

Seabreeze High School

2700 N OLEANDER AVE, Daytona Beach, FL 32118

<http://seabreezehigh.org/>

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

42%

Alternative/ESE Center

No

Charter School

No

Minority

21%

School Grades History

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

School Board Approval

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

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

Through the individual commitment of all, our students will graduate with the knowledge, skills and values necessary to be successful contributors to our democratic society.

Provide the school's vision statement

"In a caring, cooperative environment, the Seabreeze Family strives to provide opportunities for everyone to realize individual potential, to encourage ethical behavior and to develop skills for lifelong success."

School Environment

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

Annual school induction, mentoring and student leadership programs are all critical components in establishing and maintaining positive relationships between teachers and students on campus. The student leadership of Seabreeze High School has a summer orientation program to ensure that new students are given an opportunity to make connections before the school year begins. Senior leaders make phone calls to incoming freshman students welcoming them to our school and informing them of the summer orientation program. The same senior leaders are available the day of orientation to conduct tours and answer any questions or concerns that new students may have. In addition, the administrative staff conducts an informational meeting for the parents of new students and are available to answer questions or concerns from parents.

New Student Lunches: Throughout the school year, the faculty New Student Liaison schedules monthly luncheons to share information and address any concerns our new students may be having.

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

The Safety and Security Team at Seabreeze High School develops policies and procedures intended to promote positive behavior of all students and staff and create an environment where the entire Seabreeze family feels safe and respected.

The geographic area supervisory assignments place the administrative staff, campus advisors and select teachers in strategic locations which are designed to ensure the visibility of adults on campus. We have initiated a "See Something Say Something" campaign with posters strategically placed around campus. Through this visibility and the "See Something Say Something" campaign, adults are readily available to the entire student body.

During the 2nd week of school, the administrative staff conduct "administrative walk-thrus" highlighting important points in the student code of conduct to ensure a safe and orderly environment. This program allows administrators to review a common message concerning school policies and procedures in a more intimate environment. Students are given the opportunity to ask questions and share concerns.

The counseling staff is another essential component in creating a safe and secure campus. School counselors address student concerns individually and in small group forums. In addition, counselors use district and community resources to ensure that all student needs are addressed.

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

The Safety and Security Team at Seabreeze High School has created school wide policies and procedures designed to reduce distractions and establish protocols for disciplinary incidents. These policies and procedures are introduced and reviewed with staff during pre-planning in small group meetings. In addition emails are periodically sent to the entire staff reviewing and encouraging faculty to continue to follow these policies.

During the 2nd week of school the administrative staff conduct "administrative walk-thru's" highlighting important points in the student code of conduct to ensure a safe and orderly environment. This program allows administrators to review a common message concerning school policies and procedures in a more intimate environment. Students are given the opportunity to ask questions and share concerns.

Student resource staff strive to maintain consistent disciplinary procedures referencing the Seabreeze High School discipline manual to ensure fair and equitable responses to behavior.

Student Resource staff maintain communications with coaches and sponsors in order to encourage student involvement in school activities.

The administrative staff has asked the instructional staff to implement a 15 Minute Rule. Instructional staff is asked not to release students from the classroom for the first 15 minutes and the last 15 minutes of the instructional period. The rationale is that important instructional information is delivered at the beginning of the period and bringing closure to the lesson is also an essential component that should be delivered to the entire class at the end of the instructional period. We believe this strengthens the academic impact of the class.

New students who enroll with a discipline history are counseled and supported by a member of the student services team in order to give them the best chance of success at Seabreeze.

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

To ensure that the social-emotional needs of all students are being met the school offers the following non-violence and anti-drug programs:

FAB - Friends Against Bullying- This teacher sponsored club promotes anti bullying messages and activities across campus.

Project 396 is a grant funded program sponsored by the YMCA that will run through lunch to provide additional support to 25 selected students. The primary goal of the program is help students build their self-confidence and leadership skills needed to graduate from high school.

Student Government/ PTSA sponsored events:

- Distracted Driver Speaker - A former student spoke very candidly to the student body concerning how being hit by a distracted driver changed her life.

- Do Not Text and Drive Campaign - Speakers and Website

School Advisory Council Events

- Cyber Safety for Parents - A Local Attorney presented legal issues connected to inappropriate internet/social media behavior.

- Suicide Awareness Programs- Delivered in conjunction with our school counseling staff.

- Red Ribbons Activities - Each year Seabreeze High School celebrates Red Ribbon Week. Many activities are scheduled to bring awareness to our fight against drugs.

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

The school regularly (ie at least quarterly) accesses the early warning system, which is a specialized report available to all schools. The indicators are as follows:

- Unweighted GPA (at risk if below 2.0)
- Over age for grade
- Office Discipline Referrals (at risk if 2 or more)
- Attendance below 90%, regardless of whether absence is excused or due to out of school suspensions
- Year to date suspensions (at risk if 1 or more)
- Number of prior retentions (at risk if 1 or more)
- Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

Students with 3 or more of the aforementioned indicators are identified in the Early Warning System report.

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

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

The Five Star School Award is the highest award for community involvement that is bestowed by the Florida Department of Education. To qualify for this award, a school must achieve 100% of 29 criteria in the categories of Business Partnership, Family Involvement, Volunteers, Student Community Service, and School Advisory Councils. This is documented annually in a portfolio.

Seabreeze High School is a 5 star school for the last 8 years . This extensive program tracks all the

stakeholder involvement at our school our goal is to continue to meet the requirements for 5 Star status.

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

The school actively welcomes partnerships within our community. Through our P.T.S.A. we actively solicit partnerships with local businesses to support Seabreeze High School.

Sand Dollar Auction - Businesses contribute goods and materials that students may purchase through their accumulation of Seabreeze Sandollars. Using Sandollars staff members can recognize student academic and/or behavioral efforts

Senior Celebration - Business partners donate items that seniors may need after high school graduation. These items are used as prizes during senior celebration. Every senior who attends wins one of these item.

Sponsoring Student Luncheons - Various recognition luncheon held through out the year and supported by business partners.

Business Partners have consistently made contribution to the Seabreeze needy family fund.

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
Wallace, Robert	Principal
Gibbons, Kathy	Assistant Principal
Matthews, Kimberly	Dean
Butrico, Kristin	Assistant Principal
Temple, Lawrence	Assistant Principal
LaGrotta, Stinamay	Assistant Principal
Hart, Margaret	Guidance Counselor
Botkin, Lisa	Teacher, K-12
Campanella, Anthony	Teacher, K-12
Coy, Gwen	Teacher, K-12
Hernandez, Robert	Teacher, K-12
Paul, Leah	Teacher, K-12
Ullom, John	Teacher, K-12
Weinrich, Chris	Teacher, K-12
Wilson, Julie	Teacher, K-12
Picott, Tikija	Instructional Coach

Duties

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

The school-based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

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

Seabreeze High School's problem solving process begins with the school leadership team reviewing current school data to determine our areas of strength and weakness. Using this information we set targets and develop goals that sets the focus of our school improvement plan and our staff development. The school improvement plan is data driven and focuses on areas of school-based needs for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with Rtl as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Craig Albright	Parent
Amy Ringue	Parent
Alan November	Parent
Sandra Gilbert	Parent
Clifton Benoit	Education Support Employee
Jeanette Oberst	Education Support Employee
Robert Wallace	Principal
Kathy Gibbons	Teacher
Debbie Marz	Business/Community
Mark Oberst	Business/Community
Don Staller	Business/Community
Paul Marz	Business/Community
Gwen Walsh	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

In order to begin evaluating the effectiveness of last year's school improvement plan the school leadership team met to complete the step zero process. Once complete the leadership team shared the results with the faculty and the School Advisory Council and received their input. The results of this process allowed us to evaluate last's goal and determine an indication of our next steps.

Development of this school improvement plan

The SAC plays an integral role in the development of the school improvement plan. They participate in the 8 step process by reviewing data and goals that are chosen.

Preparation of the school's annual budget and plan

Our annual budget and plan is shared annually with our School Advisory Team. Discussion and input is welcomed during the presentation. Changes and updates made through the year are discussed at the monthly SAC meetings.

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

SIP funds are allocated based on request submitted by the faculty and staff for projects that support the SIP goals. Approved expenditures for 2014 included :
 Teacher training 592.84

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
Wallace, Robert	Principal
Gibbons, Kathy	Assistant Principal
Butrico, Kristin	Assistant Principal
Temple, Lawrence	Assistant Principal
LaGrotta, Stinamay	Assistant Principal
Picott, Tikija	Instructional Coach
Matthews, Kimberly	Dean
Hart, Margaret	Guidance Counselor
Paul, Leah	Teacher, K-12
Weinrich, Chris	Teacher, K-12
Ullom, John	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT will monitor the effectiveness of SIP Goal of establishing exceptions for high quality writing and student feedback in content areas. In addition the team will provide coaching and/or staff development to core and non-core teachers on the systematic use of school wide note-taking system.

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

Planning is an important part of creating a positive working environment where teachers feel respected and have the opportunity to develop positive working relationships with their colleagues. Teaching assignments are developed taking teacher abilities into consideration. Every attempt is made to minimize the number of preps that teachers are teaching. In addition, the core subject areas teacher are grouped by common subjects into PLC's. Teachers are encouraged to work together on common instruction and assessments. When funds and time permit PLC's are given duty free planning days to facilitate this common planning practice. Beginning in the 2nd grading period teachers are asked for their input into the next years program of studies.

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

Administration:

- The Administrative Staff participates in District Job Fair and Recruitment Activities.
- Leadership Opportunities are available for the administrative staff.
- Applicants for postions at Seabreeze High School are screened carefully prior to their hiring. Attention is paid to their certification, experience, interview impressions, reference checks, etc.
- Interested teacher prospects are shown around campus in an effort to familiarize them with the environment, classrooms, and facilities that we utilize on a daily basis.
- Our Teacher of the Month and Principal's Recognition Awards showcase excellence in the classroom and "going above and beyond" on the part of our faculty and staff.

-Current teachers are offered leadership opportunities to serve on our School Advisory Council, on our Leadership Team, and as a representative to our Teacher Advisory Council.

Teachers:

-Teachers interested in improving their skills in the classroom are given the approval to visit other classrooms of high performing and/or National Board teachers.

-Leadership opportunities are available for teachers.

-All faculty members will complete the district wide staff development opportunities.

-All faculty members participate in PLC Activities.

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

Mentor Name: Leah Paul (E.L.A. Teacher/Dept. Chair)

Mentee Assigned: Jacklyn Gion (E.L.A. teacher)

Rational for Pairing: Jacklyn is a second year teacher being mentored by a highly effective teacher who is also E.L.A. department chair.

Planned Mentoring Activities: Coaching , Observations, Collaboration lesson planning, Empowering Educator Excellence Program (E3)

Mentor Name: Leah Paul (E.L.A. Teacher/Dept. Chair)

Mentee Assigned: Katelyn Bradley (E.L.A. Teacher)

Rational for Pairing: Katelyn is a second year teacher being mentored by a highly effective teacher who is also E.L.A. department chair.

Planned Mentoring Activities: Coaching , Observations, Collaboration lesson planning, Empowering Educator Excellence Program (E3)

Mentor Name: John Ullom (Mathematics Teacher/Dept. Chair), (Robert Voges PAR)

Mentee Assigned: Todd Huckaby (Mathematics Teacher)

Rational for Pairing: Todd is a first year teacher being mentored by a highly effective teacher who is also the mathematics department chair.

Planned Mentoring Activities: Coaching , Observations, Collaboration lesson planning, Empowering Educator Excellence Program (E3)

Mentor Name: June Bigham (CTE Teacher), (Robert Voges PAR)

Mentee Assigned: Samantha Crouch (CTE Culinary Teacher)

Rational for Pairing: Samantha is a first year teacher being mentored by a highly effective teacher who is also a CTE teacher and former culinary director.

Planned Mentoring Activities: Coaching , Observations, Collaboration lesson planning, Empowering Educator Excellence Program (E3)

Mentor Name: Gwen Coy (CTE Teacher/Department Chair), (Robert Voges PAR)

Mentee Assigned: Sarah Barker (CTE Marketing Teacher)

Rational for Pairing: Sarah is a first year teacher being mentored by a highly effective teacher who is also the CTE department chair.

Planned Mentoring Activities: Coaching , Observations, Collaboration lesson planning, Empowering Educator Excellence Program (E3)

Mentor Name: Roderick King (ESE Consultation Teacher), (Robert Voges PAR)

Mentee Assigned: Tommy Wooleyhan (ESE Mathematics Co-Teacher)

Rational for Pairing: Tommy is a first year teacher being mentored by a highly effective teacher who is also an ESE teacher and former ESE mathematics co-teacher.

Planned Mentoring Activities: Coaching , Observations, Collaboration lesson planning, Empowering Educator Excellence Program (E3)

Mentor Name: Lisa Bokin (Fine Arts Dept. Chair)

Mentee Name: Dr. Greg LeFils (Choral Director)

Rational for Pairing: Greg is an experienced teacher and choral director however he has been at the university level working on his doctorate for the last two years. He is being mentored by the fine arts department chair in an effort to make his transition back to the classroom successful.

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

All Volusia County public high school programs meet or exceed state requirements. At the secondary level the district leads teacher teams to create curriculum maps and resources for all grade levels and content areas aligned to the Florida Standards. Additionally, teacher teams create formative and summative assessments to monitor student achievement in high-incidence courses. School leaders and teachers are given significant professional development on the implementation of the curriculum maps, resources, and assessments.

Professional Learning Communities (PLCs), Lesson Study, and coaching help ensure that instruction is aligned to Florida Standards, well-paced, engaging, and rigorous.

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

The use of data to differentiate instruction begins with the spring registration process. Decisions concerning student placement are made, by a team of professionals including the counselor and subject area teachers, based on assessment data and past student achievement. This process is enhanced during the summer months as teams of core academic teachers review student placement to ensure the best course selection. As students begin the school year counselors, parents, students and teachers continue the dialog to ensure each student is in a position to be successful.

In addition to the above process, teachers meet in PLC's and attend professional development programs to learn strategies to differentiate instruction in their classroom.

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:

National Honor Society Tutoring

Strategy Rationale

Students helping students has always been a successful combination. Our National Honor Society students earn Volunteer hours for helping their fellow Sandcrabs in the core academic subjects. This has become a very effective program on our campus.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

LaGrotta, Stinamay , salagrot@volusia.k12.fl.us

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

Attendance Logs, report cards

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

The transition between middle school and high school is a pivotal period in a students K-12 education. At Seabreeze High School we feel the transition must consider the social and emotional well being of our students in addition to their academic placement. In an effort to accommodate all these factors we have developed the following programs:

Family Night Registration- Families of incoming 9th graders are invited to an evening event where they have the opportunity to meet one on one with a school counselor. The family works with the counselor to select classes for freshman year.

The student leadership of Seabreeze High School has a summer orientation program to ensure that new students are given an opportunity to make connections before the school year begins. Senior leaders make phone calls to incoming freshman student welcoming them to our school and informing them of the summer orientation program. The same senior leaders are available the day of orientation to conduct tours and answer any questions or concerns that new students may have. In addition the administrative staff conducts an informational meeting for the parents of new students and are available to answer questions or concerns from parents.

New Student Lunches: Throughout the school year the faculty New Student Liaison schedules monthly luncheons to share information and address any concerns our new students may be having. For students moving on to post secondary placements we have once again made an effort to address all concerns with a variety of programs.

Senior English teachers address college application essays
SAT, ACT registration clinics provided by testing/counseling staff.

College Rep Visits

Financial Aid Nights - assisting students and parents navigate college financial aid forms

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

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. Every year, after FCAT testing, students and parents participate in a course selection fair that exposes them to next year's curriculum to inform their course selection. After the course selection fair, students meet one-on-one with a counselor to decide what classes will be taken. Parents are invited to these meetings and final course selection is sent home for parent's signature. Each of our three Academies offers four year plans that help guide the students in their career planning including post-secondary education.

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

A variety of career and technical education programs, including Career Academies are available to assist students in acquiring industry skills. Seabreeze High School has the following academies.

Academy of Culinary Arts

Academy of Drafting and Design

Academy of Web and Digital Media

In addition to our Career Academies Seabreeze High School has several programs that offer students industry certification.

Building Trades and Construction Design

Horticulture Science and Services

Fashion Marketing

Marketing

Diversified Career Technology

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

A variety of strategies have been implemented to prepare high school students for post secondary education and employment. Specific programs and or initiatives that are used at the school and district level:

or initiatives that are used at the school and district level:

- Dual Enrollment
- Early College • College Expo
- Career Academies • College Tours
- High School Showcase • College Rep Visits
- Making College Count Programs • Making High School Count Programs
- Career and Technical Education Classes
- Advanced Placement Opportunities

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

Data from the High School Feedback Report is available from 2004 - 2014 at <http://data.fldoe.org/readiness/>

In response to this data, a variety of strategies have been implemented to prepare high school students for the post secondary level. Specific programs and or initiative that are used at the school and district level.

Advanced Placement

Career Academies and Career and Technical Education Classes

Dual Enrollment

College Expo and Transition Fair

College Tours and College Rep Visits

High School Showcase
Early College
PERT testing
College Readiness

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Establish expectations for high quality writing instruction and student feedback in the content areas and consistently meet those expectations in all classrooms.

- G2.** Increase student achievement by decreasing the number of students who are absent from school in a 90-day period.

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. Establish expectations for high quality writing instruction and student feedback in the content areas and consistently meet those expectations in all classrooms. 1a

G040318

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	60.0

Resources Available to Support the Goal 2

- Currently Seabreeze High School has three National Writing Project consultants on staff.
- The district is addressing writing as an instructional focus.
- Volusia County School has two district writing coaches available to the schools.
- The new curriculum for the ELA classrooms has a focus on writing. As this is a new adoption ELA teachers will be offered staff development on this resource.

Targeted Barriers to Achieving the Goal 3

- Seabreeze High School does not currently have a school wide protocol for note taking.
- We currently do not have a full time writing coach on staff.
- Many staff members have not been trained to use research-based writing strategies in the classroom.

Plan to Monitor Progress Toward G1. 8

We will place in the 60th percentile statewide in writing proficiency scores.

Person Responsible

Robert Wallace

Schedule

On 6/3/2015

Evidence of Completion

FSA scores

G2. Increase student achievement by decreasing the number of students who are absent from school in a 90-day period. 1a

G040319

Targets Supported 1b

Indicator	Annual Target
Truancy rate	5.0

Resources Available to Support the Goal 2

- Crosspointe Reports for attendance
- Personnel - Teachers, School Counselors, Administration, Social Worker, District Staff

Targeted Barriers to Achieving the Goal 3

- Outdated contact information for students
- Students who are behind on credits/assignments are unmotivated to attend school.

Plan to Monitor Progress Toward G2. 8

If the program is successful students absent 15 days during a 90-day period will be reduced.

Person Responsible

Stinamay LaGrotta

Schedule

Semiannually, from 9/1/2014 to 6/3/2015

Evidence of Completion

Compulsory Attendance Reports

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. Establish expectations for high quality writing instruction and student feedback in the content areas and consistently meet those expectations in all classrooms. **1**

 G040318

G1.B1 Seabreeze High School does not currently have a school wide protocol for note taking. **2**

 B097501

G1.B1.S1 Research and adopt a school-wide system for note taking for all teachers to use their in the classrooms. **4**

 S108750

Strategy Rationale

After conducting a faculty survey it was evident that student achievement would be positively impacted if students were taught an effective note taking system.

Action Step 1 **5**

Adopt and train our staff on an effective note-taking system.

Person Responsible

Kathy Gibbons

Schedule

On 12/3/2014

Evidence of Completion

Copies of staff development workshop agendas, sign in sheets and materials.

Action Step 2 5

Implement the school wide note-taking system.

Person Responsible

Kathy Gibbons

Schedule

Daily, from 12/4/2014 to 6/3/2015

Evidence of Completion

Administrative Observations

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

Administrative Walk-through will help determine if the protocol is in place. Coaching and mentoring session will allow opportunity to discuss progress with the protocol.

Person Responsible

Kathy Gibbons

Schedule

Monthly, from 12/4/2014 to 6/3/2015

Evidence of Completion

Walk-through documentation - Coaching notes

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

All professional development activities and faculty meetings will include the introduction of a best practice writing strategy. In addition to new strategies faculty will be asked to share and reflect on what is working in their classroom. Administrators share activities they have observed during classroom walk-throughs.

Person Responsible

Kathy Gibbons

Schedule

Monthly, from 12/3/2014 to 6/3/2015

Evidence of Completion

Teacher survey and grade book monitoring.

G1.B2 We currently do not have a full time writing coach on staff. 2

 B126856

G1.B2.S1 Utilize the three National Writing Project consultants to communicate and support writing in all content areas. 4

 S138825

Strategy Rationale

We have qualified staff members that are under utilized.

Action Step 1 5

The National Writing Project consultants will provide support and coaching to all staff members.

Person Responsible

Tikija Picott

Schedule

Quarterly, from 10/8/2014 to 6/3/2015

Evidence of Completion

Coaching notes.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Writing consultants will conduct surveys and coaching session with faculty.

Person Responsible

Tikija Picott

Schedule

Quarterly, from 10/8/2014 to 6/3/2015

Evidence of Completion

Survey results, coaching notes and agendas.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Increased use of writing strategies in the classroom.

Person Responsible

Tikija Picott

Schedule

On 6/3/2015

Evidence of Completion

Anecdotal coaching notes and teacher lesson plans.

G1.B3 Many staff members have not been trained to use research-based writing strategies in the classroom. 2

 B126857

G1.B3.S1 Provide professional development opportunities for teachers in the area of writing. 4

 S138837

Strategy Rationale

Teachers need training in order to implement effective strategies to use in the classroom.

Action Step 1 5

Promote district writing professional development activities.

Person Responsible

Stinamay LaGrotta

Schedule

Monthly, from 10/1/2014 to 6/3/2015

Evidence of Completion

Teacher inservice record.

Action Step 2 5

Offer school-based professional development opportunities.

Person Responsible

Tikija Picott

Schedule

Quarterly, from 10/7/2014 to 6/3/2015

Evidence of Completion

Training agendas

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Writing consultants will conduct surveys and coaching session with faculty.

Person Responsible

Tikija Picott

Schedule

Quarterly, from 10/7/2014 to 6/3/2015

Evidence of Completion

Survey results and coaching notes

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Increased use of writing strategies in the classroom.

Person Responsible

Tikija Picott

Schedule

On 6/3/2015

Evidence of Completion

Anecdotal notes and teacher lesson plans

G2. Increase student achievement by decreasing the number of students who are absent from school in a 90-day period. 1

G040319

G2.B1 Outdated contact information for students 2

B097502

G2.B1.S1 Develop a procedure to efficiently update Crosspointe information from emergency cards. 4

S138879

Strategy Rationale

To keep the most current student and parent contact information available to staff.

Action Step 1 5

Assigned specific duties to clerical and other staff members to ensure accuracy of information.

Person Responsible

Stinamay LaGrotta

Schedule

On 6/3/2015

Evidence of Completion

Color-coded information on emergency cards.

Action Step 2 5

Updated information is communicated from teachers to attendance staff and TOA.

Person Responsible

Stinamay LaGrotta

Schedule

Daily, from 9/1/2014 to 6/3/2015

Evidence of Completion

Accountability reports from crosspointe and teacher emails.

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

Daily verification with attendance throughout the school year.

Person Responsible

Stinamay LaGrotta

Schedule

Daily, from 9/1/2014 to 6/3/2015

Evidence of Completion

Attendance reports and grade book notes

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

We will see a decrease in teacher emails requesting parent contact information and decrease in ConnectEd post outreach report data.

Person Responsible

Stinamay LaGrotta

Schedule

On 6/3/2015

Evidence of Completion

Teacher emails and ConnectEd report

G2.B2 Students who are behind on credits/assignments are unmotivated to attend school. 2

 B126897

G2.B2.S1 Expedite the parent contact and school-based PST/attendance meetings. 4

 S138889

Strategy Rationale

The sooner we make parent contact, the more options will be available for students to catch up.

Action Step 1 5

Teachers will notify parents after 5 days of student absences.

Person Responsible

Stinamay LaGrotta

Schedule

Weekly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Grade book notes

Action Step 2 5

Attendance letters are sent after 10 and 15 days of absences.

Person Responsible

Stinamay LaGrotta

Schedule

Weekly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Attendance log in office

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

Compulsory attendance reports generated and monitored daily.

Person Responsible

Stinamay LaGrotta

Schedule

Daily, from 9/1/2014 to 6/3/2015

Evidence of Completion

Attendance reports

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

Final compulsory attendance report will be analyzed.

Person Responsible

Stinamay LaGrotta

Schedule

On 6/3/2015

Evidence of Completion

Attendance report

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	Adopt and train our staff on an effective note-taking system.	Gibbons, Kathy	12/3/2014	Copies of staff development workshop agendas, sign in sheets and materials.	12/3/2014 one-time
G1.B2.S1.A1	The National Writing Project consultants will provide support and coaching to all staff members.	Picott, Tikija	10/8/2014	Coaching notes.	6/3/2015 quarterly
G1.B3.S1.A1	Promote district writing professional development activities.	LaGrotta, Stinamay	10/1/2014	Teacher inservice record.	6/3/2015 monthly
G2.B1.S1.A1	Assigned specific duties to clerical and other staff members to ensure accuracy of information.	LaGrotta, Stinamay	9/1/2014	Color-coded information on emergency cards.	6/3/2015 one-time
G2.B2.S1.A1	Teachers will notify parents after 5 days of student absences.	LaGrotta, Stinamay	9/1/2014	Grade book notes	6/3/2015 weekly
G1.B1.S1.A2	Implement the school wide note-taking system.	Gibbons, Kathy	12/4/2014	Administrative Observations	6/3/2015 daily
G1.B3.S1.A2	Offer school-based professional development opportunities.	Picott, Tikija	10/7/2014	Training agendas	6/3/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A2	Updated information is communicated from teachers to attendance staff and TOA.	LaGrotta, Stinamay	9/1/2014	Accountability reports from crosspointe and teacher emails.	6/3/2015 daily
G2.B2.S1.A2	Attendance letters are sent after 10 and 15 days of absences.	LaGrotta, Stinamay	9/1/2014	Attendance log in office	6/3/2015 weekly
G1.MA1	We will place in the 60th percentile statewide in writing proficiency scores.	Wallace, Robert	10/8/2014	FSA scores	6/3/2015 one-time
G1.B1.S1.MA1	All professional development activities and faculty meetings will include the introduction of a best practice writing strategy. In addition to new strategies faculty will be asked to share and reflect on what is working in their classroom. Administrators share activities they have observed during classroom walk-throughs.	Gibbons, Kathy	12/3/2014	Teacher survey and grade book monitoring.	6/3/2015 monthly
G1.B1.S1.MA1	Administrative Walk-through will help determine if the protocol is in place. Coaching and mentoring session will allow opportunity to discuss progress with the protocol.	Gibbons, Kathy	12/4/2014	Walk-through documentation - Coaching notes	6/3/2015 monthly
G1.B2.S1.MA1	Increased use of writing strategies in the classroom.	Picott, Tikija	10/8/2014	Anecdotal coaching notes and teacher lesson plans.	6/3/2015 one-time
G1.B2.S1.MA1	Writing consultants will conduct surveys and coaching session with faculty.	Picott, Tikija	10/8/2014	Survey results, coaching notes and agendas.	6/3/2015 quarterly
G1.B3.S1.MA1	Increased use of writing strategies in the classroom.	Picott, Tikija	10/7/2014	Anecdotal notes and teacher lesson plans	6/3/2015 one-time
G1.B3.S1.MA1	Writing consultants will conduct surveys and coaching session with faculty.	Picott, Tikija	10/7/2014	Survey results and coaching notes	6/3/2015 quarterly
G2.MA1	If the program is successful students absent 15 days during a 90-day period will be reduced.	LaGrotta, Stinamay	9/1/2014	Compulsory Attendance Reports	6/3/2015 semiannually
G2.B1.S1.MA1	We will see a decrease in teacher emails requesting parent contact information and decrease in ConnectEd post outreach report data.	LaGrotta, Stinamay	9/1/2014	Teacher emails and ConnectEd report	6/3/2015 one-time
G2.B1.S1.MA1	Daily verification with attendance throughout the school year.	LaGrotta, Stinamay	9/1/2014	Attendance reports and grade book notes	6/3/2015 daily
G2.B2.S1.MA1	Final compulsory attendance report will be analyzed.	LaGrotta, Stinamay	9/1/2014	Attendance report	6/3/2015 one-time
G2.B2.S1.MA1	Compulsory attendance reports generated and monitored daily.	LaGrotta, Stinamay	9/1/2014	Attendance reports	6/3/2015 daily

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. Establish expectations for high quality writing instruction and student feedback in the content areas and consistently meet those expectations in all classrooms.

G1.B1 Seabreeze High School does not currently have a school wide protocol for note taking.

G1.B1.S1 Research and adopt a school-wide system for note taking for all teachers to use their in the classrooms.

PD Opportunity 1

Adopt and train our staff on an effective note-taking system.

Facilitator

Kathy Gibbons

Participants

SHS Staff

Schedule

On 12/3/2014

G1.B3 Many staff members have not been trained to use research-based writing strategies in the classroom.

G1.B3.S1 Provide professional development opportunities for teachers in the area of writing.

PD Opportunity 1

Promote district writing professional development activities.

Facilitator

District Staff, Stinamay Lagrotta and Kristin Butrico

Participants

SHS Staff

Schedule

Monthly, from 10/1/2014 to 6/3/2015

Technical Assistance Items

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

G1. Establish expectations for high quality writing instruction and student feedback in the content areas and consistently meet those expectations in all classrooms.

G1.B2 We currently do not have a full time writing coach on staff.

G1.B2.S1 Utilize the three National Writing Project consultants to communicate and support writing in all content areas.

PD Opportunity 1

The National Writing Project consultants will provide support and coaching to all staff members.

Facilitator

Tikija Picott, Leah Paul, Pattie Gelmini

Participants

SHS Faculty and staff

Schedule

Quarterly, from 10/8/2014 to 6/3/2015

G1.B3 Many staff members have not been trained to use research-based writing strategies in the classroom.

G1.B3.S1 Provide professional development opportunities for teachers in the area of writing.

PD Opportunity 1

Offer school-based professional development opportunities.

Facilitator

Tikija Picott, Leah Paul, Pattie Gelmini

Participants

SHS Staff

Schedule

Quarterly, from 10/7/2014 to 6/3/2015

Budget Rollup

Summary	
Description	Total
Grand Total	0