Math.

G3.B1 No school based Math Coach to support teachers' lack of content knowledge and application in math.

G3.B1.S1 Math Lead teacher will model application of math curriculum and provide opportunities for classroom observation. A thorough review of item specs and common core standards for math will take place regularly during Math committee meetings.

PD Opportunity 1

Unpacking of Math standards and item specs for the 2015 Florida Standards Assessment. Teachers will also use district provided programs and interventions with fidelity.

Facilitator

Amy Cline

Participants

Classroom Teachers

Schedule

Weekly, from 9/20/2014 to 6/5/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Grand Total	0