

Volusia County Schools

New Smyrna Beach High School



2021-22 Schoolwide Improvement Plan

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New Smyrna Beach High School

1015 10TH ST, New Smyrna Beach, FL 32168

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

Demographics

Principal: Timothy Merrick

Start Date for this Principal: 7/30/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	75%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (57%) 2017-18: B (58%) 2016-17: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Volusia County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>High School 9-12</p>	<p>2020-21 Title I School</p> <p>No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>49%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>17%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

School Board Approval

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SIP Authority

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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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

If NSBHS implements social and academic supports for equitable, ambitious standards-based learning through collective efficacy, then students' at-risk factors will decrease, and academic achievement will increase.

Provide the school's vision statement.

Together, We Are Stronger

Barracuda Strong

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Merrick, Timothy	Principal	As principal, Mr. Merrick oversees the daily activities and operations within our school. As the face of our school he ensures the school environment is safe for all students and staff members.
Croak, Deborah	Other	Mrs. Croak is the Testing Coordinator, SAC Chair and member of the School Leadership Team. She is responsible for all standardized testing, including the FSA ELA, FSA ELA Retakes, EOCs, PERT, In-School SAT, PSAT, and the ACT NCR.
Zona, Susan	Other	Coordinates Cambridge program, which includes course progression, student achievement monitoring, budgeting, and testing. Ms. Zona sponsors the Junior class and is a member of the school's Leadership Team She is also SAC Chair.
Cromer, Kristina	Assistant Principal	Assistant Principal focused on Curriculum, Professional Learning Communities, AP Program, Cambridge-AICE Program, Professional Learning and Instructional Coaching.
Meehl, Linda	Teacher, K-12	Ms. Meehl is the Department Chair for the ELA department. She teaches AP English Lit and English II Honors
Everidge, Erin	Instructional Coach	Ms. Everidge is an on-site professional developer who teaches educators how to use proven instructional methods. This includes analyzing assessment data, coaching cycles, and working closely with the Curriculum AP. In addition, she is the school's ESOL contact and PST Chair.
Heath, Raquel	School Counselor	Ms. Heath is the Senior Class Counselor. She is responsible for ensuring seniors meet all graduation requirements. In addition to her counseling responsibilities, she assists with the school's Showdolls dance team and graduation each year.
Johnson, Jewel	School Counselor	Ms. Johnson is the Director of the Counseling Department. She supports the development and implementation of school counseling programs based upon the identified needs of the students at NSBHS. In addition, she serves as the Counselor for all students in the AICE program.
Hughes, Gabriele	Instructional Coach	As the Math Coach, Ms. Hughes provides professional learning and support for teachers in implementing effective mathematics instruction and curriculum.
Woodard, Paul	Teacher, K-12	Social Studies Grade Chair who teaches AICE International History, AP Human Geography and World History.

Name	Position Title	Job Duties and Responsibilities
White, Jenna	Teacher, K-12	Ms. White teaches Biology I and Biology I Honors. She is also teaches the SGA class and sponsors the Junior Prom Committee.
Flanagan, Jessica Flanagan	Teacher, K-12	Ms. Flanagan teaches AVID classes and sponsors the Senior Class Steering Committee.
Hopkins, Eleeta	Assistant Principal	Ms. Hopkins assists Mr. Merrick in carrying out the administrative responsibilities of the exceptional student education (ESE) program of the school center and when appropriate, assume the role of the Principal in the absence of the Principal. She coordinates the ESE program services of our school and serves as a curriculum leader relating to ESE programs.
Stach, Jennifer	Assistant Principal	Ms. Stach assists Mr. Merrick in carrying out the administrative responsibilities of our school and assumes the role of the Principal in the absence of the Mr. Merrick. She oversees the Counseling Department and develops the Master Schedule.
Fuhr, Geraldine	Other	Ms. Fuhr is the TOA in Student Services. She is responsible for all student discipline matters. Ms. Fuhr also coaches basketball and sponsors Cudas for Kindness.
Eschen, Brian	Assistant Principal	Mr. Eschen oversees school-based safety and security, addresses school's daily discipline incidents and consequences, assists Athletic Director with administrative needs, coordinate school staff's facilities needs, and provides feedback to teachers as an Instructional Leader.

Demographic Information

Principal start date

Thursday 7/30/2020, Timothy Merrick

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

110

Total number of students enrolled at the school

1,953

Identify the number of instructional staff who left the school during the 2020-21 school year.

15

Identify the number of instructional staff who joined the school during the 2021-22 school year.

14

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	0	568	521	382	467	1938
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	171	133	105	166	575
One or more suspensions	0	0	0	0	0	0	0	0	0	96	70	40	41	247
Course failure in ELA	0	0	0	0	0	0	0	0	0	74	66	48	63	251
Course failure in Math	0	0	0	0	0	0	0	0	0	70	61	53	85	269
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	153	112	74	105	444
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	153	69	49	49	320
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	155	124	87	126	492

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	51	51	10	15	127
Students retained two or more times	0	0	0	0	0	0	0	0	0	28	26	10	22	86

Date this data was collected or last updated

Wednesday 8/4/2021

2020-21 - As Reported

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	506	426	442	366	1740
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	79	69	30	33	211
One or more suspensions	0	0	0	0	0	0	0	0	0	0	90	73	60	35	258
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	27	43	27	13	110
Course failure in Math	0	0	0	0	0	0	0	0	0	0	23	45	20	24	112
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	105	112	74	49	340
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	82	71	41	35	229

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total		
	K	1	2	3	4	5	6	7	8	9	10	11		12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	109	124	63	47	343

The number of students identified as retainees:

Indicator	Grade Level												Total		
	K	1	2	3	4	5	6	7	8	9	10	11		12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	34	39	21	1	95
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	15	35	21	9	80

2020-21 - Updated

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	506	426	442	366	1740
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	79	69	30	33	211
One or more suspensions	0	0	0	0	0	0	0	0	0	0	90	73	60	35	258
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	27	43	27	13	110
Course failure in Math	0	0	0	0	0	0	0	0	0	0	23	45	20	24	112
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	105	112	74	49	340
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	82	71	41	35	229

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total		
	K	1	2	3	4	5	6	7	8	9	10	11		12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	109	124	63	47	343

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	34	39	21	1	95
Students retained two or more times	0	0	0	0	0	0	0	0	0	15	35	21	9	80

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				51%	52%	56%	54%	51%	56%
ELA Learning Gains				48%	49%	51%	50%	47%	53%
ELA Lowest 25th Percentile				41%	37%	42%	43%	37%	44%
Math Achievement				49%	48%	51%	52%	49%	51%
Math Learning Gains				53%	49%	48%	57%	50%	48%
Math Lowest 25th Percentile				36%	38%	45%	39%	44%	45%
Science Achievement				84%	76%	68%	80%	71%	67%
Social Studies Achievement				76%	69%	73%	71%	66%	71%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	47%	51%	-4%	55%	-8%
Cohort Comparison						
10	2021					
	2019	55%	50%	5%	53%	2%
Cohort Comparison						
		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	84%	72%	12%	67%	17%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	75%	63%	12%	70%	5%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	43%	54%	-11%	61%	-18%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	54%	55%	-1%	57%	-3%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

DIA = District Interim Assessment VLT = Volusia Literacy Test

9th: English Language Arts: DIA 1 - 3; VLT 1,2
 Mathematics: Algebra DIA 1 - 6; Geometry DIA 1 - 3,5
 Biology: DIA 1 - 7

10th: English Language Arts: DIA 1 - 3; VLT 1,2
 Mathematics: Algebra DIA 1 - 6; Geometry DIA 1 - 3,5
 Biology: DIA 1 - 7

11th: English Language Arts: VLT 1,2
 Mathematics: Algebra DIA 1 - 6; Geometry DIA 1 - 3,5
 Biology: DIA 1 - 7
 US History: DIA 1 - 8

12th: English Language Arts: VLT 1,2
 Mathematics: DIA

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	819/40	849/51	441/38
	Economically Disadvantaged	415/33	437/42	225/28
	Students With Disabilities	93/11	98/21	51/8
	English Language Learners	4/0	6/33	4/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	475/4	606/11	467/6
	Economically Disadvantaged	294/2	337/7	268/4
	Students With Disabilities	96/0	91/4	75/0
	English Language Learners	2/0	5/0	4/0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	468/91	299/86	302/94
	Economically Disadvantaged	171/87	109/85	110/93
	Students With Disabilities	9/67	5/20	5/100
	English Language Learners	3/67	2/50	2/0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	608/31	316/39	587/52
	Economically Disadvantaged	335/26	179/35	313/48
	Students With Disabilities	106/12	56/11	103/28
	English Language Learners	8/13	4/0	7/43
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	88/3	166/10	77/3
	Economically Disadvantaged	45/4	83/10	38/3
	Students With Disabilities	16/0	29/7	11/0
	English Language Learners	2/0	3/0	1/0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	570/58	366/50	347/66
	Economically Disadvantaged	370/56	236/47	219/64
	Students With Disabilities	144/42	91/31	83/46
	English Language Learners	8/38	5/40	5/40
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	24/46	38/21	15/27
	Economically Disadvantaged	17/41	25/24	8/38
	Students With Disabilities	1/0	3/0	3/0
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	242/56	231/58	6/50
	Economically Disadvantaged	120/55	114/52	2/50
	Students With Disabilities	29/34	30/17	1/0
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	53/0	91/2	50/2
	Economically Disadvantaged	33/0	57/0	32/0
	Students With Disabilities	21/0	31/0	16/0
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	40/50	29/52	22/32
	Economically Disadvantaged	31/45	22/59	16/31
	Students With Disabilities	3/0	2/50	
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	422/54	682/43	328/36
	Economically Disadvantaged	221/47	356/33	173/29
	Students With Disabilities	61/18	106/16	46/15
	English Language Learners		1/0	

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	75/52	92/49	1/0
	Economically Disadvantaged	42/50	51/41	1/0
	Students With Disabilities	17/29	24/50	1/0
	English Language Learners	1/0	1/0	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35/0	60/0	30/0
	Economically Disadvantaged	23/0	38/0	20/0
	Students With Disabilities	16/0	35/0	15/0
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	12/35	8/13	7/43
	Economically Disadvantaged	12/25	8/13	7/43
	Students With Disabilities	10/30	6/0	5/20
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	19/79	32/66	14/50
	Economically Disadvantaged	13/69	21/71	10/40
	Students With Disabilities	1/0	2/0	
	English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	16	40	40	17	29	27	58	45		92	9
BLK	27	40	41	17	33	27	62	55		97	17
HSP	55	60		39	21		82	54		96	23
MUL	31	31	42	23	40		60	69		85	47
WHT	56	53	40	37	36	31	85	71		93	52

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
FRL	45	51	40	28	31	26	77	64		89	35
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	19	42	41	24	59	47	63	46		61	7
ASN	55	36									
BLK	23	30	31	29	55	50	60	44		77	25
HSP	39	45	25	32	42		80	61		75	67
MUL	57	62		69	36		100	90		81	44
WHT	55	50	45	52	55	33	86	80		75	54
FRL	42	43	41	43	50	36	77	70		68	40
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	19	31	28	27	57		40	50		62	22
BLK	16	34	31	31	52		48	32		78	28
HSP	45	38	27	37	53		67	84		81	47
MUL	65	55		35	44	40	82	60		84	50
WHT	57	52	47	56	58	41	84	74		78	60
FRL	46	46	41	46	53	39	73	65		70	47

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	535
Total Components for the Federal Index	10
Percent Tested	89%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	48
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

STATE DATA

ELA:

ELA Overall Achievement increased from 51% in 2018/2019 to 53% in 2020/2021
 9th grade Overall ELA Achievement increased from 47% in 2018/2019 to 56% in 2020/2021
 10th grade Overall ELA Achievement decreased from 55% in 2018/2019 to 48% in 2020/2021
 ELA Learning Gains increased from 48% in 2018/2019 to 52% in 2020/2022
 LG of Lowest 25% decreased from 41% in 2018/2019 to 40% in 2020/2021

Math:

Math Overall Achievement decreased from 49% in 2018/2019 to 35% in 2020/2021
 Algebra Overall Achievement decreased from 44% in 2018/2019 to 22% in 2020/2021
 Geometry Overall Achievement decreased from 54% in 2018/2019 to 44% in 2020/2021
 Math Learning Gains decreased from 53% in 2018/2019 to 35% in 2020/2022
 LG of Lowest 25% decreased from 36% in 2018/2019 to 29% in 2020/2021

Science:

Science Overall Achievement decreased from 84% in 2018/2019 to 82% in 2020/2021

Social Studies

Social Studies Overall Achievement decreased from 76% in 2018/2019 to 69% in 2020/2021.

The Graduation Rate increased from 76% in 2018/2019 to 93% in 2020/2021

Acceleration Success decreased from 52% in 2018/2019 to 47% in 2020/2021

ESSA Subgroups:

AA: Math Achievement decreased from 31% to 17%, ELA Achievement increased from 23% to 27%, but LQ decreased from 55% to 41%.

SWD: Math Achievement decreased from 29% to 21%, ELA Achievement increased from 36% to 38%, but LQ decreased from 62% to 40%.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

After analyzing our progress monitoring and state assessment data, our greatest need for improvement lies in several areas.

- 10th Grade Overall ELA Achievement
- Overall Algebra Achievement
- Math Learning Gains
- ESSA subgroups AA and SWD both had significant decreases Math achievement

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

1. Contributing Factor: Low Student Attendance (39.9% of students were chronically absent)
Action: Increase teacher training on the PST process, improve communication between teacher and families

2. Contributing Factor: Limited PLC time
Action: Allow common planning for EOC tested courses

3. Contributing Factor: Multiple teachers (6 teachers) for Alg 1 limiting their ability to meet as a PLC.
Action: Reduce the number of teachers (2 teachers) teaching Alg 1 so they can meet as a PLC to discuss progress monitoring assessment results that drive instruction.

4. Contributing Factor: COVID Gap
Action: In-school remediation (office hours)
Action: Offer resources to students not currently in an Algebra course to assist with EOC test prep.
Action: Offer resources available on school website for EOC tested courses
Action: Encourage teacher use of Khan Academy
Action: Teacher consistency in the use of Canvas
Action: Promote and encourage 1:1 device
Action: Teacher daily use of Delta Math

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Graduation rate
9th ELA overall achievement

What were the contributing factors to this improvement? What new actions did your school take in this area?

Graduation Rate - Cuda Connectors, increased home visits with social worker, grad assurance team monitored and verified withdraw codes, increased modalities for students to retrieve and/or remediate credits

9th ELA achievement - Highly effective Intensive Reading teacher, accurate review and placement of

students in Intensive Reading courses, teacher retention in the 9th grade ELA classrooms, effective support facilitation with evidence of team teaching

What strategies will need to be implemented in order to accelerate learning?

1. Common planning for EOC courses
2. Increase opportunities for teachers to engage in professional development targeted towards the areas that have the greatest need.
3. Engage in deliberate data discussions using progress monitoring data.
4. School wide use of Khan Academy. Frequent monitoring to ensure resource is being used effectively.
5. Collective Teacher Efficacy Strategies

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

1. Teacher Clarity - review strategies for increasing clarity with students; introduce STOIC acronym to teach classroom expectations
2. Cross-Curricular PLC-led professional development - effective student engagement strategies will be shared to faculty by faculty
3. Data Dive and Plan of Action - interpreting data and reviewing lowest quartile progress, teacher will identify lowest quartile students on their rosters and brainstorm collaborative strategies to increase student achievement (Khan Academy).
4. Lowest quartile check-in prior to state assessments
5. Cooperative Learning

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

1. Increase training and implementation of effective technology use to meet the needs of all stakeholders
2. Prioritize common planning for all EOC courses
3. Continue to use the District Learning Walk data
4. Increase opportunities for in-house learning walks to build teacher efficacy

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: Although the state will not be providing an ESSA report card this year, the two ESSA subgroups we are choosing to work on were the two that fell the closest to the 41% benchmark in 2018/2019. As we looked at our 2020/2021 data for these two subgroups, it was clear that both subgroups had significant drops in overall math achievement, as well as drops in learning gains and lower quartile.

Our goal is to increase overall math achievement for our SWD and AA subgroups, specifically targeting our learning gains and lower quartile in each group.

Measurable Outcome: Increase overall SWD Math achievement from 21% to 50%
 Increase SWD Math LG from 32% to 50%
 Increase SWD Math Lower Quartile from 27% to 50%

Increase overall AA Math achievement from 17% to 50%
 Increase AA Math LG from 33% to 55%
 Increase AA Math LQ from 27% to 50%

Monitoring: PD (Teacher Clarity) attendance
 Progress monitoring data (DIA)
 Coaching cycle
 Walkthroughs/District Learning Walks
 Data review in PLC and common planning
 Implementation of math resources (Delta Math, Algebra Nation)
 Using Support Facilitation Model

Person responsible for monitoring outcome: Kristina Cromer (klcromer@volusia.k12.fl.us)

Evidence-based Strategy: We will be using Teacher Clarity as the evidenced based strategy for the Area of Focus.

Rationale for Evidence-based Strategy: Teacher Clarity has an effect size of 0.75 (Hattie, 2009). The average is .40, which is equal to one year of learning. At 0.75, the impact on students will likely be significantly greater than the average if teacher clarity is implemented with fidelity. John Hattie describes teacher clarity and excellent teachers as those who:

- have appropriately high expectations
- share their criteria's of success with students
- ensures there is a constructive alignment between the lesson, task and assignment
- ensures the delivery of the lesson is relevant, accurate, and comprehensible to students
- provides welcome feedback about where to move to next

Action Steps to Implement

Share the data with faculty that led to choosing this Area of Focus and the measurable outcomes we hope to reach for each area selected.

Person Responsible: Gabriele Hughes (ghughes@volusia.k12.fl.us)

Provide teachers with related data pertaining to selected Area of Focus, including the students who fall into the SWD and AA subgroup for overall math achievement, LG and LQ. Teachers should know who those students are in their classes.

Person Responsible Gabriele Hughes (ghughes@volusia.k12.fl.us)

Provide ongoing Teacher Clarity PD during ERPLs and TDD

Person Responsible Erin Everidge (eaeverid@volusia.k12.fl.us)

Teachers will continue to work during common planning and PLCs to align standard/benchmark, lesson, and the task. Teachers should "do the work, to know the work" so they have work samples that illustrate desired outcomes for their students.

Person Responsible Kristina Cromer (klcromer@volusia.k12.fl.us)

Teacher teams will continue to engage in ongoing teacher clarity work during PLCs and common planning to discuss "Where are we going? Where are we now? How do we move forward? What did we learn today? Who benefitted and who did not?"

Person Responsible Kristina Cromer (klcromer@volusia.k12.fl.us)

PLCs should focus on identifying learning targets/intentions, discuss ideas for new instruction, review student work, determine students who may need additional support to be successful and then seek and provide resources.

Person Responsible Gabriele Hughes (ghughes@volusia.k12.fl.us)

#2. Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale: This area aligns to Strategic Plan Goals # 1: Engage all students in high levels of learning EVERY day; and #2: Recruit, Retain, and develop high-quality staff. As a result of our needs assessment and analysis, we agree there are inconsistencies among departments' achievement levels and student participation and engagement. Science achievement scores far exceeded our Math achievement scores. What instructional practices is that department using successfully to achieve that result? Professional learning that includes successful best practices in each department will provide teachers with the tools they need to support our students in critical need areas.

Measurable Outcome: Increase overall student achievement in ELA from 53% to 65%
Increase overall student achievement in Math from 35% to 65%

Monitoring: Ensure teachers attend PD
Visit PLC
Classroom walk throughs
Review of progress monitoring data
Data chats
Coaching cycles

Person responsible for monitoring outcome: Kristina Cromer (klcromer@volusia.k12.fl.us)

Evidence-based Strategy: Our evidence-based strategy is building collective teacher efficacy. This will be accomplished through the implementation of school-wide ELA Expectations (Literacy in the content areas), WICOR (AVID strategy), and effective collaborative strategies to increase student voice and engagement.

Rationale for Evidence-based Strategy: Collective teacher efficacy has the effect size of 1.57 (Hattie, 2009). The average effect size is 0.4, which is equal to approximately one year of learning. Hattie's research states, "Collective teacher efficacy is the collective belief that staff of the school/faculty in their ability to positively affect students. Collective teacher efficacy has been found to be strongly, positively correlated with student achievement. A school staff that believes it can collectively accomplish great things is vital for the health of a school and if they believe they can make a positive difference then they very likely will."

Action Steps to Implement

Share with staff the needs assessment data that led to Area of Focus choice for the SIP.

Person Responsible Erin Everidge (eaeverid@volusia.k12.fl.us)

Provide teachers with ELA and Math student test achievement levels for their classes.

Person Responsible Kristina Cromer (klcromer@volusia.k12.fl.us)

Provide on-going professional development on Cooperative Learning for Students and Teachers during ERPLs and TDD.

Person Responsible Erin Everidge (eaeverid@volusia.k12.fl.us)

Provide opportunities for teachers to observe best practices of other classrooms on campus to enhance the learning of the students in their classroom.

Person Responsible Erin Everidge (eaeverid@volusia.k12.fl.us)

Continue with PLC and common planning discussion of data obtained from learning walks and classroom visits. Teachers can use the data to enhance student learning in their own classrooms.

Person Responsible Kristina Cromer (klcromer@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

After comparing our school's SESIR incident and discipline data to other schools across Volusia County and schools across the state of Florida, we have identified drug/public order incidents (alcohol and tobacco) as an area of concern. It is ranked as very high. In fact, New Smyrna Beach High School ranks #1 in use of alcohol and tobacco in Volusia County for the 2019-2020 school year. Tobacco appears to be the most dominate problem. Our school plans to reduce these incidents by implementing the following:

The school will:

- Provide a Canvas course on the effects of tobacco - the offender will view while in P.A.S.S. -
- Make a Stewart Marchman Act referral for substance abuse and refer the student to the mental health professionals on campus
- Implement a restorative practice plan to deter the behavior

Teachers and Administrators will:

- Stand at their doors and/or in the courtyard to monitor students at the beginning and end of school as well as during class changes. - Report any suspicious behavior seen in classrooms, restrooms, and/or during transition to student services. - Encourage students to live a healthy life and to make healthy choices especially since they are living during the pandemic of COVID-19.

Our goal is to decrease all suspensions on campus and tobacco incidents through increased monitoring, staff presence, and counseling. Increased data disaggregation through monthly discipline and threat assessment meetings will assist our school, thus creating a positive school climate for all.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Everyone on campus has a part in building a positive school culture and environment. It's important that students and teachers are happy and excited to come on to campus each day. The culture at NSBHS will only be as strong as the interaction between the people that work here. Our principal understands that what teachers believe and how they act are impacted by the message they receive, not just from him, but the District as well. That's why he encourages open communication and exchange of ideas. From day one, he has shared his vision that "Together, We are Stronger". A vision statement that has grown to include our school mascot, "Barracuda Strong". This shared sense of belonging gives teachers and staff the sense that they are not working alone, they are part of a team.

The SIP plan, developed by the school leadership team, is shared with the faculty. The plan outlines what we will be doing as a school to raise achievement and prepare our students to graduate. Outlining the school's area of focus, goals and strategies that need to be implemented to achieve those goals help teachers better understand the shared goals and vision for our school.

Our school has been built in the heart of New Smyrna Beach and is a true community school. Most of our students have grown up together attending many of the same schools. Many of our teachers have graduated from New Smyrna Beach High School. Even our principal, Mr. Merrick, is a NSBH graduate. This has only made the culture and environment of our school even better. Our school personality has a warmth and familiarity that other schools don't have. We are always working at creating and keeping a positive school culture and climate. Attitudes of students and teachers can change quickly as evidenced in the last few years. The Covid pandemic has heavily impacted schools. Students were impacted by partial or full school closures and are still impacted today by partial closures or quarantine measures. We don't yet know the full impact remote learning had on academic achievement, but we do know that the pandemic affected more than just student learning. We will be making a concerted effort this year to ensure our students have predictability and routine in their school year. With so much uncertainty over the last few years, we will make sure the school environment is one they can count on each day. Many of our students will be coming back to us from on-line learning of Volusia Live Learning. They may be hesitant to get involved and not as excited to back in school. We will be encouraging teachers to use SEL strategies so they can feel value being back in school.

Additional ways positive school culture and environment are addressed:

1. Parental Involvement - Open House, orientation, SAC, volunteering opportunities, Business Partner, informational workshops and meetings by Counseling department

2. Professional Development - In addition to 4 PD provided by the district, we were allowed to select 4 in-school PD that were specifically designed to tie into our SIP
3. We have rituals and traditions for students and teachers- Our SGA always plan events for students for Homecoming week and other times during the year. They are filled with fun activities that everyone on campus looks forward to. We also celebrate Teachers, Paraprofessionals, Administrators, Bus Drivers etc. All of these activities strengthen our culture and environment.
4. Student Services works hard to maintain consistent discipline policies, celebrating good behavior. School norms are always stressed and behaviors modeled by teachers, support staff and administration. We also have a set of consistent school norms, like to 10/10 rule. Students know they can't leave class 10 minutes after or before bell rings for each class.
5. Fostering strong teacher/student relationships (SEL strategies)
6. Common planning - common planning for EOC tested courses
7. Continued support for PLCs and data chats
8. Students are held to high academic expectations with access to academic supports
9. The school's policies and facilities helps students and teachers feel emotionally and physically safe
10. Staff members are held to high professional standards and model the behaviors they want to see in students

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

We have always placed an emphasis on rules and traditions at NSBHS. Cuda's Unhooked, founded in 2009, is a non-profit that provides necessary support to at-risk and homeless students dedicated to becoming educated, independent, contributors of society. Founded by an alumni, this is a prime example of community stakeholders impacting the culture of our school.

The Legacy Walk is a favorite tradition held at the end of the year for Seniors. The band escorts seniors for their last walk through the school's hallways as the underclassmen and teachers cheer them on.

Each year, our Counseling department hosts a Senior Bootcamp event that invites community business partners and retired NSBHS retired teachers back to assist students with college applications. We have even had a School Board member attend the event. It's a wonderful event that allows our community stakeholders an opportunity to impact not just our school culture, but possibly a student's entry into the college of their choice.

Open House is held each year and is another way our community stakeholders can visit our school and interact with parents and students.

Our SAC is a diverse group of parents, students, and community stakeholders. Monthly meetings allow for an exchange of ideas and discussion related to SIP goals and various ways we can achieve them.

Our Counseling department and our teachers work to develop strong positive relationships, which encourages social and emotional learning for our students. Discipline data is monitored routinely and SEL

strategies are always reinforced with teachers.

Our Medical Academy works with local Fire Departments and Advent Health to provide our students with valuable on the job experiences to enhance the learning process.

Our principal used the stocktake process to drive meaningful discussion within leadership groups. This has been particularly helpful for the SIP Leadership Team. We were able to easily identify our areas of focus and our goals. We then had great discussions on what we imagined teaching would look like to achieve those goals, what tools would the teacher need, what professional development would they need and how we would ensure that the teacher was using effective data on a regular basis.

In an effort to foster a positive culture and climate among teachers and staff, Mr. Merrick, our principal, set the tone with a phrase he calls "Courageous Patience." He emphasizes and encourages teachers to follow the behaviors found in high trust leaders. Character (demonstrate respect, create transparency), Competence (deliver results, be accountable), Character and Competence (listen first, keep commitments) He tries to exemplify these behaviors and encourages teachers to do the same. Students need to see examples of the behaviors needed to maintain a positive culture and environment at NSBHS.

Our SGA is made up of a diverse group of students who do a lot to promote a positive environment at our school. From dances to parades for our student body, to appreciation gifts to faculty and staff, our SGA serve as a positive role model for all students on campus.

NSB has a variety of clubs for students to choose from. Each add to the wonderful environment and culture that can be found here.

We have a strong relationship with our Business Partners. Each year, hundreds of thousands of dollars in scholarships are awarded to our graduating seniors, thanks to their generous contributions. In addition, The Anglers Yacht Club provides the NSBHS Teacher of the Year with a \$1000 award. The generosity of our community only enhances the positive culture and environment here.

Our teachers also play a crucial role in making sure we have a positive culture and environment. They are constantly engaged in professional development opportunities that will enhance their instructional practice and promote learning in their classrooms.

Many faculty members are involved in opportunities to build relationships with their students. This includes "Adopt a Cuda", where teachers adopt an athlete to mentor. Teachers also participated in the "Cuda Connector" program where they adopted a high risk student mid-year. Both programs helped to build positive relationships and provided a safe and supportive learning environment.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Professional Learning	\$0.00
Total:			\$0.00