

Volusia County Schools

New Smyrna Beach High School



2022-23 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: 7/1/2020

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	75%
2021-22 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	2021-22: B (58%) 2018-19: B (57%) 2017-18: B (58%)
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	ATSI
* 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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1015 10TH ST, New Smyrna Beach, FL 32168

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>High School 9-12</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>75%</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>19%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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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.

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

We are one family

Handle Hard Better

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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.
Everidge, Erin	Assistant Principal	Assists the Principal in the administration and supervision of the high school and may exercise such authority in the absence of the Principal. Leads efforts to monitor, evaluate, and expand curriculum with the academic departments.
Woodard, Paul	Teacher, K-12	Social Studies department chair who teaches AICE International History and AP Human Geography.
Zona, Susan	Other	Coordinates Cambridge program, which includes course progression, student achievement monitoring, budgeting, and testing. She is also SAC Chair.
Hughes, Gabriele	Math Coach	As the math coach I provide instructional support, professional development, data review, model lessons, support curriculum planning and provide/recommend resources to teachers.
Meehl, Linda	Teacher, K-12	ELA department chair who teaches AICE English Lang/Lit, and English 2
Hinton-Manson, Charlea	Teacher, K-12	Science department chair who teaches AICE Marine Science and Biology
Croak, Deborah	Graduation Coach	Graduation assurance and MTSS chair who will also assist with testing
Johns, Denise	Other	Facilitate the success of career technical education programs and academies on our campus, and to help ensure all students are afforded the opportunity to obtain industry certifications.
Fuller, Gerald	Other	Athletic Director who manages all facets of an athletic program, including scheduling, hiring coaches, promoting programs and events, ordering equipment, constructing budgets, and facilitating operations.
Johnson, Jewel	School Counselor	Counseling Director who provides leadership for the counseling department and to stay current on district counseling procedures. She is also the contact for community service, bright futures, and several other counselor related programs/activities such as Tomorrow's Leaders, Scholarship Bootcamp, and Medallion of Excellence.
Lavender, Casey	Instructional Coach	Academic coach that provides professional learning and support for teachers in implementing effective instruction that will enhance learning opportunities for all students in Volusia County Schools.

Name	Position Title	Job Duties and Responsibilities
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Eschen, Brian	Assistant Principal	Assistant Principal that oversees school-based safety and security, and addresses school’s daily discipline incidents and consequences. He also assists the athletic director with administrative needs, coordinate school staff’s facilities needs, and provides feedback to teachers as an Instructional leader.
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Demographic Information

Principal start date

Wednesday 7/1/2020, Timothy Merrick

Number of teachers with a 2022 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 2022 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

109

Total number of students enrolled at the school

1,878

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

19

Identify the number of instructional staff who joined the school during the 2022-23 school year.

19

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	0	506	500	373	480	1859
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	119	113	126	214	572
One or more suspensions	0	0	0	0	0	0	0	0	0	0	99	73	48	33	253
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	38	38	51	56	183
Course failure in Math	0	0	0	0	0	0	0	0	0	0	34	51	49	78	212
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	162	118	68	97	445
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	122	59	53	50	284
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	43	15	0	0	58

Using the table above, complete the table below with the number of students by current grade level who have 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	123	113	101	130	467

Using current year data, complete the table below with the number of students identified as being "retained.":

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	16	26	13	18	73
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	11	16	4	24	55

Date this data was collected or last updated
Friday 6/3/2022

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	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

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	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
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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

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Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
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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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	51%	46%	51%				51%	52%	56%
ELA Learning Gains	46%						48%	49%	51%
ELA Lowest 25th Percentile	37%						41%	37%	42%
Math Achievement	38%	33%	38%				49%	48%	51%
Math Learning Gains	44%						53%	49%	48%
Math Lowest 25th Percentile	45%						36%	38%	45%
Science Achievement	75%	30%	40%				84%	76%	68%
Social Studies Achievement	67%	40%	48%				76%	69%	73%

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

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
2022					
2019	84%	72%	12%	67%	17%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	75%	63%	12%	70%	5%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	43%	54%	-11%	61%	-18%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	54%	55%	-1%	57%	-3%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	19	30	26	19	37	41	32	31		92	62
BLK	30	38	38	36	54		63	41		100	63
HSP	60	56	55	53	54		78	74		94	94
MUL	44	36	9	15	30		56	62		94	73
WHT	52	46	37	39	44	43	76	69		96	79
FRL	40	39	33	31	38	42	66	57		94	76
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

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
WHT	56	53	40	37	36	31	85	71		93	52
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	58
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	577
Total Components for the Federal Index	10
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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%	0

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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	69
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	47
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Overall Trends:

- Attendance - 31% across grade levels (45% 12th grade have attendance below 90%) - On average, a student will miss 9.83% of days
- Suspension - 14% across grade levels (24% of 9th grade have at least one suspension)
- ELA Level 1 - 24% across grade levels (32% 9th grade, 24% 10th grade, 18% 11th grade, 20% 12th grade)
- Referrals - 826 Q1, 570 Q2, 430 Q3, 801 Q4

ELA - 34.9% were proficient on all district assessments
 Math - 11.1% were proficient on all district assessments
 Science - 53% were proficient on all district assessments
 Social Studies - 47.7% were proficient on all district assessments

ESSA subgroups:

Black/African American

ELA - 30.9% were proficient on all district assessments
 Math - 3.1% were proficient on all district assessments
 Science - 38.9% were proficient on all district assessments
 Social Studies - 27.2% were proficient on all district assessments
 Referrals - 160 Q1 (19% of overall referrals), 92 Q2, 83 Q3, 118 Q4 (15% of overall referrals)
 Attendance - On average, a student missed 9.17% of days

SWD

ELA - 20.4% were proficient on all district assessments
 Math - 4% were proficient on all district assessments
 Science - 25.5% were proficient on all district assessments
 Social Studies - 29.2% were proficient on all district assessments
 Referrals - 343 Q1 (42% of overall referrals), 187 Q2, 157 Q3, 296 Q4 (37% of overall referrals)
 Attendance - On average, a student missed 11.79% of days

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Attendance - especially the SWD ESSA subgroup: 343 Q1 (42% of overall referrals), 187 Q2, 157 Q3, 296 Q4 (37% of overall referrals)
 ELA Level 1 - SWD - 43%
 Referrals/Suspensions - especially the SWD ESSA subgroup (On average, a student missed 11.79% of days)

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

Attendance - COVID, mental health, mask policy, family issues, transportation
 --Actions: Monitor grade level attendance via committee (monthly attendance meetings), revoke student privileges (parking, off-campus lunch), implementing athletic attendance policy, weekly PLC monitoring/

focus

ELA Level 1 - lack of skills, lack of foundation skills, attendance, virtual learning (fluctuation between online/in person), transient population

--Actions: AVID strategy implementation, standard aligned instruction (academic coach training with PLC), reading across content areas (academic vocabulary, common terminology across disciplines)

Referrals/Suspensions - avoidance behaviors, lack of training on behavior interventions and implementation of IEP's, substance abuse (vaping), mental health

--Actions: Enforce 10/10 rule, PBIS training and implementation, improve communication with parents and stakeholders, PLC focus

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math - Improved achievement (35% > 38%), learning gains (35% > 44%), lowest quartile (29% > 45%)

Graduation rate (93% > 96%)

College and Career Readiness (47% > 78%)

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

Math - cohesive PLC, consistent teachers, algebra boot camps, increased tutoring, clear remediation plan, common planning, math coach support

Graduation rate - home visits, exit interviews to discourage withdraw and promote individualized path to success, state did not require testing for cohort, Senior Tank (senior-specific credit retrieval lab with built in incentives), Cuda Connectors (adult-student mentorship), SAT/ACT prep, PERT/Algebra boot camps

College and Career Readiness - individualized senior plans to match students with accelerated courses, offered computer fundamentals course to lead to industry certification, implemented the Cambridge AICE program

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

School wide literacy initiatives, cohesive MTSS/PBIS procedures, teacher training on effective interventions and IEP implementation, implement attendance committee, athletic attendance contract, academy probation letter for academic/behavior/attendance, PLC monitoring form

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.

School wide literacy initiatives - Common academic language used across content areas, school-wide notetaking strategies (AVID), PLC monitoring form

Cohesive MTSS/PBIS procedures - School-wide self assessment of MTSS (SAM), , develop MTSS/PBIS protocols and procedures, implement MTSS/PBIS plan, streamlined PLC protocols to include SIP goals, PLC monitoring form

Teacher training on effective interventions and IEP implementation - Overview of ESE accommodations

Implement attendance committee - Development of a teacher led attendance committee, implement athlete attendance contract, PLC monitoring form

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

- Collaboration with school social worker and homeless case worker
- Creation of the graduation assurance role
- Staff learning walks (Catch and Release)
- Improving record keeping for attendance
- Increase on-site custodial services to improve school culture
- Additional Guardian on campus to ensure safety and security

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to Early Warning Systems

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our area of focus is aligned to the district strategic plans goals 1 (engage all students in high levels of learning everyday) and 3 (provide a safe, healthy, and supportive environment. As a result of our needs assessment and analysis, it revealed that 31% of students' attendance fell below 90% and 14% of students were suspended one or more times.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal will be to improve attendance for ALL students by decreasing truancy rates by at least 20 percentage points. Our strategies to reach this goal will include decreasing out of school suspensions and implementing attendance based contracts and positive behavior strategies.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored by our attendance committee. This committee will include attendance chair, MTSS chair, PBIS chair, school social worker, and teachers. The goal of the committee will be to identify students with excessive absences and truant behaviors, develop and implement school-wide procedures to increase attendance. We will involve teachers via PLC's in providing data and feedback to MTSS/PBIS and attendance committees

Person responsible for monitoring outcome:

Brian Eschen (bpeschen@volusia.k12.fl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

The evidence-based strategy being implemented is a robust, district-wide Multi-tiered System of Supports and Positive Behavior Intervention System.

- All teachers will take accurate attendance each day and report any student concerns or trends to attendance committee
- All teachers will implement MTSS and report any student concerns or trends to MTSS Chair
- All teachers will implement PBIS and report any student concerns or trends to PBIS Chair

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the

MTSS and PBIS are grounded in careful analysis of data collected through progress monitoring and data-based decision making. The power of a tiered system of supports rests in the fact that it is based on prevention. MTSS and PBIS is not a "wait to fail" model for students who are in need of additional supports. The potential benefits of a Multi-tiered System of Supports were outlined in John Hattie's work and can yield an effect size of 1.29, when implemented with fidelity. Schools will be provided with essential training in MTSS and PBIS and its strategies to support student learning.

**resources/
criteria used for
selecting this
strategy.**

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Conduct school-wide self assessment (SAM) and train faculty on MTSS and PBIS systems

Person Responsible Deborah Croak (dlcroak@volusia.k12.fl.us)

Professional Learning through ERPLs on MTSS systems and structures

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

Implementation of professional learning of MTSS strategies following the district ERPLs.

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

Create an attendance committee consisting of attendance chair, MTSS chair, PBIS chair, school counselor, school social worker, and teachers. The goal of the committee will be to identify students with excessive absences and truant behaviors and develop and implement school-wide procedures to increase attendance.

Person Responsible Susan Zona (swzona@volusia.k12.fl.us)

Implement an athlete attendance policy

Person Responsible Gerald Fuller (gafuller@volusia.k12.fl.us)

Weekly PLC discussions and reporting of attendance, behavior, and academic concerns to the attendance/MTSS/PBIS committees. Each committee will monitor the data and implement strategies and interventions to develop plan of action.

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

Mid year review of data including EWS indicators, successful MTSS/PBIS strategies and interventions, and committee updates

Person Responsible Brian Eschen (bpeschen@volusia.k12.fl.us)

Monthly meetings with case managers (SWD - cohort) to discuss students who need interventions for attendance, behavior, and academics. Concentration will be on attendance

Person Responsible Eleeta Hopkins (eshopkin@volusia.k12.fl.us)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our area of focus is aligned to the District Strategic Goal 1: Engage all students in high levels of learning every day. As a result of our needs assessment and analysis, it revealed that 26% of 9th and 10th grade students were Level 1 in ELA. (43% of all ELA level 1 students - SWD)

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal will be to have 100% of 9th and 10th grade students show growth between their first and last progress monitoring assessment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The area of focus will be monitored through district assessments and the new ELA progress monitoring assessment. PLCs will engage in data analysis after each progress monitoring assessment.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

The evidenced-based strategy being implemented is Response to Intervention.
 -PLCs will complete data analysis after each progress monitoring assessment to determine what academic, behavioral, and attendance interventions are needed and how they will be monitored.
 -Academic Coach and MTSS Chair will provide support in identifying academic, behavioral, and attendance interventions
 According to John Hattie, Response to Intervention has an effect size of 1.29.
 RTI ensures that students' difficulties are not due to lack of instruction.
 -Implement evidence-based instruction and interventions based on individual needs, with the ultimate goal being student success in the form of increased academic achievement and positive behavior as early as possible.
 -Provide early intervention for students who need it as early as possible.
 -Make informed decisions about what resources are needed to ensure student success by closely monitoring student progress and using data within the problem-solving process. (Source: Mary Little, CSI Task Force Leader)

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administer first CSPM Assessment to all 9th and 10th grade students. Conduct data analysis on assessment in PLCs to determine baseline for students.

Person Responsible

Casey Lavender (celavend@volusia.k12.fl.us)

Provide ERPL on cross-curricular literacy strategies to ALL teachers.

Person Responsible

Casey Lavender (celavend@volusia.k12.fl.us)

Implement school-wide notetaking strategy presented by AVID Site Team.

Person Responsible

Jessica Flanagan Flanagan (jpflanag@volusia.k12.fl.us)

Administer second progress monitoring CSPM assessment and conduct our mid-year data review.

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Many faculty and staff members take great pride in working at New Smyrna Beach High School. Many are alumni and live in the community, including our principal and one of our assistant principals. Because of this strong connection to the community, we have a motto of We Are One, which is centered around the idea that we are one family working toward the same goal.

Administration encourages leadership from teachers, staff, faculty, students, parents and community members, providing support and encouragement for new ideas and celebrating successes.

We regularly recognize Best and Brightest, Athlete of the Month, Scholar of the Month, Citizen of the Month, and Teacher of the Month.

We partner with our community by participating in events such as Images, Light Up Flagler, and the annual Christmas Parades to showcase the many talented students we have at NSBHS.

Additional ways positive school culture and environment are addressed:

1. Parental Involvement- Open House, orientation, Parent Nights, SAC, volunteering opportunities, business partners
2. Professional Development- after conducting our formal needs assessment, as well as informal requests, we provide professional development that is curated with our teachers' needs in mind. This includes staff-wide training, as well as voluntary PD and book studies.
3. We have rituals and traditions for students and teachers- Student Government Association plans events such as Homecoming Week, Week of the Cuda, campus-wide cleanups, and various appreciation weeks throughout the school year.
4. Student Services works hard to maintain consistent discipline policies, while celebrating positive behavior. School-wide policies have been adoption to maintain consistency among all teachers (10-10 Rule, teaching bell-to-bell, writing yellow passes to leave classroom, etc.)
5. Fostering strong teacher/student relationships through SEL Strategies. All teachers are also trained in Mental Health First Aid to aid in responding appropriately to students' needs.

6. Common planning time is protected in the master schedule to allow for PLC time.

7. Academic Coach, Math Coach, Cambridge Coordinator, CTE Facilitator, and Assistant Principal of Curriculum provide support to PLCs.

8. Students are held to high academic standards with access to academic support via Office Hours and Tutoring, access to advanced courses (dual-enrollment, Cambridge, AP, and honors courses) and opportunities for career preparation through CTE, our College and Career Readiness Counselor, dual-enrollment at ATC, and our AVID program.

9. Our school is safe and clean. We have two School Guardians, one School Resource Deputy, four Campus Advisors, and 12 custodians. We have a security team who works together to monitor entry and exits on campus, as well as monitoring the campus all day. Every adult on campus has a Centegix Badge, which sends alert to administration, and/or local law enforcement.

10. Staff members are held to high professional standards and are encouraged to share best practices with one another via Catch and Release, which is a faculty-led learning walk opportunity offered three times per year. Staff model positive behaviors they expect from students.

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

-School Advisory Council (SAC) is a diverse group of parents, students, and community stakeholders. They provide input to improve school culture and procedures. They encourage and monitor use of SAC funds, which directly impact student achievement and staff development.

-Cudas Unhooked is a non-profit organization that works directly with students on campus (weekly), as well as provides residency to up to five NSBHS students who are overcoming life challenges. The group provides mentorship, clothes, food, tutoring, scholarships, and a sense of belonging to students who are experiencing life's challenges. This organization was founded by alumni and former teachers.

-Community and Alumni Providing Scholarships (CAPS) is a group of NSBHS alumni who fundraise throughout the year to provide scholarships to seniors.

-Student Government Association (SGA) is a group of student leaders sponsored by an NSBHS alumnus who create opportunities to celebrate, provide philanthropic opportunities to students, and provide a positive environment at our school.

-Business partnerships include the Anglers' Yacht Club, Smyrna Surfari Club, NSB Realtor's Association, Mullinax Ford, City of NSB, City of Edgewater, Advent Health, Volusia County Fire Services

-School-based clubs include Teen Zone, Gay-Straight Alliance, Academic Team, Model United Nations, Cudas Choose Kindness, and many more.

-Teachers and staff volunteer as Cuda Connectors, which pairs them with students who are struggling academically, behaviorally, or lacking motivation to ensure they graduate on time.

-Dual-enrollment is offered at Embry-Riddle, University of Florida, Daytona State, and the Advanced Technology Center.

-Strong partnership with New Smyrna Beach Middle School, which is also led by an NSBHS alumnus.

-Each year, our School Counselors host a Senior Scholarship Boot Camp that invites community members, including business partners and retired NSBHS teachers, to assist students with college applications.