FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: SEABREEZE ELEMENTARY SCHOOL

District Name: Duval

Principal: LaShawn Streater

SAC Chair: Allison Cooper

Superintendent: Ed Pratt-Dannals

Date of School Board Approval: November 2012

Last Modified on: 10/25/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					2011– 2012: Principal, Seabreeze Elementary School (3rd Year) School Grade: "A" Reading Proficiency 73%, Math Proficiency 78%, Writing Proficiency 83%, Science Proficiency 78%, Bottom Quartile Reading increased from 56% to 73%, Bottom Quartile Math decreased from 74% to 73% Learning Gains: increase from 79% to 83% in Writing, increase from 69% to 72% in Reading Gains, increase from 79% to 82% in Math Gains, increase from 56% to 73% in Bottom Quartile Reading on 2012 FCAT Lowest 25%: increase from 56% to 73% in Bottom Quartile Reading, decrease from 74% to 73% in Bottom Quartile Math on 2012 FCAT --- 2010 – 2011: Principal, Seabreeze
		B.S. in Elementary Education from			

Role	Name	Degree(s)/Certification(s)	# of Years at Current School	# of Years as Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	LaShawn Streater	Florida Agricultural and Mechanical University M.Ed. in Adult Education Administration from Florida Agricultural and Mechanical University M.Ed. in Educational Leadership from the University of North Florida Certification-Elementary, 1-6 Certification-Educational Leadership (All Levels)	4	7	Elementary School (2nd Year) School Grade: "A" Reading Proficiency 86%, Math Proficiency 88%, Writing Proficiency 79%, Science Proficiency 79%, Bottom Quartile Reading decreased from 71% to 56%, Bottom Quartile Math increased from 63% to 74% AYP: No (Economically Disadvantaged/Reading and Math) Reading Learning Gains decreased from 74% to 69%, Bottom Quartile Reading decreased from 71% to 56% Learning Gains: increase from 66% to 79% in Science and 62% to 79% in Math on 2011 FCAT Lowest 25%: decrease from 71% to 56% in Reading, increase from 63% to 74% in Math on 2011 FCAT --- 2009 – 2010: Principal, Seabreeze Elementary School (1st Year) School Grade: "A" Reading Proficiency 89%, Math Proficiency 88%, Writing Proficiency 84%, Science Proficiency 66%, Bottom Quartile Reading increased from 69% to 71%, Bottom Quartile Math increased from 61% to 63% AYP: No (Black & Economically Disadvantaged/Math) Reading Learning Gains decreased from 75% to 74%, Math Learning Gains decreased from 71% to 62% Learning Gains: increase from 69% to 71% in Reading, increase from 61% to 63% in Math on 2010 FCAT Lowest 25%: increase from 69% to 71% in Reading, increase from 61% to 63% in Math on 2010 FCAT
Assis Principal	Jeffrey Collins	BA in Political Science from the University of Florida MA in Educational Leadership from Grand Canyon University Certifications: Elementary Education (K-6) Middle Grades Math (5-9) Physical Education (K-12) Educational Leadership (All Levels)	1	1	2011-2012 Math Instructional Coach, Highlands Elementary School (1st Year) School Grade: "A" Math Proficiency 46% Math Learning Gains increased from 61% to 76% on the 2012 FCAT Bottom Quartile Math increased from 63% to 86% on the 2012 FCAT

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
NA					

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Seabreeze follows the district's recruiting guidelines. 2. Teachers are given an opportunity to discuss student data in order to identify implications for instruction and to analyze student work. 3. Teachers are encouraged to attend targeted workshops at the district level and during Early Release Trainings 4. Teachers in need of assistance are identified through performance evaluations, focus walks, and data indicating low performance. 5. New teachers will meet regularly with the Principal, Assistant Principal, SIC, and the PDF (when applicable). 6. New teachers or teachers new to grade levels will be partnered with veteran staff members or mentors 7. Establish interview teams to screen potential candidates 8. Monthly meetings scheduled for new teachers 9. Complete District Level New Teacher Induction Training and Programs	Principal, Assistant Principal Principal, Assistant Principal Principal, classroom teachers Principal, Assistant Principal, classroom teachers Principal, Assistant Principal Principal, Assistant Principal, PDF Principal, Assistant Principal, PDF Principal, Assistant Principal Principal, Assistant Principal, PDF District Coaches, Schultz Center Staff	Ongoing June 2013 June 2013 June 2013 Ongoing August 2012 August 2012 August 2012 August 2012 – June 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
NA	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
55	5.5%(3)	16.4%(9)	40.0%(22)	38.2%(21)	30.9%(17)	76.4%(42)	1.8%(1)	1.8%(1)	50.9%(28)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
LaForty, Dianne	Kern, Jennifer	Mrs. LaForty is currently a highly effective teacher who teaches 1st grade. She is also our PDF.	Weekly meetings, collaboration on assessing student work, classroom observations, modeling, and planning
Glendenning, Amy	Kelly, Kimberly	Mrs. Glendenning has an extensive background in teaching ESE students and the RtI process.	Weekly meetings, collaboration on plans for Tier 3 students and needs for classroom guidance lessons

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

NA

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

[ ]

Adult Education

[ ]

Career and Technical Education

[ ]

Job Training

[ ]

Other

[ ]

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The members of the school-based MTSS leadership team are Susan Dominiak, Dianne LaForty, Lisa Andrew, Janet South, Debra Bornowski, Korri Zaharie, Donald Kraichely, Rachel Kennedy, Kimberly Kelly, Molly Livingston, Rebecca Bruce, Jeffrey Collins, LaShawn Streater

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

Assistant Principal: Jeffrey Collins- 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.

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

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

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

Speech Language Pathologist: Molly Livingston- Educates the team on the role language plays in curriculum, assessment and instruction, as a basis for appropriates 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: Donald Kraichely and Rachel Kennedy: - 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 on the Leadership Team: Provides information to grade level members about core instructional strategies and curriculum for academics and behavior, participates in student data collection and the creation and implementation of intervention plans, delivers Tier 1 instruction/intervention, collaborates with other staff to implement and

integrate Tier 1 materials/instruction with Tier 2 interventions.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The MTSS Leadership Team meets monthly to discuss and assess the RtI implementation progress within the school/in each grade level, as well as to discuss strategies for specific students. School-wide and classroom data are reviewed to identify school RtI 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/progress monitoring.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

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 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 RtI. 1. Review Data 2. Create a Plan 3. Implement Plan 4.Review as Needed.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

F.A.I.R, DRA2, Benchmarks (Reading, Math, Science), Spring 2012 FCAT results, District Writing Prompts, Reading Theme Tests, Envisions Diagnostic and Placement Tests, review referrals (for behavior).

Mid Year: F.A.I.R, DRA2, Benchmarks, Progress Monitoring Assessments, Reading Theme Tests, Envisions Diagnostic and Placement Tests

End of Year: F.A.I.R, DRA2, Benchmarks, Spring FCAT 2013 Results, District Writing Prompt, Final Report Cards, Envisions Diagnostic and Placement Tests

Ongoing Progress Monitoring: Grade Level Assessments, F.A.I.R Assessment Probes, Reading Theme Tests, Progress Reports, Curriculum Based Measurement/Assessment, Grade Level Data Chats (quarterly)

Frequency of Data Review: Monthly Faculty Meetings, weekly Grade Level Meetings, monthly SAC meetings, quarterly Grade Level Planning Meetings – TDE, monthly committee meetings

Describe the plan to train staff on MTSS.

The staff will be trained through the following opporunities:
• Faculty Meetings
• WOW Wednesdays
• Grade Level Planning Meetings – TDE (quarterly)
• Analysis of Student Work (Data Chats)
• Early Release Trainings
• Optional After School Trainings on RtI Elements (Intervention resources, graphics, progress monitoring etc.)
• Professional Learning Communities

Describe the plan to support MTSS.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

The members of the school-based Literacy Leadership Team are Susan Dominiak, Dianne LaForty, Lisa Andrew, Janet South, Debra Bornowski, Korri Zaharie, Donald Kraichely, Jeffrey Collins, LaShawn Streater

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The LLT meets monthly to review the implementation of our comprehensive schoolwide reading plan as aligned with the district's reading goals. The meetings will consist of discussions about the expectations of what students should learn in reading and writing across grade levels. The meetings will also focus on how to monitor reading data (i.e. F.A.I.R., DRA2, etc.). Classroom observations and focus walks will be conducted by the Principal and Assistant Principal to determine if Reading and Writing are being taught with fidelity. Follow up meetings will be held with classroom teachers to ensure that instructional strategies and differentiation occurs within each classroom.

What will be the major initiatives of the LLT this year?

The LLT will facilitate the following initiatives for the 2012-2013 school year:

• Identify the power standards for every grade level in Reading and Writing
• Plan and implement lessons for full implementation of Common Core State Standards and/or Next Generation Sunshine State Standards
• Plan the 25 Book Reading Goal opening and closing celebrations
• Monitor student progress toward the 25 Book Reading Goal
• Oversee the implementation of the Accelerated Reader Program and RazKids
• Implement the Book of the Month Program
• Disaggregate and analyze F.A.I.R., FCAT Benchmark, and FCAT data
• Establish RtI standard protocol programs for quality instruction in Reading (Tier II)
• Organize Author Visits

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

NA

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

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

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Postsecondary Transition

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <u>High School Feedback Report</u>

PART II: EXPECTED IMPROVEMENTS

Reading Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	32% (96) of students will achieve proficiency (level 3) on the 2013 administration of the FCAT Reading Test in 3rd – 5th grade
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (85)	32% (96)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Students below grade level in Reading Teachers not implementing Guided Reading Group strategies with fidelity. Students lack of academic vocabulary knowledge	1A.1. Implement a schoolwide vocabulary initiative Strengthen core Reading instruction through the use of Reading data, Houghton Mifflin core Reading series, authentic literature and district learning schedules Implement strategies for Guided Reading Groups, Read-Alouds, and Think-Alouds with fidelity Teachers will administer DRA2 Utilize differentiated instructional strategies Utilize wide Reading to build stamina	1A.1. Principal Assistant Principal LLT Classroom Teachers Workshop Facilitators Resource Teachers	1A.1. Review of DRA instruction DRA/running records Student Reading Response Journals Informal/Formal Observations	1A.1. F.A.I.R. FCAT Selection Benchmark Test
2	1A.2. Teachers not being able to properly analyze data	1A.2. Conducting quarterly Data Chats to model how to properly analyze data to meet the academic needs of all students and to differentiate instruction.	1A.2. Principal Assistant Principal	1A.2. Quarterly Grade Level Planning Meetings, quarterly submission of Progress Monitoring Forms, and review of Teacher Data Notebooks	1A.2. Lesson Plans, Data Reports 1A.3. FAIR results
3	1A.3. Technological/time issues with FAIR testing	1A.3. Teachers will collaborate on grades levels to manage administration	1A.3. Assistant Principal	1A.3. Monitoring of school wide FAIR data after every assessment period of the FAIR test	1A.3. FAIR results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need

of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	NA	
2012 Current Level of Performance:	2013 Expected Level of Performance:	
NA	NA	

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	48% (145) of students will achieve proficiency (levels 4 and 5) on the 2013 administration of the FCAT Reading Test in 3rd – 5th grade
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (127)	48% (145)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Teachers failing to differentiate Reading instruction for higher performing students through targeted Guided Reading Groups Teachers lack of knowledge around Text Complexity, Text Dependent Questions, and Close Reading	2A.1. Teachers will be provided with professional development opportunities (Marzano) to increase rigor in Reader's Workshop and improve student vocabulary, Text Complexity, Text Dependent Questions, and Close Reading Students will participate in literature circles Students will participate in project-based learning	2A.1. Principal Assistant Principal District Coaches	2A.1. Review FAIR Data, DRA Data and Reading Benchmark Data Observe instruction and provide teachers with feedback Printout of reports, test item analysis, and Student Portfolios Classroom Observations, C.A.S.T. tools	2A.1. FCAT results FCAT Benchmark results F.A.I.R. results Quarterly Grades

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.	NA

Reading Goal #2b:					

2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| 3a. FCAT 2.0: Percentage of students making learning gains in reading.

Reading Goal #3a:	74% (132) of students will make learning gains on the 2013 administration of the FCAT Reading Test in 3rd – 5th.

2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (125)	74% (132)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1. Teachers using data analysis to drive instruction	3A.1. Teachers will be required to keep accurate data notebooks for individual students. Grade Level Planning Meetings will be held quarterly PMP's FCAT Benchmark Data F.A.I.R.	3A.1. Principal Assistant Principal	3A.1. Quarterly grade level planning will allow teachers and administration to monitor student progress in addition to the weekly monitoring provided by classroom teachers Teachers will be required to submit a quarterly PMP list Grade levels will meet regularly to monitor students performing below grade level	3A.1. FCAT results
2	3A.2. Time to meet with all students	3A.2. Teachers will conduct conferences with students to discuss their individual goals based on data	3A.2. Classroom Teachers	3A.2. Documentation of student progress	3A.2. FAIR results FCAT Benchmark results DRA2 data FCAT results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	NA			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
NA	NA			
Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percentage of students in the bottom quartile making reading gains will increase from 73% to 75%.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
73% (32)	75% (41)			
Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1. Teachers are experiencing difficulty in using Reading Benchmark assessments, FAIR Data, and DRA's to make instructional decisions Teachers lack of knowledge in Rti procedures/process Lack of schema for students	4A.1. Provide professional development activities that examine how to deliver Tier 2 and Tier 3 interventions effectively and efficiently. Provide Tier 2 Interventions for students not responding to core instructional practices. Supplemental instruction includes Reading support services during the school day.	4A.1. RtI Facilitator Classroom Teachers T3 Team	4A.1. Focus walks, grade level monitoring, monthly T3 meetings Identification of students Design instruction to meet every student's needs	4A.1. FAIR results FCAT Benchmark results DRA data FCAT results

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # To reduce the achievement gap between white and black students by 2% every year until 2017 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	73%	80%	82	84	85	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	All ethnic groups made AYP in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	There are no ELL students at Seabreeze.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Students with disabilities made AYP in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:

NA	NA

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	86% of economically disadvantaged students will make learning gains on the 2013 administration of the FCAT Reading Test in 3rd – 5th grade.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (68)	86% (89)

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<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr>
<td>1</td>
<td>5E.1.

Teachers have a lack of cultural understanding of how to relate to students from disadvantaged backgrounds

Lack of understanding of the Florida Continuous Improvement Model (FCIM)</td>
<td>5E.1.

Fishbone activities will be conducted quarterly to list reasons why our Economically Disadvantaged students are not achieving proficiency

Implement FCIM with Black subgroup through Instructional Focus Calendars (IFC) and Focus Lessons</td>
<td>5E.1.

Assistant Principal

Classroom Teachers</td>
<td>5D.1.

T3 will be conducted to monitor the progress of students who have been identified as Economically Disadvantaged

Ongoing Progress Monitoring Assessments</td>
<td>5D.1.

Teacher Data Notebooks

Mini-Assessments

Benchmark Tests</td>
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Guided Reading						

Groups Building Academic Vocabulary Text Complexity Text Dependent Questions Close Reading	K - 5th	Principal	Schoolwide	August 2012 - June 2013	Focus Walks, Lesson Plans, Classroom Walk Throughs, Quarterly Grade Level Meetings, Early Release Training	Principal, Assistant Principal, District Coaches

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Lucy Caulkins Units: Common Core Reading and Writing Workshop: A Curricular Plan for the Reading Workshop	These units provide a monthly framework for teaching Common Core State Standards	General	$60.00
			Subtotal: $60.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Accelerated Reader	This program provides assessments for limited book titles	PTA	$3,256.64
Raz-Kids	This program provides assessments for thousands of book titles, access to leveled readers, and teacher lesson plans for remediation and enrichment	PTA	$2,173.55
			Subtotal: $5,430.19
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $5,490.19

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	NA
2012 Current Percent of Students Proficient in listening/speaking:	

NA

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	NA

2012 Current Percent of Students Proficient in reading:

NA

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	NA

2012 Current Percent of Students Proficient in writing:

NA

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

CELLA Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CELLA Goals

Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	30% (90) of students will achieve proficiency (Level 3) on the 2013 administration of the FCAT Mathematics Test in 3rd – 5th grade.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (83)	30% (90)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. New teachers do not understand and use of the math series with fidelity. Teachers do not know how to blend the Next Generation Sunshine State Standards with the Common Core Standards Failure of some students to acquire basic math skills New teachers are not familiar with the FCAT Test Item Specifications Difficult to engage support of some of our less involved families	1A.1. New Math teachers will attend Math 101 Implement core instruction with fidelity Blending Commom Core State Standards and Next Generation Sunshine State Standards. Continue to review FCAT Test Specifications Establish RTI time early to address the needs of all learners Reach out to parents By organizing meetings in neighborhoods during the evening Computer-based math practice	1A.1. Principal Assistant Principal Guidance Counselor Classroom Teachers	1A.1. Focus Walks, classroom observations, debriefs, and monthly data chats with grade levels Grade Level Data chats Vertical articulation Quarterly Grade Level Planning	1A.1. Mini Assessments Benchmark Test results FCAT Test results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	50% of students will achieve Level 4 or Level 5 on the 2013 FCAT Mathematics Test in 3rd – 5th grade.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (142)	50% (149)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Teacher focuses on bottom quartile students due to their inability to work without teacher assistance.	2A.1. Continue Math Superstars Implement the use of Math Notebooks Plan and utilize higher level questions during Math Workshop and Skills Block lessons Model higher level strategies in the closing to show higher complexity concepts Computer-based math enrichment Plan to enrich higher level students through differentiated classwork and homework	2A.1. Principal Assistant Principal Guidance Counselor Classroom Teachers	2A.1. Focus Walks, classroom observations, debriefs, and monthly data chats with grade levels Vertical Articulation Meetings Quarterly Grade Level Planning	2A.1. Mini Assessments Benchmark Tests results FCAT Test results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	81% of students will make learning gains on the 2013 administration of the FCAT Mathematics Test in 3rd – 5th
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (149)	81% (160)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1. Parents do not know strategies to help their children at home	3A.1. Teachers will keep accurate data portfolios Teacher will offer evening help sessions in community centers to teach parents strategies and model ways to help their children.	3A.1. Principal Assistant Principal Guidance Counselor Classroom Teachers	3A.1. Data reviews will be held with principal, assistant principal, and grade levels	3A.1. Mini Assessments Benchmark Tests results FCAT Test results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

	Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	75% of bottom quartile students will make learning gains on the 2013 administration of the FCAT Mathematics Test in 3rd – 5th grade.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (29)	75% (31)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>4A.1.
Parents do not know strategies to help their children at home

Lack of time to address the need of the population</td><td>4A.1.
Faculty training in the use of Tier 2 and 3 interventions

Offer success meetings during the school year at community centers

Establish RTI time every morning for ramping students up</td><td>4A.1.
Guidance Counselor

Principal

Assist ant Principal</td><td>4A.1.
Focus Walks

Grade Level Data Chats

RTI/Leadership Team</td><td>4A.1.
Mini Assessments

Benchmark Tests results

FCAT Test results

Attendance logs for Parent Sessions</td></tr>
</table>

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # To reduce the achievement gap between white and black students by 2% every year until 2017 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	78%	81%	83%	85%	87%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	All ethnic groups made AYP in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Seabreeze does not have an ELL subgroup at this time.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Students with disabilities made AYP in math
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	86% of economically disadvantaged students will achieve mastery on the 2012 administration on the FCAT Mathematics Test in 3rd – 5th grade.

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	70% (73)	86% (89)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. Teachers lack of cultural understanding relating to students from disadvantaged backgrounds. Teachers lack of understanding of the Florida Continuous Improvement Model (FCIM)	5E.1. Form discussion groups to study the culture of poverty and to better serve that population Use RTI time to help ramp-up student math skills Implement FCIM with economically disadvantaged subgroup through Instructional Focus Calendars (IFC) and Focus Lessons In-School Tutoring	5E.1. Classroom Teachers	5E.1. Success Meetings with students and parents Data Collection On-going Mini-Assessments	5E.1. FCAT results

End of Elementary School Mathematics Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards Eight Mathematical Practices	k-5th	Principal, Assistant Principal	Schoolwide	Quarterly	Focus Walks	Principal, Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
IXL	This resource allows teachers to match instruction and student needs to standards	PTA	$3,000.00
			Subtotal: $3,000.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The percentage of students scoring level 3 or above on the 2013 FCAT will increase from % (53) to % (56)
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (44)	56% (51)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.A.1. Gap in content learned Lack of planning according to the 5 E's Planning Model	1.A.1. A daily science block will be incorporated into the school day for every grade level Implement the 5 E's lesson planning and delivery model Increase hands on activities, inquiry, and experiments Increase the use of the scientific method	1.A.1. Classroom Teachers, School Instructional Coach	1.A.1. Classroom Walk Throughs will be conducted and lesson plans will be reviewed	1.A.1. FCAT Science results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:

NA		NA		

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The percentage of students who score level 4 and 5 will increase from 39% to 41% on the 2013 FCAT Science Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (33)	41%(38)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A1. Lack of time Lack of planning according to the 5 E's Planning Model	2A1. Students in need of enrichment will receive it during a specified block of time during the day Implement the 5 E's lesson planning and delivery model Increase hands on activities, inquiry, and experiments Increase the use of the scientific method Utilize science journals Students will participate in the school Science Fair	2A1. Classroom Teachers, Principal, Assistant Principal	2A1. Classroom Walk Throughs will be conducted, along with a review of lesson plans to confirm differentiation for the high level learners.	2A1. FCAT Science results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	NA

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	NA	NA

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Planning Using the 5 E's Model Science Academy	All K & 2nd	Principal, Assistant Principal District	Schoolwide K & 2nd	Monthly 4 per year	Academy of Science Participants will attend training and ensure that strategies/information has been shared with other classroom teachers Teachers who attend the Academy of Science will share what they have learned at committee or grade level meetings	Principal, Assistant Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	81% of students will achieve a score of 4.0 on the 2012 administration of the FCAT Writing Test in 4th grade.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (79)	81% (74)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Lack of background knowledge from previous grade level.	1A.1. Students will use the writing process daily. All writing should be dated and organized in writing folders/journals for monitoring to show growth over time. Use anchor papers in grade level meetings to discuss what is good enough to meet the standard	1A.1. Principal Classroom Teachers	1A.1. Vertical articulation of expectations will be decided and disseminated to the grade levels.	1A.1. Teachers will score District Writing Prompts and review the writing during data chats with Principal.
2	1A.2. Teachers failing to monitor student writing with fidelity.	1A.2. Utilize the Write Score program to analyze results.	1A.2. Principal Classroom Teachers	1A.2. A rubric and anchor papers will be used that will move forward from grade to grade so that student progress towards vertical expectations can be monitored.	1A.2. Previous years FCAT writing will be received from Florida DOE and will be evaluated by 4th grade teachers to plan for instruction.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Evaluating Writing Papers	3rd-4th	Principal, Assistant Principal	3rd and 4th Grade Teachers	Grade Level Planning Days/Data Chats	After an area FOR growth is identified the classroom teachers will report at the next Data Chat results of TARGETED instruction.	Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need

of improvement:

1. Attendance Attendance Goal #1:	In 2013, 6% (38) of our students will have 20 or more absences, 29% (186) of our students will have excessive absences (10 or more) and of students will have excessive tardies (10 or more).
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In 2012, 7% (48) of students had 20 or more absences.	In 2013, 6% (38) of students will have 20 or more absences.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In 2012, 31 % (204) students had excessive absences (10 or more days).	In 2013, 29% (185) of students will have excessive absences (10 or more days).
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
In 2012, 14 % (90) of students had excessive tardies (10 or more).	In 2013, 10% (64) of students will have excessive tardies (10 or more).

	Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Student transportation, vacations during the school year, parent schedules that cannot get students to school on time, lack of follow-through strategies	1.1. The Attendance Intervention Team (AIT) will meet monthly to receive referrals of students with excessive absences and/or tardies, and work together with parents to develop strategies for improving attendance.	1.1. Guidance Counselor, Principal, CRT, District Attendance Social Worker	1.1. Once the AIT has developed strategies with parents/guardians and they have been put into place, attendance/tardy data from each student will be analyzed to determine effectiveness.	1.1. Attendance and tardy logs, Attendance Intervention Team strategies, Individual student data
2	1.2 2013 Expected Attendance Rate: * In 2013, our average daily attendance will be 97%.	1.2. The Attendance Intervention Team will track absences of students and reward classes with the highest attendance rate each nine weeks.	1.2. Attendance Intervention Team	1.2. Attendance Intervention Team will monitor data of each class to determine if reward system is improving attendance rates.	1.2. Attendance data for students
3	1.3. Low readership of school newsletter, hang ups on School Messenger System	1.3. The Attendance Intervention team will utilize the School Messenger system, newsletters, and school website to promote attendance and arriving to school on time.	1.3. CRT, Attendance Intervention Team	1.3. Attendance/Tardy data will be tracked after School Messenger notices and newsletters have provided important information to determine their effectiveness.	1.3. Attendance/tardy data

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Intervention Team Strategies	Guidance	Guidance Counselor	Guidance Counselor, Members of the Attendance Intervention Team	Monthly Attendance Intervention Team meetings	Analysis of Attendance/Tardy data	Attendance Intervention Team, Guidance Counselor

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
1.2. The Attendance Intervention Team will track absences of students and reward classes with the highest attendance rate each nine weeks.	Rewards for classes who have the highest attendance rates each nine weeks	PTA	$250.00
			Subtotal: $250.00
			Grand Total: $250.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	In 2013, our school will have 1% (6) of our students suspended in-school and 1% (6) of students suspended out of school.
2012 Total Number of In—School Suspensions	2013 Expected Number of In-School Suspensions
In 2012, our school had 16 in-school suspensions.	In 2013, our school will have 14 in-school suspensions.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In 2012, our school had 2 % (12) of our students suspended in-school.	In 2013, our school will have 1% (6) of our students suspended in-school.

	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
	In 2012, our school had 19 out of school suspensions.	In 2013, our school will have 15 out of school suspensions.
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
	In 2012, our school had 2% (11) of our students suspended out of school.	In 2013, our school will have 1% (6) of our students suspended out of school.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Access to the Second Step curriculum materials	1.1 Teachers will use the district bullying curriculum, Second Step, with their students.	1.1 Classroom Teachers, Guidance Counselor	1.1 Lesson plans will be monitored to determine if teachers are providing instruction with this curriculum; Classroom Walkthroughs will reveal evidence of anti-bullying lessons.	1.1 Lesson plans, Discipline data specific to bullying conduct codes
2	1.2 Inconsistency in the implementation of CHAMPS and Foundations	1.2 Teachers will utilize CHAMPS in their classrooms and common areas.	1.2 Assistant Principal CHAMPS trainer, Classroom teachers, Foundations team	1.2 Observations of student behaviors and teacher instruction will be noted during classroom observations, morning routines, cafeteria, playground, and other common areas.	1.2 Classroom discipline charts, Classroom observation notes, Genesis reports
3	1.3 Inconsistency in the use of a schoolwide discipline plan	1.3 Teachers will utilize the school-wide discipline plan developed by the work of the Foundations team, which promotes positive behavior.	1.3 Foundations Team, Classroom teachers	1.3 The Principal and Assistant Principal will monitor clipboard chart as well as number of referrals to determine if student behavior is improving.	1.3 Discipline data, Classroom clipboard charts
4	1.4 Students committing multiple offenses	1.4 The Guidance Counselor will work with a designated group of students who are struggling with their behavior on a weekly basis.	1.4 Guidance Counselor, Foundations Team	1.4 The Principal, Assistant Principal, and Guidance Counselor will review discipline reports and teacher feedback to determine if student in small group is showing improvement in behavior.	1.4 Discipline reports, referrals, Teacher observations and feedback
5	1.5 Availability of resources	1.5 Guidance Counselor will develop and implement a school-wide character education program for students.	1.5 Guidance Counselor, Classroom Teachers	1.5 The Guidance Counselor will provide support to teachers and speak on the	1.5 Discipline reports, referrals, Teacher observations and feedback

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPS Training Second Step Training Behavior Interventions/Strategies	All	School-Based CHAMPS trainer Guidance Counselor Assistant Principal Principal Foundations Team	Schoolwide	Early Release Training, Faculty Meetings	Classroom Walk-Throughs will be conducted to determine if teachers are implementing CHAMPs in the classroom. Classroom Focus Walks will be conducted to observe Second Step lessons; Feedback from students will be collected to determine their attitudes/behavior as a result of Second Step lessons Discipline reports and referrals will be monitored to determine if teachers are using interventions in the classroom .	Foundations Team Assistant Principal Principal Guidance Counselor

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1:	We will raise the level of parental involvement in school activities from 60% to 70% during the 2012-2013 school

	Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.	year.			

2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
60% (321)	70% (448)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Lack of attendance at General PTA Meetings	1.1. Dispatch School Messenger Messages, use the school newsletter and website to remind parents about the meetings	1.1. Principal, PTA President, SAC Chair	1.1. Increased PTA memberships, more volunteer participation	1.1. Climate Survey Volunteer Logs Event sign-in sheets

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
General PTA Meetings Volunteer Training	All	PTA President Assitant Principal, Volunteer Liaison, PTA Volunteer Coordinator	Schoolwide	4 times per year	Parent Surveys	Volunteer Coordinator Assistant Principal

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00

			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM STEM Goal #1:	NA			
Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of STEM Goal(s)

Additional Goal(s)

Safety Goal Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Safety Goal Goal Safety Goal Goal #1:	To decrease playground injuries and make a safer environment during school and after school programs.
2012 Current level:	2013 Expected level:
28 reported incidents	15 reported incidents

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Unsafe play Unsafe equipment Insufficient monitoring of student activity	1.1 Schoolwide rules and expectations	1.1. Classroom Teachers	1.1 Number of incidents reported	1.1. Incident Reports

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Review of Current Rules Current Rules/Expectations of Faculty/Staff List of Playground Activities/Games	Leadership Team Coach Hollingsworth 1st Grade	Assistant Principal	Leadership Team, Classroom Teachers	December 2012	Distribute rules to faculty and staff Rules will be posted in all rooms and available for substitute teachers A list of teacher directed activities for the playground will be distributed to teachers	Leadership Team, Assistant Principal, Coach Hollingsworth

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Safety Goal Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Lucy Caulkins Units: Common Core Reading and Writing Workshop: A Curricular Plan for the Reading Workshop	These units provide a monthly framework for teaching Common Core State Standards	General	$60.00
				Subtotal: $60.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader	This program provides assessments for limited book titles	PTA	$3,256.64
Reading	Raz-Kids	This program provides assessments for thousands of book titles, access to leveled readers, and teacher lesson plans for remediation and enrichment	PTA	$2,173.55
Mathematics	IXL	This resource allows teachers to match instruction and student needs to standards	PTA	$3,000.00
				Subtotal: $8,430.19
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Attendance	1.2. The Attendance Intervention Team will track absences of students and reward classes with the highest attendance rate each nine weeks.	Rewards for classes who have the highest attendance rates each nine weeks	PTA	$250.00
				Subtotal: $250.00
				Grand Total: $8,740.19

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 10/25/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

If NO, describe the measures being taken to Comply with SAC Requirement

Describe projected use of SAC funds	Amount
No data submitted	

Describe the activities of the School Advisory Council for the upcoming year

AYP DATA

SCHOOL GRADE DATA

No Data Found

Duval School District
SEABREEZE ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	88%	79%	79%	332	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	79%			148	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	56% (YES)	74% (YES)			130	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					610	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Duval School District
SEABREEZE ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	88%	84%	66%	327	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	74%	62%			136	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	71% (YES)	63% (YES)			134	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					597	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested