New Smyrna Beach Middle School

2022-23 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	97%
2021-22 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	2021-22: C (46%) 2018-19: C (53%) 2017-18: 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	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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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	97%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	20%

School Grades History

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

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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
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
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.
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 6th grade stakeholders.
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 8th grade stakeholders.
Hammond, Jana	Dean	The jobs duties include supervising all assigned staff, implementation of instructional practices in assigned curriculum areas, implementation of School Improvement Plan action steps under PBIS, participate in all meetings of School Leadership Team, and engage with all 7th grade stakeholders.
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 benchmark-based lessons through modeling and co-teaching.Facilitate professional learning that focuses on curriculum standards benchmarks and teaching practices. Support professional learning communities using data and examining curriculum standards.Serve with the school leadership team.
Johnson, Katelyn	Teacher, K-12	The jobs duties include monitoring and mentoring all Science instructors, 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.
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.

Name	Position Title	Job Duties and Responsibilities
Pough, Sherry	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 ESE grade stakeholders.
Kelly, Lisa	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.
Seal, Montana	Teacher, K-12	The jobs duties include monitoring and mentoring all ELA instructors, implementation of instructional practices in assigned curriculum area of ELA, 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.

Demographic Information

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

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
71

Total number of students enrolled at the school
1,028

Identify the number of instructional staff who left the school during the 2021-22 school year.
17

Identify the number of instructional staff who joined the school during the 2022-23 school year.
20

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	359	346	366	0	0	0	0	1071
Attendance below 90 percent	0	0	0	0	0	0	86	108	116	0	0	0	0	310
One or more suspensions	0	0	0	0	0	0	72	69	89	0	0	0	0	230
Course failure in ELA	0	0	0	0	0	0	8	32	35	0	0	0	0	75
Course failure in Math	0	0	0	0	0	0	21	35	19	0	0	0	0	75
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	103	127	139	0	0	0	0	369
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	106	111	112	0	0	0	0	329
Number of students with a substantial reading deficiency	0	0	0	0	0	0	15	26	37	0	0	0	0	78

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	77	109	112	0	0	0	0	298

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	1	3	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	3	2	7	0	0	0	0	12

Date this data was collected or last updated
Thursday 8/4/2022

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	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

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	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

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	41%	45%	50%				50%	51%	54%
ELA Learning Gains	39%						48%	51%	54%
ELA Lowest 25th Percentile	29%						36%	42%	47%
Math Achievement	46%	31%	36%				51%	54%	58%
Math Learning Gains	45%						44%	51%	57%
Math Lowest 25th Percentile	41%						39%	42%	51%
Science Achievement	53%	46%	53%				63%	58%	51%
Social Studies Achievement	55%	49%	58%				72%	71%	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	2022					
	2019	52%	50%	2%	54%	-2%
Cohort Comparison						
07	2022					
	2019	48%	47%	1%	52%	-4%
Cohort Comparison	-52%					
08	2022					
	2019	48%	50%	-2%	56%	-8%
Cohort Comparison	-48%					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	48%	48%	0%	55%	-7%
Cohort Comparison						
07	2022					
	2019	46%	47%	-1%	54%	-8%
Cohort Comparison		-48%				
08	2022					
	2019	24%	29%	-5%	46%	-22%
Cohort Comparison		-46%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	61%	57%	4%	48%	13%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	72%	68%	4%	71%	1%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	77%	54%	23%	61%	16%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	83%	55%	28%	57%	26%

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	14	29	25	20	34	33	26	25			
ELL	20	73		45	18						
BLK	23	39	35	19	29	31	30	35	50		
HSP	38	50	50	35	44		38	31			
MUL	35	29	35	38	39	39	20	50			
WHT	44	39	24	50	47	44	59	59	65		
FRL	33	37	30	40	42	37	45	48	57		
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						
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		

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	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	409
Total Components for the Federal Index	9
Percent Tested	94%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	41
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	36
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	48
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	41
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?

The trend that emerged across the school includes that our subgroups of African American and Students with Disabilities continue to have lower FSA scores. Our school has also now gained subgroups of English Language learners and Multiracial students. There is also a downward trend in our literacy and reading scores. ELA achievement dropped from 43% in 2021 to 41% in 2022, and ELA Lowest Quartile went up from a 25% in 2021 to 29% in 2022 for ELA. There were no learning gains in ELA. Science achievement dropped from 55% in 2021 to 53% in 2022, and Social Studies dropped from 60% in 2021 to 55% in 2022. FSA math achievement went up from 44% in 2021 to 46% in 2022, and Math Lowest Quartile went up from 26% in 2021 to 41% in 2022. The learning gains in Math went up from 35% in 2021 to 45% in 2022. Another trend that has emerged is that attendance is at 91%. In the 2021- 2022 school year referrals totaled 3317, total out of school suspensions consequences were 466, total out of

school suspension days were 1282, total PASS consequences were 539, and total PASS days were 794. Data shows that the students with high levels of discipline are also students with high absenteeism.

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

The data component that demonstrates the greatest need for improvement includes ELA, Math, and discipline/attendance. FSA ELA achievement scores went down from last year from 43% in 2021 to 41% in 2022. FSA ELA 369 students scored a level 1. The Math FSA math achievement went up from 44% in 2021 to 46% in 2022. FSA Math 329 students scored a level 1.

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

The contributing factors that demonstrate a need for improvement at our school include lack of student literacy skills, low level of student reading stamina, teacher turn over, and student attendance.
The new actions that would need to be taken to address this need for improvement include attendance incentives, discipline incentives to ensure students remain in the classroom for instruction, give students scheduled time for curriculum based supplemental reading, AVID WICOR strategies for literacy skills, marking the text strategies for reading skills, RACE strategy for writing skills, trainings for teachers on data collection and evaluations, student data collection, and training for teacher led small group instruction to ensure reading and math comprehension.

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

The data component that showed the most improvement was Math lowest quartile math which went from 26% in 2021 to 41% in 2022. The math learning gains also increased from 35% in 2021 to 45% in 2022.

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

The contributing factors to this improvement include small group modeling in the Math classrooms and strong teacher collaboration. New actions also included the Math department lead teacher visited feeder elementary schools to gain strategies on small groups instruction to improve math classroom instruction at the middle school. The Math department head then trained, collaborated, reviewed, and monitored the math small group strategies to be put into place in all the middle school math classrooms. The math department also collaborated frequently on lesson planning and remediation strategies. There was no teacher turn over in the math department throughout the year.

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

The ELA strategies that we will need to implement include reading and ELA teachers will have a common planning time, shared literacy strategies, AVID WICOR literacy strategies, student data chats, RACE training, common text marking throughout the school, and more family involvement in students' progress monitoring.
The Math strategies that we will need to implement include math teachers will have a common planning time, shared math strategies throughout classroom, small group instruction, student data chats, and more family involvement in students' progress monitoring.
We will also need to implement discipline and attendance incentives through Positive Behavior Intervention and Support, teacher coaching for discipline strategies, Parent Student Teacher Association incentives, and School Advisory Council support.

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.

The professional development opportunities that will need to be provided included student data chat professional development, AVID WICOR literacy supports, awareness and use of the common text marking strategy, awareness and use of the RACE writing strategy, small instruction professional development, and Positive Behavior Intervention and Support professional development.

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

The additional services that will need to be implemented to ensure sustainability of improvement include AVID WICOR literacy services, Positive Behavior Intervention and Support, and support of the school community for student incentives.

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

:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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 2021-2022 data shows math achieve was 46% (went up by 2 points from 44% in 2020-2021), math learning gains 45% (went up by 10 points from 35% in 2020-2021), and math lowest quartile 41% (went up 15 points from 2020-2021 score of 26%). Further observation shows the lower quartile students include many from our ESSA sub-groups including African Americans, Student With Disabilities, English Language Learners, and Multiracial students. Our scores in math still need to improve to 54%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase math achievement for proficiency from 46% to 54%, math learning gains from 45% to 54%, and math lower quartile from 41% to 54%. Teachers are planning engaging and purposeful Math standards benchmark based lessons in 90% of classrooms.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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, student data trackers being used in the classroom, adjusting instruction based on students' data, use of standards benchmark-based instruction in teacher lesson plans monitored by administration, target student needs for remediation, small classroom instruction taking place in the classrom, WICOR strategies being implemented into the classroom, 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: Describe the evidence-based strategy being	The evidence-based strategy being implemented to achieve the measurable outcome is standards benchmark-based instruction through all stakeholders of the school.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The rationale for using the strategy of standards benchmark-based instruction is that all educational stakeholders must align to high rigorous standards benchmark based 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 benchmark-based instruction have been conducted by the FloridaDepartment of Education, American Federation of Teachers, and Learning Sciences Marzano Center which recommend standards benchmark-based instruction to increase student success rate.

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.

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

Person Responsible	Amy Carey (alcarey@volusia.k12.fl.us)

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

Person Responsible	Amy Carey (alcarey@volusia.k12.fl.us)

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

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

Bi-weekly instructional leadership meetings to discuss data and monitoring student progress for cross curriculum support.

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

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

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

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

Person Responsible	Rebecca Porter (rlporter@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)

School wide WICOR strategies being introduced to teachers (training available for reference online on faculty teams page) and implemented into classrooms.

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

Math teachers will be trained in PLC's on tracking student data progress through the math standards benchmarks for district and state testing, which will be implemented into the classroom.

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

Math teachers will utilize class time to discuss individual student progress during data chats with all students for each assessment.

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

Students will track their own progress, on their "Student data tracker", through the math standards benchmarks on district and state testing.

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

Math teachers will intentionally and purposefully plan remediation lessons with students performing at or below 70% proficiency on the math standards benchmarks.

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

New Math teachers will be trained during PLC on small group instruction techniques.

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

Small group standard benchmark-based instruction will be implemented, with fidelity, in the math classrooms.

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

Teams will meet regularly to discuss cross-curricular assignment scheduling and progress monitoring for student growth.

Person Responsible   Rebecca Porter (rlporter@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.	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 2021-2022 data shows ELA achieve was 41% (down 2 points 2020-2021 score of 43%), ELA learning gains 39% (which is the same from 2020-2021), and ELA lowest quartile 29% (up 4 points from 2020-2021 score of 25%). Further observation shows the lower quartile students include many from our ESSA sub-groups including African Americans, Student With Disabilities, English Language Learners, and Multiracial students. Our scores in ELA still need to improve to 54%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase ELA achievement for proficiency from 41% to 54%, ELA learning gains from 39% to 54%, and ELA lower quartile from 29% to 54%. Teachers are planning engaging and purposeful ELA and reading standards benchmark based lessons in 90% of classrooms.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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, student use of data trakers, use of standards benchmark-based instruction in teacher lesson plans monitored by administration, target student needs for remediation, small group instruction implemented into the classroom, RACE/WICOR/marking the text strategies implemented into the classrooom, observations based on weekly walk throughs, and monitoring of academic work achievement during discipline or absent time.
Person responsible for monitoring outcome:	Rebecca Porter (rlporter@volusia.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented	The evidence-based strategy being implemented to achieve the measurable outcome is standards benchmark.-based instruction through all stakeholders of the school.

for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	The rationale for using the strategy of standards benchmark-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 benchmark-based instruction have been conducted by the Florida Department of Education, American Federation of Teachers, and Learning Sciences Marzano Center which recommend standards benchmark-based instruction to increase student success rate.

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.

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

Person Responsible	Amy Carey (alcarey@volusia.k12.fl.us)

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

Person Responsible	Amy Carey (alcarey@volusia.k12.fl.us)

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

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

Bi-weekly instructional leadership meetings to discuss data and monitoring student progress for cross curriculum support.

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

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

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

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

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

School wide WICOR strategies will be introduced to teachers (training available for reference online on faculty teams page) and implemented into classrooms.

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

School wide RACE writing strategy will be introduced to teachers (training available for reference online on faculty teams page) and implemented into classrooms.

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

School wide marking the text reading strategy will be introduced to teachers (training available for reference online on faculty teams page) and implemented into classrooms.

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

All ELA teachers will be trained during PLC's to utilize and implement the online "Writable" program, which will support all students writing skills.

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

Reading and ELA teachers will be trained during PLC on small group instruction techniques.

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

Small group standards benchmark-based instruction will be implemented, with fidelity, in the reading and ELA classrooms.

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

Reading and ELA teachers will utilize class time to discuss individual student progress during data chats, with all students, for each assessment.

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

Students will track their own progress, on their "Student data tracker", through the reading and ELA standard benchmark on district and state testing.

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

Teams will meet regularly to discuss cross-curricular assignment scheduling and progress monitoring for student growth.

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

Reading and ELA teachers will intentionally and purposefully plan remediation lessons with students performing at or below 70% proficiency on the ELA and reading benchmarks.

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

Give students scheduled time for curriculum based supplemental reading.

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

#3. Positive Culture and Environment specifically relating to Positive Behavior Intervention and Support	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	This Area of Focus aligns to Strategic Plan Goal 3. Provide a safe, healthy, and supportive environment. Our Needs Assessment and Analysis for the 2021-2022 school year shows total referrals at 3317, total out of school suspensions consequences were 466, total out of school suspension days were 1282, total PASS consequences were 539, and total PASS days 794. Data shows that the students with high levels of discipline are also students with high absenteeism. The attendance data shows at 91%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	A 10% reduction in referrals, especially with out of school suspensions. 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, and from missing valuable instructional time. Reduction in referrals will also increase better attendance for students. There will be a focus on our subgroups of African Americans, ESE students, English Language Learners, and Multiracial students to help provide a safe, healthy, and supportive environment for all students. PBIS will be implemented into the classroom, with fidelity, by 80% of the teachers on campus.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy will be Positive Behavior Intervention and Support.
Rationale for Evidence-based Strategy: Explain the	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

| **rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.** | works best with immediate rewards for positive behavior. Teachers rewarding behavior is feedback. |

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.

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) |

Social emotional learning lessons will be provided twice a week throughout the school year.

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

PBIS expectations will be posted in all classrooms and high frequency areas, so students understand the expectations of their behavior in these areas.

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

Instructional leadership team data chats will use the data given by the PBIS team.

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

PLC data chats will utilize information provided by Instructional Leader and PBIS team.

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

Teams will meet regularly to discuss student discipline and PBIS strategies for monitoring student growth.

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

PBIS will be used as a behavioral intervention strategy for the MTSS.

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

Continue and further expand community support for the student PBIS rewards.

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

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

This in not applicable to our school.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

This in not applicable to our school.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

This in not applicable to our school.

Grades 3-5: Measureable Outcome(s)

This in not applicable to our school.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

This in not applicable to our school.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

This in not applicable to our school.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

This in not applicable to our school.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring

This in not applicable to our school.

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.

The school can address building a positive school culture and environment through teaming, Positive Behavior Intervention and Support, student interest school clubs, student and teacher celebrations to reward improvement not just achievement, WICOR bingo to reward teachers for using the AVID literacy strategies, student ambassador club, Welcome Every Body orientation for 6th grade, new teacher mentoring, student mentoring program, professional community guest speakers, field trips, family nights, Morning Madness, and continuation of PTSA. Social Emotional Learning lessons will be scheduled into the first period classes at least two days a week.

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

Multiple 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 teaming and student interest school clubs, administration will be in charge of celebrations to reward improvement not just achievement, Mrs. Kelly promoting AVID, Ms. Onwuemeli will lead the student ambassador club, Ms. Carey will be in charge of Welcome Every Body orientation for 6th grade, Ms. Carey and Ms. Bellantoni will be in charge on new teacher mentoring, Mrs. Lindsey promoting mentoring program, Mrs. Porter and Instructional Leaders promoting education and motivational community guest speakers, Mrs. Porter and Mrs. Lindsey promoting Family Nights, Mr. Kress promoting "Morning Madness", Dr. Hammond and Mrs. Carey promoting PTSA, and Dr.Hammond and Ms. Carey will provide a Canvas course of SEL lessons for first period classes.