2013-2014 SCHOOL IMPROVEMENT PLAN

New Smyrna Beach High School

1015 10TH ST

New Smyrna Beach, FL 32168

386-423-7101

http://www.nsbhigh.com/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	No	48%

Alternative/ESE Center	Charter School	Minority Rate
No	No	18%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	B	A	B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    ◦ Year 1 – declined to D, or first-time graded schools receiving a D
    ◦ Year 2 – second consecutive D, or F followed by a D
    ◦ Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    ◦ Year 1 – declined to F, or first-time graded schools receiving an F
    ◦ Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
New Smyrna Beach High School

Principal
Robert Ouellette

School Advisory Council chair
Wayne Sampson/Julieann Klein

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Robert Ouellette	Principal
Karen Nielson	Principal Intern
Daniel Hargrave	Assistant Principal
Timothy Merrick	Assistant Principal
William Case	Assistant Principal
Dhand Presley	Teacher on Assignment
Melissa Gollegly	Reading Coach
Linda Meehl	English Department Chair
Elizabeth Bosse	Math Department Chair
Isabel McLaughlin	Science Department Chair
Grace Kellermeier	Foreign Language Department Chair
Steve Gawriluk	Physical Education Dept. Chair
Jeanne Heifner	CTE
Jose Rivera-Navarro	Guidance Department Chair
Tina Curry	Fine Arts Department Chair
Tara Shea	CTE
Teresa Tyson	Social Studies Department Chair

District-Level Information

District
Volusia

Superintendent
Dr. Margaret A Smith

Date of school board approval of SIP
12/10/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majority (59%) of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. SAC Chairperson is Wayne Sampson (Teacher). SAC Co-Chairperson is Julieann Klein (Parent). SIP Contact is Jennifer Holmgreen (Teacher), DAC representative is Steve Durand (Parent).

Involvement of the SAC in the development of the SIP

The School Advisory Council is actively involved in the development of the SIP. The SIP is presented in draft form and the SAC will brainstorm resources and strategies outside of the school that will be used to support the plan.

Activities of the SAC for the upcoming school year

The School Advisory Council plans to partner with Academy directors to support the students involved in Academies at New Smyrna Beach High School. Subcommittees have been developed for each academy. These subcommittees will support the academy by recruiting businesses in similar areas to act as guest speakers and mentors.

Projected use of school improvement funds, including the amount allocated to each project

No allocated SAC funds at this time

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
5

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Robert Ouellette		
Principal	Years as Administrator: 6	Years at Current School: 1
Credentials	Educational Leadership (All Levels) School Principal (All Levels) Elementary Education 1-6	
Performance Record	First year at current school 2012-2013- C school: (64%R/ 61%M; 63% R/ 65% M; 58% R/ 52% M)	

Karen Nielson		
Asst Principal	Years as Administrator: 4	Years at Current School: 4
Credentials	Social Sciences (6-12) Educational Leadership (All Levels)	
Performance Record	2012-2013- Pending (54%R/62%M;71%R/56%M;56%R/54%M)* 2011-2012 - A School 2011 – B school 72%AYP (50%R/79%M;55%R/ 79%M;49%R/ 65%M)* 2010-A school 87%AYP (53%R/74%M;53%R/ 74%M;43%R/ 65%M)* *(% Proficient Reading/Math; % Learning Gains R/M;% Lowest 25% Learning Gains R/M	

Timothy Merrick		
Asst Principal	Years as Administrator: 8	Years at Current School: 8
Credentials	Adaptive Physical Education Endorsement Physical Education (K-8) Educational Leadership (All Levels)	
Performance Record	2012-2013 pending (54%R/62%M;71%R/56%M;56%R/54%M)* 2011-2012 A School 2011 – B school 72%AYP (50%R/79%M;55%R/ 79%M;49%R/ 65%M)* 2010-A school 87%AYP (53%R/74%M;53%R/ 74%M;43%R/ 65%M)* 2009- B School, AYP 79% (50%R/73%M;51%r/75%M; 42%R,68%M)* 2008-A School, AYP 72% (40%R/73%M;55% R/ 81%M; 50%R/ 78%M)* 2007- B School, AYP 72% (48%R/70%M;59%R/76%M; 56%R, 69%M)* *(% Proficient Reading/Math; % Learning Gains R/M;% Lowest 25% Learning Gains R/M	

Daniel Hargrave		
Asst Principal	Years as Administrator: 1	Years at Current School:
Credentials		
Performance Record	N/A First Year Administrator	

William Case		
Asst Principal	Years as Administrator: 2	Years at Current School: 2
Credentials	Educational Leadership (all levels) Exceptional Student Education,(grades K - 12) Social Science, (grades 5 - 9)	
Performance Record	2012-2013- Pending (54%R/62%M;71%R/56%M;56%R/54%M)*	

Instructional Coaches

of instructional coaches
1

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Melissa Gollegly		
Full-time / School-based	Years as Coach: 1	Years at Current School: 3
Areas	Reading/Literacy	
Credentials	English, Grades 6-12 Reading Endorsement	
Performance Record	N/A First Year Reading Coach	

Classroom Teachers

of classroom teachers
107

receiving effective rating or higher
107, 100%

Highly Qualified Teachers
100%

certified in-field
107, 100%

ESOL endorsed
15, 14%

 # reading endorsed
12, 11%

 # with advanced degrees
50, 47%

 # National Board Certified
4, 4%

 # first-year teachers
3, 3%

 # with 1-5 years of experience
16, 15%

 # with 6-14 years of experience
44, 41%

 # with 15 or more years of experience
46, 43%

Education Paraprofessionals

# of paraprofessionals
11

 # Highly Qualified
11, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

New teachers meet with school administration as a cohort on a bimonthly basis to discuss policies, procedures, questions and school culture. this occurs under the direction of the principal and an opportunity for needs assessment feedback is a available each meeting.

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

School level department chairs have designated duties to assist teachers who are new to their departments. These departments also are required to collaborate weekly during Professional Learning Community (PLC) meetings.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal: Provides a common vision for the use of data-based decision-making by promoting the Volusia Proficiency Model. Ensures that educators are implementing the district's Progress Monitoring Plan (PMP)
accessible through the K-12 curriculum link of the webpage and the VCS Problem Solving/RtI model (i.e.,
Problem Identification, Analysis of Problem, Intervention
Implementation and Response to Intervention) for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensure that the
school's Problem Solving Team (PST) is accessed as needed. Ensure adequate professional development is
scheduled for faculty.
School Psychologist: Assists schools in interpreting individual, class-wide, grade-level and school-wide data
in order to develop appropriate targeted interventions linked to the academic or emotional/behavioral problem. Ensure that on-going progress monitoring is in place in the area of intervention to most appropriately determine the student's response to intervention. Provides professional development to staff
on PS/RtI. Select General Education
Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1
instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1
materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Encompasses Problem Solving/RtI practices when addressing the

needs of ESE students with a focus on potential reintegration into General Education based on data.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The school based MTSS leadership team identifies school based resources (both materials and personnel) to

determine the continuum of academic and behavioral supports available to students at the individual school

site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention

Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide,

and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress. The school-based MTSS leadership

team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition,

information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide

valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform

instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and

interventions matched to student need. Office discipline data are maintained and monitored by the school

site. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership

(i.e. the Principal, PST Chair, and school)

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the schoolbased MTSS Leadership team will disseminate relevant MTSS information to teachers and

parents. Databased meetings throughout the school year will identify those students in need of academic and/or
behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented
and monitored. School-specific reports, such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the
work of the school

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 4,320

A period between 5th period and lunch was created to allow teachers to provide targeted student interventions three days per week. This thirty-minute intervention time is assigned to a student by his or her teacher when the student struggles with concept/skill mastery. Students may also self-select attendance in office hours for assistance and/or enrichment.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Sign in sheets are collected each day and student information in entered into a database. Student progress is tracked and evaluated by the classroom teacher. Data is analyzed by Administration each grading period.

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Jennifer Holmgreen	Media Specialist
Melissa Gollegly	Reading Coach
John Scrivano	English Dept
Amanda Boylan	Reading Dept
Lori Berfield	Reading Dept
Dhand Presley	TOA

Name	Title
Susan Burritt	Social Studies Dept
Sonya Jarrett	Science Dept
Christine Colby	Art Dept
Kevin Duguay	Math Dept
Loretta Devine	ESE Dept

How the school-based LLT functions

The team members meet regularly to engage in activities to review universal expectations. The teams meet
regularly to constantly evaluate school-wide literacy initiatives; e.g.,Common Core Literacy Standards
and Strategies and Professional Development Needs, and make adjustments to meet the needs of the
student population.

Major initiatives of the LLT

*Implement common core reading strategies across the content areas: Close reading and Text
dependent questioning. Support teachers through this implementation.
*Take part in a book study group to better meet the needs of students regarding formative assessment
and feedback: Formative Assessment and Standards Referenced Grading by Marzano
*Organize and participate in a school-wide Literacy Fair as well as the District-wide Literacy Fair

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Every secondary school has the support of a Reading Coach to ensure that all teachers receive
professional
development related to current reading research and instructional pedagogy. All classroom teachers
integrate
Common Core Literacy Standards into their content-specific curriculum to support their students' critical
reading and writing skills.
*Use of School-wide Common Core Strategies Poster...

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20
U.S.C. § 6314(b).

**How the school incorporates applied and integrated courses to help students see the
relationships between subjects and relevance to their future**

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. A daily focus of the school is for
teachers and
students to ask each other, "why are we learning this?" to ensure that instruction is always relevant.
Teachers are also provided reading materials and "bell ringers" that are based on current events.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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. Every year, after FCAT testing, students and
parents participate in a course selection fair that exposes them to next year's curriculum to inform their
course selection. After the course selection fair, students meet one-on-one with a counselor to decide what
classes will be taken. Parents are invited to these meetings and final course selection is sent home for
parent's signature.

Strategies for improving student readiness for the public postsecondary level

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
• Making College Count Programs
• 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

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	54%	No	66%
American Indian		0%		
Asian		0%		
Black/African American	33%	22%	No	39%
Hispanic	51%	64%	Yes	56%
White	66%	56%	No	69%
English language learners		0%		
Students with disabilities	44%	23%	No	50%
Economically disadvantaged	55%	47%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	240	27%	33%
Students scoring at or above Achievement Level 4	237	27%	33%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		22%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		22%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	458	56%	58%
Students in lowest 25% making learning gains (FCAT 2.0)	119	54%	56%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		52%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		27%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		100%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	256	71%	73%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	275	61%	63%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		52%

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	39%	62%	Yes	45%
American Indian				
Asian				
Black/African American	25%	30%	Yes	33%
Hispanic	37%	67%	Yes	43%
White	40%	64%	Yes	46%
English language learners				
Students with disabilities	33%	28%	No	39%
Economically disadvantaged	35%	52%	Yes	42%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		46%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		13%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	315	71%	73%
Students in lowest 25% making learning gains (EOC)	72	56%	58%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	228	63%	65%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	119	37%	40%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		2%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	104	43%	45%
Students scoring at or above Achievement Level 4	99	41%	43%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		35%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		35%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	64	31%	33%
Students scoring at or above Achievement Level 4	126	60%	62%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	0	0%	
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		0%	
Students taking one or more advanced placement exams for STEM-related courses	127	6%	10%
CTE-STEM program concentrators	0		
Students taking CTE-STEM industry certification exams	36	1%	3%
Passing rate (%) for students who take CTE-STEM industry certification exams		41%	44%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	
Students taking CTE industry certification exams	125	5%	7%
Passing rate (%) for students who take CTE industry certification exams		40%	42%
CTE program concentrators	0	0%	
CTE teachers holding appropriate industry certifications	0	0%	

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	
Students in ninth grade with one or more absences within the first 20 days	0	0%	
Students in ninth grade who fail two or more courses in any subject	155	31%	29%
Students with grade point average less than 2.0	269	15%	13%
Students who fail to progress on-time to tenth grade	89	18%	16%
Students who receive two or more behavior referrals	719	31%	29%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	415	18%	16%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	0	0%	
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Increased participation at parent night events
Increased parent participation for SAC

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent participation on the School Advisory Council by 6%.	29	59%	65%

Area 10: Additional Targets

Additional targets for the school

N/A

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1.   Increase literacy strategies across the content areas.

G2.   Increase student mastery of mathematics skills and concepts through targeted instruction using high effect size problem solving strategies aligned with common core standards

Goals Detail

G1. Increase literacy strategies across the content areas.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - High School
- CTE
- EWS
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Reading Coach
- Intensive Reading Teachers
- common planning (PLC) time
- PDD for Reading Strategies
- Academic Intervention in all areas
- Newspapers in Education
- Supplemental Curriculum Materials
- Odyssey Lab- credit retrieval
- Bring Your Own Technology School (BYOT)
- FCAT Explorer
- Digital Resources- Proquest, CultureGrams, Volusia County Public Library

Targeted Barriers to Achieving the Goal

- Teachers who do not teach English/Reading are not familiar enough with literacy strategies necessary to accomplish the rigor required by Common Core State Standards

Plan to Monitor Progress Toward the Goal

Meet to analyze data gathered to determine goal progress is being made

Person or Persons Responsible
Administration, LLT

Target Dates or Schedule:
At the beginning of each grading period, more frequently as needed

Evidence of Completion:

G2. Increase student mastery of mathematics skills and concepts through targeted instruction using high effect size problem solving strategies aligned with common core standards

Targets Supported
- Algebra 1 EOC
- Geometry EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- EWS
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal
- Math coach
- online textbook tools
- co-taught classes
- Academic Intervention
- digital resources: interactmath.com pearsonsuccess.net
- summer bootcamp
- Algebra Nation workbook
- Bring Your Own Technology (BYOT)
- peer tutoring
- Math labs

Targeted Barriers to Achieving the Goal
- Large number of students low SES, ELL, other ethnic minority, and students with disabilities that need additional support outside the regular school day.

Plan to Monitor Progress Toward the Goal

Increased level of student mastery of math concepts

Person or Persons Responsible
administration

Target Dates or Schedule:
weekly

Evidence of Completion:
Student data, test scores, formative assessments, data chats

Action Plan for Improvement

Problem Solving Key

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

G1. Increase literacy strategies across the content areas.

G1.B1 Teachers who do not teach English/Reading are not familiar enough with literacy strategies necessary to accomplish the rigor required by Common Core State Standards

G1.B1.S1 Provide professional development in a small group setting addressing close reading and text dependent questioning.

Action Step 1

Provide specific literacy strategies to PLC groups

Person or Persons Responsible

Individual department groups (math dept, english dept)

Target Dates or Schedule

PLC planning time, designated PDD

Evidence of Completion

Agenda, PPT, product

Facilitator:

Designated trainer in the area of literacy (reading coach, media specialist, etc)

Participants:

all faculty

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

Walk through to monitor the Integration of close reading and text dependent questioning strategies within classroom instruction

Person or Persons Responsible

Literacy Leaders, Administration

Target Dates or Schedule

weekly until fidelity is evident

Evidence of Completion

walk through form, lesson plans, student work

Plan to Monitor Effectiveness of G1.B1.S1

Integrating close reading and text dependent questioning strategies within classroom instruction

Person or Persons Responsible

Reading Coach, Administration

Target Dates or Schedule

biweekly or as data becomes

Evidence of Completion

OPM data, FAIR ,DIA data, formative and summative assessments

G2. Increase student mastery of mathematics skills and concepts through targeted instruction using high effect size problem solving strategies aligned with common core standards

G2.B2 Large number of students low SES, ELL, other ethnic minority, and students with disabilities that need additional support outside the regular school day.

G2.B2.S2 After school math tutoring throughout the year for struggling students

Action Step 1

Identify struggling students in the area of Algebra I

Person or Persons Responsible

students who scored level 1 or 2 on EOC, students who are not making progress in the Algebra I classroom

Target Dates or Schedule

End of September- Early October

Evidence of Completion

Interim Reports, DIA, formative and summative assessments, EOC scores

Action Step 2

After school tutoring in the area of Algebra I

Person or Persons Responsible

Identified students

Target Dates or Schedule

Two days per week from October to April

Evidence of Completion

Tutoring attendance rosters

Action Step 3

Identify highly qualified teachers in the area of math to serve as tutors

Person or Persons Responsible

Algebra I teachers

Target Dates or Schedule

After school, 2 days per week from October to April

Evidence of Completion

Teacher certification report

Plan to Monitor Fidelity of Implementation of G2.B2.S2

Lesson plans identifying what is being covered each session

Person or Persons Responsible

Administration (Curriculum AP), Math Tutor

Target Dates or Schedule

Bi weekly

Evidence of Completion

Tutoring roster showing attendance for full session

Plan to Monitor Effectiveness of G2.B2.S2

Student Progress

Person or Persons Responsible

Administration, Math teachers, Math tutor

Target Dates or Schedule

bi weekly, as needed

Evidence of Completion

student data, Math DIA, formative/ summative assessments, etc

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

N/A

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase literacy strategies across the content areas.

G1.B1 Teachers who do not teach English/Reading are not familiar enough with literacy strategies necessary to accomplish the rigor required by Common Core State Standards

G1.B1.S1 Provide professional development in a small group setting addressing close reading and text dependent questioning.

PD Opportunity 1

Provide specific literacy strategies to PLC groups

Facilitator

Designated trainer in the area of literacy (reading coach, media specialist, etc)

Participants

all faculty

Target Dates or Schedule

PLC planning time, designated PDD

Evidence of Completion

Agenda, PPT, product

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Funding Source and Resource Type

Funding Source	Total	Evidence-Based Program
Total	$0	$0
	$0	$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G2. Increase student mastery of mathematics skills and concepts through targeted instruction using high effect size problem solving strategies aligned with common core standards

G2.B2 Large number of students low SES, ELL, other ethnic minority, and students with disabilities that need additional support outside the regular school day.

G2.B2.S2 After school math tutoring throughout the year for struggling students

Action Step 3

Identify highly qualified teachers in the area of math to serve as tutors

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed