

Volusia County Schools

New Smyrna Beach High School



2015-16 School Improvement Plan

New Smyrna Beach High School

1015 10TH ST, New Smyrna Beach, FL 32168

<http://www.nsbhigh.com/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	51%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	18%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	B	B	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Volusia County School Board on 11/10/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Working together with parents, school personnel, and community members, New Smyrna Beach High School students will graduate with the knowledge, skills, and values necessary to be positive contributors to society.

Provide the school's vision statement

We Connect Students to Their Futures

School Environment

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

Yearly school orientation and grade level meetings provide all students the ability to familiarize themselves to administration, procedures and school-wide initiatives for the school year. In addition to grade level welcoming meetings, all faculty members provided uniform informational presentations to all students. Information was divided and presented on a period/daily basis to all students throughout our school.

Additionally, office hours are offered Tuesdays-Fridays for 30 minutes each day before lunch. This time is an opportunity to remediate or enrich classroom content with students. It also provides an additional opportunity for teachers to build relationships with students.

This year, we have created a mentoring program to connect teachers with the NSBHS Football team called "Adopt-a-Cuda." Teachers have "adopted" a football player and will be working to build relationships throughout the year. There is an additional plan to add other athletes throughout the school year.

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

School leadership, along with campus advisors and select teachers, provide effective monitoring of campus throughout the school day. Through this visibility, every student on campus has access to adults on campus to express any concern. Also, class meetings were held during the second week of school that outlined expectations. During these meetings, students were advised of resources available to them.

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

School-wide implementation of the CUDA "Respect" Policy in all classrooms throughout the campus. School-wide implementation of the "Seven Essentials" that make NSBHS a success, regarding Dress Code, Student ID Badges, Academic Office Hours, Attendance Policy, Off Campus Lunch Privilege, Electronic Device Privilege and the 10/10 Rule.

School-wide increase in implementation of "Good News" referrals focusing on positive achievement of students throughout the campus

Instructional time is a priority and protected by the principal, which is evidenced by the school

infrastructure regarding student and parent accountability for absences and tardies. Additionally, focus is placed on student misconduct being handled immediately and with minimal interruption to instruction.

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

Individual counseling – counselors provide individual counseling as necessary to help students when presenting mental health related issues.
 Crisis Intervention – conduct assessments and provide referral services to Halifax Behavioral Services when needed.
 Homeless Liaison services – provide students with school supplies, clothing and food items. Facilitate Cudas Unhooked meetings to address at risk students.
 Parent & Student Needs Assessment – survey parent and students to assess needs and determine program goals and objectives.
 Bullying & Harassment Staff Presentation – provide updates and recommendations to faculty & staff.
 Bullying & Cyber bullying Prevention Presentations – provide students with definition of bullying, harassment and cyber bullying and provide strategies to report, overcome and prevent bullying.
 “The End of Bullying Begins With Me” Petition Signing Event – organize petition drive to promote awareness and engage students in creating a healthier school environment.
 Day of Silence – help organize event to provide students and opportunity to reflect on the obstacles and challenges faced by GLBT students.

Early Warning Systems

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

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

The Early Warning System (EWS) identifies students who meet three or more at-risk indicators. EWS data is utilized to determine possible interventions for students at risk.

Indicators Used in Early Warning System

- FCAT Mathematics Level from Prior School Year (Level 1)
- FCAT Reading Level from Prior Year (At-Risk if Level 1 or 2)
- English Language Learner Category of Service (If Applicable)
- Exceptional Student Education Category of Service (If Applicable)
- Number of Prior School Year Retentions (1 or More)
- YTD Suspensions - Current School Year (1 or More)
- YTD Absences - Current School Year (Attendance Below 90%)
- YTD Discipline Referrals - Current School Yr (2 or More)
- Over Age for Grade Level
- Unweighted GPA (Below 2.0)

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

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

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

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

School-wide implementation of office hours. Office hours occur between 5th Period and Lunch. Office hours provide 30 minutes of additional instructional time - four days a week. Office hours allow teachers to provide targeted student interventions four days during the school week. This thirty-minute intervention time is assigned to a student by his or her teacher when the student struggles with concept/skill mastery. Additionally, students may self-select attendance in office hours for additional support and/or enrichment.

NSBHS also provides a supplemented 8th period, after-school, in the Odyssey lab for those students that need remediation and credit retrieval.

An attendance committee meets weekly to discuss at-risk students and make recommendations to PST.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

A newly created website, www.nsbhigh.com, gives all teachers the ability to have their own webpage. This creates access to the teacher's email, class syllabus, course content information and any additional information the teacher would like to add.

The school principal utilizes Twitter as a means to communicate with all stakeholders.

A newly created mobile APP, "Cuda Connection," can be downloaded and used to communicate information regarding athletics and activities at NSBHS.

Grade level meetings are held at night to communicate important information to students and parents.

SAC involvement is encouraged during Open House and through the use of ConnectEd messages.

Quick Access to ParentPortal from www.nsbhigh.com to provide academic information to parents.

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

The school builds and sustains partnerships with the local community by holding such events as: Ford Drive 4 UR School, Academy Partners, Business Partners and College and Career Expo.

Additionally, the school partners with the following organizations; Southeast Volusia Chamber of Commerce, Kiwanis and Rotary. Through the Kiwanis, New Smyrna Beach High School students have the opportunity to participate in the Key Club. Through Rotary, New Smyrna Beach High School students can participate in the Interact Club.

A newly created mobile APP, "Cuda Connection," provides the school the opportunity to network with local business who can advertise on the APP.
 A newly created website, www.nsbhigh.com, gives all teachers the ability to have their own webpage. This creates access to the teacher's email, class syllabus, course content information and any additional information the teacher would like to add.
 Additionally, the Medical Academy has relationship with Bert Fish Hospital. The NSB & Edgewater Chamber of Commerce Boards are working to help connect our students to manufacturing jobs. Finally, Cudas Unhooked provides resources to students with few family resources and support.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Banks, Vicki	Assistant Principal
Case, William K	Assistant Principal
Hargrave, Daniel	Assistant Principal
Merrick, Timothy	Assistant Principal
Quijano, Sandra	Instructional Coach
Stach, Jennifer	Instructional Coach
Bosse, Elizabeth	Teacher, K-12
Curry, Tina	Teacher, K-12
Gawriluk, Stephen	Teacher, PreK
Meehl, Linda	Teacher, K-12
Tyson, Teresa	Teacher, Career/Technical
Hubbard, Jacqueline	Teacher, ESE
Johns, Denise	Teacher, Career/Technical
Wilkes, Donna	Guidance Counselor
Gellerman, Chris	Teacher, K-12
Zona, Susan	Teacher, K-12
Croak, Deborah	Instructional Media
Chenoweth, Karen	Principal
Desko, Sean	Teacher, K-12
Wall, Kim	Other
Fuller, Gerald	Teacher, K-12

Duties

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

The school-based leadership team works together to identify school based needs and resources to determine how to best support all students and teachers. Teacher feedback, classroom observations and student data are all considered in order to determine priorities of other teams (i.e. Problem

Solving Team, Early Warning System, Professional Learning Communities, School Based Leadership Team and Literacy Leadership Team). The principal communicates the vision for student achievement and works to guide the team as a whole. Each member of the School-Based Leadership Team serves as a representative of other teams, helping to serve as a liaison between the School Based Leadership Team and their respective team. For example, the Reading Coach serves as a liaison between the School Based Leadership Team and all school Reading teachers.

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

The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with Rtl as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources. Additionally, School Based Leadership Team meets weekly to discuss, collaborate and plan.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
	Parent
Dennis Humphrey	Teacher
Frank Hunsberger	Parent
Mary Mosher	Teacher
Rick Mosher	Parent
Chris Narbeth	Parent
Hugh Williams	Parent
Deborah Croak	Teacher
Jennifer Stach	Teacher
Kathleen Chiampou	Parent
Ann Brady	Parent
Stacy Ferner	Parent
Karen Chenoweth	Principal
D'Ann Meade	Parent
Rhonda Perrotta	Parent
Robin Marsh	Parent
Rosemary Warner	Parent
Cherie Davenport	Parent
Tracey Mikos	Parent
Christine Wassem	Parent
Janet Mitchell	Parent
Cameron Wood	Parent
Nicole Arieti	Parent
Johna Norman	Parent
Samantha Hughes	Parent
Tammy Hibet	Parent
Timothy Merrick	Teacher

Duties

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

Evaluation of last year's school improvement plan

The school improvement plan was presented to the SAC over several meetings, including the discussions of goals and measurements throughout the year.

Development of this school improvement plan

The School Advisory Council is actively involved in the development of the SIP. Data from assessments are shared with members of the SAC team. The SAC works as a team to problem solve and provide input for the school improvement goals. Monthly SAC meetings provide all members the

opportunity to review the progress of the school improvement plan and make adjustments when necessary.

Preparation of the school's annual budget and plan

School improvement funds are utilized when available to support professional learning or academic needs as identified and requested. For the 2015-2016 school year, schools have been allocated \$2.00/student for School Improvement funds. The amount of funding allocated to any given project varies depending upon the project, the number of students that are served and the alignment to the School Improvement Plan. Additionally, the SAC budget has \$22,000.00 that was carried over from last school year.

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

School improvement funds are allocated based on requests submitted by faculty and staff for projects related to support school improvement goals. Each request is evaluated by the SAC and voted upon for approval.

Funds Spent 2014-2015 School Year:

Intervention Committee: 1,387.60
Discipline Committee: 695.03
Attendance Committee: 810.32
AVID Planning: 359.44
Otterboxes: 1,840.33
Anna Peatross(tutoring): 2,000.00
Mosher/Catineau(Algebra bootcamp): 345.06
Marsicano: 204.20
9th Grade Workshop: 129.00 & 99.00
Student Literacy Initiatives: 99.00 & 75.00
2 Laptops: 1,093.44
CUDAConnection APP: 5,000.00
Survey Monkey Renewal: 204.00

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Quijano, Sandra	Instructional Coach
Croak, Deborah	Instructional Media
Rosensteel, Roberta	Teacher, K-12
Woodard, Paul	Teacher, K-12
Marshall, Wendy	Teacher, K-12
Chenoweth, Karen	Principal
Phillips, Elizabeth	Teacher, K-12
Everidge, Erin	Teacher, K-12
Parker, Mallory	Teacher, Career/Technical
Jensen, Beth	Instructional Coach
Hopkins, Eleeta	Teacher, K-12
Strother, Misty	Teacher, ESE
Berfield, Lori	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The goal of the LLT will be to promote a school wide culture of literacy that will reinforce reading, writing, listening, and speaking in all content areas. Additionally, LLT members will serve as liaisons with their respective departments to promote literacy strategies in all content areas. The Reading Coach will serve as a campus contact for literacy strategies for all teachers.

Public and Collaborative Teaching

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

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

Common planning, Professional Learning Communities(PLCs) and academic coaching are critical practices to help build positive, collaborative relationships on our campus among teachers.

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

Mrs. Karen Chenoweth, Principal works with the administrative staff and department chairs at New Smyrna Beach High School to interview and support all teachers within the school. One Administrator is designated as the Empowering Education Excellence Program contact to communicate and assist teachers who are 1st year teachers or who are in their 1st year in Volusia County. Each Administrator works with a department of teachers as the primary contact for needs and concerns that arise throughout the school year.

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

Many new/beginning teachers are paired with a district PAR teacher for formal mentoring & coaching support. In addition, new teachers are paired with an administrator who will assist with lesson planning, classroom management techniques, and any additional needs the teacher may have during his/her first year in the classroom. Department chairpersons, administrators, reading, math and academic coaches,

the media specialist and the teacher on assignment work with teachers to collaborate with professional development and professional learning communities to enrich the learning environment. Additionally, E3 teachers on the NSBHS campus participate in the E3 Team, which includes an on-campus teacher mentor and monthly professional development sessions provided by academic coaches.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

All Volusia County public high school programs meet or exceed state requirements. At the secondary level, the district leads teacher teams to create curriculum maps and resources for all grade levels and content areas aligned to the Florida State Standards. Additionally, teachers throughout the school create formative and summative assessments to work as a cohesive unit to monitor student achievement.

Instructional Strategies

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

Weekly PLC meetings allow teachers to regularly review formative and summative assessment data. This data helps to guide instruction according to student achievement and needs. PLCs work together to identify those students in need of additional instruction during office hours time. Additionally, PLC leader meetings are held monthly to update the Principal on the progress the PLC is making towards their common goal.

Additionally, Eduphoria assessment data is utilized by teachers as a way to evaluate student achievement and adjust instruction according to students abilities and needs.

New Smyrna Beach High School also provides students the ability to attend an 8th period. This supplemented 8th period teacher provides math laboratory instruction and credit retrieval opportunities for students on campus that are working toward completing graduation requirements. An e-Learning lab has been created to serve as a supplement for those students who are experiencing difficulty completing necessary courses for graduation.

Office Hours are 30 minutes a day, Tuesday-Friday, and are provided to assist students having difficulty attaining the proficient or advanced level on course content.

Also, during the 2015 Summer, Algebra 1 Boot-camp was provided to those students who did not meet the performance target on the FSA ALG 1 EOC.

A Science Jumpstart program was offered to incoming 9th grade students to serve as a bridge to Biology Honors course content.

Additionally, a pull-out intervention program has been created for students needing to pass the FCAT 2.0 Reading graduation requirement assessment.

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

Strategy: Extended School Day

Minutes added to school year: 12,960

Office Hours are provided 30 minutes a day, Tuesday-Friday
An 8th period is provided for students in the Odyssey Lab for credit retrieval

Strategy Rationale

With the provided time for remediation, enrichment and instruction, students have increased time to review content area subject matter.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Chenoweth, Karen, kchenowe@volusia.k12.fl.us

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

Course failure rates, EOC scores, graduation rates, common assessment data

Student Transition and Readiness

PreK-12 Transition

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

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

The transition between middle and high school is improved with the addition of a 9th grade hallway. The 9th grade hallway houses most core courses, allowing students to remain in a familiar setting for the majority of the school day, giving those students a more successful transition into the high school setting.

Commit to Graduate (C2G) is a school-led program for for each grade level. This initiative encourages students in the beginning of the year to commit to graduate on time. In addition, a College & Career Expo is held for students to help them focus on connections between their high school experience and postsecondary goals.

Students taking the PSAT, SAT & ACT are provided onsite assistance with guidance to complete necessary profiles and account information, with financial support as needed.

Grade level meetings and orientation with students and parents assist incoming students as they transition from one grade to another.

Also, curriculum days were held at the local middle schools to introduce Academies and CTE programs here at NSBHS.

For outgoing cohorts, business connections have been established to allow Seniors to job shadow throughout the community.

College and Career Readiness

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

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. Students meet one-on-one with counselors to decide what courses best fit the needs of each student. College Goal Day is provided by guidance to inform students on college opportunities. A scholarship boot-camp involves community stakeholders. Volunteers assist Seniors in completing college essays and scholarship applications. Additionally, the Guidance department offers a college financial assistance workshop to parents and students. Additionally, NSBHS is creating relationships with Bert Fish Hospital, Rose Bay, Boston Whaler and local Chambers of Commerce to work to connect student's to their futures.

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

The school offers five academies that integrate the curriculum between the student's CTE class and their core classes. This enables the students to see the relevance of all of their courses and how they are beneficial to their future. The school also offers elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. The school also offers the AVID program which helps prepare students for college readiness and success. At NSBHS, we have the following academics: Medical, Engineering, Criminal Justice, Entertainment & Sports Marketing, Agri-Science/Vet Science & Culinary. Additionally, we offer the following CTE exams on our campus: Adobe Certified Associate (Flash/Photoshop/Premiere Pro), Autodesk Certified User - Autodesk Inventor, Certified Horticulture Professional, Certified Medical Administrative Assistant, Certified Food Protection Manager (ServSafe), Certified Patient Care Technician, Certified Veterinary Assistant (CVA), Microsoft Technology Associate(MTA) - Gaming Development Fundamentals & NCCER Construction Technology.

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

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

- Dual Enrollment
- AVID
- Early College • College Expo
- Career Academies • College Tours
- High School Showcase • College Rep Visits
- Career and Technical Education Classes • Making High School Count Programs
- Advanced Placement Opportunities
- * A partnership has been created with Boston Whaler to connect students to future careers
- * OJT (On the Job Training)

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

Data from the High School Feedback Report is available at <http://data.fldoe.org/readiness/>
A variety of strategies have been implemented to prepare high school students for the post secondary level. Specific programs and initiatives that are used at the school and district level are:

- * Advanced Placement
- * Career Academies and Career and Technical Education Classes
- * AVID(including the Utilization of Cornell Notes)

- * College Expo
- * College Tours and College Rep Visits
- * High School Showcase

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** IF common collaborative structures (PLC's) are established that provide immediate feedback to students and uses data to drive instructional decisions, THEN student achievement will increase in all courses.

Strategic Goals Detail

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

G1. IF common collaborative structures (PLC's) are established that provide immediate feedback to students and uses data to drive instructional decisions, THEN student achievement will increase in all courses. 1a

G065193

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	50.0
Algebra I FSA EOC Pass Rate	58.0
4-Year Grad Rate (Standard Diploma)	82.0
Geometry EOC Pass Rate	69.0
U.S. History EOC Pass	75.0
Bio I EOC Pass	85.0

Resources Available to Support the Goal 2

- Math Coach
- Academic Coach
- Common Planning Time (PLC time)
- ERPD targeting PLC's
- Eduphoria Training
- Reading Coach

Targeted Barriers to Achieving the Goal 3

- Lack of understanding of the PLC process

Plan to Monitor Progress Toward G1. 8

Administration will review data throughout the school year to ensure that PLC's are working as a cohesive unit to increase student achievement. Minutes will be collected from each PLC meeting and reviewed at weekly PLC leader meetings to ensure effective PLC structure

Person Responsible

Karen Chenoweth

Schedule

Quarterly, from 8/31/2015 to 6/6/2016

Evidence of Completion

Eduphoria! Assessment Data EOC Data FSA Data Course Completion Data Graduation Rate
 Administrative observations

Action Plan for Improvement


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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. IF common collaborative structures (PLC's) are established that provide immediate feedback to students and uses data to drive instructional decisions, THEN student achievement will increase in all courses. **1**

 G065193

G1.B1 Lack of understanding of the PLC process **2**

 B168316

G1.B1.S1 ERPD will be provided to properly train all faculty on PLC's Additional PD will be provided on Eduphoria to assist teachers in analyzing their data while in PLC's Through the utilization of common assessments, PLC's are able to review and discuss assessment data on a weekly basis and provide immediate feedback to students. **4**

 S179895

Strategy Rationale

If teachers are working effectively in PLC's and can provide immediate feedback by using data to drive instructional decisions, then student achievement will increase in all subject areas.

Action Step 1 **5**

ERPD outlining PLC procedures and norms

Person Responsible

Timothy Merrick

Schedule

On 9/2/2015

Evidence of Completion

PLC norm sheet completed by each PLC. PLC generated documents will be reviewed by administration to ensure PLC effectiveness.

Action Step 2 5

PDD outlining each PLC/group members/PLC goal aligned with school data for the school year

Person Responsible

Timothy Merrick

Schedule

On 9/21/2015

Evidence of Completion

PLC goal sheet completed and turned in by each PLC

Action Step 3 5

ERP on Eduphoria: A step-by-step tutorial for PLC's to create common assessments within the Eduphoria platform

Person Responsible

Timothy Merrick

Schedule

On 10/7/2015

Evidence of Completion

An exit slip will be collected outlining the common assessment created & the plan for utilization

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

PLC Leader weekly meetings

Person Responsible

Karen Chenoweth

Schedule

Weekly, from 8/31/2015 to 6/6/2016

Evidence of Completion

PLC leaders will provide evidence that PLC members are working collaboratively utilizing data to drive instruction in the classroom. Additionally, administration will review PLC minutes and documents generated by PLC members to ensure the proper implementation. Administration will ensure the implementation of interventions by reviewing and discussing PLC strategies and intervention plans with PLC leaders and members.

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

Administration will monitor effectiveness with observations, PLC meetings & PLC leader meetings

Person Responsible

Karen Chenoweth

Schedule

Annually, from 8/31/2015 to 6/6/2016

Evidence of Completion

Classroom data, EOC's, DIA's, FSA, course completion rates, observations will be utilized to ensure that PLC's are working cohesively toward implementation plans to ensure increased student achievement across all content areas.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	ERPD outlining PLC procedures and norms	Merrick, Timothy	9/2/2015	PLC norm sheet completed by each PLC. PLC generated documents will be reviewed by administration to ensure PLC effectiveness.	9/2/2015 one-time
G1.B1.S1.A2	PDD outlining each PLC/group members/PLC goal aligned with school data for the school year	Merrick, Timothy	9/21/2015	PLC goal sheet completed and turned in by each PLC	9/21/2015 one-time
G1.B1.S1.A3	ERPD on Eduphoria: A step-by-step tutorial for PLC's to create common assessments within the Eduphoria platform	Merrick, Timothy	10/7/2015	An exit slip will be collected outlining the common assessment created & the plan for utilization	10/7/2015 one-time
G1.MA1	Administration will review data throughout the school year to ensure that PLC's are working as a cohesive unit to increase student achievement. Minutes will be collected from each PLC meeting and reviewed at weekly PLC leader meetings to ensure effective PLC structure	Chenoweth, Karen	8/31/2015	Eduphoria! Assessment Data EOC Data FSA Data Course Completion Data Graduation Rate Administrative observations	6/6/2016 quarterly
G1.B1.S1.MA1	Administration will monitor effectiveness with observations, PLC meetings & PLC leader meetings	Chenoweth, Karen	8/31/2015	Classroom data, EOC's, DIA's, FSA, course completion rates, observations will be utilized to ensure that PLC's are working cohesively toward implementation plans to ensure increased student achievement across all content areas.	6/6/2016 annually
G1.B1.S1.MA1	PLC Leader weekly meetings	Chenoweth, Karen	8/31/2015	PLC leaders will provide evidence that PLC members are working collaboratively utilizing data to drive instruction in the classroom. Additionally, administration will review PLC minutes and documents generated by PLC members to ensure the proper implementation. Administration will ensure the implementation of interventions by reviewing and	6/6/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				discussing PLC strategies and intervention plans with PLC leaders and members.	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. IF common collaborative structures (PLC's) are established that provide immediate feedback to students and uses data to drive instructional decisions, THEN student achievement will increase in all courses.

G1.B1 Lack of understanding of the PLC process

G1.B1.S1 ERPD will be provided to properly train all faculty on PLC's Additional PD will be provided on Eduphoria to assist teachers in analyzing their data while in PLC's Through the utilization of common assessments, PLC's are able to review and discuss assessment data on a weekly basis and provide immediate feedback to students.

PD Opportunity 1

ERPD outlining PLC procedures and norms

Facilitator

Curriculum Assistant Principal

Participants

All Faculty Members

Schedule

On 9/2/2015

PD Opportunity 2

PDD outlining each PLC/group members/PLC goal aligned with school data for the school year

Facilitator

Academic Coaches/Curriculum Assistant Principal/Principal

Participants

All Faculty Members

Schedule

On 9/21/2015

PD Opportunity 3

ERPD on Eduphoria: A step-by-step tutorial for PLC's to create common assessments within the Eduphoria platform

Facilitator

Jennifer Stach & Sandra Quijano

Participants

Self-selected Faculty Members

Schedule

On 10/7/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	ERPD outlining PLC procedures and norms	\$0.00
2	G1.B1.S1.A2	PDD outlining each PLC/group members/PLC goal aligned with school data for the school year	\$0.00
3	G1.B1.S1.A3	ERPD on Eduphoria: A step-by-step tutorial for PLC's to create common assessments within the Eduphoria platform	\$0.00
Total:			\$0.00