New Smyrna Beach Middle School

2021-22 Schoolwide Improvement Plan

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New Smyrna Beach Middle School

1200 S MYRTLE AVE, New Smyrna Beach, FL 32168

http://myvolusiaschools.org/school/newsmyrnabeach/pages/default.aspx

Demographics

Principal: Rebecca Porter   Start Date for this Principal: 6/9/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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)	97%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (53%) 2017-18: B (56%) 2016-17: B (56%)
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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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	63%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	21%

School Grades History

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

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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.

New Smyrna Beach Middle School faculty and staff, working in partnership with home and community, enable students to learn, achieve and reach their potential.

Provide the school's vision statement.

We believe education is the shared responsibility of the student, home, school, and community.

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
Porter, Rebecca	Principal	The jobs duties include supervising all instructional staff,supervising all support staff, implementation of instructional practices, implementation of School Improvement Plan action steps, assign School Leadership Team, coordinate meetings of School Leadership Team, engage with all stakeholders, and final approval of School Improvement Plan.
Alves, Aaron	Assistant Principal	The jobs duties include supervising all assigned staff,implementation of instructional practices in assigned curriculum areas, implementation of School Improvement Plan action steps,participate in all meetings of School Leadership Team, and engage with all 7th grade stakeholders.
Carey, Amy	Assistant Principal	The jobs duties include supervising all assigned staff,implementation of instructional practices in assigned curriculum areas, implementation of School Improvement Plan action steps, participate in all meetings of School Leadership Team, and engage with all 8th grade stakeholders.
Haire, Robin	Assistant Principal	The jobs duties include supervising all assigned ESE staff,implementation of instructional practices in assigned curriculum areas, implementation of School Improvement Plan action steps, participate in all meetings of School Leadership Team, and engage with all ESE stakeholders.
Hammond, Jana	Dean	The jobs duties include supervising all Social Emotional Learning instruction, implementation of instructional practices in assigned curriculum areas, implementation of School Improvement Plan action steps, participate in all meetings of School Leadership Team, and engage with all 6th gradestakeholders.
Bellantoni, Ann	Instructional Coach	Work collaboratively with teachers to complete coaching cycles which include: lesson planning, preconferences, observations, post-conferences, and analyzing student learning. Be a thought partner with teachers and not evaluative.Support teachers in implementing standards-based lessons through modeling and co-teaching.Facilitate professional learning that focuses on curriculum standards and teaching practices Support professional learning communities using data and examining curriculum standards.Serve with the school leadership team.
Keeran, Erin	Teacher, K-12	The jobs duties include monitoring and mentoring all Social Studies instructors, implementation of instructional practices in assigned curriculum area of Social Studies, implementation of School Improvement Plan action steps in assigned department, and participate in some recommended meetings of School Leadership Team.
Gold, Ericka	Teacher, K-12	The jobs duties include monitoring and mentoring all Science instructors, implementation of instructional practices in assigned curriculum area of

Name	Position Title	Job Duties and Responsibilities
		Science, implementation of School Improvement Plan action steps in assigned department, and participate in some recommended meetings of School Leadership Team.
Sylvester, Jennifer	Teacher, K-12	The jobs duties include monitoring and mentoring all Math instructors, implementation of instructional practices in assigned curriculum area of Math, implementation of School Improvement Plan action steps in assigned department, and participate in some recommended meetings of School Leadership Team.
McLain, Amy	Teacher, K-12	The jobs duties include monitoring and mentoring all AVID instructors, implementation of instructional practices in assigned curriculum area of AVID, implementation of School Improvement Plan action steps in assigned department, and participate in some recommended meetings of School Leadership Team
Johnson, Katelyn	Teacher, K-12	The jobs duties include implementation of instructional practices in assigned curriculum area of science, implementation of School Improvement Plan action steps in assigned department, and participate in some recommended meetings of School Leadership Team
kress, Tanner	Teacher, K-12	The jobs duties include implementation of instructional practices in assigned area of PASS, implementation of School Improvement Plan action steps in assigned department, and participate in some recommended meetings of School Leadership Team
Loschiavo, Jaclyn	Teacher, K-12	The jobs duties include implementation of instructional practices in assigned area of PBIS school wide, implementation of School Improvement Plan action steps in assigned department, and participate in some recommended meetings of School Leadership Team

Demographic Information

Principal start date
Wednesday 6/9/2021, Rebecca Porter

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
64

Total number of students enrolled at the school

1,125

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

35

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

18

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	378	360	387	0	0	0	0	1125
Attendance below 90 percent	0	0	0	0	0	0	58	66	74	0	0	0	0	198
One or more suspensions	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	68	103	133	0	0	0	0	304
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	69	114	131	0	0	0	0	314
Number of students with a substantial reading deficiency	0	0	0	0	0	0	21	42	22	0	0	0	0	85

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	26	32	34	0	0	0	0	92

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	1	3	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	3	5	9	0	0	0	0	17

Date this data was collected or last updated

Thursday 8/12/2021

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	349	340	343	0	0	0	0	1032
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	0	0	0	0	0	0	30	15	15	0	0	0	0	60
Course failure in Math	0	0	0	0	0	0	29	23	31	0	0	0	0	83
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	70	65	73	0	0	0	0	208
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	67	64	89	0	0	0	0	220

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	64	48	70	0	0	0	0	182

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	17	21	16	0	0	0	0	54
Students retained two or more times	0	0	0	0	0	0	6	12	4	0	0	0	0	22

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	349	340	343	0	0	0	0	1032
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	0	0	0	0	0	0	30	15	15	0	0	0	0	60
Course failure in Math	0	0	0	0	0	0	29	23	31	0	0	0	0	83
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	70	65	73	0	0	0	0	208
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	67	64	89	0	0	0	0	220

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	64	48	70	0	0	0	0	182

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	17	21	16	0	0	0	0	54
Students retained two or more times	0	0	0	0	0	0	6	12	4	0	0	0	0	22

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				50%	51%	54%	51%	51%	53%
ELA Learning Gains				48%	51%	54%	46%	53%	54%
ELA Lowest 25th Percentile				36%	42%	47%	37%	43%	47%
Math Achievement				51%	54%	58%	54%	54%	58%
Math Learning Gains				44%	51%	57%	54%	55%	57%
Math Lowest 25th Percentile				39%	42%	51%	43%	46%	51%
Science Achievement				63%	58%	51%	66%	61%	52%
Social Studies Achievement				72%	71%	72%	74%	69%	72%

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
06	2021					
	2019	52%	50%	2%	54%	-2%
Cohort Comparison						
07	2021					
	2019	48%	47%	1%	52%	-4%
Cohort Comparison		-52%				
08	2021					
	2019	48%	50%	-2%	56%	-8%
Cohort Comparison		-48%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	48%	48%	0%	55%	-7%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	46%	47%	-1%	54%	-8%
Cohort Comparison		-48%				
08	2021					
	2019	24%	29%	-5%	46%	-22%
Cohort Comparison		-46%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	61%	57%	4%	48%	13%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	72%	68%	4%	71%	1%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	77%	54%	23%	61%	16%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	83%	55%	28%	57%	26%

Grade Level Data Review - Progress Monitoring Assessments

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

Math: SMT, DIA
ELA: VLT, DIA
Civics: DIA, SMT
Science: DIA

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	502/12	538/22	279/6
	Economically Disadvantaged	351/9	377/17	197/5
	Students With Disabilities	105/5	111/12	61/0
	English Language Learners	8/0	11/9	5/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	484/39	387/13	151/60
	Economically Disadvantaged	329/33	265/9	97/52
	Students With Disabilities	72/17	84/2	11/45
	English Language Learners	10/10	10/0	1/100

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	499/34	572/40	263/24
	Economically Disadvantaged	289/28	340/34	160/19
	Students With Disabilities	93/12	103/16	50/10
	English Language Learners	8/13	7/14	4/0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	588/15	374/14	96/24
	Economically Disadvantaged	355/11	211/14	41/32
	Students With Disabilities	112/4	51/4	2/0
	English Language Learners	9/0	4/0	(Blank)/(Blank)
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	555/45	521/43	1108/36
	Economically Disadvantaged	333/37	310/34	638/27
	Students With Disabilities	103/22	95/19	176/17
	English Language Learners	8/13	7/29	13/0

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	459/43	530/38	290/12
	Economically Disadvantaged	271/31	310/27	165/8
	Students With Disabilities	83/11	99/10	54/4
	English Language Learners	5/40	8/25	4/25
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	480/7	240/20	323/5
	Economically Disadvantaged	302/6	91/19	191/3
	Students With Disabilities	99/0	7/29	55/4
	English Language Learners	6/0	4/25	4/0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	537/49	568/39	590/52
	Economically Disadvantaged	312/36	329/29	336/41
	Students With Disabilities	95/15	100/12	113/19
	English Language Learners	8/38	8/50	7/57

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	12	22	19	18	31	24	23	31			
ELL				40	30						
ASN	64	64		73	36						
BLK	27	38	27	20	30	23	29	31			
HSP	42	44		38	27	9	80	33	64		
MUL	36	36	22	24	14	11	45	18			
WHT	45	38	26	48	38	30	56	68	65		
FRL	36	35	24	34	32	27	43	50	58		
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	18	34	34	18	35	29	33	32	46		
ASN	70	70		90	40						

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
BLK	24	34	30	22	39	35	33	60			
HSP	60	51	42	58	48	60	83	72	71		
MUL	43	54	59	30	31	29	52	50	60		
WHT	53	48	35	55	45	39	65	75	76		
FRL	41	43	34	41	42	39	55	64	68		
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	18	38	30	18	39	35	29	46	62		
ASN	70			80							
BLK	23	39	33	31	41	39	38	56			
HSP	49	35	25	53	46	46	69	73	88		
MUL	43	48	39	50	51	36	54	76	70		
WHT	54	47	37	56	56	44	68	75	78		
FRL	42	42	33	44	48	37	59	68	68		

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	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	393
Total Components for the Federal Index	9
Percent Tested	93%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	59
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	28
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	42
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	26
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	46
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	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

In the 2020-2021 data overall decreasing learning gains, lower quartile, and achieve scores in all content areas. African American subgroup went down in all categories besides ELA LG 34%-38% and ELA Ach 24%-27% and Math LQ 22%-23%. SWD Math Ach went up one 30%-31%, and all other categories went down include major slide in ELA LQ 50%-19%. Overall ELA LQ 36%-25% and Math LQ 39%-26%.

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

In the 2020-2021 data the Math and Language Arts Lowest Quartile demonstrated the greatest need for improvement . Also, African Americans and SWD achievement in both Math and ELA.

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

In the 2020-2021 data demostrates the African Americans disproportionately suspended out of classroom instruction so the action we need to implement include programs on conflict resolution, mentors, leadership clubs, and restorative practices/ PBIS (Positive Behavior Intervention and Supports).
In the 2020-2021 data also demostrates that lower quartile students in math and ELA scoring low on state assessments, maybe because of teacher absences or turn over. To improve this we need more help from academic coaches, instructional leadership team, working towards more collaboration to support each other across disciplines including SWD teachers, and creating a culture for teachers to want to stay and achieve at our school including creation of a PTSA.

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

In the 2020-2021 data there were no improvements this year overall. SWD improvements include Math Ach by 1.
African American ELA Ach by 3, ELA LG by 4, and Math LQ by 1.

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

In 2020-2021 to improve students' scores in the lowest quartile or ESSA sub-groups tutoring was offered, remediation, small groups in math, and focusing on data chats for remediation.

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

This school year we will implement small group instruction across all disciplines with coaching and professional development available, PBIS/Restorative Practices, more focus on students and families tracking their own achievements for self- assessment, implementing What I Need (WIN) time to assist student remediation, trying to keep class sizes even to aid teacher student ratios, and having electives more informed on how to support academic classes.

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.

Professional development for this school year that are needed includes small group instruction and modeling, PBIS/Restorative Practice including building relationships between teachers and students, data review including uses of data, and Middle School teaming.

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

This school year additional services included celebrating success across all areas within the school, increasing family nights to have more community support, instructional leadership meetings once a week not just once a month like last year, more support from guidance for specific issues to address student needs, discipline meetings per grade level quarterly, more support in credit retrieval, and more clubs to support students across all interests and achieve levels.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	This Area of Focus aligns to Strategic Plan Goal 1 Engage all students in high levels of learning every day. Our Needs Assessment and Analysis for the 2020-2021 shows math achieve was 44% (down 7 points from 2019-2018 score of 51%), math learning gains 35% (down 9 points from 2019-2018 score of 44%), and math lowest quartile 26% (down 13 points from 2019-2018 score of 39%). Further observation shows the lower quartile students include many from our ESSA sub-groups including African Americans and Student With Disabilities.
Measurable Outcome:	Increase math achievement for proficiency from 44% to 62%, math learning gains from 35% to 62%, and math lower quartile from 26% to 62%.
Monitoring:	This area of focus will be monitored through data chats on school/district/state data during PLC and instructional leadership meetings, cross curriculum data and instructional chats, adjusting instruction based on students' data, use of standards-based instruction in teacher lesson plans monitored by administration, use of WIN to target student needs for remediation, observations based on weekly walk throughs, and monitoring of academic work achievement during discipline or absent time.
Person responsible for monitoring outcome:	Jennifer Sylvester (jhsylves@volusia.k12.fl.us)
Evidence-based Strategy:	The evidence-based strategy being implemented to achieve the measurable outcome is standards-based instruction through all stakeholders of the school. The outcome will be monitored by administration and coaches' observations through walk throughs and include individual teacher feedback to guide them in standards based planning and instruction.
Rationale for Evidence-based Strategy:	The rationale for using the strategy of standards-based instruction is that all educational stakeholders must align to high rigorous standards of instruction to increase overall student achievement in math. John Hatties effect sizes of collective teacher efficacy is 1.57, teacher clarity .75, setting standards for self judgement .62, comprehensive instructional programs for teachers is .72, learning goals vs no learning goals .68, and teacher feedback .76. Research on standards-based instruction have been conducted by the Florida Department of Education, American Federation of Teachers, and Learning Sciences Marzano Center which recommend standards-based instruction to increase student success rate.

Action Steps to Implement	

Walk through tool professional development for teachers and administration.

Person Responsible	Rebecca Porter (rlporter@volusia.k12.fl.us)

ESE subgroup and diversity training to aid in differentiation of standards-based activities for all instructional staff.

Person Responsible	Robin Haire (rlhaire@volusia.k12.fl.us)

Common planning time for all Math teachers built into their regular daily schedule.

Person Responsible	Aaron Alves (ajalves@volusia.k12.fl.us)

Focused ESE collaboration together with general education Math teachers during common planning times.

Person Responsible Aaron Alves (ajalves@volusia.k12.fl.us)

PLC meetings weekly for all Math teachers to collaborate with meeting minutes and administration or instructional coach support.

Person Responsible Jennifer Sylvester (jhsylves@volusia.k12.fl.us)

Lesson standards posted in every classroom for students' reference in a commonly utilized area of the classroom.

Person Responsible Rebecca Porter (rlporter@volusia.k12.fl.us)

Standards-based Math resources will be made available for teacher planning and for student use in the classroom.

Person Responsible Jennifer Sylvester (jhsylves@volusia.k12.fl.us)

Math standards-based data chats in PLC time using school and district-based assessments including student subcategories broken down for more specific data driven analyzing.

Person Responsible Jennifer Sylvester (jhsylves@volusia.k12.fl.us)

Standards-based remediation plan based on common assessment data to reduce achievement gaps and use of WIN time to complete student remediation.

Person Responsible Jennifer Sylvester (jhsylves@volusia.k12.fl.us)

Administrative walk throughs to observe teacher and student use and knowledge of standards during instruction in the classroom.

Person Responsible Rebecca Porter (rlporter@volusia.k12.fl.us)

Learning walks with staff and district personnel in ESE and curriculum areas to ensure proper and timely use of standards within the daily instruction in the classroom.

Person Responsible Jennifer Sylvester (jhsylves@volusia.k12.fl.us)

Small group standard-based instruction coaching including training, mentoring, and observations.

Person Responsible Ann Bellantoni (atbellan@volusia.k12.fl.us)

Implementation of targeted math programs to reduce achievement gaps of the lowest quartile.

Person Responsible Rebecca Porter (rlporter@volusia.k12.fl.us)

Weekly instructional leadership meeting to discuss data and monitoring student progress for cross curriculum support.

Person Responsible Jennifer Sylvester (jhsylves@volusia.k12.fl.us)

Addition of AVID strategies for selected students in 6th grade math.

Person Responsible Jana Hammond (jrhammon@volusia.k12.fl.us)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	This Area of Focus aligns to Strategic Plan Goal 1 Engage all students in high levels of learning every day. Our Needs Assessment and Analysis for the 2020-2021 shows ELA achieve was 43% (down 7 points from 2019-2018 score of 50%), ELA learning gains 39% (down 9 points from 2019-2018 score of 48%), and ELA lowest quartile 25% (down 11 points from 2019-2018 score of 36%). Further observation shows the lower quartile students include many from our ESSA sub-groups including African Americans and Student With Disabilities.
Measurable Outcome:	Increase ELA achievement for proficiency from 43% to 62%, ELA learning gains from 39% to 62%, and ELA lower quartile from 25% to 62%.
Monitoring:	This area of focus will be monitored through data chats on school/district/state data during PLC and instructional leadership meetings, cross curriculum data and instructional chats, adjusting instruction based on students' data, use of standards-based instruction in teacher lesson plans monitored by administration, use of WIN to target student needs for remediation, observations based on weekly walk throughs, and monitoring of academic work achievement during discipline or absent time.
Person responsible for monitoring outcome:	Ann Bellantoni (atbellan@volusia.k12.fl.us)
Evidence-based Strategy:	The evidence-based strategy being implemented to achieve the measurable outcome is standards-based instruction through all stakeholders of the school. The outcome will be monitored by administration and coaches observations through walk throughs and include individual teacher feedback to guide them in standards based planning and instruction.
Rationale for Evidence-based Strategy:	The rationale for using the strategy of standards-based instruction is that all educational stakeholders must align to high rigorous standards of instruction to increase overall student achievement in math. John Hatties effect sizes of collective teacher efficacy is 1.57, teacher clarity .75, setting standards for self judgement .62, comprehensive instructional programs for teachers is .72, learning goals vs no learning goals .68, and teacher feedback .76. Research on standards-based instruction have been conducted by the Florida Department of Education, American Federation of Teachers, and Learning Sciences Marzano Center which recommend standards-based instruction to increase student success rate.

Action Steps to Implement

Walk through tool professional development for teachers and administration.

Person Responsible	Rebecca Porter (rlporter@volusia.k12.fl.us)

ESE subgroup and diversity training to aid in differentiation of standards-based activities for all instructional staff.

Person Responsible	Robin Haire (rlhaire@volusia.k12.fl.us)

Common planning time for all ELA teachers built into their regular daily schedule.

Person Responsible	Aaron Alves (ajalves@volusia.k12.fl.us)

Focused ESE collaboration together with general education ELA teachers during common planning times.

Person Responsible	Aaron Alves (ajalves@volusia.k12.fl.us)

PLC meetings weekly for all ELA teachers to collaborate with meeting minutes and administration or instructional coach support.

Person Responsible	Ann Bellantoni (atbellan@volusia.k12.fl.us)

Lesson standards posted in every classroom for students' reference in a commonly utilized area of the classroom.

Person Responsible	Rebecca Porter (rlporter@volusia.k12.fl.us)

Standards-based ELA resources will be made available for teacher planning and for student use in the classroom.

Person Responsible	Ann Bellantoni (atbellan@volusia.k12.fl.us)

ELA standards-based data chats in PLC time using school and district-based assessments including student subcategories broken down for more specific data driven analyzing.

Person Responsible	Ann Bellantoni (atbellan@volusia.k12.fl.us)

Standards-based remediation plan based on common assessment data to reduce achievement gaps and use of WIN time to complete student remediation.

Person Responsible	Ann Bellantoni (atbellan@volusia.k12.fl.us)

Administrative walk throughs to observe teacher and student use and knowledge of standards during instruction in the classroom.

Person Responsible	Rebecca Porter (rlporter@volusia.k12.fl.us)

Learning walks with staff and district personnel in ESE and curriculum areas to ensure proper and timely use of standards within the daily instruction in the classroom.

Person Responsible	Ann Bellantoni (atbellan@volusia.k12.fl.us)

Small group standard-based instruction coaching including training, mentoring, and observations.

Person Responsible	Ann Bellantoni (atbellan@volusia.k12.fl.us)

Implementation of targeted ELA programs to reduce achievement gaps of the lowest quartile.

Person Responsible	Rebecca Porter (rlporter@volusia.k12.fl.us)

Weekly instructional leadership meeting to discuss data and monitoring student progress for cross curriculum support.

Person Responsible	Ann Bellantoni (atbellan@volusia.k12.fl.us)

Addition of AVID strategies for selected students in 6th grade ELA.

Person Responsible	Jana Hammond (jrhammon@volusia.k12.fl.us)

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	This Area of Focus aligns to Strategic Plan Goal 3. Provide a safe, healthy, and supportive environment. Our Needs Assessment and Analysis for the 2020-2021 shows 2,873 referrals were written, 1,799 referrals were written for behaviors in the classroom. There were 395 out of school suspensions. 21% of African Americans were suspended out of school and 8.5% of ESE students were suspended out of school.
Measurable Outcome:	A 10% reduction in referrals specifically out of school suspensions for African Americans and ESE students will help provide a safe, healthy and supportive environment for all students. We are implementing PBIS to ensure equity in student discipline and reward positive behaviors. PBIS strategies keep students in class, not in the office, or out of school, missing valuable instructional time.
Monitoring:	This area of focus will be monitored through data chats based on referrals, PASS, suspension, and academic achievement. The outcome will be monitored by PBIS Team and administration discipline data analyzing and observations through walk throughs including feedback to all stakeholders.
Person responsible for monitoring outcome:	Jana Hammond (jrhammon@volusia.k12.fl.us)
Evidence-based Strategy:	The evidence-based strategy will be Positive Behavior Intervention and Support.
Rationale for Evidence-based Strategy:	The rationale for selecting the Positive Behavior Intervention and Support is Classroom Management has an effect size of .52. Expectations and clarity of behavior expectations is fundamental to implementing PBIS. Teacher Clarity (.75 Effect Size) and PBIS are both based on the fundamentals of transparent expectations. Feedback also has an effect size of .75. PBIS is a behavior intervention system that works best with immediate rewards for positive behavior. Teachers rewarding behavior is feedback.

Action Steps to Implement

Monthly PBIS meetings with the PBIS team.

Person Responsible	Jana Hammond (jrhammon@volusia.k12.fl.us)

PBIS training for all staff members.

Person Responsible	Jana Hammond (jrhammon@volusia.k12.fl.us)

PBIS training and expectations for all students.

Person Responsible	Jana Hammond (jrhammon@volusia.k12.fl.us)

PBIS expectations will be posted in all classrooms and high frequency areas so students understand their expectations.

Person Responsible	Jana Hammond (jrhammon@volusia.k12.fl.us)

Instructional Leadership team data chats based on the PBIS team meeting data.

| **Person Responsible** | Jana Hammond (jrhammon@volusia.k12.fl.us) |

PLC data chats based on information provided by Instructional Leader and PBIS team.

| **Person Responsible** | Jana Hammond (jrhammon@volusia.k12.fl.us) |

Implementing a PBIS reward system.

| **Person Responsible** | Jana Hammond (jrhammon@volusia.k12.fl.us) |

Additional Schoolwide Improvement Priorities

Using the 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 the state, we have identified fighting as an area of concern. It is ranked as very high. Our school plans to reduce these incidents by implementing the following:

School will:
-train teachers in PBIS and Restorative Practices strategies
-areas of high incidence will be monitored and adjusted for occupancy based on incidences
-stakeholders including families, teacher, guidance, and administration will identify mentors for students with high incidents in fighting
-administration and instructional leadership team will analyze and provide incident data to teachers monthly at faculty meetings and any additional information during PLC meetings

Teachers will:
-stand at door and designated morning or afternoon supervision areas to monitor students at beginning and end of school and/or during class changes.
-develop clear expectations using PBIS with students and staff
-identify and implement any other strategies to solve conflicts without fighting.
-identify and give feedback to guidance and administration to monitor student behaviors and incidents

Data chats will take place monthly with PBIS team, monthly at Instructional Leadership team meeting, during PLC meetings, and quarterly during faculty meetings to discuss the above implementation plan (what's working and what's not) based on the data.

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.

The school will be implementing PBIS including a point system to earn rewards for meeting school expectations and promoting a positive school environment by using consistent signs of behavior expectations around the school. Creating school clubs involving teachers, students, and community members that address student interests and achievements. Mentor program involving community members for students identified by guidance and administration for specific needs. Check and connect program for ESE students. AVID program for selected sixth grade students involving teachers, students, and local leaders including speakers and AVID student of the week. Educational and motivational speakers invited from the community to meet the needs and interests of students. At least five family nights to introduce families and community to specialty programs in the school. During morning supervision time weekly students, teachers, and selected stakeholders participate "Morning Madness' for team building and positive reinforcement for students' behaviors. Fresh Fridays every other week reward system based on positive citizen slips handed in by teachers. Creation of a PTSA to form relationships and positive culture between parents, teachers, and students.

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

Mutliple stakeholders have a role in the promoting of positive culture and environment at our school. These stakeholders include Dr. Hammond and the PBIS team promoting PBIS, Mrs. Porter promoting school clubs,
Mrs. Lindsey promoting mentoring program, Ms. Haire promoting check and connect, Mrs. McLain promoting
AVID, Mrs. Porter and Instructional Leaders promoting education and motivational speakers, Mrs. Porter and Mrs. Lindsey promoting Family Nights, Mr. Kress promoting "Morning Madness", Mrs. Carey promoting Fresh Friday, and Dr. Hammond and Mrs. Carey promoting PTSA.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00

3	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	$0.00
		Total:	$0.00