

Volusia County Schools

Seabreeze High School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	8
Planning for Improvement	12
Positive Culture & Environment	0
Budget to Support Goals	0

Seabreeze High School

2700 N OLEANDER AVE, Daytona Beach, FL 32118

<http://seabreezehigh.org/>

Demographics

Principal: Tucker Harris

Start Date for this Principal: 8/1/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	46%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (53%) 2020-21: (48%) 2018-19: B (58%) 2017-18: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

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

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

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 Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
LaGrotta, Stinamay	Assistant Principal	
Presley, Dhand	Assistant Principal	
Bynum, Jackie	Assistant Principal	
Harris, Tucker	Principal	
Picott, Tikija	Assistant Principal	
Rudolph, Carolyn	Math Coach	
Payne, Tamara	Reading Coach	

Demographic Information

Principal start date

Monday 8/1/2022, Tucker Harris

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

17

Total number of teacher positions allocated to the school

97

Total number of students enrolled at the school

1,689

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

14

Identify the number of instructional staff who joined the school during the 2022-23 school year.

19

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	438	378	325	378	1519
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	105	84	86	144	419
One or more suspensions	0	0	0	0	0	0	0	0	0	0	65	45	16	16	142
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	89	33	48	15	185
Course failure in Math	0	0	0	0	0	0	0	0	0	0	43	54	59	39	195
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	128	109	63	45	345
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	89	46	42	31	208
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	33	23	1	1	58

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	120	87	77	56	340

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	9	33	11	12	65
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	3	13	6	13	35

Date this data was collected or last updated

Thursday 8/4/2022

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	0	510	410	356	368	1644
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	94	66	51	65	276
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	130	89	66	53	338
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	127	47	47	31	252
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	3	4	4	0	11

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	44	26	16	12	98

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	45	40	8	8	101
Students retained two or more times	0	0	0	0	0	0	0	0	0	11	16	12	11	50

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	0	510	410	356	368	1644
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	94	66	51	65	276
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	130	89	66	53	338
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	127	47	47	31	252
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	3	4	4	0	11

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	44	26	16	12	98

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	45	40	8	8	101
Students retained two or more times	0	0	0	0	0	0	0	0	0	11	16	12	11	50

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	51%			58%			60%	52%	56%
ELA Learning Gains	46%			54%			52%	49%	51%
ELA Lowest 25th Percentile	28%			35%			38%	37%	42%
Math Achievement	32%			32%			56%	48%	51%
Math Learning Gains	42%			20%			49%	49%	48%
Math Lowest 25th Percentile	47%			15%			38%	38%	45%
Science Achievement	66%			64%			73%	76%	68%
Social Studies Achievement	61%			62%			76%	69%	73%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	72%	72%	0%	67%	5%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	75%	63%	12%	70%	5%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	56%	54%	2%	61%	-5%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	55%	55%	0%	57%	-2%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	21	28	20	13	39	41	18	28		79	15
ELL		40			36						
ASN	70	50					93			100	75
BLK	19	25	14	9	35	41	34	33		82	41
HSP	38	50	33	28	40	45	65	47		89	71
MUL	38	44		28	41		47	50			
WHT	56	49	32	37	43	51	70	65		94	69
FRL	38	41	29	23	39	42	57	52		86	56
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	20	39	36	12	19	14	24	26		84	7
ELL	45	60		23						100	46

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
ASN	76	65		30			70				
BLK	20	23	20	9	12	11	33	44		83	15
HSP	45	53		21	10		46	56		96	44
MUL	50	57		29	33		55			71	20
WHT	62	56	37	37	21	18	70	66		90	54
FRL	41	44	35	20	15	14	52	53		84	40
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	21	35	28	24	35	22	31	43		84	12
ELL	50	50		38	60						
ASN	77	72		91			100				
BLK	31	43	36	21	24	7	42	52		81	10
HSP	63	61	38	55	37		76	81		77	45
MUL	73	65		53	36		92			91	70
WHT	63	51	37	62	53	43	74	79		90	58
FRL	46	44	38	48	45	28	64	72		86	35

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	578
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
Asian Students	
Federal Index - Asian Students	78
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	41
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

Trends have occurred and have reflected a decrease for ELA Achievement over the past 3 years. From 2019 data, ELA Achievement continues to decline with 51% (2022) of students scoring a Level 3 or higher on FSA ELA compared to 60% in 2019. The decline of 9% is significant and a definite trend. ELA learning gains have decreased 6% with the lowest 25th percentile of students decreasing in achievement by 10%.

Overall decreases in achievement levels in: Math (-24%), Science (-7%), and Social Studies (-15%) have declined over the past two years.

Subgroup trends in ELA occur to be present in state assessment data (2019, 2021, and 2022). Three consecutive years have shown ESSA data below 41% in subgroups: Students With Disabilities and Black/African American Students. Last year the subgroup of English Language Learners reported less than 32% proficiency.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement from the 2022 state assessments was in the areas of ELA and Math (Geometry).

Grades 9 and 10 ELA FSA scores showed decreases of 8% and 4%, respectively. US History showed a 7% decrease with Biology at a 1% decrease in overall achievement levels of 3 or higher.

ELA Learning Gains decreased by 8%, with our lowest quartile students decreasing in learning gains to 28%, a decrease of 7% from 2022.

Geometry overall achievement decreased 25% in the past 3 years. In 2022 we decreased in proficiency by 8%.

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

Teacher assignments, student placement, and support models have all been reviewed as factors.

Staffing allocations, class size, absenteeism, and staffing assignments were reviewed before implementing a master schedule for all FSA/EOC areas.

Actions for improvement include: focusing on standards in the classrooms, scheduling admin walkthroughs, scheduling/assigning ESE support facilitation, implementing Learning Strategies classes for ESE students, scheduling of common planning periods for EOC/FSA tested area core teachers, utilizing Foundational Math (Intensive Math), creating MTSS/PBIS support and a change in teachers for EOC/FSA courses.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Although Math overall Achievement did not change from last year, maintaining 32%, Math Learning Gains and our lowest quartile learning gains in Math did significantly increase. Math Learning Gains posted at 42%, showing an increase of 22% over 2021. Lowest quartile gains increased from 15% in 2021 to 47%, showing an increase of 32% - these learning gains were our most significant in 3 years.

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

Algebra 1 was paired with Liberal Arts math for our struggling students entering ninth grade. Having two periods of math (extension class), allowed the teacher and support facilitator to differentiate instruction, provide small group, and initiate one-to-one relationships to remediate basic math skills lacking from two years of interrupted curriculum and online learning in mathematics due to COVID. This adequately prepared these students to make learning gains in an attempt to achieve a level of proficiency with the Algebra 1 EOC for graduation purposes.

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

Implementing a daily instructional routine that utilizes strong teaching strategies (ELA/Math) and standards-based instruction will accelerate learning. In addition, attendance initiatives under the MTSS multi-tiered support systems will ensure students are identified early for interventions and remediation. Each administrator will conduct weekly walkthroughs to monitor planning, teaching, and learning is taking place daily in every classroom.

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

District Professional Development sessions will focus on ESE and MTSS systems. Implementation of a multi-tiered student support system this year will accelerate learning by addressing barriers for students in our ESSA subgroups and identified by our EWS reports. School based PD will focus on curriculum weaknesses, classroom WICOR strategies focusing on Writing (AVID), and be tailored and created to react to administrative feedback from walkthroughs. Creating a fluid flexible plan for our school-based PD will keep us reactive and proactive in our approach to data and standards based instruction as testing assessments/standards will be new this year to ELA and Mathematics.

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

To ensure sustainability, we have secured a Literacy Coach and Math Coach that will become experts in curriculum mapping and planning and will integrate MTSS systems into the culture. In addition, these coaches will be able to reinforce and model WICOR strategies for our teachers and provide support for new standards and assessments. The consistency of understanding and having two full-time coaches to provide instructional and assessment support will ensure sustainability of focus even with teacher transition.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Reviewing all state/district/school data assessment results for 2022, ELA Achievement for Grade 9 posted a -8% change over 2021. We were only one of four schools in our district to have a negative change (decrease) in achievement and did just meet the state average of 51%. Our Grade 10 test data also reflected a -4% change over 2021. This focus on reading will cross over to success in other EOC course areas.

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

Without baseline data, CSPM data will be reviewed and monitored with district assessments. New F.A.S.T. benchmarks and assessments will be district and school monitored once more information becomes available. With monitoring, Reading Achievement will increase overall achievement from 51% to 61% proficiency.

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

To focus on standards based/curriculum aligned instruction, administration will be conducting classroom walkthroughs with feedback. These visits are in addition to VSET requirements. The purpose will be to ensure students are actively learning and teachers are following course/district guidelines and mappings. In addition, our literacy coach will make regular classroom visits and provide teacher support. She will monitor standards and teaching strategies to ensure the new BEST standards are being taught and assessed formatively by teachers.

Person responsible for monitoring outcome:

Stinamay LaGrotta (salagrot@volusia.k12.fl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

WICOR writing strategies will be implemented to support units of ELA instruction. Cornell note taking, Carousel writing, and emphasizing the writing process will be monitored. Writing and reading will be emphasized in all content areas.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for

Strategies applied by the AVID program (Advancement Via Individual Determination) surround the rigorous methodologies of writing, inquiry, collaboration, organization, and reading. These strategies have extensively prepared students to be competitive in a 21st century world and to meet the demands of college-readiness. AVID focuses on writing, inquiry, collaboration, organization, and reading strategies that support students in their quest to take rigorous college preparation classes (Huerta, 2014). WICOR methodologies provide the learning model in which teaching and learning follows higher level thinking and literacy skills.

selecting this strategy.

Action Steps to Implement

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

Present Writing Strategies at Faculty and Professional Dev - presenting cross curricular strategies to infuse writing into all curriculum areas

New teachers - Introduce WICOR writing strategies and methodologies

ELA PLCs - will identify units/lessons to infuse WICOR writing strategies into HMH lessons/units.

Person Responsible Alyssa Bolt (albolt@volusia.k12.fl.us)

Literacy Coach will assist with strategies and test preparation in addition to curriculum alignment of standards and assessment for ELA classrooms. She will also provide teacher support and data review/ feedback for all Gr 9 and 10 ELA teachers. In addition, she will monitor testing windows and report results to PLCs and admin on a regular basis for all district based assessments.

Person Responsible Tamara Payne (tspayne@volusia.k12.fl.us)

#2. Instructional Practice specifically relating to Math**Area of Focus Description and**

Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Upon reviewing Math (Algebra and Geometry) assessment data for 2022, Math Achievement levels stayed static with 32% of our students meeting proficiency. Algebra learning gains and learning gains for the lowest quartile were significant, but Geometry lagged in success with scores 8% below the district average. Geometry has trended a 25% decrease since 2019 with -8% change from 2021 to 2022.

Measurable

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

The measurable outcome for 2023 would be for B.E.S.T Geometry EOC scores to exceed the district average and increase 20% to exceed the state average. The overall math achievement would increase from 32% to 42% proficiency showing a 10% increase. This would be accomplished by sustaining the two periods of Algebra instruction and adding the two periods of Geometry instruction for our lowest quartile math students. Teachers would monitor district DIAs to ensure students are understanding new standards. The administrator assigned and math coach will provide resources supporting our new math adoption BIG IDEAS (print/digital) to ensure alignment between instruction, resources, classroom assessments, and district/state testing. In addition, they will interpret data and review during PLCs. Teachers will improve/learn new classroom instruction and practice strategies to ensure students are successful on new B.E.S.T state math assessments.

Monitoring:

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

Students previously struggling in Algebra last year were identified and placed into two periods of math for this school year -- Geometry and Foundational Skills in Mathematics. These students will receive 90+ minutes of math instruction daily to assist with comprehension of basic math skills needed to perform at a proficient level on the Geometry EOC. ESE Support will be provided by a facilitator. Administrator monitoring will review district progress monitoring, walkthrough classrooms, and ensure the 90+ minutes is being used to teach and remediate math skills in ALG/GEO as well as Foundational Skills classes. He will attend PLCs and provide instructional support for this area of focus.

Person responsible for monitoring outcome:

Tucker Harris (tharris@volusia.k12.fl.us)

Evidence-based Strategy: Describe the evidence-based strategy being

Foundational math as an extension class is more flexible. It provides teachers with more opportunities to personalize teaching and learning. Students who have proficiency gaps from previous grades can work to fill them during this time, while still being exposed to grade-level content and not falling further behind. It also creates additional time for students and teachers to meet and discuss their progress and any possible modifications that could be made to help them. A teacher may do individual coaching, pull small groups, or prompt students to work through online content, depending on their progress, learning preferences, and instructional needs.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

This strategy was chosen due to the high success of this same model in Algebra in 2022. Learning gains exhibited by using an extension class for math posted 22% growth and 32% growth for our lowest quartile students. Geometry students were individually reviewed for placement to replicate this model and the teacher is prepared to utilize the extension period by implementing evidence based strategies.

Action Steps to Implement

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

Administrators will monitor the curriculum, planning, and assessment results for Geometry students placed in two periods. Administrators will utilize walkthroughs to ensure class time is being dedicated to successful learning strategies for the students.

Person Responsible Tucker Harris (tharris@volusia.k12.fl.us)

Teacher and Math Coach will monitor B.E.S.T standard assessments and district progress monitoring assessments for sufficient student progress. Teacher will meet with PLC team and align instruction to EOC requirements for test success. In addition, the Math Coach will make regular classroom visits and provide teacher support for all Algebra and Geometry teachers.

Person Responsible Carolyn Rudolph (csrudolp@volusia.k12.fl.us)

#3. Positive Culture and Environment specifically relating to MTSS

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

With only 72% of our students attending school 90% of the school year and 9% of our students with one or more suspensions, our culture and environment needed to be addressed. With the loss of instructional time, 195 course failures in mathematics resulted and 12% of our students failed a required ELA course needed for graduation. The MTSS system is needed to address the leveled tiers and support for attendance, academics and behaviors that are not conducive to learning.

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

With the implementation of a structured MTSS program, we can eliminate barriers and improve student attendance to 90%. With increased attendance, the ELA and Math failure rate should decrease to approximately 5%.

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

Identifying students using attendance, behavior and academic criteria for reporting, MTSS monitoring will provide student names and targeted support for our struggling students. Once identified, teachers and staff will implement interventions for a students' academics, attendance, and behavior as needed. Professional development sessions will teach us to better utilize the MTSS process and implement interventions school-wide.

Person responsible for monitoring outcome:

Jackie Bynum (jebynum@volusia.k12.fl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Multi-tiered strategies from universal to intensive strategies will be employed this school year. Token Rewards for positive behavior, improved attendance, and academics will become available for students to earn. Token rewards would be awarded to students making significant improvement in identified areas. Tokens would then be exchanged for student incentives (i.e. food, gifts, privileges).

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

Offering a range of rewards that increase personal choice and allow pupils to individualize the rewards they receive helps increase motivation, autonomy and can reinforce an individual's underlying values and therefore intrinsic motivation from The Use of Reward Systems to Improve Behaviour and Attainment in Schools. In agreement, The Department of Education research report found that, in a study on 'Behaviour Management Systems in Schools Rated Outstanding', 100% of all schools utilised reward systems as a proven method of encouraging positive behaviour.

**resources/
criteria used for
selecting this
strategy.**

Action Steps to Implement

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

Meetings will be scheduled to review a student's academic history, attendance, and any social emotional issues affecting student success. Using information from FOCUS, Step 1 is a Cumulative Review.

Person Responsible Debbie Gibbens (dlgibben@volusia.k12.fl.us)

Teachers will be trained on how to open PST 1-4 reviews and refer students as needed for additional interventions reviewed by the MTSS team

Person Responsible Debbie Gibbens (dlgibben@volusia.k12.fl.us)

TOA will be responsible for the token system. Acquiring, distributing, and tracking student tokens and rewards

Person Responsible Mark Kraft (mdkraft@volusia.k12.fl.us)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

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

Measurable Outcomes:

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

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)**Grades 3-5: Measureable Outcome(s)****Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

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

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

Rationale for Evidence-based Practices/Programs:

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

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

Action Steps to Implement:

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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Positive Culture & Environment

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

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

A positive school culture is being rejuvenated multiple ways this year. Our new principal, Mr. Harris, is meeting with teachers, students, school leaders, parents, and community members to build relationships and new partnerships. His key questions have created verbal survey results for which he has reacted. Many of the changes in policy and procedures has centered around student and campus safety. In addition, communication has been a focus by utilizing our phone messenger, remind, and social media platforms (i.e. Twitter, InstaGram, and FaceBook). The school will be implementing a new website with more interactive additions to maximize efficiency of process. DSC and UF are part of our dual enrollment program with over 100+ to ensure students are college ready. Our CTE facilitator is forming a database of community businesses partners. Our OJT program involves over 125 students with jobs as an elective and employed in our local community. Our principal is working with various community businesses and elected officials to ensure Seabreeze is contributing positively to our community.

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

Mr. Harris, Principal, will be our key communicator using phone messaging to parents, morning announcements to students, and emails to our faculty and staff. Promoting a positive school culture by reacting to the requests of more communication, he will address these stakeholders weekly with updates and information.

Brad Montgomery, athletic director, will be our athletics liaison as he plans sporting recognition events for alumni and organizations supporting our school as well as various booster organizations. Our activities director will direct graduation and senior events along with senior class sponsors (teachers). Mrs. Picott will monitor and create social media blasts using Twitter, InstaGram and FaceBook to disseminate information,

relay timelines/deadlines, and promote school events and academic achievements. Our guidance director, Mrs. Les, and our college and career counselor (Ms. Coy) will continue to promote scholarship opportunities and academic opportunities. In addition college visits, dual enrollment, and other college/career related information will be relayed by this department. Our CTE facilitator (Mrs. Smurdon) will monitor academy success and enrollment and review our college and career readiness via acceleration points earned by our students. Lastly, AVID and AICE will continue to be an integral part of our school culture providing students with opportunities within their programs. Our AVID Site Plan will be developed by Ms. Bolt and our AICE Facilitator, Mrs. Gaines will continue to be primary stakeholders in our culture and environment within their programs supporting school-wide initiatives.