New Smyrna Beach High School

2016-17 Schoolwide Improvement Plan

New Smyrna Beach High School

1015 10TH ST, New Smyrna Beach, FL 32168

http://www.nsbhigh.com/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	50%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	19%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	A*	B	B

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 is pending approval by the Volusia County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for New Smyrna Beach High School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

We Connect Students to Their Futures

2. School Environment

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

This school year, all Freshman students participated in the "Freshman Only Start Day." On the first day of school, Freshman students participated in a variety of activities to familiarize themselves to the campus and faculty and staff. In an effort to commit all students to graduate in 4 years, Freshman students took a pledge & committed to graduating. All students took pictures wearing "Walking in White" graduation gowns to encourage them to strive for success during the fours years on our campus.

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 Mondays-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.

We are continuing 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.

This year, the Athletic Department has implemented mandatory study halls and weekly grade checks. This is an effort to increase student academic achievement among all athletes on campus.

b. 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 first week of school that outlined expectations. During these meetings, students were advised of resources available to them.

Additionally, many administrators and teachers utilize Twitter accounts to positively communicate with students. This provides students the ability to stay informed to happenings on campus and to connect with adults on the campus.

c. 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 Commit to Graduate. This is a school-wide effort to encourage students to AIM higher and increase student achievement.

School-wide implementation and follow-through on the VCS Mandatory Uniform Policy.

School-wide implementation regarding Dress Code, Student ID Badges, Academic Office Hours, Attendance Policy, Off Campus Lunch Privilege, Electronic Device Privilege and the 10/10 Rule.

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.

d. 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.

Student Advocate is available to all students on campus

Implementation of a digital citizenship program, encouraging students to "Pause Before You Post."

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.

Day of Silence – help organize event to provide students and opportunity to reflect on the obstacles and challenges faced by GLBT students.

3. 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).

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?
No

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

2. Description

The utilization of the school 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 website includes detailed information regarding Activities, Academics, Standardized Testing, Guidance and Athletics
Many administrators and teachers utilize Twitter as a means to communicate with all stakeholders.
All parents and students have VPORTAL accounts to stay informed on the student's discipline, academic and attendance information.
Quick Access to Parent Portal from www.nsbhigh.com to provide academic information to parents.
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.

2. 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: Safety Fair, Health Fair, 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.

The school 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Duguay, Kevin	Teacher, K-12
Hargrave, Daniel	Assistant Principal
Merrick, Timothy	Assistant Principal
Stach, Jennifer	Instructional Coach
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	School Counselor
Gellerman, Chris	Teacher, K-12
Zona, Susan	Teacher, K-12
Croak, Deborah	Instructional Media
Chenoweth, Karen	Principal
Bourdette, Dawn	Instructional Coach
Hopkins, Eleeta	Instructional Coach
Peterson, Michael	Assistant Principal
Canetti, Alan	Teacher, K-12

b. Duties

1. 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.

2. 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 RtI 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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
	Parent
Frank Hunsberger	Parent
Mary Mosher	Teacher
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
Janet Mitchell	Parent
Nicole Arieti	Parent
Johna Norman	Parent
Samantha Hughes	Parent
Tammy Hibet	Parent
Timothy Merrick	Teacher
Grace Galaneau	Parent
Jessica Pandy	Student
Breonna Perrotta	Student
Katlyn Hunsberger	Student
Brian McClary	Teacher

b. Duties

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

a. 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.

b. 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.

c. 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 2016-2017 school year, schools have not yet been allocated 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 $12,000.00 that was carried over from last school year.

2. 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 2015-2016 School Year:

Summer PLC's: 1,451.08
Math XL: 6,315,52
Survey Monkey Subscription: 300.00
Chromebooks: 2,841.75
Stem Conference: 536.00
Chromebooks UPS charge: 27.94
Chromebooks case: 441.00
Classroom supplies: 149.00
Creator Space: 1,000.00

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Bourdette, Dawn	Instructional Coach
Croak, Deborah	Instructional Media
Woodard, Paul	Teacher, K-12
Marshall, Wendy	Teacher, K-12
Chenoweth, Karen	Principal
Everidge, Erin	Teacher, K-12
Parker, Mallory	Teacher, Career/Technical
Hopkins, Eleeta	Instructional Coach
Strother, Misty	Teacher, ESE
Berfield, Lori	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. 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).

1. 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.

2. 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 TIP 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.

3. 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, TIP teachers on the NSBHS campus participate in the TIP Team, which includes an on-campus teacher mentor and monthly professional development sessions provided by academic coaches.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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, 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 serves as a supplement for those students who are experiencing difficulty completing necessary courses for graduation.

Odyssey Lab periods have been created for all core subject areas: Mathematics, ELA, Science & Social Studies. This provides students additional opportunities to retrieve credit for core classes and progress towards meeting graduation requirements

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

Also, during the 2016 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, the CUDA Zone was created to be utilized as an additional tutoring center during office hours. Through the purchase of USA Test Prep licenses for FSA ELA Grade 10, ACT Reading, FSA Algebra 1, PERT Math, FSA Geometry, FSA Algebra 2, NGSSS US History EOC and NGSSS Biology EOC, students will have additional access to prepare for state mandated End of Course assessments.

2. 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, Monday-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

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

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

2. Student Transition and Readiness

a. 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).

1. 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 the Freshman Only start day. This day was designed to familiarize new students to our school, policies and procedures, bell schedules, available clubs and organizations, graduation requirements, etc.

Commitment to Graduate is a school-led program implemented for all students on campus. This initiative encourages students in the beginning of the year to commit to graduate on time, to start strong and end strong. 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 are 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.

b. College and Career Readiness

1. 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.

2. 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.

3. 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
* Partnerships have been created with organizations such as local firefighters, police officers, Boston Whaler and Florida Hospital New Smyrna Beach to connect students to future careers
* OJT (On the Job Training)

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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 New Smyrna Beach High School implements social and academic support for rigorous learning, THEN at student risk factors will decrease and academic achievement will increase.

Strategic Goals Detail

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

G1. IF New Smyrna Beach High School implements social and academic support for rigorous learning, THEN at student risk factors will decrease and academic achievement will increase. `1a`

🔍 G083551

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	52.0
Algebra I EOC Pass Rate	50.0
4-Year Grad Rate (Standard Diploma)	75.0
U.S. History EOC Pass	68.0
Bio I EOC Pass	80.0

Targeted Barriers to Achieving the Goal `3`

- Ineffective implementation of academic and social support systems

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Math Coach

- Academic Coach

- Common Planning Time (PLC time)

- Targeted ERPL

- Literacy Coach

- Athletic Director

- Student Advocate

Plan to Monitor Progress Toward G1. `8`

School based leadership team will monitor SIP goal progress at the conclusion of each grading period

Person Responsible
Karen Chenoweth

Schedule
Quarterly, from 11/1/2016 to 6/1/2017

Evidence of Completion
SIP progress monitoring meeting agenda, sign-in sheets and minutes

Plan to Monitor Progress Toward G1. `8`

SIP Midyear Review

> **Person Responsible**
> Karen Chenoweth
>
> **Schedule**
> On 2/1/2017
>
> *Evidence of Completion*
> Midyear review in CIMS

Plan to Monitor Progress Toward G1. `8`

State Assessment Results

> **Person Responsible**
> Karen Chenoweth
>
> **Schedule**
> On 7/1/2017
>
> *Evidence of Completion*
> Step Zero for 2017-2018 SIP

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

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G1. IF New Smyrna Beach High School implements social and academic support for rigorous learning, THEN at student risk factors will decrease and academic achievement will increase. 1

🔍 G083551

G1.B1 Ineffective implementation of academic and social support systems 2

🔍 B221692

G1.B1.S1 The implementation of school-wide academic and social support programs. 4

🔍 S233910

Strategy Rationale

If New Smyrna Beach High School implements effective social and academic support programs then student at-risk factors will decrease and academic achievement will increase.

Action Step 1 5

Implementation the 9th Grade Graduation Assurance Plan

Person Responsible

Daniel Hargrave

Schedule

Quarterly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Meeting sign-in sheets, 9th grade quarterly data, including Attendance, Discipline and Grade reports will be reviewed to ensure that all students are on target to meeting graduation requirements.

Action Step 2 5

Implementation of Freshman only first day of School

Person Responsible

Daniel Hargrave

Schedule

On 8/15/2016

Evidence of Completion

Attendance report for the Freshman only first day Incoming Freshman students were provided an individualized beginning to their high school start. Each student was welcomed and provided grade specific information. Feedback was provided by parents and students identifying the positive experience students encountered as they began high school.

Action Step 3 5

Utilization of full-time Literacy Coach, Math Coach and Student Advocate.

Person Responsible

Karen Chenoweth

Schedule

Daily, from 8/15/2016 to 6/1/2017

Evidence of Completion

Quarterly Math and ELA DIA data PLC sign-in sheets PLC meeting minutes

Action Step 4 5

USA Test Prep Professional Development

Person Responsible

Timothy Merrick

Schedule

On 9/19/2016

Evidence of Completion

PD sign-in sheets PD exit ticket

Action Step 5 5

Implementation of USA Test Prep

Person Responsible

Karen Chenoweth

Schedule

Daily, from 8/15/2016 to 6/1/2017

Evidence of Completion

Usage reports of USA Test Prep

Action Step 6 `5`

Implementation of Mandatory Athletic Study Hall

Person Responsible

Gerald Fuller

Schedule

Weekly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Attendance sheets Weekly grade reports are reviewed for all athletes on campus to ensure academic achievement.

Action Step 7 `5`

Professional Development - ELA & Math Common Core Shifts

Person Responsible

Timothy Merrick

Schedule

On 9/19/2016

Evidence of Completion

Sign-in sheets Exit Slip

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

9th grade graduation assurance

Person Responsible

Daniel Hargrave

Schedule

Quarterly, from 8/15/2016 to 6/1/2017

Evidence of Completion

At risk data will, including Academics, Discipline and Attendance will be reviewed to ensure that students are being successful during their first year of high school and progressing toward graduation.

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

Freshman only first day of school

Person Responsible

Daniel Hargrave

Schedule

On 8/15/2016

Evidence of Completion

Student, parent and faculty feedback was positive. The plan is to continue this practice for the upcoming school year.

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

Full-time Math Coach, Literacy Coach and Student Advocate

Person Responsible

Karen Chenoweth

Schedule

Daily, from 8/15/2016 to 6/1/2017

Evidence of Completion

Quarterly at-risk student data, including academics, discipline, attendance and assessment data will be reviewed to ensure the effectiveness of the academic and social support programs.

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

USA Test Prep Program

Person Responsible

Karen Chenoweth

Schedule

Quarterly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Student and faculty usage and performance data will reviewed. End of Course assessment data will reviewed to determine the impact of the program.

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

Athletic study hall

Person Responsible

Gerald Fuller

Schedule

Weekly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Weekly grade reports will be reviewed for all athletes to ensure academic success.

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

PD on Math and ELA Common Core Shifts

Person Responsible

Timothy Merrick

Schedule

On 9/19/2016

Evidence of Completion

Implementation guides were completed by attending faculty members and reviewed by administration.

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

Administration will monitor at-risk data, including academics, attendance and discipline to determine the effectiveness of the academic and social support systems that have been implemented.

Person Responsible

Karen Chenoweth

Schedule

Quarterly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Classroom data, EOC's, DIA's, FSA, course completion rates, attendance data, discipline data and observations will be utilized to ensure the effective implementation of the academic and social support programs.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA3 M304859	Freshman only first day of school	Hargrave, Daniel	8/15/2016	Student, parent and faculty feedback was positive. The plan is to continue this practice for the upcoming school year.	8/15/2016 one-time
G1.B1.S1.A2 A300416	Implementation of Freshman only first day of School	Hargrave, Daniel	8/15/2016	Attendance report for the Freshman only first day Incoming Freshman students were provided an individualized beginning to their high school start. Each student was welcomed and provided grade specific information. Feedback was provided by parents and students identifying the positive experience students encountered as they began high school.	8/15/2016 one-time
G1.B1.S1.MA7 M304863	PD on Math and ELA Common Core Shifts	Merrick, Timothy	9/19/2016	Implementation guides were completed by attending faculty members and reviewed by administration.	9/19/2016 one-time
G1.B1.S1.A4 A300418	USA Test Prep Professional Development	Merrick, Timothy	9/19/2016	PD sign-in sheets PD exit ticket	9/19/2016 one-time
G1.B1.S1.A7 A300421	Professional Development - ELA & Math Common Core Shifts	Merrick, Timothy	9/19/2016	Sign-in sheets Exit Slip	9/19/2016 one-time
G1.MA2 M304865	SIP Midyear Review	Chenoweth, Karen	2/1/2017	Midyear review in CIMS	2/1/2017 one-time
G1.MA1 M304864	School based leadership team will monitor SIP goal progress at the conclusion of each grading period	Chenoweth, Karen	11/1/2016	SIP progress monitoring meeting agenda, sign-in sheets and minutes	6/1/2017 quarterly
G1.B1.S1.MA1 M304857	Administration will monitor at-risk data, including academics, attendance and discipline to...	Chenoweth, Karen	8/15/2016	Classroom data, EOC's, DIA's, FSA, course completion rates, attendance data, discipline data and observations will be utilized to ensure the effective implementation of the academic and social support programs.	6/1/2017 quarterly
G1.B1.S1.MA1 M304858	9th grade graduation assurance	Hargrave, Daniel	8/15/2016	At risk data will, including Academics, Discipline and Attendance will be reviewed to ensure that students are being successful during their first year of high school and progressing toward graduation.	6/1/2017 quarterly
G1.B1.S1.MA4 M304860	Full-time Math Coach, Literacy Coach and Student Advocate	Chenoweth, Karen	8/15/2016	Quarterly at-risk student data, including academics, discipline, attendance and assessment data will be reviewed to ensure the effectiveness of the academic and social support programs.	6/1/2017 daily
G1.B1.S1.MA5 M304861	USA Test Prep Program	Chenoweth, Karen	8/15/2016	Student and faculty usage and performance data will reviewed. End of Course assessment data will reviewed to determine the impact of the program.	6/1/2017 quarterly
G1.B1.S1.MA6 M304862	Athletic study hall	Fuller, Gerald	8/15/2016	Weekly grade reports will be reviewed for all athletes to ensure academic success.	6/1/2017 weekly
G1.B1.S1.A1 A300415	Implementation the 9th Grade Graduation Assurance Plan	Hargrave, Daniel	8/15/2016	Meeting sign-in sheets, 9th grade quarterly data, including Attendance, Discipline and Grade reports will be reviewed to ensure that all students are on target to meeting graduation requirements.	6/1/2017 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A3 🔑 A300417	Utilization of full-time Literacy Coach, Math Coach and Student Advocate.	Chenoweth, Karen	8/15/2016	Quarterly Math and ELA DIA data PLC sign-in sheets PLC meeting minutes	6/1/2017 daily
G1.B1.S1.A5 🔑 A300419	Implementation of USA Test Prep	Chenoweth, Karen	8/15/2016	Usage reports of USA Test Prep	6/1/2017 daily
G1.B1.S1.A6 🔑 A300420	Implementation of Mandatory Athletic Study Hall	Fuller, Gerald	8/15/2016	Attendance sheets Weekly grade reports are reviewed for all athletes on campus to ensure academic achievement.	6/1/2017 weekly
G1.MA3 🔑 M304866	State Assessment Results	Chenoweth, Karen	7/1/2017	Step Zero for 2017-2018 SIP	7/1/2017 one-time

V. Professional Development Opportunities

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

G1. IF New Smyrna Beach High School implements social and academic support for rigorous learning, THEN at student risk factors will decrease and academic achievement will increase.

G1.B1 Ineffective implementation of academic and social support systems

G1.B1.S1 The implementation of school-wide academic and social support programs.

PD Opportunity 1

USA Test Prep Professional Development

Facilitator

Jennifer Stach

Participants

All Faculty

Schedule

On 9/19/2016

PD Opportunity 2

Professional Development - ELA & Math Common Core Shifts

Facilitator

Dawn Bourdette & Eleeta Hopkins

Participants

All faculty

Schedule

On 9/19/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Implementation the 9th Grade Graduation Assurance Plan	$0.00
2	G1.B1.S1.A2	Implementation of Freshman only first day of School	$0.00
3	G1.B1.S1.A3	Utilization of full-time Literacy Coach, Math Coach and Student Advocate.	$0.00
4	G1.B1.S1.A4	USA Test Prep Professional Development	$0.00
5	G1.B1.S1.A5	Implementation of USA Test Prep	$0.00
6	G1.B1.S1.A6	Implementation of Mandatory Athletic Study Hall	$0.00
7	G1.B1.S1.A7	Professional Development - ELA & Math Common Core Shifts	$0.00
		Total:	$0.00