New Smyrna Beach High School

2017-18 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)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	58%

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	2016-17	2015-16	2014-15	2013-14
Grade	B	C	A*	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for New Smyrna Beach High School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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 First 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. All teachers were encouraged to be at their doors while students were changing classes and be visible throughout the day to help. Student Government Members provided tours of the school and students were allowed time to gather in the courtyard for a "meet and greet" with all teachers on campus. A Cuda backdrop was provided for students to take selfies and popsicles were given out to create a festive atmosphere. Freshman students were provided with their schedules so their first day of school with upper classmen would be an easier transition.

In addition, the counseling department holds a "Parent Information Night" each year to ensure families questions and concerns are met.

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.

The counseling department also offers an informational session during Parent Night.

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.

Our Open House format has changed to an interactive format. Teachers are working together to provide information as a department or content area. Each teacher will still provide classroom specific information, but parents will have more of an option as to where they go during the Open House Time. Clubs and business partners will be in the courtyard with displays and food. This will provide an environment that allows teachers to further build relationships with students and their parents.

There has been a positive change in our dress code policy. There are positive incentives for students who adhere to the dress code which allows for better relationships with teachers and students.

To continue our goals to create connections between teachers and students and increase the emotional well-being of our students, each teacher has a poster outside of their classroom with a picture, title, and a way to communicate with them (e-mail, Twitter, Remind.)

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.

Our Student Advocate is back this year and will provide support for students when needed.

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.

Students were encouraged to sign a "Commit to Graduate" poster that was displayed. This will serve as a reminder that everyone on campus is there to help them on their journey through school.

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

Administration team implementation of incentives for adherence to dress code.

School-wide implementation regarding Dress Code, Student ID Badges, Academic Office Hours, Attendance Policy, Tardy 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. The new tardy policy eliminates the "late room" and increases student attendance in all classes.

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.

There is meeting for new teachers each year where the counseling director presents information, including actions that should be taken for students in crisis.

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.

Our school is taking a proactive approach to a district initiative addressing attendance. "Nudge letters" will be sent out twice each quarter. The letter will be provided to students that have missed more than 10% of the school year. The letter compares the student's absences with that of an average student's attendance.

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

1. PFEP 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. Teachers were encouraged to add any additional information that would help the student be successful in their class.
The website also 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. Remind is another tool many teachers use to keep students informed.
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.
The Open House format has been changed to a interactive format. This will free parents from the rigid structure of a set bell schedule visitation. They will still have access to individual class information, but will now see teachers presenting together and informational booths in the courtyard. This is all aimed at building positive relationships with families to increase involvement.
To further the emotional well being of our students, a separate 9th grade parent meeting prior to Open House is held. This allows freshman parents an opportunity to obtain grade specific information relating to their student and fosters the building of positive relationships with parents.

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

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
Merrick, Timothy	Assistant Principal
Stach, Jennifer	Assistant Principal
Curry, Tina	Teacher, K-12
Gawriluk, Stephen	Teacher, PreK
Meehl, Linda	Teacher, K-12
Johns, Denise	Teacher, Career/Technical
Gellerman, Chris	Teacher, K-12
Zona, Susan	Teacher, K-12
Croak, Deborah	Instructional Media
Chenoweth, Karen	Principal
Hopkins, Eleeta	Other
Peterson, Michael	Assistant Principal
Hubbard, Jacqueline	Teacher, ESE
Woodard, Paul	Teacher, K-12
Casey, Kelli	Instructional Coach
Johnson, Jewel	School Counselor
Jackson, Jennifer	Instructional Coach

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 monthly to discuss, collaborate and plan. PLC teams meet each week and departments meet once a month.

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
Deborah Croak	Teacher
Kathleen Chiampou	Parent
Stacy Ferner	Parent
Karen Chenoweth	Principal
Robin Marsh	Parent
Cherie Davenport	Parent
Nicole Arieti	Teacher
Johna Norman	Teacher
Samantha Hughes	Parent
Tammy Hibel	Parent
Timothy Merrick	Education Support Employee
Grace Galaneau	Parent
Katlyn Hunsberger	Student
Laura Cloer	Education Support Employee
Dawn Phelps	Parent
Sue Hopkins	Teacher
Jackie Hubbard	Teacher
Susan Sloan	Business/Community
Janet Mitchell	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
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

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. 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. SAC was provided with $7000 at the end of the school year. In addition, another $2700 of unused lead money from teachers was added to the account.

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 2016-2017 School Year:

Summer PLC's:
Survey Monkey Subscription: 300.00
Stem Conference: 536.00
Classroom supplies: 149.00
TOA supplement for summer EOC: 967.00

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
Casey, Kelli	Instructional Coach
Woodard, Paul	Teacher, K-12
Chenoweth, Karen	Principal
Hopkins, Eleeta	Instructional Coach
Berfield, Lori	Teacher, K-12
Parris, Megan	Teacher, K-12
Head, Debra	Teacher, K-12
Croak, Deborah	Instructional Media

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. It also addresses equity in standards and ELA shifts. Additionally, LLT members will serve as liaisons with their respective departments to promote literacy strategies in all content areas. The Literacy Coach will serve as a campus contact for literacy strategies for all teachers.

D. Public and Collaborative Teaching

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. PLC teams meet weekly to collaborate and plan for instruction. Teachers meet monthly for department meetings and faculty meetings. Nearpod licenses have been provided to all teachers on campus. This tool will allow teachers to collaborate on lesson planning and then share their lessons with other teachers, further facilitating positive relationships between teachers. Canvas is also being utilized more as an LMS. Professional development is provided frequently to assist teachers with new technology that will encourage working relationships, collaborative planning and instruction.

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. The "Coffee and Chat" group meets in the media center each month to acclimate new teachers to school and district policies and procedures. 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. Teachers are required to post learning targets with student success criteria for every lesson. This ensures students and administration can easily see how the instruction aligns with standards.

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 2017 Summer, an Algebra 1 Boot-camp was provided to those students who did not meet the performance target on the FSA ALG 1 EOC. During the school year, reading and math boot camps are held for every ACT, SAT and PERT testing administration. There is also an FSA EOC Algebra boot camp offered.

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, FSA Algebra 1, FSA Geometry, and Algebra 2, students will have additional access to prepare for state mandated End of Course assessments.

CTE Facilitator works with students entering the workforce after high school, to provide them with opportunities to tour local industries, job shadow, and submit a resume for possible employment.

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

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

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.

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. Employees/owners from local businesses come in for a job fair that involves interviews and assistance with college applications and resumes.

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 and volunteers assist seniors in completing college essays and scholarship applications.

Additionally, the Guidance department offers a college financial assistance workshop to parents and students.

NSBHS has created 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 following academies are available: 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), and Microsoft Technology Associate(MTA) - Gaming Development Fundamentals.

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 AVID program helps prepare students for college readiness and success.

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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)
* "Scholarship and Resume Boot-Camps" partnered with local businesses and DSC
* Integrated lesson plan with common planning

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
* The PSAT is provided to all 10th grade students. The results provide students with firsthand experience taking the SAT. It also provides feedback on strengths and weaknesses necessary for college study.
* Dual Enrollment opportunities and Pert testing. Pert testing determines dual enrollment eligibility. Students who dual enroll during high school are exposed to postsecondary education on a limited basis and giving them time to prepare for the college level environment.
* Completion of graduation requirements: Remediation and support is provided to students who need a standardized test score for a graduation requirement. Students can attend boot-camps to review SAT, ACT, and PERT information.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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 equitable, standards-based 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 equitable, standards-based learning, THEN at student risk factors will decrease and academic achievement will increase. `1a`

🔍 G094567

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	54.0
Algebra I EOC Pass Rate	51.0
4-Year Grad Rate (Standard Diploma)	78.0
U.S. History EOC Pass	75.0
ELA/Reading Gains District Assessment	50.0
Math Gains District Assessment	41.0
Bio I EOC Pass	82.0

Targeted Barriers to Achieving the Goal `3`

- Ineffective implementation of social and academic support for equitable standards-based learning

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 8/14/2017 to 5/30/2018

Evidence of Completion
SIP progress monitoring meeting agenda, sign-in sheets and minutes, as well as feedback from person responsible for monitoring data of steps.

Plan to Monitor Progress Toward G1. `8`

Attendance data review

> **Person Responsible**
> Timothy Merrick
>
> **Schedule**
> Quarterly, from 8/14/2017 to 5/30/2018
>
> *Evidence of Completion*
> Mid-term and end of quarter attendance reports

Plan to Monitor Progress Toward G1. `8`

State and District assessment results

> **Person Responsible**
> Karen Chenoweth
>
> **Schedule**
> On 7/27/2018
>
> *Evidence of Completion*
> Step Zero for 2017-2018 SIP

Plan to Monitor Progress Toward G1. `8`

Climate Survey

> **Person Responsible**
> Karen Chenoweth
>
> **Schedule**
> On 4/27/2018
>
> *Evidence of Completion*
> Results of student, parent and faculty survey

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 New Smyrna Beach High School implements social and academic support for equitable, standards-based learning, THEN at student risk factors will decrease and academic achievement will increase. 1

🔍 G094567

G1.B1 Ineffective implementation of social and academic support for equitable standards-based learning 2

🔍 B254107

G1.B1.S1 The implementation of school-wide social and academic supports for equitable standards-based learning. 4

🔍 S268387

Strategy Rationale

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

Action Step 1 5

Implementation of Freshman only first day of School

Person Responsible

Timothy Merrick

Schedule

On 8/14/2017

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 2 `5`

Identify Professional Learning Needs for Academics and Technology

Person Responsible

Jennifer Stach

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Survey data Needs assessment survey Agendas Walk-throughs Learning Walks PD will be offered in academic areas requested by literacy and math coaches. Technology PD will be offered throughout the year by the DLTL and PLL. Needs for both will be continually assessed throughout the year.

Action Step 3 `5`

Continuation of the implementation of USA Test Prep

Person Responsible

Timothy Merrick

Schedule

Daily, from 8/15/2017 to 5/30/2018

Evidence of Completion

Usage reports of USA Test Prep Teacher log-in reports

Action Step 4 `5`

Implementation of Flexible Learning Environments (athletic study hall)

Person Responsible

Timothy Merrick

Schedule

Weekly, from 8/15/2017 to 5/30/2018

Evidence of Completion

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

Action Step 5 `5`

Assist department chairs in assessing and analyzing data

Person Responsible

Jennifer Stach

Schedule

Monthly, from 9/18/2017 to 12/22/2017

Evidence of Completion

Agenda Sign-ins Presentation materials PD will be offered continuously to assist with teachers will assessment and analyzing data collected.l

Action Step 6 `5`

Improve overall student attendance

Person Responsible

Timothy Merrick

Schedule

Quarterly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Attendance reports, parent feedback, and school and teacher nudge letters

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

Freshman only first day of school

Person Responsible

Jennifer Stach

Schedule

On 8/14/2017

Evidence of Completion

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

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

Professional Learning Needs (technology and academic)

Person Responsible

Timothy Merrick

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Needs assessment survey, PD surveys

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

Continued use of USA Test Prep Program

Person Responsible

Timothy Merrick

Schedule

Quarterly, from 8/28/2017 to 5/30/2018

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`

Flexible Learning Environments (athletic study hall)

Person Responsible

Timothy Merrick

Schedule

Weekly, from 9/5/2017 to 5/30/2018

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`

Assist department chairs in assessing and analyzing data

Person Responsible

Jennifer Stach

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Agenda, sign-in, presentation materials.

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

Improve overall attendance rates

Person Responsible

Timothy Merrick

Schedule

Quarterly, from 8/21/2017 to 5/30/2018

Evidence of Completion

Attendance reports - midterm and end of quarter

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 school-wide social and academic support for equitable standards-based learning systems that have been implemented.

Person Responsible

Karen Chenoweth

Schedule

Quarterly, from 8/14/2017 to 5/30/2018

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.

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

SIP progress monitoring meeting

Person Responsible

Karen Chenoweth

Schedule

On 11/30/2017

Evidence of Completion

Classroom data, DIA's, course grade D's and F's, attendance data, discipline data and administrative observations were reviewed and discussed for effectiveness and adjusted if needed.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.MA1 M381968	Freshman only first day of school	Stach, Jennifer	8/14/2017	Student, parent and faculty feedback. The plan is to continue this practice for the upcoming school year.	8/14/2017 one-time
G1.B1.S1.A1 A357535	Implementation of Freshman only first day of School	Merrick, Timothy	8/14/2017	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.	8/14/2017 one-time
G1.B1.S1.MA2 M381967	SIP progress monitoring meeting	Chenoweth, Karen	11/30/2017	Classroom data, DIA's, course grade D's and F's, attendance data, discipline data and administrative observations were reviewed and discussed for effectiveness and adjusted if needed.	11/30/2017 one-time
G1.B1.S1.A5 A357539	Assist department chairs in assessing and analyzing data	Stach, Jennifer	9/18/2017	Agenda Sign-ins Presentation materials PD will be offered continuously to assist with teachers will assessment and analyzing data collected.l	12/22/2017 monthly
G1.MA4 M381977	Climate Survey	Chenoweth, Karen	2/1/2018	Results of student, parent and faculty survey	4/27/2018 one-time
G1.MA1 M381974	School based leadership team will monitor SIP goal progress at the conclusion of each grading period	Chenoweth, Karen	8/14/2017	SIP progress monitoring meeting agenda, sign-in sheets and minutes, as well as feedback from person responsible for monitoring data of steps.	5/30/2018 quarterly
G1.MA2 M381975	Attendance data review	Merrick, Timothy	8/14/2017	Mid-term and end of quarter attendance reports	5/30/2018 quarterly
G1.B1.S1.MA1 M381966	Administration will monitor at-risk data, including academics, attendance and discipline to...	Chenoweth, Karen	8/14/2017	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.	5/30/2018 quarterly
G1.B1.S1.MA3 M381970	Continued use of USA Test Prep Program	Merrick, Timothy	8/28/2017	Student and faculty usage and performance data will reviewed. End of Course assessment data will reviewed to determine the impact of the program.	5/30/2018 quarterly
G1.B1.S1.MA4 M381971	Flexible Learning Environments (athletic study hall)	Merrick, Timothy	9/5/2017	Weekly grade reports will be reviewed for all athletes to ensure academic success.	5/30/2018 weekly
G1.B1.S1.MA5 M381972	Assist department chairs in assessing and analyzing data	Stach, Jennifer	8/14/2017	Agenda, sign-in, presentation materials.	5/30/2018 monthly
G1.B1.S1.MA6 M381973	Improve overall attendance rates	Merrick, Timothy	8/21/2017	Attendance reports - midterm and end of quarter	5/30/2018 quarterly
G1.B1.S1.A3 A357537	Continuation of the implementation of USA Test Prep	Merrick, Timothy	8/15/2017	Usage reports of USA Test Prep Teacher log-in reports	5/30/2018 daily
G1.B1.S1.A4 A357538	Implementation of Flexible Learning Environments (athletic study hall)	Merrick, Timothy	8/15/2017	Attendance sheets Weekly grade reports are reviewed for all athletes on campus to ensure academic achievement.	5/30/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A6 🔑 A357540	Improve overall student attendance	Merrick, Timothy	8/14/2017	Attendance reports, parent feedback, and school and teacher nudge letters	5/30/2018 quarterly
G1.B1.S1.MA2 🔑 M381969	Professional Learning Needs (technology and academic)	Merrick, Timothy	8/14/2017	Needs assessment survey, PD surveys	5/31/2018 quarterly
G1.B1.S1.A2 🔑 A357536	Identify Professional Learning Needs for Academics and Technology	Stach, Jennifer	8/14/2017	Survey data Needs assessment survey Agendas Walk-throughs Learning Walks PD will be offered in academic areas requested by literacy and math coaches. Technology PD will be offered throughout the year by the DLTL and PLL. Needs for both will be continually assessed throughout the year.	5/31/2018 monthly
G1.MA3 🔑 M381976	State and District assessment results	Chenoweth, Karen	8/14/2017	Step Zero for 2017-2018 SIP	7/27/2018 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 equitable, standards-based learning, THEN at student risk factors will decrease and academic achievement will increase.

G1.B1 Ineffective implementation of social and academic support for equitable standards-based learning

G1.B1.S1 The implementation of school-wide social and academic supports for equitable standards-based learning.

PD Opportunity 1

Identify Professional Learning Needs for Academics and Technology

Facilitator

Deborah Croak

Participants

Faculty

Schedule

Monthly, from 8/14/2017 to 5/31/2018

PD Opportunity 2

Assist department chairs in assessing and analyzing data

Facilitator

Sue Hopkins, Kelli Casey, Jennifer Jackson, Deborah Croak

Participants

All faculty

Schedule

Monthly, from 9/18/2017 to 12/22/2017

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 of Freshman only first day of School	$0.00
2	G1.B1.S1.A2	Identify Professional Learning Needs for Academics and Technology	$0.00
3	G1.B1.S1.A3	Continuation of the implementation of USA Test Prep	$0.00
4	G1.B1.S1.A4	Implementation of Flexible Learning Environments (athletic study hall)	$0.00
5	G1.B1.S1.A5	Assist department chairs in assessing and analyzing data	$0.00
6	G1.B1.S1.A6	Improve overall student attendance	$0.00
		Total:	$0.00