Seaside School, Inc

Monthly Executive Committee Meeting

Published on December 13, 2023 at 8:26 PM CST

Date and Time

Thursday December 14, 2023 at 9:00 AM CST

Location

Google Meet Link:

Executive Committee Monthly (google meet link)
Thursday, August 10 · 9:00 – 10:00am
Time zone: America/Chicago
Google Meet joining info
Video call link: Executive Committee Monthly (google meet link)
Video call link: https://meet.google.com/vig-zusq-qns

Founded in 1996
Serving Students in Grades 5 - 12

We seek to sustain an educational community where an emphasis on academic excellence is complemented by our concern for each learner's personal growth and intellectual, aesthetic, and psychological development. The curriculum is developmentally responsive – actively engaging students in learning skills in context, integrative – directing students to connect learning to daily lives, and exploratory – enabling students to discover their abilities, interests, learning styles, and ways that they can make contributions to society.

Information on procedures for public comment can be found at https://www.seasideschools.net/domain/35.

If anyone needs special assistance to participate in the public input session, every effort will be made to provide an appropriate accommodation. When requesting accommodations for public input, please allow no less than 1 business day notice prior to the scheduled meeting.

Specific issues about a particular student should only be addressed to the school's Director of Student Services, rather than the Board of Directors.

All public comments will be taken under advisement by the Board, but will not elicit a written or spoken response. The names of persons providing public comment and a brief summary of topics or input will be included in the meeting minutes published. A response will be provided to the stakeholder within seven (7) days.

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**9:00 AM**
A.	Record Attendance		Jenna O'Donoghue	1 m
B.	Call the Meeting to Order		Kav Tucker	1 m
II.	**Executive Committee**			
III.	**Mid-Year School Goals Updates**			**9:02 AM**

[Report Access](#)

		Purpose	Presenter	Time
A.	School Updates	FYI	Thomas Miller	20 m

[Click here for November report](#)

Fundraising report added

		Purpose	Presenter	Time
B.	90 Day Plan Access	FYI	Thomas Miller	5 m

See attached

		Purpose	Presenter	Time
IV.	**Other Business**			
V.	**Closing Items**			**9:27 AM**
A.	Adjourn Meeting	Vote	Kristen "Rhea" Goff	1 m

Coversheet

School Updates

Section: III. Mid-Year School Goals Updates
Item: A. School Updates
Purpose: FYI
Submitted by:
Related Material:
Seaside School Foundation _ Monthly Fundraising Update _ As of 11.30.23 - CAPITAL CAMPAIGN ACTIVITY OVERVIEW-3.pdf

Seaside School Foundation	Fundraising Overview		
Overall Capital Campaign Funds Raised to Date	$2,539,521	
FY24 Capital Campaign Funds Raised to Date	$358,350	
FY24 Event Sponsorship Dollars Raised to Date	$271,500	
Monthly Fundraising Activity	November		
Monthly Campaign Activity through 11.30.23	$9,850	
Monthly FY24 Event Sponsorship Activity through 11.30.23	$56,000	
Active Campaign Prospects + Stages	Number of Prospects	Total Target Gift Range
Total Monthly Activity through 11.30.23	$65,850	
Stage One: Identification/Evaluation	667	
Past Seaside School Donors w/capacity of to give $100K or more	183	
Past Seaside School Donors w/capacity to give $50K-99K	39	
Past Seaside School Donors w/capacity to give $20K-49K	80	
Past Seaside School Donors w/capacity to give $10K-$19K	20	
Past Seaside School Donors w/capacity to give $1K-$9K	304	
Coporate and Family Foundation Prospects	41	
Stage Two: Cultivation Stage	39	$4,415,000
Stage Three: Solicitation Stage	10	$1,420,000

Coversheet

90 Day Plan Access

Section: III. Mid-Year School Goals Updates
Item: B. 90 Day Plan Access
Purpose: FYI
Submitted by:
Related Material: Seaside First 90 Days (1) (2).pdf

To the Seaside School Community,

Under my strategic leadership, The Seaside School will become the model learning organization for adolescents and young adults in the southeast region of the country, serving well over 500 Walton County students. Built for education, designed for high performance, the dual enrollment campus will be at full capacity, serving students in 9th grade through the college level courses. Our students are thriving socially, emotionally and academically. They are graduating from college equipped with the personal, emotional and professional skills to secure the job of their choice while being financially stable coming out of college.

Through internships, thought leader keynotes, and visits to institutes of higher learning that were not initially envisioned possible, The Seaside School will become a nationally recognized recruiting ground for talented, values oriented students. Over 90% of the students who enter at Seaside Neighborhood School are finishing their public schooling at Seacoast Collegiate High School, with a college degree and no college debt!

Despite being on two campuses, the purpose, vision and values will be clearly defined and alive in all aspects of each school's daily activity. With shared resources, aligned curriculum and rich learning programs, all Seaside School students are engaged in the highest quality of education ever experienced in a Walton County public school.

The school's leadership team, governing board, and foundation board are communicating in unison and working with strategic partners of Seaside School, focused on providing the educational opportunities that challenge college and career bound students in a creative and supportive atmosphere to become knowledgeable, thoughtful, contributing citizens. Truly developing each student for any future path.

The Seaside School leadership works to raise the performance of each team member, challenging each other to learn the most effective pedagogical methods, communication and collaboration to break through obstacles, avoid or resolve conflict and elevates the entire team's ability to drive results.

The Seaside School is a healthy and desirable place for all employees where multiple high quality applicants apply for any position, people feel valued and there is a clear opportunity for advancement and overall professional development.

The time of the governing and foundation board members are focused on *setting strategic direction for the school, oversight and empowering school administration to lead and direct the day-to-day operations of the school*. Meetings are engaging, effective, focused on student learning, improving working conditions, and the future of The Seaside School. Members leave each meeting feeling reassured that their talents are utilized and that their votes would bring dynamic and viable long term results.

The foundation is raising millions of dollars per year through multiple streams of revenue. Each dollar raised is directed to improving the educational experience of each student, the development of every employee, and the strengthening the future of Walton County.

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This all begins with two key strategies over the first 90 days, <u>focused learning and building relationships.</u>

In 2022, after a decade of research and development, I published a book noting the 10 Indicators of High Performing Charter Schools. These 10 Key Indicators are where my focused learning (***observation, curiosity and engagement***) will be over the first 90 days.

<u>Indicator I:</u> Clear and Sustained Mission and Vision
<u>Indicator II:</u> Focusing on the Quality of the Work of the School
<u>Indicator III:</u> Focusing on the Quality of Student Work through a Data Driven Culture
<u>Indicator IV:</u> Sustained High-Quality Administrative, Teaching, and Support Staff
<u>Indicator V:</u> Healthy School Culture Conducive for Learning
<u>Indicator VI:</u> Parent and Stakeholder Partnerships
<u>Indicator VII:</u> Fiscal Vitality
<u>Indicator VIII:</u> Clean, Safe, Secure and Adequate Facilities
<u>Indicator IX:</u> Effective Operations Management
<u>Indicator X:</u> Effective Governance

Where there are identified needs for improvement in these 10 Indicators I will match the <u>strategy and needed support to the situation</u> using the STARS model.

- Start UP
- Turnaround
- Accelerate Growth
- Realignment
- Sustain Success

Our team will set a clear vision for higher performance in these areas, create objectives, timelines and measurables. Our weekly tactical meetings and monthly one on one sessions will be the times to report progress and tangible evidence of improvement to the team. Depending on the Indicator, may be reported to the Board at the monthly meeting.

<u>Building Relationships</u>: I have learned that there are five key characteristics necessary in building effective relationships: respect, shared experiences, trust, reciprocity, and mutual enjoyment.

Without relationships plans and strategies fail. As a certified human behavior consultant, I've spent the last decade of my life learning about people. Their personalities, their interests, why they do what they do.

My relationship building starts with finding common ground, asking questions and working to see through the lens of others.

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My strategy would be to spend time with people, to learn their personal, professional and financial goals. Where they see themselves down the road. Why they chose Seaside School and are in this challenging profession. This may occur in one on one discussions or informal small groups.

The more I learn about their goals, the barriers to our school's successes, the more I can place them into opportunities of greater impact and success while eliminating the potential barriers to better working conditions.

Over the last three years I have transitioned into interim leadership roles eight times. Here are transition traps I have learned the hard way that I will work to avoid at Seaside School.

1. <u>Sticking with what I know:</u> I know this unique role will take skills and competencies that I have yet to tap as an education leadership professional. Success in this role will be dependent on my continued growth and stretching.
2. <u>Feeling the need to take action or make changes too quickly:</u> I have learned that before you knock a fence down you should learn why it's there in the first place. Any changes or significant actions in the first 90 days will only occur when people are hurt or learn enough to agree change has to occur.
3. <u>Setting unrealistic expectations for self:</u> In my first 90 days I desire to meet monthly with the Executive Committee to continue to shape and gain clarity on the expectations of the Executive Director role (responsibilities, communication, reporting, authority).
4. <u>Attempting to do too much:</u> There can be a desire to address and attempt too many initiatives at once. As a team we will meet weekly for 30 minutes to communicate vision, prioritize the most important right now and clarify who is responsible for what.
5. <u>Coming in with all the answers:</u> Although my vast experience in the charter school sector will be critical to the long term success at Seaside School, it can also stunt my need for learning for "how it's done" here (Walton County, Florida, Seaside). Ensuring I work to see from the perspective of others (internal and external) will be critical to our success.
6. <u>Too much time on the wrong typle of learning:</u> Seaside School is rich in history and partnerships. As important as it will be for me to learn how the school operates, it will be critical for me to build relationships and learn the cultural and political aspects of the role.
7. <u>Build Horizontal Relationships:</u> Identifying peers and getting to know stakeholders who can assist in my development and the growth of the organization will be critical. Especially when it comes to crisis management. As I was once told, "You don't want to meet your neighbors for the first time when your home is on fire."

Ultimately, over the first 90 Days I aim to gain clarity in the roles and goals, and set clear expectations while building credibility through a series of good decisions that came about from focused learning and effective relationship building.

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Here are eight (8) strategies that I will work to achieve within the first 90 days as Executive Director:

1. Forensically analyze the current school operations and personnel budget. With the proper evaluation and decision making, I predict a minimum of $150,000 can be cleared from the operating expenses when compared to the 2022-2023 budget.
2. Identify grants and external revenue streams to match between $25,000 to $50,000 in programmatic or personnel costs.
3. Unleash and direct marketing and nurturing campaign that will secure 100% of the projected enrollment for the 2023-2024 school year.
4. Through the development of a Florida Charter School consortium, I aim to invite charter school leaders from across the state to tour and learn from The Seaside School at a cost. This will begin to expand the brand of The Seaside School while generating revenue towards the school's professional development line item.
5. Hire third party experts at no to minimal costs to the school in the areas of strategic philanthropic development, strategic culture and instructional design for dual enrollment programs and capital development. Ultimately setting The Seaside School up for significant improvement in all strategic areas.
6. Eliminate fifty percent of the board members time spent in committee and board meetings to utilize their skills, talents and strategic relationships on accomplishing the end goal - full expansion, fiscal vitality and a healthy learning organization.
7. Establish a personal growth plan for all employees. This includes bi-monthly executive coaching to the organization's top 20% of leaders, monthly professional development in the areas of communication, collaboration, organizational health, relationship development, and leadership.
8. Book a monthly speaking engagement to advocate for The Seaside School in local and state organizations to expand the awareness of The Seaside School mission, vision and strategic goals.

I've taken the time to begin outlining many of the strategies and objectives I would begin to prioritize and implement once named the Executive Director.

The overall value in executing these strategies will lead to at minimum half a million dollars in net revenue per year (revenue, employee retention, and productivity) the foundation and school may utilize to execute The Seaside School vision and goals.

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Academics

How would you ensure Seaside's continued academic success?

During my focused learning phase I would work to identify what is most responsible for Seaside's on-going success (based on the State's standards)? Is it that we recruit and retain students who are already at grade level? Is it in our educational programming? The teacher's instructional methods? Are we truly successful for ALL students, or are students who have a specific make up thriving in our environment while others are being left behind? Then, begin to ensure we focus more time, energy and resources in those areas during the school day.

(Note: 19 students withdrew from 9th grade this year, over 25% of the student population. We need a better system for prevention and intervention to support students who can truly benefit from the unique Seacoast High School model).

Next, I want to know what other measures of "success" our students need to be successful in our dual enrollment program at Seacoast. What skills will they need in their college and life career. How are we implementing these skills into our current curriculum and programming? Who is best at this not just at Seaside but in the region so we can learn how to implement these specific skills.

Here are some important skills noted in my research for college prep students to cultivate. I would spend time in classrooms, interviewing teachers, students and alumni on how well we prepared them for their next phase of academia. With the help of our teacher leaders and admin team, prioritize and work to implement strategies that lead to higher levels of sustained academic performance.

Academic Skills: Students should strive to develop strong academic skills, including critical thinking, problem-solving, effective communication, and research abilities. These skills will enable them to excel in college coursework and engage in rigorous academic pursuits.

Time Management and Organization: College prep students should learn to manage their time effectively, prioritize tasks, and stay organized. These skills are crucial for balancing coursework, extracurricular activities, and personal commitments in college.

Study Skills: Developing effective study skills, such as note-taking, active reading, and efficient studying techniques, will help students absorb and retain information more effectively. Students should also learn to adapt their study methods to different subjects and environments.

Information Literacy: With the abundance of information available, students should learn to evaluate and critically analyze sources of information. They should understand how to differentiate between credible and unreliable sources and use information ethically and responsibly.

Collaboration and Teamwork: College often involves group projects and collaborative work. Students should develop skills in collaboration, communication, and conflict resolution.

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Learning to work effectively in teams will enhance their ability to succeed academically and professionally.

Digital Literacy: In an increasingly digital world, students need to be adept at using technology for research, communication, and productivity. Developing digital literacy skills, such as online research, data analysis, multimedia creation, and responsible online behavior, is essential.

Self-Advocacy: College prep students should learn to advocate for themselves, ask questions, seek help when needed, and take ownership of their learning. They should be able to articulate their needs and actively engage with professors, advisors, and support services in college.

Cultural Competence: Students should develop an understanding and appreciation of diverse cultures, perspectives, and backgrounds. Cultivating empathy, open-mindedness, and intercultural communication skills will prepare them for the diverse college campus environment.

Resilience and Adaptability: College brings new challenges and transitions. Students should cultivate resilience, adaptability, and a growth mindset to navigate academic and personal setbacks, embrace change, and persevere in the face of obstacles.

Leadership and Initiative: Encourage students to develop leadership skills and take initiative in extracurricular activities, clubs, or community service projects. Building leadership qualities, such as decision-making, teamwork, and problem-solving, will benefit them in college and future endeavors. Due to Seacoast's current structure, opportunities for clubs are lacking.

Remember, college prep high school is not just about academic knowledge but also about developing these transferable skills that will contribute to students' overall success and personal growth in college and beyond.

How would you support our dual enrollment and advanced placement (AP) programs for our high school students while also ensuring our students meet all high school graduation requirements?

First, I would learn the internal controls of how student transcripts are reviewed annually and students select courses. Especially once they leave the high school campus. I desire for our counseling team to have strong knowledge and understanding of the end goal in this order (high school diploma, AA/AS degree, 30+ college credits).

To enhance these opportunities I would work to ensure a personalized approach to our student support. This (personalized counseling experience) is one of the benefits noted by students and families of Seacoast Collegiate. Through professional development and awareness, I desire for our counseling team to support students in making "life design" curriculum choices. Life design is an approach to future planning that provides college students and families a toolkit of mindsets and methods to build one's way towards their career or calling in life.

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I am a superfan of the Bright Futures Scholarship. To graduate college, possibly with your Master's degree debt free, will change a family's life design for generations. As an instructional leadership team, embedding the necessary programs and support initiatives to help students stay above the required 3.5 GPA needs to be a focus.

Last, I want to "Dream Bigger" for our Seacoast graduates. Seacoast currently facilitates the development of college ready individuals through emphasis on rigorous academics and our Seaside Way and Seacoast Collegiate higher standards of performance.

However, I'd like to work towards engaging our adolescents in collegiate preparation at an earlier age. Through a school improvement initiative known as "Dream Big," I'd like students have the opportunity to envision their college placement and success in their late middle school and early freshman year, stretching the school culture and education plan to think beyond well beyond college in the state of Florida and ensure each child is mentally and physically prepared for the rigors of institutes of higher learning.

To do this, it will be critical for the leadership team to devise and implement initiatives and strategies to develop a culture in which all students can succeed in high school, college or any post-secondary learning path or career.

Through the development of a Portrait of a Seacoast Collegiate graduate, we will answer the questions What are the skills and knowledge required for today's world? How about in the year 2028? What will it mean to be an "educated" and "successful" person five to ten years from now? What is the most engaging and effective way to teach and assess students (the Alpha and Generation Z population) so they are prepared for life?

With these answers in mind, and working them into the school's culture and curriculum, I desire to set up a program that would enable Seaside Neighborhood and Seacoast Collegiate high school students to visit institutions of higher learning, in and out-of-state that they would typically not consider.

The overall goal will be for ALL Seaside/Seacoast students to visit a prestigious out-of-state institution of higher learning and know that it is within reach. Students will learn about the various degree programs, history and culture of major higher education institutions in all fields. In addition to the students gaining insight into university life and applicant procedures, the SCHS team will meet with members of the school's faculty and admissions department to learn more about the characteristics and skills students need to be successful at top academic institutions.

Over the next two years I would work with the leadership team to enhance the effectiveness of the "Dream Big" program by incorporating:
- **College Planners:** College planners are distributed to all students on a day that their class visits a college. SCHS can develop a manual containing advice for campus visit questions and protocols, links to Florida College Foundation Systeminformation, scholarships FAQ, and other useful information.
- **Full-Cohort Participation:** All students, not just the higher achieving sophomores participate on annual college visits. This opportunity has provided additional student

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exposure to private, community, public, small, medium and large schools during their tenure at SCHS.

- **1:1 DEVICE FOR LIFE Initiative:** All SCHS high school students participate in the school's 1:1 program (one device for each student); encouraging acquisition of skills to be used beyond the classroom. The device belongs to the student for its life.
- **Learn.Serve.Engage. (LSE):** As a critical aspect of the SHCS Dream Big programming, the SCHS is intended to develop strong, contributing citizens while bolstering student resumes when applying to college. This program consists of service hour expectations from all students and their family.
- **College Application Week**: This occurs every November on campus for all seniors. During this week, seniors are able to have individual access to guidance counselors. In addition, students in all grades are encouraged to wear their prospective college attire and students who have yet to begin their high school career have the opportunity to interview SCHS alumni who are currently enrolled or have graduated from college. During this week there is a heavy emphasis on completing college applications. As part of the high school graduation process, all students are supported to complete at least one college application.

Here are additional strategies and initiatives I would want to work with the administrative team, teacher leaders and school counselors to implement:

Rigorous and Engaging Collegiate High School Curriculum: As a high performing school we should be offering a challenging and well-rounded curriculum that prepares students for college-level courses. I want to work with the team to ensure we offer a balance between core academic subjects and electives, providing opportunities for students to explore their interests and passions.

Dual Enrollment Partnerships: Besides Northwest Florida State College, what other opportunities might we have to forge strong partnerships to collaborate with other institutions of higher education to offer a wide range of dual enrollment courses that align with students' academic and career goals.

Life Design College and Career Counseling: Over seven years we have offered strong comprehensive college and career counseling services. What would a "next level" of life design counseling look like? How well are we assisting students in researching and selecting colleges, preparing for standardized tests, writing college essays, and seeking scholarships, providing guidance on career exploration and internships as well.

Alumni Mentoring and Critical Thinking Support Systems: Establish mentorship programs where our Seacoast Collegiate alumni students or professionals in relevant fields can offer guidance and support our high school/college students. Additionally, create a supportive environment through peer mentoring, counseling services, and resources to address students' social-emotional needs.

Enhance Seacoast's Co-curricular Activities: Strengthen the student engagement and participation in our co-curricular activities such as clubs, sports, community service, and

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leadership opportunities. These activities foster personal growth, develop well-rounded individuals, and provide a platform for students to showcase their talents and skills.

Global Field Trips and Experiential Learning: Organize field trips to colleges, industries, and cultural institutions to expose students to real-world experiences and career possibilities. Provide hands-on learning opportunities, internships, and project-based assignments to deepen their understanding of concepts.

Parent Engagement: Involve parents in the Seacoast Collegiate educational journey through regular communication, workshops, and informational sessions. Provide resources and guidance for parents to support their child's academic and college aspirations.

Establish a Seacoast Alumni Network: Foster a strong alumni network by keeping in touch with former students. Encourage alumni to share their college experiences, offer mentorship, and provide insights into career pathways. This network can serve as a valuable resource for current students.

How would you support teachers to help them grow as educators and how would students benefit academically from your leadership?

I believe that students are the constant and teachers are the variable. Their ability to build relationships and connect with students is the first step to effective classroom leadership. Ultimately, the stronger the leader and person of influence the teacher is, the overall performance of the students' shall increase.

I am a believer in the principle that states, for something to grow, it takes the right environment. A continuous personal and professional growth plan for all employees of Seaside School was one of the identified weaknesses when assessed against the Ten Indicators of High Performing Charter Schools.

Leaders are fully responsible to create an environment of growth for others. These are ten areas in which create an environment of consistent growth.

1 - Others are ahead of me
2 - I am continually challenged
3 - My focus is forward
4 - The atmosphere is affirming
5 - I am often out of my comfort zone
6 - I wake up excited
7 - Failure is not my enemy
8 - Others are growing
9 - People desire change
10 - Growth is modeled and expected

Phase I: It begins with leadership. In the coming weeks, eight members (administrators and teachers) of Seaside School staff will begin a book study on the 21 Irrefutable Laws of

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Leadership. This will create a common language and foundation for leadership growth and development.

All leaders will identify the following:

Know what you need to improve: Identify their areas for growth. Through the DISC Leadership Profile I will teach, mentor and coach each member of the team to better understand their strengths and areas of growth so they can do three things:

1. Create a plan for growth.
2. Learn to identify and surround themselves with individuals who have strengths in their weaknesses.
3. Delegate and empower those tasks.

Learn how to improve: I'll guide each member to a specific resource (book or proven program), find a teacher and mentor to help them better navigate their path.

Know WHY they need to keep improving: The higher you scale in leadership the more you need to intentionally grow as a leader.

Continue to assess the environment: The next three years will take significant growth of our team. It will be critical for the Executive Director to ensure we have the right people in the right positions. We will become the average of the five people we spend the most time with. To continue to rise to the challenges ahead, we will consistently need to find a "new class" of leaders to learn from in order to grow out of our comfort zone.

Phase II: Set up intentional internal professional development program:

Instructional Feedback: We will create an environment where feedback is welcome and part of the daily routine of everyone responsible for the learning of students.

This will mean all administrators will need to be intentional about getting into classrooms every day and providing one evidence of feedback per week (i.e. positive note, video message, opportunity for improvement).

To do this effectively, the administrative team will go through a coaching for instructional leaders program. We will have a common feedback protocol for all grades. Teachers will be part of the development of this feedback tool and trained on all aspects.

Feedback Future Note: I desire to set up an environment (Critical Friends Group) where teachers have the opportunity once a month to visit the classrooms of their colleagues and peers to learn from and challenge each other.

Intentional Learning: It will be my goal to establish consistent learning opportunities for all staff members. This first starts with faculty meetings that our best teachers' look forward to attending. This could be any of the following initiatives:

    a. Book study led by teachers
    b. Small group discussions on best practices
    c. Modeling instructional best practices and interventions

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       d.   Have them in best teachers' classrooms and have them share

The goal is to ensure every day teachers and staff leave more excited about coming to work tomorrow than they were today.

Phase III: External Growth Opportunities: I believe that if you want to achieve more, you need to see more. There will be three key initiatives I desire to establish for the staff and teaching faculty at Seaside School:

1. Best Practice Site Visits: Each year, bring our admin team and key teacher leaders to some of the highest performing schools in the region, state or country to learn from other leadership teams. These visits will expand our vision, our network and improve our best practices.
2. Engage in Leadership Networks: Annual participation in leadership networks and leadership development programs.
3. State and National Conferences: Annual presentation and attendance in the largest charter school conferences. These opportunities will expand Seaside School's impact and network. Leading to higher leadership capacity, stronger affiliations and partnerships as well as recruitment for the future.

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School Culture

Explain how you plan on honoring our history, while pushing us forward - strengthening Seacoast Pride and building a healthy, safe, and stable school culture.

Culture is the most powerful factor in your organization. Most school leaders desire to change their culture. They are just afraid of breaking what might be working. It's because they do not take the time to clearly communicate, define, teach, model, practice, measure and celebrate the impact.

Culture is the average sum of the worst behaviors tolerated in the organization. It's how people solve problems and make decisions.

No one is bigger than the culture of Seaside School - not the members of the board, foundation, founding leaders, current principal, not the teacher of the year, not the teacher who has been there for 25 years.

I believe when it comes to high expectations and standards, as a leader, it's not what you preach. It's what you tolerate. When setting expectations, no matter what has been said or written, if substandard performance is accepted and no one is held accountable - if there are no consequences - that poor performance becomes the new standard.

These are the seven steps I will lead our community through over the initial 90 days to design a leadership culture that will result in a healthy organization with high levels of academic and operational performance.

See it: What will school look and feel like daily? How will we treat each other?

Define it: Based on what we want to **see**, collaboratively we will choose the keywords that describe it. (Example…The Seaside Way)

Teach it: Now that we have committed to and clearly defined values that describe our healthy learning environment, each value and behavior will be taught.

Model it: Seaside School leaders will be required to "walk the talk" and lead by example. We will model the way daily.

Practice it: Good leadership requires practice, as it requires individuals to break old habits and instill new ones. This will occur through daily messages, weekly staff meetings or opportunities during the day.

Measure it: We will set up systems to track and discuss the progress of our key indicators of high-performance school culture (discipline reports, positive point systems).

Celebrate it: This could be to give shout-outs, staff meetings, school-wide emails, social media, or just one-on-one when the desired culture and values are evident (be specific in your praise).

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Our teachers, students, and families should be able to describe the school culture similarly. All levels of our stakeholders will need to be taught Seaside's core values, and the behavioral expectations throughout the year. We will work together to define what we want them to say..

Then, we will share this information in many different ways.

      i.   Social Media (weekly posts and videos demonstrating the values)
     ii.   Rituals and ceremonies
   iii.   School website
   iv.   Newsletters/Weekly emails
    v.   Bulletin Board
   vi.   During school assemblies
  vii.   Parent and Teacher Organization meetings

Over the first 90 to 120 days I will work to ensure high standards for the behavior of adults and students are defined and communicated. Training programs for adults and students are in place to develop leaders of culture. All Seaside/Seacoast teachers' behavior conveys that ALL students have the ability to achieve academic and social mastery.

I'll work with the team to establish measurements to effective culture that are identified, assessed and reported regularly.

Finally, ensure our character and social development programs include the following:
- School wide positive reinforcement strategies and reward programs recognizing student improvement (academics, character, values, or behavior demonstration).
- Counseling opportunities for students.
- Parent support and partnerships.
- Positive messages in transition areas.
- Visible celebrations of student work.
- Engaging and relevant student learning programs.

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School Operations

Discuss your approach to creating a smoothly operating, system-based working environment that provides clarity to all members of the admin and shared leadership teams. For reference, Seaside employees 34+ staff members across two campuses.

There are Six Questions that everyone needs the answers to in order to ensure a healthy and viable organization.

They are:
Why do we exist?
How will we behave?
What do we do?
How will we succeed?
What's most important right now?
Who is responsible for what?

With our mission and values (behavior) defined and clear to everyone, working together to achieve a common goal of high academic performance and student support should be easy. However, everything will need systems and strategies.

Most operational issues are the result of working to solve symptoms of the problem and not taking the time to get to the root cause of the problem. As a result, operational systems are held together by band aids, hard working band aids that are stressed to their capacity.

Through my strategic review/focused learning over the first 90 days I will begin to identify where systems are not effective or not in place. This will also be evident when "fires" and "problems" occur.

Our strategy as a team, once we put out the fire, but when the fire is still smoldering is bring everyone together and ask these questions:
1. What went wrong?
2. When did it go wrong?
3. How did we miss it?
4. How will we fix it?
5. Who is in charge of fixing it?
6. When will we come back together to learn the new system?

That will not need to be a long meeting but it needs to happen immediately otherwise we are just adding band aids to a larger problem.

How would you develop strong operating systems?

Standard Operating Systems: I have learned that despite Seaside's long history, there are not too many systems and procedures physically written down. It would be a goal to teach the admin

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team a traditional process for system development and recording. This will allow us to create a Standard Operating Systems Manual for the school.

The school's Standard Operation Manual will drive the training and development of our newly hired staff as well as provide us with an ongoing structure to modify and tweak for improvement. Building systems will be our freeway to more time and energy to work on what gives the greatest return and what fills our heart!

Here is an easy nine-step process I have utilized in other organizations:

1. IDENTIFY AND NAME DESIRED RESULTS: (i.e. New Student Enrollment).
2. DIAGRAM THE SYSTEM: Diagram the steps in the system showing their sequence and how they relate to each other. Use a simple box and arrow diagram with brief captions to outline and describe each step.
3. WRITE SYSTEM STEPS IN CLEARLY-STATED BENCHMARKS: The boxes in your system diagram are actions that serve as benchmarks. Select each verb carefully so that the process is clear to anyone who might perform the work or supervise it. In this step, you restate the work in a complete sentence that clearly communicates the work to be done or the action to be taken.
4. ASSIGN ACCOUNTABILITIES: Identify by position, not by a person, which roles are accountable for the system as a whole and for each of its benchmarks. When you finish documenting the system, a copy of the system action plan (step 3) goes into the operations manual for everyone filling those positions.
   a. EXAMPLE: The enrollment director will be responsible for monitoring the student enrollment procedures and updating the enrollment and waitlist lists daily. The Enrollment Director will update or input new student information into the data portal within two business days.
5. DETERMINE THE TIMING: Knowing when each benchmark needs to be performed is a key element of getting the result you want. Establish appropriate timing for each step, for only certain steps, or for the system as a whole. This might be expressed in terms of clock time (by 10:00 a.m.), project time (day one, day four), generic phrases (upon receipt, weekly), or a combination of these.
   a. EXAMPLE: When we have a new family accepting enrollment, they will be added to our database. The Enrollment Director will send enrollment forms and check all paperwork with the database for accuracy at the end of each month.
6. IDENTIFY REQUIRED RESOURCES: Every system requires resources. For example, these are staffing, workspace, facilities, equipment, supplies, and information. When useful, list the specific resources and quantities of each needed to operate the system. Some systems won't have a lengthy list of resources. They may be just the individuals involved and their everyday work supplies and may not require a list.
   a. EXAMPLE: Resources may include the enrollment database (Powerschool, Excel).
7. DETERMINE HOW YOU WILL QUANTIFY THE SYSTEM: How will you know if you're getting the result you want from your system? How can you make decisions about your organization without information about the performance of your systems? You need

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quantitative data to give you that objective view. Without it, you're operating blindly. The best time to create the method for quantifying each system is at the time you first design and document it.

    a. EXAMPLE: Enrollment Director will check all addresses and information for accuracy prior to the principal monthly report and calculate the percentage of successful entries.

8. ESTABLISH STANDARDS: Set the standards for the performance of the system and the behavior of the staff operating the system. Standards are most easily stated in terms of quantity, quality, and behavior. These could include measures of output, defects, cost per item, guidelines for staff behavior, dress codes, and even ethical standards. If it's key to producing a successful result, then you need to set standards for it.

    a. EXAMPLE: Each verification takes approximately 2 minutes to check, and there are typically 500 a month.

9. DOCUMENT THE SYSTEM: Put it in writing. It's not done until it's documented. You don't have to create a flowchart to have a documented system. An action plan, video, checklist, and even screenshots are just some examples of how to document your system.

By having a checklist system in place, our training time will be reduced; our risk is minimized, and our productivity increases. In addition, the intellectual property that lives in the head of our best employees is retained for future employees. As a result, your organization will experience less stress and more return.

How would you develop and support staff members in their professional growth?

How will you communicate your expectations and build an effective team?

I believe one of the keys to effective teamwork is <u>Building Relationships</u>: a team that understands how to connect with others and build relationships. This starts with getting to know yourself, and your team members.

I love an exercise that brings clarity to these three questions:
1. What do I bring to the team?
2. What are misconceptions about me?
3. What do I need from my teammates?

The more we talk about these three, very vulnerable questions, the stronger we will be over time.

<u>Clarity in Team Goals:</u> That which is not clear can not be defined, measured or communicated. This means there should be clarity in the team's goals. What are we all working towards? ,

<u>Clarity in Roles:</u> I have found that when team members do not have clarity in what they are supposed to do, they will navigate towards roles that they think should be done. This can lead to unnecessary work and conflict.

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Open and Honest Communication: This is critical to a team's success as it has many moving parts. When something goes awry, or someone has been hurt, there needs to be an opportunity for open dialogue so we can get to the root of the issue and eliminate any misconceptions.

A Team of Diversity: A team that is like-minded but thinks and sees things differently. The number one goal I will have when developing the team will be to create a team that completes each other, not a team that competes against each other.

As the leader of the team I must model the way and show the way. We will have daily discussions around expectations, how we understand them, what they look like.

What ideas, suggestions, or strategies will you bring to the table in order to diversify Seasides fundraising efforts in order to support our school expansion efforts?

Seaside Schools Foundation Diverse Funding Ideas

Strengthen the Messaging: It all goes back to messaging – we need to put our goals and talking in writing and align it with the mission of the organization. "Here is the problem and here are three things we are doing to solve the problem."

- Locally: Walton County is among the fastest growing counties not just in Florida, but the nation, and it has no in-person established center for higher education where students can earn a college degree without ever leaving the county. This project is the catalyst to bring higher education to Walton County residents.

- Regionally: There is a major-labor shortage in Walton County that is impacting the hours of operation and opportunities for businesses to grow. This expansion will double the number of college educated students to the current Walton County workforce in addition to providing workforce training to local agencies and businesses.

- Statewide: According to the Florida Workforce Needs Report, healthcare, business and finance, Information technology and math, and architecture and engineering make up 32% of all Florida workforce openings:

Knowing that college educated adults are 25% more likely to be employed full time, reduce overall government expenditures by $82,000 and earn over $270,000 more revenue per graduate over a lifetime (A net gain of $355,000 to government and local economy) Seacoast Collegiate High School ("SCHS") and Northwest Florida State College ("NWFSC") are partnering to build a dual enrollment and workforce educational center at the South Walton County campus of NWFSC which will offer all college level classes necessary for Walton County high school students to obtain their A.A. or A.S. degrees in Walton County from in-person instructors.

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Move From Events to Major Gifts:
- As Seaside matures, **major gifts** are what will move the needle in raising money; events are often easiest to do, but can be surprisingly low-profit because they are expensive to market and operate.
- Use events early to create a broad audience, then move to creating a "major gifts" program.
- Sort the donor list according (top 20% to donate 80%) to the greatest ability to give, then invite to a parlor meeting or dinner; take the executive director and maybe a board member who knows them; maybe over dinner, just build the relationship.
    - o For dinners: get the right people in the room and do not dilute the guest list

- Find out what has prompted them to support the organization thus far and listen for clues for wealth, interest, who they are, likes, dislikes. Build your communication strategy from there.

Create and Execute on the Strategic List:
- First list: **sales list** (get clear with the purpose of the list i.e. raising money. Start with a list of people who can write a check (decision makers). Only put actual decision makers on this list.
- Second list: **connector list** – people who know people. Who are the people who are the gatekeepers you can call on to introduce you, put in a good word for you, invite you to the party, etc. This is the person who "knows everybody."
- Third list: **VIP list** – Who can pick up the phone and be sure you get the donation? Work them strategically. Let them know what you're going after – what you need.
    - o Strategically working the VIP list: you need the VIP to look at a list of 10 people you want to ask for funds and they'll likely filter it down – "Here's the two you should approach, and I'm going to call them and tell them they should donate."

From the three lists, you have three different people singing and sharing your goals in their Inner Circle

Create the Seacoast Alumni Association: With over 300 graduates over the last decade, Seacoast has produced some of the most innovative, impactful community leaders. These numbers will continue to grow; as will the impact. Knowing the foundational education they received, the Seacoast alumni are an untapped resource for our capital campaign and future development goals.

*Focus the future Foundation Board recruitment on individuals in the tax bracket we need.

Culture and Revenue Generating Activities

Philanthropy Programming: Hire philanthropy expert Ben Starling to lead us through a 1-2 day workshop and create a clear and cohesive development plan. To offset the costs I'll host a professional development event with Ben and invite local organizations who aim to raise large campaigns.

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Regional Impact (Professional Development sponsored by The Seaside School)

Create a School Leader Consortium: Host a school leader consortium at The Seaside School: Seaside being one of the oldest and most successful public charter schools in Florida invites teams of school leaders for a 1.5 day event on campus to tour and learn directly from our teachers and school leaders. Proceeds from the event will go to our PD line item.

Live2Lead: Live2Lead is a global leadership event that brings the best thought leaders across the country on one stage. Focused on transformational and business leadership, Seacoast will partner with the local chamber to host this event bringing the best business and education leaders in the community in one room.

Create a Walton Leadership Symposium: Recruit innovative leaders from across the nation to speak into the business and leadership community of Walton County. As we prepare for the opening of the Accelerator building, these school sponsored events will expand the brand and impact of The Seaside School.

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Recruitment and Orientation

Seaside has a desire to recruit high-quality teachers and staff. How would you go about filling teacher and staffing needs?

Recruiting quality teachers after the "Great Resignation" requires a thoughtful and proactive approach. Over the last three years, my team has assisted with the hiring of over 100 teachers and administrators. We identified that Seaside School had minimal outreach when it came to job advertisements and added our current openings to new platforms.

I personally believe that the best recruitment strategy is to utilize the inner circle of **Our Top Employees.** These employees can best sell our school, they live and breathe the school culture and they will want anyone who works next to them to do the same. When an A-level teacher brings us a prospect, we can fast-track them. If a C-level teacher brings you someone you will want to vet this person very carefully.

Higher Performance Strategy: I would like to budget for an annual recruitment and retention bonus to assist in the recruitment of high quality employees.

Our Internal Reputation: In 2022 we surveyed the families and staff at Seaside School the following questions:
- Would you recommend our school to a colleague as a workplace?
- Would you/do you bring your child(ren) here?

With this information we were able to decipher how our key stakeholders see us.

2022 Survey Results:

If you were to recruit a new staff member to work for Seaside School, Inc, what would the selling point for working here be?

- Small school
- Family atmosphere
- Supportive and dedicated leadership and staff
- Small class sizes
- Academically driven
- Freedom/trust/flexibility to teach

As an employee, what would you like to see and for the students to experience five years from today?

- New HS building, Proper facilities
- Expansion for more students
- STEAM technology
- Positive engagement with Seaside
- Prepared and successful students in their college or field of interest
- Safe and secure campus
- Opportunities for school spirit

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- community
- Better public perception of HS
- Unique experiences for students
- Sustained extra-curricular activities
- Well established traditions and academic honor societies
- Networking with other schools to model our practices

- Creativity in school schedule
- Onboarding process for students from MS to HS campuses
- Build students real-world skills (financial literacy, public speaking, business theory/practice)
- Maintain small community feel/class sizes

The following were listed as factors for retaining teachers and teachers were to rank them as most important to me, important, or least important to me.

- Competitive Salary
- Competitive Benefits
- Small Class Size
- Professional Growth and Development
- Reduced Duties
- Sufficient Planning Time
- Adequate Instructional Support
- Current Campus Location

Small class size was ranked the **highest for "most important to me"** with competitive salary and benefits following very closely behind it.

Professional Growth and Development, Sufficient planning time, and adequate instructional support all tied for the top choice for "**important**."

Current campus location and reduced duties tied for the highest choice for what is **"least important to me."**

Our External Reputation: Another critical area for us is to have a strong reputation and presence on social media mainly because almost 90% of people check their social media within the first 10 minutes of waking up.

It would be my goal to ensure there is a daily message highlighting our mission, values, students, staff and strategic partners every day.

Google Seaside Neighborhood/Seacoast Collegiate/Seaside School monthly or broad terms that a prospective employee may search to see where your school stands. Identify and correct any wrong information in Google or other search engines.

Checking our reviews on web pages like School Digger, NICHE, Google Reviews, and Great Schools… wherever a prospective candidate might go to learn more about Seaside. We will want them to have the correct information about our school.

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Job Search Engines: Invest in and utilize every job search engine that comes with a subscription or membership. I will identify professional networks that align with our education plan, as well as pay for the opportunity to post on the most popular job search engines. When it comes to the recruitment of high-quality employees, we will get what we pay for.

Make it a Priority: Hiring the best employees is a 12 month responsibility of the Executive Director. The main reason why you want a highly developed leader driving the recruitment, hiring, and orientation process is that they can sense and develop high-quality leadership in other people.

Recruiting and orienting employees is a twelve-month job. If we want to meet and recruit the best teachers and school leaders in the world, we will need to go to where they hang out: high-level conferences and workshops for educators and high-performing schools.

Ultimately we aim to create an external reputation where the best and most talented are coming to us. That will be the ultimate measure of success.

Improve the Hiring Process We will hire the right people through a 16 step behavior based interview process that includes multiple phases (on and off campus) led by key teacher leaders of Seaside School (mock lessons, impromptu exercises, feedback and supervisory reference calls).

In addition, work to streamline our employee application and hiring process to make it user-friendly and efficient. Through the first 90 days I will assess, identify and remove unnecessary barriers and provide clear guidelines and expectations for applicants.

How would you market the perks of Seaside to potential candidates?

With our top teachers selling the perks through their recruitment it will be critical to annually review, document and improve our employee benefits.

We began this process in the spring of 2023 (click here) but it needs more attention and feedback directly from our key teacher leaders.

Provide The Seaside School packets of promotional material to local real estate agencies, churches, and community centers.

Utilize space on the college campus to advertise the benefits of working at and attending Seacoast Collegiate as compared to other school employment options.

Attend the meetings for the local Chamber of Commerce, Rotary Groups, and other local meet ups to share the expansion plans and ask for partners, parents and prospective employees.

Identify local fairs, parades, and events, and ask if you can set up a table or booth.

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Identify a need in the community and host a fair/awareness event on campus with the local health department (health fair) or Chamber of Commerce or host a "Parent University Night" around raising/leading your high school/college student through college years.

Start a blog and podcast for all current Seaside School stakeholders to contribute to.

Here are additional strategies we will consider and work together to implement:

Moving/Living Stipends: Walton County is one of the fastest growing counties in Florida, it is also one of the most expensive when it comes to housing. With the growth of our fundraising model, and strategic partnerships, we will identify stipends and opportunities to support the ability for families to stay and relocate closer to the school site.

Enhance our brand: Through our expansion process and marketing plan, we will establish a stronger and more positive reputation as the employer of choice in the area by highlighting the benefits and opportunities available to teachers within your organization.

Continue to be the leader for compensation and benefits: Our new salary scale has us the leader in the area, but we will need to continue to review and enhance to stay ahead. Through the development of a committee, we will work to create additional perks such as professional development opportunities, financial literacy programs and work-life balance initiatives.

Foster a more positive work environment and conditions: Right now our working conditions are contingent upon our working relationship with our landlords. Working together (board and leadership) to create a supportive and collaborative culture that values teacher well-being and recognizes their contributions will be essential. The ED will need to work closely with staff to encourage open communication, provide effective personal and professional mentorship programs, and promote a healthy work-life balance.

Utilize multiple recruitment channels: Diversify your recruitment efforts by leveraging various platforms, such as job boards, social media, and professional networks. Engage with local universities and colleges to connect with aspiring teachers.

Develop targeted recruitment campaigns: Tailor your recruitment campaigns to attract quality teachers. Highlight unique aspects of your organization, such as innovative teaching practices, strong student outcomes, or special programs.

Prioritize diversity and inclusion: Emphasize the importance of diversity and inclusion in your recruitment efforts. Implement inclusive hiring practices and actively seek out candidates from underrepresented groups.

Establish strategic partnerships: Collaborate with educational organizations, community groups, and professional associations to expand your reach and tap into talent pools. Attend career fairs and education conferences to connect with prospective teachers.

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Emphasize professional growth opportunities: Highlight the expanded professional development and career advancement opportunities available at Seaside School. Highlight the many ways teachers are leaders outside of their classrooms and in the community.

What would be your long-term plan for developing organizational capacity and creating a pipeline of mission-aligned, diverse candidates to choose from in the future?

Work 12 months a year to implement the strategies I noted above.

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Board Meetings

How would you go about building a relationship with the board?

I wrote this years ago and I believe it stands as the four most important strategies between an Executive Director and the Board.

Create Common Vision and Goals: The board and leadership should come to an agreement of where the organization is going and what success looks like through agreed upon measures in all key aspects of the organization.

Set Clear Expectations: By spending 30 minutes discussing the expectations around what should be communicated (verbally or reported), to whom, and how often; board members and school leaders will find they will spend more time focused on what matters most. Any expectation not communicated, is merely a thought. There should never be an element of surprise when it comes to evaluating the effectiveness of the school leader.

Grow Together: As a team, you are responsible for millions of dollars in public taxpayer funding, safety and security of all stakeholders, and not to mention, high quality education for all students. Leadership should be intentional and strategic about professional growth as an organization. This requires strategic retreats, professional development and constant recruitment of talent.

LEAD (Leave Emotions At the Door): Board members need to learn how to separate their roles as parents, personal interests or experts in their own field. School leaders need to check their ego and understand that these board members are professionals, but not always in education. They (board members) seek to understand and make decisions by asking questions. They are not questioning your ability to lead the school. Your job is to ensure they have the necessary and vital information to gain action towards excellence; for the betterment of children and the organization's future. Remember, leadership begins and ends with you, but it has nothing to do with you.

How would you contribute to building and strengthening the board agenda?

I believe the Executive Director owns this responsibility.

A full draft of the agenda should be developed the days (1-3) after the previous meeting.

Typically the agenda is developed by the board chair and executive director. This process can begin at the end of the previous board meeting with the noted commitments from that meeting and a review of the Outcomes Based Calendar. These two elements should support the development of the next month's agenda.

The agenda should be sent to the full board one week from the previous meeting for comments and finalized no less than ten days prior to the meeting to disseminate to the public.

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On the agenda the chair notes the purpose and action expected for each item such as "consider for approval" or "up for discussion."

Meetings should be focused on the two most important items for vote or discussion. Everything else is through reports.

What information do you believe should be included in your monthly administrative report?

My report focuses on what Ihave found to be the Necessary and Vital Information to Gain Action Towards Excellence (NAVIGATE) so the board is properly informed to make the best decisions for short and long term organizational success and vitality.

- Student Enrollment and Attendance
- Student Discipline
- Mission and Vision Based Initiatives Updates
- Student Learning Reports/Highlights
- School Culture Initiatives
- Employee Updates and Development
- Employee Openings/Recommendations for Hire
- Finance Updates (budget amendments)

I also include and highlight items for action. The options to consider, and recommendations from management.

What is your preferred method of providing your monthly report?

Five to seven days in advance electronically. I enjoy the BoardonTrack platform.

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Finances

As public entities, charter schools are stewards of millions of taxpayer dollars. Discuss your approach to fiscal responsibility and how you will appropriate funds to serve students wisely and ensure long-term viability while including your leadership team in the decision-making process.

The Seaside School has set a goal to be nondependent on the annual contributions by the Foundation. It aims to fully pay off the expansion project through external funding and be a viable entity. To do so it will need to become more profitable by enrolling more students and decreasing operating costs.

CSI Budgeting: With the assistance of SFS, I aim to work through each line item of the budget and create an itemized budget per line item. I predict by working through the budget, over $150,000 in personnel and operational expenses can be eliminated and reassigned to get a greater return on investment.

In addition, all third party contracts shall go through an evaluative process to ensure each dollar is focused on student achievement and people development.

In addition, highlight your vision for the budgeting practices and strategies for the school. Be sure to discuss your experience with large-scale fundraising and how you will use your experience to bolster funds at Seaside.

Budgets are plans that help you to prioritize where your money should be spent. Building a budget minimizes frivolous spending and creates a uniform plan that everyone should follow. However, in my short experience responsible for the finances at Seaside School, the budget is merely annual repeated numbers on paper.

Strategy #1 - Start budgeting in the First Quarter, Not the Last: Once the annual audit has been completed, our enrollment is set, and the school's fixed revenue has been adjusted by the state it is time to start preparing for next year by analyzing your benchmarks. This will force the entire organization to continue to make staffing projections and evaluate school improvement initiatives that need additional investments or need to be cut. Here is an example of what our financial team will work to accomplish per quarter.

First Fiscal Quarter	- Prepare all documents for the auditor (for last fiscal year). - Reflect on the previous year's budgeting process. - Identify any enrollment shortfalls. - Finalize projected cash flow for the year. - Analyze the new student population demographics to identify any new trends (Exceptional Children, At-Risk, Gifted Students, Students Needing Transportation).

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Second Fiscal Quarter	- Engage the school improvement team to identify any upcoming challenges that may impact this year's and next year's budgets. - Explore line items that need adjusting. - Prepare a report for the board on the short and long-term goals for fundraising campaigns (facilities and assets). - Analyze the salary scale based on any adjustments made by the state. - Request the formula from the local school district to have an understanding of how the local per-pupil revenue was established. - Provide quarterly deep-dive financial reports to the board. - Ensure the cash flow forecast is still on target.
Third Fiscal Quarter	- Based on 2nd quarter analysis, lock in new budget assumptions for the upcoming school year. - Finalize teacher salary levels for the upcoming school year. - Begin monthly budget development meetings with the principal, operations, and facility managers. - Revisit the school improvement team to receive evaluative analysis on new programming purchases. - Secure any new staffing positions for the upcoming school year. - Provide quarterly deep-dive financial reports to the board.
Final Fiscal Quarter	- Finalize drafted budget based on new staffing, school improvement initiatives, and short-term facility needs. - Provide an end-of-year report on fundraising efforts and tweak any plans if needed for stronger results. - Secure final budget approval of the senior leadership team and the board.

Strategy #2 - Establish a Budgeting Strategy: By establishing a budget strategy, less time is wasted during the process of arguing over where money should be invested. Part of your strategy should include budgeting based on a percentage of the projected enrollment (use 90% or 95%, never 100%), a per-pupil expenditure for curriculum and operations, and an annual evaluation of school improvement initiatives and programs.

As a result, the budgeting team can establish a line item percentage for the management team to operate within based on what the organization values as being most important to meeting the needs of the students. For example, if a school agrees that 65% of annual revenue will be spent on salaries and benefits, 15% will be spent on facility costs (including utilities), 8% for professional development, and 5% will be placed in reserves.

This leaves 7% on other expenses to be utilized to operate the school effectively. This reduces annual arguments over distributed funds. The key is transparency and systems for program evaluation. This will help ensure needs are funded over wants.

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Line Item	Average % of the overall budget	Seaside's Figures w/Foundation
Salaries and Benefits	65%	74%
Facilities and Utilities	15%	10%
Staff Development	5%	<1%
Cash Reserves	5%	0%
Instructional Supplies/Programs	4%	3%
Technology	3%	3%
Building Maintenance	1%	2%
Transportation	2%	<1%

Finally, if the school was given $100,000 of discretionary funds, outline your plan for how you would utilize this additional revenue.

If the school was provided $100,000 there are three places I would utilize it:

1. Professional development programming for the staff to enhancing the student experiences at Seacoast Collegiate High School ($50,000)
2. Begin an endowment fund to launch the "Dream Big" program ($25,000)
3. Build a stronger internal academic support systems for students transitioning from middle to high school ($25,000)

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Stakeholder Communication

Provide us a drafted outline of a stakeholder communication plan. Under your leadership, how often will families receive communication?

Maintaining employee and parent engagement during a school leadership transition is essential for a smooth transition and a positive school culture.

I work to follow the principle, in the absence of information people assume the worst. With this in mind, here are specific internal and external communication strategies I aim to implement:

Internal Communication Strategies:

Establish clear communication channels: Email use will be utilized strategically (not as a discussion tool), tools like SLACK or TRELLO will be used for project communication, weekly newsletters (one school, one platform), electronic bulletin boards at the high school, and online platforms (blogs/video messages) to share important information with staff, teachers, and administrators.

Regular staff information and growth meetings: Conduct regular meetings to discuss updates, address concerns, and foster collaboration among the school staff.

Utilize internal communication tools: Implement a centralized platform or tools where staff can access important documents, resources, and announcements (Board on Track/Google Drive/School Web Page).

Encourage feedback and suggestions: Create a culture that values input from staff members and provide opportunities for them to share their ideas, concerns, and suggestions (Coffee with the Directors).

External Communication:

Develop an informational and easy to maintain school website: Maintain an informative and up-to-date website that includes relevant information about all grades of the school, such as the events, student/staff highlights, curriculum, programs, staff profiles, and contact details.

Use social media: Establish social media accounts to engage with parents, students, and the wider community. Share updates, upcoming events, and showcase student, staff and strategic partner achievements.

Parent-school leader/teacher conferences: Organize regular meetings between parents and teachers to discuss students' progress, address concerns, and build relationships.

Newsletters or email updates: Send weekly electronic newsletters to parents and community members, highlighting important events, achievements, and school news.

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Annual State of the Charter: An annual report to all stakeholders and sponsors noting the impact Seaside School is making and how their contributions to our school community are getting a great return on investment.

Transition Period Communication: I believe that problems need to be solved as close to the problem as possible. Throughout this transition, and beyond, I aim to foster an inclusive decision-making process. This will occur by gathering key input and involving employees in decision-making processes whenever possible.

Clear Expectations and Role Clarity: Clarify roles and expectations for employees during the transition. Provide clear guidance on their responsibilities, reporting lines, and any changes in procedures or protocols. Ensure employees understand how their work aligns with the overall goals of the school.

Celebrate Achievements and Recognize Contributions: Acknowledge and celebrate the accomplishments and contributions of employees during the transition. Highlight their dedication, resilience, and commitment to maintaining a positive school environment. Recognize their efforts publicly and privately to boost morale and reinforce their value to the school community.

I will instill regular check-ins and feedback sessions with the members of the leadership team, and identify key teacher leaders to provide updates, address concerns, and solicit feedback.

It is my goal to create a safe and confidential space for employees to express their thoughts, ask questions, and offer suggestions. Actively listen to their feedback and take appropriate action where feasible.

To strengthen the experience of all of our stakeholders (employees, families, students and strategic partnerships) communication, collaboration and teamwork will be essential across all three campuses, especially during the first 90 days of the transition period.

I aim to work with the administrative team to create cross-departmental projects, shared responsibilities, and opportunities for employees to collaborate on problem-solving and decision-making. Foster a supportive environment that values teamwork and encourages collective ownership.

What information will they receive, and what platforms will you use to connect with them?

Since body language and tone of voice make up 93% of communication I am a big believer in utilizing videos to communicate key updates if there is not an opportunity to be face to face.

The current "Week of" model is providing the teachers key information that can be updated easily through Google Documents. This has the opportunity to have a video component for more personalized information, a "looking ahead" section for the next 30-45 days, and celebrations of our values.

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With the goal of having one full time administrator on each campus, they will be key in ensuring this information is up to date and informs the staff on expectations.

Email: Email is used often at Seaside for "little and big" things that can be handled through more effective meetings and systems. With so many emails coming through daily it is difficult to identify what is more important. I'd like to ensure we as a school begin to utilize emails more strategically and investigate other means of internal communication (like Slack Chat or Trello).

Communication may look like this:
- Daily mission/values/inspiration
- Weekly "week of" to keep all employees aligned and a "one place" for all information they need to know.
- Monthly shout out and board report. Share the highlights of the board report, highlight their role to our goals!

Leadership Team (Internally):
- Daily stand up (virtual 7-10 minutes)
- Weekly Tactical (key work updates)
  - Bi-monthly 1:1 meetings with each direct report
- Strategy Meetings (scheduled throughout the month and only used when challenges arise)
- Quarterly Offsites (review progress on the goals, set the intentions for the next 90 days, grow as a team)

High School/College Students:
- Daily Blast (schedule changes, events on campus, reminders)
- Weekly Challenge (a problem, an opportunity, an initiative to get the student community together once a week (face to face of virtual) to improve culture and student experience. Maybe we call it Think Tank
- Monthly school community rally (on campus).

Families:
- Weekly Newsletter (School Based)
- Monthly Coffee with Directors (in person or virtual)

I believe that increasing parent engagement in a high academic college prep high school involves fostering a collaborative and supportive partnership between the school and parents.

Here are some additional strategies I'd like our team to investigate and consider:

Volunteer Opportunities: Provide parents with opportunities to get involved in high school activities as volunteers or mentors. This can include assisting with organizing events, keynote speakers, or participating in parent committees. Engaging parents in the school community fosters a sense of ownership and investment in their child's education.

Parent Support Groups or Book Studies: Establish parent support groups or associations where parents can connect, share experiences, and support one another. These groups can provide a

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platform for discussing common challenges, brainstorming solutions, and building a strong parent community.

Parent Workshops on Student Support: Offer workshops and resources specifically focused on supporting students academically, emotionally, and socially. Topics such as study skills, time management, stress management, and navigating the college application process can be covered. These workshops equip parents with tools to assist their child effectively.

Celebrating Parent Involvement: Recognize and appreciate parents' contributions and involvement in the school community. Highlight their efforts in newsletters, social media platforms, or during school events. This recognition encourages further engagement and creates a positive atmosphere.

Hello Seaside Neighborhood and Seacoast Collegiate Community,

My name is Tom Miller and I am honored to have been selected as the next Executive Director for Seaside Schools.

I am not new to the Seaside School community. Over the past six years I have worked with the Board of Directors, leadership and teachers.

I'm father to two amazing children and future world leaders, Devyn (15) and Matthew (10), and a huge sports fan. I met my wife in 7th grade homeroom (over 30 years ago now), and this June will be celebrating our twenty year wedding anniversary. We love the mountains and really miss the ocean. We moved away from the beaches of North Carolina in 2012 and are excited to be back on the water!

I have been an educator for over 25 years, and my primary focus is to serve the adults at the highest level so they can personalize their instructional methods to meet the unique needs of each of our learners.

I believe that all students can learn at the highest of levels and at their own pace. There truly is no finish line to education. Everyone should be provided the best opportunity to maximize their education in a safe and nurturing learning environment. I am eager to provide effective leadership and support while learning alongside the dynamic team of professionals here at Seaside Schools.

In my experience as a teacher and administrator in varied educational settings--urban, rural, suburban, public, alternative, and private day--establishing trust is a must. Modeling behaviors in alignment with the core values of Seaside's mission is how I intend to continue a systemic structure for desired outcomes. Respect for all team members, students, and families is key to my philosophy of leadership, and I plan to build relationships, empower team members, and embrace our community partners so that authentic feedback is constant and never one-sided.

It is my vision that all of our students thrive socially, emotionally and academically. At the time of their graduation they will all be equipped with the personal, emotional and professional skills to secure the job of their choice while being financially stable coming out of college.

Over the next thirty days I will be setting up opportunities to meet so I can learn more about you and your goals for your children.

I thank you again for being such a critical partner and choosing Seaside Schools!

Sincerely,

Tom

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